

**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. Deanne McLaughlin

Official School Name: Los Penasquitos Elementary School

School Mailing Address:    14125 Cuca Street  
  San Diego, CA 92129-1852

County: San Diego                      State School Code Number: 37682966070841

Telephone: (858) 672-3600    E-mail: dmclaughlin@powayusd.com

Fax: (858) 672-4390                      Web URL: www.powayusd.com/pusdlpes/

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. John Collins Ed.D.    Superintendent e-mail: Jcollins@powayusd.com

District Name: Poway Unified    District Phone: (858) 521-2700

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: Mrs. Penny Ranftle

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: 25 Elementary schools  
 (per district designation) 6 Middle/Junior high schools  
6 High schools  
0 K-12 schools  
37 Total schools in district
2. District per-pupil expenditure: 7379

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 3
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	46	38	84		<b>7</b>	0	0	0
1	47	34	81		<b>8</b>	0	0	0
2	36	40	76		<b>9</b>	0	0	0
3	50	33	83		<b>10</b>	0	0	0
4	52	51	103		<b>11</b>	0	0	0
5	54	54	108		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>535</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
26 % Asian  
6 % Black or African American  
16 % Hispanic or Latino  
4 % Native Hawaiian or Other Pacific Islander  
44 % White  
4 % 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: 8%  
 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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2009	535
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 34%  
 Total number of limited English proficient students in the school: 181  
 Number of languages represented, not including English: 35  
 Specify languages:

Non English Languages:

Albanian, Arabic, Burmese, Cantonese, Farsi, Filipino, German, Hebrew, Hindi, Hmong, Ilocano, Japanese, Korean, Lao, Mandarin, Mixteco, Pashto, Polish, Portuguese, Punjabi, Russian, Spanish, Tigrinya, Turkish, Urdu, Vietnamese, 6 other Non-English

9. Percent of students eligible for free/reduced-priced meals: 41%  
 Total number of students who qualify: 218

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Using 2009-2010 data

10. Percent of students receiving special education services: 8%  
 Total number of students served: 41

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</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>16</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>21</u>	<u>18</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: 28:1

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%	97%	96%	96%	96%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

The teacher turnover rate is not a calculated data point as per Poway USD personnel dept. Total transfers for the district are calculated however not with the specificity requested here. Graduation rate does not apply to our school.

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>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

## PART III - SUMMARY

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Today Los Peñasquitos Elementary School, located twenty five miles from the city of San Diego, is a high performing school, by California Department of Education Standards; however that was not always the case. In 1997 the principal and staff began a revolution of change that would catapult this title one school to become a model for schools across the country.

The mission and vision which only lived on a plaque on the wall were replaced with a statement that lives in the hearts of every staff member, student, and parent: ***Every student without excuse and without exception will be proficient or advanced in reading, language arts and math, (and it is our job to make that happen).*** The staff came together and made radical changes to the work conducted at this school with a pledge that grounded their work. ***We are committed to creating a school that knows no limits to the academic success of each student.*** This pledge guides the work at Los Peñasquitos to embrace practices that result in academic achievement for all students.

The demographics of Los Peñasquitos are slightly different than the other twenty four elementary schools in the Poway Unified School district. Los Peñasquitos is located directly across the street from the largest subsidized housing complex in Northern San Diego County. Our students speak thirty five different languages and thirty two percent are English Language Learners. Forty one percent of our students are socioeconomically disadvantaged. Our students have experienced social distractions which can make learning a challenge. These demographics signal to the staff at Los Pen that our job is that much more important and it is a philosophy which is embraced by staff.

Six exceptional systems were created with staff involvement, drawing on the outstanding resources within the school and endorsed by all staff members. The system and process designed is always with the students in mind, not the needs of adult staff members. First the staff endorses a Culture of Universal Achievement, where every staff member firmly believes that every student is capable of academic proficiency and there are no excuses for poor effort on the part of staff and/or students. Secondly, teachers collaborate regularly regarding students, instruction, data, etc. This collaboration is planned and focused in a lazar like fashion with respect to the time staff spend together. Third, the standards are aligned to the curriculum and instruction is modified as students master the standards. Fourth, formative assessment guides modification of lessons and guidance toward academic intervention. Fifth the results of the data must be manageable and understood by all stakeholders to engage students in planning for next steps in their education. And finally intervention is implemented in a very individualized manner to maximize student achievement.

To assist in breaking the generational poverty so prevalent in our community, our school has become the model for college readiness on the elementary school level. Each classroom has an official relationship with a college and teachers share lessons with students about that college. Age appropriate vocabulary is included throughout the lessons taught in our classrooms. Students know what year they will graduate along with the college fight song of their adopted college. In addition to the powerful collegiate symbolism, students are taught excellent foundational skills of setting goals, working toward those goals, and knowing what lies beyond working with long range plans in mind.

