

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 22 Elementary schools (includes K-8)
5 Middle/Junior high schools
6 High schools
0 K-12 schools
33 Total schools in district
2. District per-pupil expenditure: 4345

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: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	62	60	122
1	66	53	119
2	65	69	134
3	55	61	116
4	53	41	94
5	56	42	98
6	38	32	70
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			753

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
58 % Asian
1 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
24 % White
9 % 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 2011-2012 school year: 13%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	60
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	101
(4)	Total number of students in the school as of October 1, 2011	753
(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 of English Language Learners in the school: 22%
Total number of ELL students in the school: 164
Number of non-English languages represented: 19
Specify non-English languages:

Spanish, Vietnamese, Cantonese, Korean, Tagalog, Portuguese, Mandarin, Japanese, Arabic, Farsi, French, Indonesian, Italian, Punjabi, Russian, Thai, Turkish, Tamil, Malaysian

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 49

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: 7%
 Total number of students served: 50

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>6</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>15</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>30</u>	<u>23</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Prior to 2000

PART III - SUMMARY

Stonegate is a school focused on the success of the whole child. We hold high expectations for all members of the Stonegate family; students, staff and community members alike. Our expectations are that all students will perform at the highest academic levels, treat others with the utmost respect and courtesy, and be active and contributing members of our school culture. Our instruction is founded on the belief that critical thinking and problem solving are essential to students becoming 21st century citizens. We believe that strong, foundational skills in reading and math provide the platform from which students launch into higher order thinking strategies and successes. In order for our students to be 21st century learners, we must be 21st century teachers. With a commitment to strong professional development, a powerful Professional Learning Community, and a focus on technological integration, we attend to the academic, social-emotional and personal well-being of all students. It is equally important that we foster deep and meaningful relationships with the families we serve. This combination of academic rigor, 21st century instructional practices, a focus on each child's unique needs, and a strong community synergy epitomizes the Stonegate culture.

Our story is unique as Stonegate was once Westwood, a small, community choice school. That facility was closed after 2008-09, and the core staff and a number of families made the move to our new home here in the Stonegate Community. With the magnitude of this change, growing pains can be anticipated. In our last year at Westwood, our enrollment was 450 students and, as we write this summary (in 2012-13), our enrollment is over 970 strong. Since doubling our student population within a five-year span, we have added many new families and staff members. This amount of growth could have made these goals difficult. We can say, without reservation, that we have not only achieved these goals, but surpassed our expectations.

As we examined our five-year academic data trends, which included the last year at Westwood, we found that our students made significant growth. During this five-year window, we reduced our below Proficient population by half while almost doubling our overall student population. Another academic challenge we faced was the significant increase in our English Learner population which tripled over this same time span. We are proud of these successes attained through rigorous and complex instructional practices and strong connections to the families we serve. As you visit classrooms, you see student-led discussions about rich literature, small groups of students explaining their mathematical thinking, and instructional technology being utilized by well-trained teachers and in the hands of excited students. The strong sense of ownership felt by students and staff alike validates these instructional practices. This sense of ownership is realized by our parent community as well.

In 2009, we were honored with the California Distinguished School Award and one of our two signature practices was the value we place on parent involvement and connection. As we have added families into the Stonegate fold, we now have over 19 languages spoken and 13 ethnicities represented on campus. It is our goal that each family feels welcomed, valued and has the opportunity to participate in our school in whatever way they feel comfortable. With a highly active Parent Teacher Association (PTA), a robust Dads' Club, student-led Green Team and Stonegate News Team, and Famous American and Olden Days celebrations, we have many ways for our families and students to be active and contributing members of our Stonegate culture. One particular item to highlight is our traditional Culture Week. We dedicate two full weeks each year to celebrating specific cultures across our globe through a wonderful collaboration of staff, parents and the overall Irvine community. This collective experience allows for families to grow in their understanding of their neighbors and for families from the featured cultures to feel valued and respected by the overall Stonegate community. This recognition contributes to student success and school improvement by creating a learning environment where respect and understanding are at a premium and students' multiple perspectives are valued and encouraged. This treasured tradition culminates with an All American Picnic which brings everyone together with the message that, whatever our heritage and from

wherever we hail, we are now members of the Stonegate community... a place where each person feels a sense of value and respect.