This extraordinary model has been duplicated across the country by nearly one hundred elementary and middle school campuses. Staffs attend institutes to learn about the amazing successes of Los Peñasquitos Elementary School and often join the network of schools. As the Flagship of No Excuses Campuses across the country, the future is very different for the hundreds of students coming from diverse backgrounds. “Los Pen” is a sanctuary of academic excellence a school that is not satisfied with the status quo and where complacency does not exist.

To be a Blue Ribbon School, is an honor and an example to schools across the country. Los Peñasquitos is an example of what a public school can do when exceptional systems are put in place toward student achievement.

### 1. Assessment Results:

The California Department of Education requires public schools to participate in the STAR, Standard Testing and Reporting, program. Within this program Los Penasquitos students take the CST, California Standards Test for English–language arts, Mathematics, and Science (grade five only). Except for a writing component that is administered as part of the grade four English–language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards. The State Board of Education adopted these standards, which specify what all children in California are expected to know and be able to do in each grade or course. The CSTs are required for students who are enrolled in grades two through five at the time of testing. Parents/guardians may submit written requests to exempt the students from testing; however we encourage all parents/guardians to allow their students to participate in this process as a summative indicator of their grade level achievement.

The performance levels range from advanced to far below basic. Students scoring advanced or proficient, (next tier down) are considered proficient. The three bottom tiers are basic, below basic and far below basic, the lowest tier. It is interesting that different grade levels and subject areas have different cut scores for grade levels, which can be found when reviewing the data for Los Penasquitos. CST scores are used for calculating each school's Academic Performance Index (API) and adequate yearly progress (AYP). Information about the API and AYP is posted at <http://www.cde.ca.gov/ta/ac/ar/index.asp>.

In the state of California schools are compared to both the schools across the state as well as one hundred similar schools as categorized by the CDE. A ten is the highest numeric value achieved in each category, and it moves downward to one. In 2005 Los Penasquitos received a 9/10 ranking meaning that it fell short of making the top ten percent of schools in the state, but when ranked among similar schools, was in the top ten percent. In 2006 Los Penasquitos was a 10/10 school and the first in the Poway district to achieve such a ranking. Los Pen also achieved the prestigious rating of being ranked #1 in similar schools. This streak which began in 2006 is still going strong with Los Pen receiving a 10/10 ranking and ranking number one in similar schools for four consecutive years.

When analyzing the data over the past five years, there has been a progressive increase in the scores in Language Arts with a percent proficient increase of twelve points overall. Math increased nine points then fell off three points in 2010. The staff at Los Pen has identified the need to address inconsistencies in results, While overall data increases grade level data shows increases and decreases which truly need to be focused upon to provide more consistent improvement. Grade levels will identify strategies to address the inconsistency in scores over the past five years. Nearly all grade levels fell slightly between 2009 and 2010 in the area of Math. While we are a No Excuses University, we often look at practices in place to help understand results. A new math curriculum, which has wonderful potential of increased scores in the future, was implemented and perhaps that transition was a contributing factor.

When looking at sub group performance, the needs of our African American, Hispanic, English Learner, Low Socioeconomic, and Special Ed student are of concern due to the difference between data for all schools and these subgroups. Programs in place for these students includes, working with an intervention specialist in a small group setting, extending the day for skill work and/or language support and implementing a computer class for students to work in their area of need.

### 2. Using Assessment Results:

Among the thirty five languages spoken at Los Peñasquitos, the language of data is the most common language used on campus. Assessments guide instruction as we pursue the academic success of every

student. Assessments are carefully selected to provide the most detailed information possible. These assessments are given at agreed upon times during the school year. This decision is driven by the needs of staff to acquire the data needed to form intervention groups, modify curriculum, and track the progress of students.

Three times a year, after a battery of assessments, our data is collected and disaggregated by student in a user friendly format. A formal articulation meeting is held that includes teachers, principal and other staff members who have a direct impact on the achievement of these students. The purpose of this meeting is to review the assessment results, child by child, to make decisions about appropriate academic or social intervention. This analysis leads to specific action necessary to move all students toward academic growth.

Student participation in the assessment process is critical. Students must understand that first and foremost assessments are a tool to allow students and teachers to see how much progress a student has made and what the next specific learning goal will be for that child. Students will know exactly what they need to focus on and with staff guidance; they will implement strategies that are necessary to reach their next learning goal. Each class will interpret and understand the class data, select a class goal based on assessment results and plan action steps to achieve that goal. In addition teachers and students collaborate to create individual student goals. The process is similar to that of creating class goals. Teachers will individually meet with students and review the student's assessment results. They will agree on an area of greatest need and identify at least three specific strategies that the student will use to make significant progress in this area. The goal and strategies are recorded on a student goal sheet which is signed by the student, teacher, principal and parent. What Los Peñasquitos has found is that almost without exception, the area of greatest academic growth is the area represented by class and student goals.

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

Involving students, parents and the community in the assessment process is a valuable strategy. The key factor in this public sharing of data is to help everyone understand why the assessments are important and how their participation should be an active role. This public perception toward assessment is a great motivator on daily effort and learning takes on much greater meaning.

Classroom goals are displayed publically and individual student goals are often in a location visible to the student keeping their goals at the forefront of their learning. Students are expected to memorize their goal area and are often quizzed by the principal as to what learning they are working on.

Parents are also part of this assessment process. Parents are provided with information on their students individual goals so they are part of the action plan. They understand exactly what they need to do for their children to be more successful. Parents also receive information as to where their student falls in relation to the class, grade level, district, and national norms. Parents not only receive information at the regular progress report time, but also throughout the school year enabling them to have meaningful conversations with students about learning. Parents who speak English as a second language often receive their child's information in their native language allowing for understanding. Charts and graphs also provide clear understanding in a visual manner. Los Peñasquitos also has a unique community collaborative group which includes the local law enforcement, town council, merchants, higher education administration, and managers of area apartment complexes. This group discusses many community topics including the achievement of Los Peñasquitos. Plans are put into place to support students academically and nutritionally when school is not in session. This group also discusses community interventions such as tutoring, mentoring, and off campus experiences which enhance our students learning.

We have found that teachers and students alike can reach their potential when they enthusiastically embrace using effective assessments toward academic achievement supported by parent and community. Clear and effective interventions are necessary if students are to reach their greatest growth potential.

#### 4. Sharing Lessons Learned:

The incredible transformation of Los Peñasquitos Elementary School has served as a model and inspired schools across the country. Today there are almost 100 No Excuses University Schools in a collaborative network which is growing almost daily. Leaders of the No Excuses University Network hold conferences throughout the year across the country. Conference participants hear directly from Los Peñasquitos staff in addition to other personnel in the network. Los Peñasquitos also entertains visitors from across the country as well as internationally. Visitors come to Los Peñasquitos to see firsthand the successful strategies they may have heard or read about. Los Peñasquitos is also the subject of *Turnaround Schools*, by Jeff King and Damen Lopez and *No Excuses University*, by Damen Lopez. When reading *Whatever it Takes*, by Richard and Rebecca Dufour, the story of Los Peñasquitos can be found in chapter seven.

A web portal for No Excuses University staff members has been created allowing Los Peñasquitos staff to communicate and collaborate with other participants in the network. There is also an NEU Principal's retreat focused on allowing principals to share effective leadership strategies. The first No Excuses University Convention will be held in November 2011. Los Peñasquitos staff members will participate and continue to offer innovation to this network. As published authors, staff members of Los Peñasquitos also share their expertise with district community and professional organizations. Counselor, Fran Hjalmarson, has written *Differentiated Parenting*, and Intervention Specialist, Keri King, has written *Full Color Literacy Activities :Reading & Writing*, Sight Words Mini-Books, and *Make it Your Way Math: Standards –Based Games and Activities you can Customize*.

## 1. Curriculum:

As with the exceptional systems implemented by Los Pen Staff, the curriculum is streamlined and laser like providing exactly what is needed. Curriculum is carefully aligned to state standards and instruction is planned and delivered with purpose. Los Pen has gone beyond the typical standards alignment focusing not only on what is taught, but also are students mastering the curriculum. The curricular alignment plan was developed by teachers providing the involvement and commitment needed. These plans are not on shelved and reviewed annually they are regularly referred to during planning and instruction. There are three main questions when looking at curriculum. What are the children required to know, what is the most effective method of delivery and finally are they achieving mastery of the curriculum presented? The components of Reading and Math will be reviewed later in this application, this section will be dedicated to the curriculum included in the academic and behavioral systems.

### Academic Curricular Systems

Instruction begins with the core curriculum of each subject area. It is important that regardless of content area the curriculum be taught with fidelity, class to class and grade to grade. With our demographic population, classroom interventions are crucial to support those students not mastering the curriculum. Staff is encouraged to be creative and collaborate when planning classroom intervention. One such intervention at Los Penasquitos is called, “Walk to Reading”. In this model, the core components of the reading curriculum are taught heterogeneously by the classroom teacher, however when implementing small guided reading groups, students are grouped homogeneously and might walk to another classroom to receive instruction. It is also at this time that support personnel are deployed to further break groups into smaller segments. This allows all students to receive focus instruction at their level maximizing their growth potential. Teachers also differentiate within the classroom. If a student has mastered concepts prior to instruction, that curriculum is compacted and that student is presented with the next challenge to meet his or her individual needs. Progress monitoring and assessments are conducted regularly as a critical formative assessment tool. Instruction is modified as needed in accordance with results. Staff follow a planned and strategized curricular schedule ensuring ample time allotment for components of instruction. As previously mentioned, collaboration is what keeps this moving. Teachers regularly speak with each other, with support personnel, and with administration regarding student needs.