As the Stonegate team of writers worked on the National Blue Ribbon Award Nomination, we were continually struck with pride at our students' many accomplishments. After going through this process and responding to the thoughtful prompts provided, we humbly submit that we fit the essence of the award and would feel honored to be recognized as a National Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of California administers the STAR Test in spring of each year under the state accountability reporting system. The foundational performance levels expected by No Child Left Behind are for all students to reach the proficient level. For Stonegate, we also expect students to reach Proficient and Advanced levels in both English Language Arts (ELA) and Math. Our 2012 school year data supports these goals and represents the strength of our instructional program and a high level of student performance. For instance, 90% of our students were Proficient or above in ELA with 65% scoring at the Advanced level. In Math, 91% were Proficient or above with 69% scoring at the Advanced level. Over the past five years, we have seen substantial upward trend within the state testing data, as we have reduced by half our students who fall below the proficient level. It is our expectation that we continue with a positive slope and increase the number of students reaching the Proficient and Advanced levels. For the students that fall below Proficient, it is our expectation that we raise their levels at least one band per year and we dedicate our resources and energies to accomplishing this goal.

For Stonegate, the five-year trend is indicative of positive, substantial growth in the standardized state assessment in ELA and Mathematics. In 2008, 19% of our total tested population fell below the Proficient level in ELA. From 2008-2012, over 47% of these students reached the Proficient level and our overall total of Proficient/Advanced rose from 81% to 90%. In 2008, 22% of our total tested population fell below the Proficient level in Math. By 2012, over 59% of our below Proficient students improved to at least the Proficient level and our overall Proficient/Advanced percentage rose from 78% to 91%. Another way of looking at this data is that we reduced by more than half our students who perform below expectancy. During these same years, the percentage of our Advanced learners grew from 47% to 64.3% in ELA and 51.5% to 69% in Math.

We attribute much of our success to the effective and intentional use of our Professional Learning Communities (PLC) structure. Through our PLCs, we analyze student data and differentiate instruction for all learners, especially our targeted sub-groups. We examine data, brainstorm ways to intervene in our targeted groups, and attend to individual students who are struggling. This detailed collaboration covers all content with specific focus on ELA and Math.

Specifically, the successful rise in our ELA scores is a result of two main initiatives: Response to Instruction (RtI) Model and Early Intervention Reading Model (EIRM) for primary reading intervention. Our gains in Math are a result of the comprehensive analysis of data that occurs during our PLC meetings. We focus on a systematic and continual use of pre-assessment and formative assessment data to drive our math instruction. This assessment data is utilized to vary and differentiate assignments to meet the needs of all styles of learners.

In reviewing our most recent year's ELA data, there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of the following ethnic subgroups: Black/African American, Hispanic, and Filipino. What is important to consider when examining this data is that, out of the 396 students tested, only six had an achievement gap of 10 or more percentage points, or 1.5% of our tested population. Due to the smaller number of students falling into these sub categories, our primary interventions are specific to the individual child and their specific learning needs. These students are identified immediately as the school year begins in our data review meetings, discussed in the grade level PLC teams, and differentiated instruction is planned for, monitored, and adjusted throughout the year. In continuing our review, we noted an achievement gap in our socio-economic disadvantaged students (SED) in third grade ELA and students with disabilities (SWD) sub-groups. Similarly with the above data, our strategies focusing on individual, differentiated instruction takes precedent as we address the needs of these learners.

In Math, we noted an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of the following ethnic subgroups: Black/African American, Hispanic, and Filipino. Similarly to what is stated above, only 11 out of 396 students tested had an achievement gap of 10 or more percentage points, only 2.8% of our tested population. These students are identified in the PLCs and differentiated instruction is planned for their academic growth through the use of additional credentialed teachers and paraprofessionals for individual, regular intervention via small group instruction, as well as pre-teaching and re-teaching. We also noted an achievement gap in Math in our SED and SWD sub groups. For SED, there is a gap in fourth and sixth grade. For SWD, there are gaps in fourth, fifth, and sixth grades. Similarly with the ELA data and the low number of students within these categories, our strategies focus on individual, differentiated instruction.