There are two additional levels of the academic curricular system, with are implemented to those students who continue to struggle meeting academic curricular expectations. These students meet with support personnel in a small group either in or outside of their classroom. The instruction in these groups is specific and intense as to what is needed for these students. Additionally there is increased progress monitoring for these students. These students are invited to join extended day instruction providing additional time for learning again, these groups are flexible based on student need. Often families are brought in to determine an individualized curricular plan and responsibility is shared with student, staff and parents.

### Behavioral Curricular Systems

It is imperative that student emotional wellbeing be considered as a part of the curriculum. Without this in place the academics will not meet their potential. The educational environment at Los Penasquitos is nearly as important as the lessons taught. School rules are simply the Six Pillars of Character as delineated by Character Counts. Every behavior can be found within the traits of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. This simplistic approach allows everyone, student, staff, and community to “speak the same language”. Countless rules are not needed if students are to conduct themselves as students of character. Staff and parents are also held to the same expectations and this documentation can be found throughout the campus. Classroom management plans

are universal by grade level, because it would be much too difficult and counterproductive for students to have to “learn” a new set of expectations with each teacher, and/or class encountered. Classes meet daily and review curricular topics in a morning meeting. The topics are both academic and behavioral in content. Every classroom displays a visual schedule allowing students to see the sequence of the days academic structure. Social skills are explicitly taught. This is a key component of the academic work at Los Penasquitos. Staff does not “assume” students know the meaning of each direction and concept. Because our population is so diverse, this explicit teaching is valuable and used throughout the curriculum. Students are provided with choices in many areas allowing them to confidently approach learning.

This social emotional component is so important at Los Peñasquitos, title one funding is used to provide a counselor, not part of the core staff provided by the district. There is a proactive approach to teaching and learning with this support in place. Often some individual students need a “check-in” and contact with an adult perhaps apart from their classroom teacher. Behavioral interventions are formatted to provide the most support for academic achievement.

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

Los Penasquitos staff embraces the concept that Reading is the core for every subject area. Without a strong foundation in reading components of fluency and comprehension students often struggle. It is important that each grade level and classroom teach the program with fidelity ensuring concept completion at each grade level. Los Penasquitos uses the Houghton Mifflin Medallions program as their instructional core. Teacher content knowledge is crucial and addressed through professional development. The no excuses philosophy of high expectations fosters an understanding and confidence that hard work and sustained effort will provide opportunities for students to meet or exceed reading/language arts standards. Opportunities for differentiation are addressed throughout the program and implemented in small group settings. There is an ELL component to the program which is implemented both in the classroom and the extended day skill sessions. The format of the Medallions series brings about recent upgrades to an older program based on teacher use and educational research. Explicit instructional routines are important.

The program begins with a strong phonics foundation in the primary grades. Differentiation and leveled reading opportunities, supply support where needed. The resources to this program are many including an online component with additional strategies to meet the individual needs of students. Vocabulary development is infused daily into lessons. Los Penasquitos teachers use an innovative technique of placing laminated vocabulary cards on rings and provide this resource to students as needed. It can be a quick assessment of vocabulary or a pre-teaching of needed words. Writing is dovetailed into this program but also supported by another standalone curriculum. Fluency and comprehension are core pieces to this program and Los Penasquitos staff also supports this portion with programs such as the Six Minute Solution and DIBLES, Dynamic Indicators of Basic Early Literacy Skills.

Differentiation and support for language students are also critical pieces and small group instruction time is infused in every classroom. As mentioned in the section regarding instructional practices, this time is also when additional resource personnel are deployed to support students. Assessment is implemented in reading/language arts more than in any other subject area. Progress monitoring allows staff to track student learning and intervene quickly when needed. With our demographics we often find that students have limited prior knowledge and vocabulary, and that is the reasoning behind our focus of these areas. Instructional time is maximized with sacred time set aside without distraction. Parents and community are also stakeholders in the academic achievement of our students. We have a unique program called OASIS tutors, often retired teachers who come in to support students identified as those with the most needs. Often the reverse is implemented allowing time for the classroom or grade level teacher to provide that individualized support.

It is valuable to note that administrative support in all subject areas is critical in a manner that provides teachers resources needed to maximize student achievement. Resources must be set aside for this

purpose. School wide goals and focuses should be clearly articulated. Teachers should receive continual professional development and the time needed to gain this knowledge.

### **3. Mathematics:**

Los Penasquitos uses Math Expressions as the core math program. It is important that each grade level and classroom teach the program with fidelity ensuring concept completion at each grade level. Balance between computation skills and problem solving is addressed during grade level collaboration, as is the math instructional schedule. Teacher content knowledge is addressed through professional development. The no excuses philosophy of high expectations fosters an understanding and confidence that hard work and sustained effort will provide opportunities for students to meet or exceed mathematics standards. Opportunities for differentiation are addressed throughout the program and implemented in small group settings. Math Expressions uses objects, drawings, conceptual language, and real-world situations to help students build mathematical ideas that make sense to them. It also balances deep understanding with essential skills and problem solving. Students invent, question, and explore, but also learn and practice important math strategies. Students learn with understanding, increase language competencies, and develop sophisticated use of mathematical representations. Meaningful math activities are supported by explanations that link drawings of situations or operations to numerical methods. Teachers consistently “Talk Math” infusing that vocabulary into not only the math portion of the day but throughout the day reinforcing what is taught in the math curriculum.

Every Math Expressions lesson includes intervention, on level, and challenge differentiation to support classroom needs. In addition, leveled math writing prompts provide opportunities for in-depth thinking and analysis. Teachers look for students to develop fluency in computational skill, conceptual theories, and mathematical reasoning. It is also important that students be able to explain and support their answers.

Not a subject taught in isolation. Teachers explain how math is connected to other subject areas as well as students’ everyday life. This makes math come alive for students. During career day speakers are brought in from various backgrounds, however math must be represented to give students the picture of what part math will take in their adult lives. Computerized lessons are part of the instruction practice at Los Pen; students learn early on how computers can assist with mastering mathematical concepts. As with all subject areas at Los Penasquitos, math must be instructed in an engaging manner to assist students in gaining the necessary concepts and meeting academic needs.

It is valuable to note that administrative support in all subject areas is critical in a manner that provides teachers resources needed to maximize student achievement. Resources must be set aside for this purpose. School wide goals and focuses should be clearly articulated. Teachers should receive continual professional development and the time needed to gain this knowledge.

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

Los Penasquitos students are wonderful writers. Staff implements the six trait writing model of instruction and assessment to provide a common language for teachers and students to communicate what good writing looks like and what it does not look like. We believe that writing provides students a unique opportunity to communicate their ideas and helps them to extend their learning and vocabulary development. Because writing is so important, teachers read orally to students daily. Teachers explicitly teach each component of the system with differentiated support. Literature shared in the classroom is analyzed for the components of good writing as a model for students. The rubric used to assess each piece of writing is also taught with samples of a piece at each level. This enables students to gain a clear picture as to what their writing qualifies as.

Teachers help shape the writing content by a prewriting session that identifies a clear theme, and interesting supporting details. In pair sharing prewriting, students ask questions to each other about details, and sequence, providing an author’s point of view. Each author is focused on including their tone

in each piece. Explicit instruction is spent organizing the piece of writing. Transitions are expanded, clear direction to a strong beginning, detailed body, and satisfying resolution. Teachers expand vocabulary and provide students with an ample amount of rich words throughout the room and students use these resources while writing. Specific lessons regarding figurative lessons are included at every grade level to enhance and enrich content. Writing fluency is also specifically instructed providing the rhythm and movement seen in good writing. Variation in sentence structure is emphasized. Throughout all grade levels, presentation is part of the writing process. In classes as young as Kindergarten, students orally share writing with their peers and publish final drafts throughout the room. Los Penasquitos also hosts an authors' tea several times throughout the year. Each class and grade level selects exemplary writing and those pieces are published in a collection. Parents and family are invited to hear each author read their prose in an assembly format. The collection is bound and resides in the library for check out to the general student population.

## **5. Instructional Methods:**

Los Penasquitos has an outstanding program of addressing student needs with individualized goal setting. This addresses the needs of ALL students not only those below proficiency. Upon completion of a battery of assessments, students will set individual goals. These goals are supported by an action plan which is developed by each student and their classroom teacher. Students receive individualized assignments for this area of need. Progress monitoring is implemented to track the trend in achievement. Collaboration is critical and staff come together to openly discuss students in a process called articulation. Each student is discussed regarding the results of a battery of assessments. Intervention methods are determined and strategies are immediately implemented.