Based on the detailed analysis of these trends, although not all our subgroups are within a ten-point margin, we feel our focus on individualized, differentiated instruction and strong professional collaboration has generated high rates of success for our identified sub groups and the achievement gap is closing at a more rapid rate than our overall school-wide growth.

2. Using Assessment Results:

Here at Stonegate we have a comprehensive, multi-faceted approach to understanding the ways in which students learn and their performance levels. We use assessment data to analyze and improve student and school performance. Assessment data are used systematically beginning in Kindergarten and continuing through the sixth grade. As Kindergarteners come in, they are evaluated for letter recognition, phonemic awareness, and number sense. This assessment helps teachers understand the incoming students' learning needs in order to create an environment suitable for their learning. Our teachers are systematically planning differentiated instruction even before students begin school at Stonegate. From there, we have constructed tiers of assessments that span all grade levels and cover a variety of ways students learn.

Stonegate teachers use pre-assessment, formative assessment, and summative assessment data to determine the most appropriate instruction for each of our students. Our school uses assessment data to improve performance in multiple areas. Grade level teams meet weekly in their Professional Learning Communities to analyze assessment data. Using data results, teams re-evaluate their teaching practices, decide on the need for re-teaching, determine grouping, agree on necessary supplemental materials, and re-focus lessons based on student needs.

For instance, in the primary grades, Literacy Performance Assessment (LPA) results are used to measure accuracy, fluency, and comprehension. This data is documented each trimester to show growth or student need. These results are discussed within grade levels to determine flexible reading groups or to restructure them as needed. Students scoring below, at, or above grade level are placed in homogeneous flexible groups where teachers tailor the instruction to meet their identified needs. The results from each trimester are used to move students between levels. In addition to creating groups, the data is analyzed during our PLC time in order to share best teaching practices and supplemental support materials to improve our reading instruction.

In addition, the Houghton Mifflin (HM) core assessments are used on a regular basis as a formative assessment to inform teachers about student mastery of the reading skills being taught. Students' performance on these tests determines the need for re-teaching, instruction with more depth, or the need for enrichment. Teachers are then able to address identified gaps in reading achievement through small group instruction and interventions. Through these data driven interventions, students' individual needs are directly and more effectively served.

Supplemental reading assessments including Scholastic Reading Inventory (SRI)/Lexile levels, Basic Phonics Skills Test (BPST) scores, and HM Diagnostic Assessments are used from first through sixth grade to provide additional data to improve instruction and student learning. These benchmark

assessments are shared across grade levels to provide vertical articulation and monitor the progress of each student.

Similarly, in Mathematics, a variety of formative, summative, and informal assessments are given regularly. With the Houghton-Mifflin, Math Expressions curriculum, formative assessments are used to closely monitor the acquisition of the skills being taught within a unit. For example, Quick Quizzes, let teachers know if students are grasping the concepts before the end of the unit and thus, allowing us to change instructional strategies, slow down or speed up pacing, or extend beyond the given skills being taught. Summative assessments, such as unit tests, evaluate student mastery of the entire unit. Students who do not score at benchmark level, are grouped and re-taught missed skills and concepts.

Another powerful tool used regularly in all curricular areas is informal assessments. Data is constantly collected by teacher observation during a lesson. This allows for immediate feedback to the students and self-reflection to the teacher regarding the effectiveness of the lesson. For example, during a math lesson, students must explain and demonstrate their methods for solving a problem to the class. This allows the teacher to evaluate their understanding and to determine the need for more instruction.

Assessment data is used to inform students, their parents, and the community about student academic performance. Trimester report cards, six-week progress reports, online gradebooks, SchoolNet test scores, awards assemblies, honor roll, Gifted and Talented Education (GATE) nights, and parent/teacher conferences all provide continuous, relevant, and reliable information about student academics and growth. As important are the weekly “Friday folders” that contain each student’s classwork, including the assessment results for that particular week. In this way, parents are kept abreast of student progress in all content areas.