Support staff is also deployed to assist classroom teachers during small group time. This enables the teachers to break groups down further providing more individualized support. The school day is also extended for students according to needs. Language support, skill support, and computer based skill support are all implemented throughout the school day. Grade levels also create unique strategies to meet the individual needs of students. An example of this is when students receive their core instruction in reading in their classroom, then during a period of small group instruction, students will “walk to reading” transferring classes to a homogeneously grouped small group instruction based on group needs. This affords the most support possible to students when multiple teachers address student needs.

It is important that instruction be focused and exemplary. Professional development opportunities are provided allowing teachers exposure to best practices in all instructional areas. This year two models have been introduced toward this end. An instructional rounds model provides teachers feedback regarding instructional practices. Teachers at Los Penasquitos do not work in isolation. A collaborative environment provides a forum for best practices. It is also important to note that district level support in the Poway Unified School district is outstanding. District personnel are involved in professional development opportunities and research that affords school personnel exposure to outstanding practices.

Los Penasquitos also is the home of a unique program called the Los Penasquitos Academy program. Not an accelerated or remedial program, the Academy is based on the researched based notion of more time for learning. During times of fiscal solvency, the Academy program extended the school day for students an additional two hours and the school year as much as three weeks. This program is unique for a public school and working with district and union personnel was part of the set up process.

## **6. Professional Development:**

In the Poway Unified School District a system called time banking is implemented. Schools have the flexibility to extend the school day four days of the year while cutting one day shorter for the purpose of professional development. On time banking days teachers dismiss students and meet to discuss instruction, student needs, assessment. Staff consciously makes a commitment to this professional collaborative time. There is clarity of meeting purpose with carefully planned and implemented agendas. Teams work closely to design instruction that translates into academic achievement for all. This

time is held sacred by all team members and is not used for personal appointments or individual work time. During this time staff may share strategies which are working with other grade levels seeking guidance or assistance in particular areas. Highlighting exceptional practices within Los Penasquitos is a motivating practice.

The Poway Unified School District also has a teaching and learning program called the TLC, Teaching and Learning Cooperative. This system is set up for teachers as a professional development program which teachers can utilize to gain the needed professional development points needed. TLC's are implemented throughout the district on all levels. TLC's are content based and explore a topic or unit. Teachers volunteer time to participate, however as previously stated, they are compensated in the point system. In addition Poway Unified Schools offers staff an alternative evaluation process where learning can take place. Staff members work with their individual school to create a learning focus that will expand that staff member's knowledge base.

Los Penasquitos staff members are presently involved in TLC's in the following areas, *The Daily Five*, Teach like a Champion, The Power of Our Words, Using MAPs in the classroom, Technology and Instruction, Using Data Streaming, Teaching gifted students and the list goes on. These TLC's are instructed by a myriad of facilitators at many different levels. If you would like to facilitate a TLC there is an application process required regarding your initiative. Once approved all TLC's are managed by a board of directors, who work with TLC coordinators to maintain a high quality professional development environment.

In addition Los Pen staff members are open to researching and implementing new strategies that translates to academic success for students. They are committed to growing professionally together and participate in group study and topic and/or book talks. Some Los Pen staff members offer opportunities for our parents to learn as they do. A staff member may research and study a particular topic then put together a presentation to share during what is called, Los Penasquitos Parent University. One way to encourage parents to participate in these informative sessions is for other staff members to attend. There are many topics which touch on both parenting and working with students in the classroom. Topics include, How to Talk so Kids will Listen, Developing Cable Young People, and Helping Students Cope with Stress.