Additionally, the principal newsletter and school wide organizations such as PTA and School Site Council provide other opportunities for informing parents of student and school performance.

3. Sharing Lessons Learned:

One of the founding principles of Irvine Unified, and Stonegate, is the belief that our teaching staff has the greatest value for professional development and collaboration. As our district has added many new teachers to its ranks and said goodbye to many valued staff, we continue to utilize our excellent teachers as mentors and facilitators for our overall growth and continued success. For Stonegate, our successful strategies are shared across our schools through professional development structures. These structures include: Beginning Teacher Support and Assessment (BTSA); GATE Professional Development; Intervention Support and Strategies; Common Core; and Community Outreach and Education.

We have a number of experienced staff members acting as mentors for teachers across the district through the BTSA program. Our beginning teachers are paired with a mentor and guided through their first, two years in district-wide cohorts. Our teachers facilitate seminars, provide model lessons, and give direct feedback on lessons taught by our beginning teachers. This shared resource allows for excellent teachers across our city to provide the most valuable support for all our beginning teachers. In addition, when talent is recognized, regardless of level of service to the profession, we provide opportunity for others outside of Stonegate to benefit from that talent. For example, two of our teachers have become mentors in the use of an iPad as an instructional tool. Both teachers have run district in-services for BTSA, GATE and Community Outreach in support of the integration of this incredibly useful tool for instruction and benefited the overall success and growth of the district.

Stonegate has also had a number of staff participate in video vignettes around excellent instruction that is shared via our district/city television channel and website for staff and community to see. These vignettes provide insight for parents, current staff and new teachers into the rigorous expectations for student instruction. The district convenes the Curriculum Council, a collection of identified teacher-leaders, to

construct the Continuous Improvement Effort document. This comprehensive document is the guide for our professional development. Stonegate has had numerous representatives on this council. As a staff, we are proud of our ability to contribute to the overall good and continued growth of our school district.

4. Engaging Families and Communities:

A significant element of Stonegate's culture is our commitment to the partnership with our families and community. A primary reason for being recognized as a California Distinguished School is our home to school connection. Being a school with a growing community, outreach is critical and has been a fundamental focus. We firmly believe that a child's academic and social success is tied directly to this connection and our outreach has many facets to it. Stonegate has many outreach vehicles such as: a highly involved Parent Teacher Association (PTA), School Site Council, the Stonegate Dads' Club, student-led Green Team and News Team, partnership with the Irvine Police Department for drug awareness and anti-bullying, evening events around specific content and instruction (i.e.: GATE Night, Cyber bullying).

One event unique to Stonegate is our Culture Week. As a school comprised of many cultures and beliefs, we dedicate two full weeks each year celebrating specific cultures across our globe. This is done via collaboration with staff, students, and families of our school. In the past years, we have celebrated India, China, Japan, Korea, North America, and Latin/South America. Students learn about the many elements and contribution of each culture from historical events, food, dance and entertainment to family traditions. This collective experience allows for families to grow in their understanding of their neighbors and for families from these cultures to feel valued and respected by the overall Stonegate community. This recognition contributes to overall student success and school improvement by creating a learning environment where respect and understanding are at a premium and students' multiple perspectives are valued and encouraged. In addition, as families feel more connected to their school, strong bands of trust are established allowing for clear and comprehensive communication to occur. When looking at our focus on individual and differentiated instruction for our students not reaching proficiency, our ability to depend on that trusting relationship with our families constructs and scaffolds support for these learners both here and at home. The engagement of our families and our community is something we take great pride in and have as one of our highest priorities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Stonegate's core curriculum provides a well-balanced academic program that addresses the learning standards adopted by our state. Approaching the needs of each child includes targeting the state standards in reading and English language arts, mathematics, science, social studies, visual and performing arts, physical education, technology, and character development.

Stonegate uses Houghton Mifflin, Medallion Edition, as the core resource for reading/English language arts to address phonemic awareness, phonics, vocabulary, comprehension, fluency, spelling, grammar, and written expression. HM Medallion Edition allows for universal access for all students at Stonegate including a specific focus for English language learners and readers performing above and below grade level. We also use the Junior Great Books program in first through sixth grade as an element of our core language program.

In the subject area of mathematics, Stonegate uses Houghton Mifflin Math Expressions to meet our Kindergarten through fifth grade standards. Houghton Mifflin Math Expressions promotes an increased development of multiple approaches to problem solving, rich math dialogue, and real life applications. Holt Mathematics Course 1: Numbers to Algebra is the core text for sixth grade. Some students who have mastered the sixth grade standards are using Course 2: Pre-Algebra.

For science, Stonegate uses a variety of programs as its core curriculum. Kindergarten through third grade utilizes Foss Science Kits dedicated to the grade level standards in a hands-on, inquiry based approach to the scientific method. Fourth through sixth grade uses a multi-faceted approach to science instruction. A credentialed science teacher instructs students twice a week in a laboratory setting conducting hands-on experiments. In addition, we utilize the McGraw Hill Science text and Glencoe Science text in our upper grade classrooms.

In the subject area of Social Studies we use various texts. Kindergarten through third grades utilize Scott Foresman consumables and supplemental units provided by the Orange County Department of Education. Fourth through fifth grades use the comprehensive program by Harcourt Brace promoting project-based learning with supplemental resources. Sixth grade uses McDougal Littell as its core text.

In the subject area of visual and performing arts, Stonegate employs credentialed music teachers for Kindergarten through sixth grade. Kindergarten through third grade students participate in 40-minute music sessions twice a month funded by our PTA focusing on the role and diversity of music. Fourth through sixth grade students participate in 40-minute music sessions twice a week in the area of vocal, winds, or strings. Primary teachers provide art instruction using the district-adopted program Arts Advantage to promote artistic perception and creative expression. Credentialed art teachers provide content-aligned lessons to upper grade students throughout the year with a focus on processing, analyzing, and responding to sensory information. Additional visual and performing arts experiences include grade level plays and musicals, reader's theatre, student presentations, field trips, as well as extension opportunities such as the PTA Reflections program.

At Stonegate, we take physical education, health, and nutrition seriously. We have a physical education professional who provides weekly instruction for all classes. In the area of health, all grade levels use The Great Body Shop program, a comprehensive health, substance, and violence prevention curriculum. Additionally, sixth grade partners with the Irvine Police Department for Drug and Resistance Education (D.A.R.E.). Our school site also invests in a guidance counselor assistant who provides support through the STARS and STAGES mental health curricula. Extension opportunities are available for all

students to enroll in, such as: Stonegate Striders Running Club, Irvine Junior Games (IJG), Harvest Cup soccer tournament, and Irvine Hoops basketball classic.

Stonegate is a technology rich school. Each classroom is equipped with interactive whiteboards, an LCD projector, document camera, and teacher desktop computer. In addition, students have access to iPads, Airliners, student response systems, and four computer labs. Technology is explicitly taught to meet the standards and thoughtfully integrated across all content areas to support student learning.

2. Reading/English:

We believe our students acquire foundational reading skills and strategies through the five components of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Stonegate's reading curriculum and instruction is implemented through the use of the Response to Instruction (RtI) model. Teachers regularly assess, analyze results, and place students in flexible, leveled reading groups. Within these groups, depending on the grade level, foundational reading skills are acquired through explicit and comprehensive teaching of the five components of reading. Based on the fact that 90% of our students are Proficient and Advanced in reading, we have a need to increase the rigor of reading instruction while also providing scaffolded instruction for our below level learners. Stonegate chose to use the RtI model as our approach to reading instruction because it is a collaborative strategy that differentiates instruction and maximizes student achievement in reading in the following groups: intensive, strategic, benchmark, and challenge.