## **7. School Leadership:**

It is vital to our system and curricular plan that sustainability be maintained. If a plan was solely implemented by the building principal, if that individual leaves, so does the momentum for the program. It is the principal's responsibility to be a collaborative leader among equals, set the vision, define the end products, and provide support to the process. Communication is clear at all times. The principal often defines what an initiative looks like while teachers provide input regarding how to reach that goal. The principal must lead, encourage, drive, support and follow-up in all areas. The principal is in the unique position to encourage the work of Los Penasquitos. The principal must keep a laser like focus moving in the right direction neutralizing any tendencies toward mediocrity and this initiative needs to be relentless. All staff members at Los Peñasquitos are not accepting of the "status quo" and candidly speak to each other if needed. The role of the principal at Los Penasquitos is also to facilitate any outside distractions, support teachers at critical times. During this past school year, class sizes increased approximately 30 percent. With this in mind and to support teachers at difficult times of the year, such as conference, and report card time, the principal releases teachers on three separate occasions. This release time helps teachers to maintain the expectations of our staff commitments and not "water down" the content of these valuable interactions. It is vital that the principal of Los Penasquitos be tenacious, supportive, and absolutely committed to the academic achievement of each and every student.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: California Standards  
2 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	75	74	69	81	88
% Advanced	55	40	39	54	53
Number of students tested	85	77	80	79	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	70	61	47	68	71
% Advanced	23	39	28	32	34
Number of students tested	47	33	36	34	35
<b>2. African American Students</b>					
% Proficient Plus % Advanced					67
% Advanced					25
Number of students tested					12
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	50	80	29	71	82
% Advanced	42	30	7	35	38
Number of students tested	12	10	14	14	16
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	62	64	46		70
% Advanced	15	27	0		40
Number of students tested	13	11	13		10
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	67	63	58	69	78
% Advanced	42	29	26	45	32
Number of students tested	45	35	31	29	28
<b>6. White</b>					
% Proficient Plus % Advanced	85	80	80	86	91
% Advanced	76	48	48	59	58
Number of students tested	33	25	25	29	40
<b>NOTES:</b> Publication date progresses with year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: California Standards  
2 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	72	65	65	71	80
% Advanced	47	34	32	42	42
Number of students tested	85	77	81	79	99
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 Plus % Advanced	72	48	53	57	63
% Advanced	38	18	17	26	23
Number of students tested	47	33	36	35	35
<b>2. African American Students</b>					
% Proficient Plus % Advanced					75
% Advanced					25
Number of students tested					12
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	50	80	29	77	63
% Advanced	42	30	7	38	25
Number of students tested	12	10	14	13	16
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	54	36	23		50
% Advanced	31	9	8		20
Number of students tested	13	11	13		10
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	58	57	59	59	61
% Advanced	33	20	16	28	32
Number of students tested	45	35	32	29	28
<b>6. White</b>					
% Proficient Plus % Advanced	85	68	68	69	76
% Advanced	52	40	44	45	48
Number of students tested	33	25	25	29	40
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: California Standards  
3 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	89	87	91	87	85
% Advanced	67	69	76	58	64
Number of students tested	82	75	79	98	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	78	73	85	71	80
% Advanced	56	43	68	39	50
Number of students tested	32	30	40	38	40
<b>2. African American Students</b>					
% Proficient Plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	82	90	87	71	71
% Advanced	55	40	60	53	33
Number of students tested	11	10	15	17	21
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	79	70			71
% Advanced	43	60			57
Number of students tested	14	10			14
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	77	85	84	79	81
% Advanced	55	59	66	61	39
Number of students tested	31	27	32	33	31
<b>6. White</b>					
% Proficient Plus % Advanced	90	88	96	85	86
% Advanced	79	72	85	59	69
Number of students tested	29	25	26	39	35
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: California Standards  
3 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	66	67	72	64	69
% Advanced	41	37	35	23	38
Number of students tested	82	75	79	98	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	41	47	57	34	55
% Advanced	34	13	20	11	20
Number of students tested	32	30	40	38	40
<b>2. African American Students</b>					
% Proficient Plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	45	55	60	41	38
% Advanced	36	9	20	12	14
Number of students tested	11	11	15	17	21
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	29	30			57
% Advanced	7	10			21
Number of students tested	14	10			14
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	42	50	56	42	48
% Advanced	29	29	25	6	10
Number of students tested	31	28	32	33	31
<b>6. White</b>					
% Proficient Plus % Advanced	72	68	77	69	76
% Advanced	45	40	42	31	32
Number of students tested	29	25	26	39	41
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: California Standards  
4 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	84	94	88	79	77
% Advanced	70	82	69	58	50
Number of students tested	101	93	114	125	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	76	88	76	64	64
% Advanced	49	68	53	43	30
Number of students tested	37	40	45	44	44
<b>2. African American Students</b>					
% Proficient Plus % Advanced					63
% Advanced					18
Number of students tested					11
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	62	82	89	62	46
% Advanced	31	65	47	43	31
Number of students tested	13	17	19	21	13
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	67		77	63	55
% Advanced	58		62	42	32
Number of students tested	12		13	19	22
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	79	83	68	63	46
% Advanced	46	54	50	41	14
Number of students tested	28	24	28	41	28
<b>6. White</b>					
% Proficient Plus % Advanced	84	97	81	82	80
% Advanced	81	84	67	56	57
Number of students tested	32	31	48	45	44
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: California Standards  
4 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	83	91	89	86	78
% Advanced	69	71	68	55	59
Number of students tested	103	93	114	125	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	74	85	78	73	61
% Advanced	50	55	47	32	36
Number of students tested	38	40	45	44	44
<b>2. African American Students</b>					
% Proficient Plus % Advanced					63
% Advanced					45
Number of students tested					11
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	71	88	84	90	54
% Advanced	64	65	47	29	23
Number of students tested	14	17	19	21	13
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	36		92	68	55
% Advanced	29		77	37	36
Number of students tested	14		13	19	22
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	72	71	64	68	46
% Advanced	41	38	32	24	29
Number of students tested	29	24	28	41	28
<b>6. White</b>					
% Proficient Plus % Advanced	78	97	88	87	84
% Advanced	72	77	69	64	73
Number of students tested	32	31	48	45	44
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: California Standards  
5 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	86	91	80	74	75
% Advanced	52	54	52	50	50
Number of students tested	109	117	122	122	116
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	81	80	63	54	57
% Advanced	36	34	28	30	34
Number of students tested	42	50	46	46	44
<b>2. African American Students</b>					
% Proficient Plus % Advanced				73	61
% Advanced				18	22
Number of students tested				11	18
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	82	81	67	44	50
% Advanced	27	31	28	25	50
Number of students tested	22	16	18	16	16
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced		67	71	24	61
% Advanced		33	36	6	39
Number of students tested		12	14	17	18
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	63	76	58	47	43
% Advanced	11	17	30	24	21
Number of students tested	19	29	33	34	14
<b>6. White</b>					
% Proficient Plus % Advanced	90	92	88	72	88
% Advanced	59	53	51	53	56
Number of students tested	41	51	43	47	41
<b>NOTES:</b> Publication year progresses with testing year.					