All students are generally reading and studying the HM Medallion Edition yet learning in different ways all targeted to their needs. For example, teachers challenge students performing above grade level through the use of Sandra Kaplan's depth and complexity icons and content imperatives to provide pathways for students to analyze literature on a more in depth level. In addition, Junior Great Books provides thought-provoking literature and shared-inquiry discussions which encourage students to be independent readers and critical thinkers. In an effort to support students performing below grade level, the student-teacher ratio is reduced by including Paraprofessional support in the intensive and strategic RtI groups. Within these RtI groups, small group instruction is tailored to specific sub-groups and individuals using HM Medallion resources such as Extra Support and English Language Learner (ELL) Handbooks. Additionally, the IUSD-developed Early Intervention Reading Model (EIRM) is used in Kindergarten and first grades. EIRM uses direct explicit phonics instruction to aid students who are not meeting benchmark expectations. EIRM is provided by the classroom teacher in a one-to-five ratio each day above and beyond the core instruction.

3. Mathematics:

Stonegate's math curriculum and instruction is fostered through the focus on the foundational skills of number sense, algebra and functions, measurement and geometry, mathematical reasoning, as well as statistics, data analysis, and probability. The development of multiple approaches to problem solving, rich math dialogue, and real life applications are how these skills are taught in Kindergarten through sixth grade. We chose to provide instruction that deepens the understanding of math concepts rather than the memorization of math facts alone because we believe students should be able to explain why the math skills they use correctly solve a given problem. For example, it is common to walk into our classrooms in any given grade level and see students explaining their methods for solving a problem with different approaches.

Project-based learning is another approach to acquiring math skills. Students apply concepts taught in class in a real life scenario. For example, instead of reading about surveys and graphs, students conduct their own survey and collaborate on graphing the results of the data. An average of 91% of our students are Proficient and Advanced in math based on our 2012 CST scores. This achievement requires teachers to implement supplemental resources to challenge our above grade level learners in homogeneous groups. Assessment and Learning in Knowledge Spaces (ALEKS) is an online resource used for

individualized learning that challenges students to respond to questions that allow them to go deeper into the concept. This program provides immediate feedback to the student and teacher to ensure they understand the concept before moving on. Even though we are an elementary school, we have students that have been assessed and perform beyond the sixth grade standards. Thus a pre-algebra group has been formed to explore algebraic reasoning normally taught in the seventh grade.

For our below level learners, homogenous groups are utilized again. Here, teachers meet in small groups to preview and re-teach concepts to ensure retention as well as help them to explore the understanding of the concept. For example, manipulatives give children a concrete visual to work out problems as teachers guide them to better understanding and ultimately mastery of the concept. Technological resources are also brought in as another way for a hands-on approach. iPads are downloaded with applications for students to practice skills within the small group setting and interactive white boards are used with Smart technology to allow students to manipulate pictures and numbers to solve problems.

4. Additional Curriculum Area:

Stonegate's core social studies curriculum, based on the California state standards, is a starting point for students to acquire essential skills and knowledge. Our curriculum addresses the historical, ethical, cultural, geographical, economic, and sociopolitical elements of social science. We believe in presenting history as a well told, multi-faceted story highlighting the most significant people, places and events in history. Our mission is for students to make connections between the historical events they are studying and other events in history, as well as texts and literature, and themselves. These parallel comparisons create a deeper understanding of history, an appreciation for multiple perspectives, and a foundation for establishing their own code of ethics.

At all grade levels, students experience interactive, hands-on historical simulations. Among the myriad of experiences at Stonegate, Kindergarten students participate in *The United States of Kindergarten* where they grapple with the difficulties of reaching a consensus. Through this activity, they begin to understand how and why our nation needs a president to lead our country. There are a number of examples of simulations on our campus. For instance, in first grade, the past is brought to life through Stonegate's *Olden Days* event. Students develop historical empathy and understand life in the past by making butter, weaving cloth, wearing period clothing, playing games and listening to music. Stonegate's fourth graders design, create and construct a California Gold Rush Boom Town. Through this process, students understand what is needed to establish a permanent town such as a mercantile, barber shop, jail, bank, and so on. After several weeks of preparation, the Boom Town comes to life with students taking the roles of shop keeper, barber, sheriff, miners, settlers, and etcetera. Fifth grade students take a *Walk through the American Revolution* by acting out the lives of significant leaders through reenactments of major events that occurred during this time period. Students gain an appreciation of the differing perspectives and struggles that people faced while establishing our nation.