11CA7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: California Standards  
5 Test

Edition/Publication Year: California Department of Education,  
CDE Press,

Publisher: Educational Testing  
Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	83	85	76	73	70
% Advanced	49	49	44	44	43
Number of students tested	109	118	123	122	116
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	71	68	54	57	48
% Advanced	31	32	17	17	23
Number of students tested	42	50	46	46	44
<b>2. African American Students</b>					
% Proficient Plus % Advanced			70	45	50
% Advanced			20	9	22
Number of students tested			10	11	18
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	68	63	50	38	50
% Advanced	45	25	17	19	25
Number of students tested	22	16	18	16	16
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced		58	67	22	56
% Advanced		33	27	11	28
Number of students tested		12	15	18	18
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	37	59	44	47	21
% Advanced	5	3	12	12	7
Number of students tested	19	29	34	34	14
<b>6. white</b>					
% Proficient Plus % Advanced	41	79	86	83	80
% Advanced	93	48	51	57	63
Number of students tested	54	52	43	47	41
<b>NOTES:</b> Publication year progresses with testing year					

11CA7

# 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
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	84	88	83	80	81
% Advanced	61	62	60	55	54
Number of students tested	377	359	389	423	435
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	76	76	64	63	67
% Advanced	46	42	32	37	37
Number of students tested	159	153	167	163	163
<b>2. African American Students</b>					
% Proficient Plus % Advanced	43	71	62	71	64
% Advanced	30	35	27	26	26
Number of students tested	20	17	24	31	47
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	71	81	64	62	64
% Advanced	36	43	32	40	38
Number of students tested	59	54	66	68	66
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	64	70	57	56	63
% Advanced	36	43	41	33	41
Number of students tested	50	40	50	54	64
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	72	75	67	64	65
% Advanced	41	38	27	42	28
Number of students tested	124	116	126	137	101
<b>6. White</b>					
% Proficient Plus % Advanced	88	83	91	81	86
% Advanced	71	47	53	56	60
Number of students tested	119	133	142	160	160
<b>NOTES:</b> Advanced for grade 4: 401-600, grade 5: 430-600					

11CA7

# 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
<b>SCHOOL SCORES</b>					
% Proficient Plus % Advanced	77	79	76	74	75
% Advanced	52	49	30	32	46
Number of students tested	379	363	402	424	437
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient Plus % Advanced	66	76	66	56	56
% Advanced	38	31	19	21	26
Number of students tested	159	153	167	163	163
<b>2. African American Students</b>					
% Proficient Plus % Advanced	52	65	56	52	57
% Advanced	19	29	25	19	28
Number of students tested	21	17	24	31	47
<b>3. Hispanic or Latino Students</b>					
% Proficient Plus % Advanced	61	67	62	60	57
% Advanced	44	33	29	24	21
Number of students tested	59	54	66	68	66
<b>4. Special Education Students</b>					
% Proficient Plus % Advanced	56	50	49	46	79
% Advanced	22	20	21	22	58
Number of students tested	50	40	50	54	64
<b>5. English Language Learner Students</b>					
% Proficient Plus % Advanced	54	57	46	55	48
% Advanced	30	22	23	18	21
Number of students tested	124	116	126	137	101
<b>6. white</b>					
% Proficient Plus % Advanced	83	79	76	78	79
% Advanced	58	51	53	51	58
Number of students tested	119	133	142	160	160
<b>NOTES:</b> Advanced grade 4: 393-600, grade 5:395-600					

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