Through the use of project-based education, our 21st century learners have a better understanding of the reasoning behind the decisions made in the past. The historical insight gained contributes to the establishment of each child's ethical code. The ability to apply ethics and understandings in a constantly changing world encourages students to cultivate a broader understanding of the world they live in, allows meaningful questions to arise naturally during discussions, and inspires students to engage in thoughtful academic discourse with peers.

5. Instructional Methods:

To support all our learners including our largest subgroup, English Language learners (EL), Stonegate uses a wide array of instructional methods including the use of visuals to reinforce concepts, guided vocabulary acquisition, and cooperative learning structures. By using visuals such as graphic organizers, concept and story maps, and vocabulary cards with pictures, teachers scaffold instruction so EL students can access grade level curriculum. In science and social studies, diagrams are projected onto interactive

smart boards for students to label with core vocabulary giving students a concrete system to process, reflect on, and integrate information. A few other visual resources include animated summaries and vocabulary review games provided on publisher websites. Stonegate has chosen to purchase a subscription to Curriculum Companion, an online teacher resource used for integrating technology into the Houghton Mifflin English Language Arts curriculum. PowerPoint presentations and graphic organizers are directly aligned to the selections students read in the textbook allowing them to recognize vocabulary and strengthen comprehension.

All teachers use direct vocabulary instruction to guide language acquisition. Pre-teaching vocabulary, repeated exposure to words, word study/root analysis and the use of Total Physical Response (TPR) get students directly involved with vocabulary. Stonegate has chosen to purchase the Wordly Wise Academic Vocabulary Development Program for students in upper grades. This provides definitional, contextual, and visual information about a word. Students are exposed to vocabulary multiple times in different contexts. Students have access to the Wordly Wise website which provides correct pronunciation and models fluency.

We believe cooperative learning increases language development and is especially beneficial for our EL students; therefore cooperative learning structures are built into our daily instruction. Structured cooperative learning groups provide a setting for students to use expressive language and participate in shared writing experiences. In a small group, EL students are more likely to use their newly acquired English skills. In math, students are given opportunities to dialogue with a partner to deconstruct terminology and explore problem solving strategies. In social studies, students work in expert groups to master concepts and then share learned information with their home groups (Jigsaw).

Stonegate is committed to providing an educational setting which produces literate citizens. With EIA funds, our school has hired a credentialed teacher to support the classroom content instruction for our EL learners. We equip students with the language they need to express their thinking for academic and real life purposes. We hold high expectations for all students and believe our chosen methods produce success for each student.

6. Professional Development:

Over the past five years, Irvine has undertaken three significant initiatives: Response to Instruction (RtI), Positive Behaviors Interventions and Support (PBIS) and Intervention initiatives. These initiatives fold incredibly well into our district's Continuous Improvement Efforts (CIE) document; the true, IUSD guiding force for collective development. Irvine is a decentralized district allowing for sites to determine certain foci for development while, at the same time, tailoring this application of district-wide goals. The district provides support in the initial stages of development with a prime focus on empowering staff to become experts in each field and then releasing sites to craft plans that meet their specific needs.

For Stonegate, the three goals of RtI, PBIS and Interventions have comprised the bulk of our professional work and, as a site, we focus on technology integration as well. Our specific development plan is constructed through our shared leadership model. The process follows a scaffolded framework much like branches extending from the core tree. As a staff, we review the goals of the district and how these goals connect to the specific needs of our students through detailed data analysis and vertical collaboration. From there, we craft school-wide goals addressing both district initiatives and site based targets. Then, grade levels collaborate on how these goals manifest within each grade level and integrate this development into their planning and curriculum. The individual teacher then reflects on the impact these goals and targets have on instructional practices within the classroom. It is the individualization of goals and professional targets that still are connected to the overall district goals and values, much like the smaller branches still inherently connected to the core trunk of the tree.

Specifically here at Stonegate, this structure has allowed us to use the RtI model to individually attend to our targeted subgroups with significantly reduced teacher to student ratios and, concurrently, challenge

our significant gifted population. We were allowed to craft our plan within the structure of RtI and to meet the specific reading needs of our students. In addition, we constructed Stonegate-specific goals of technological integration which connect directly to the district's overall Continuous Improvement Efforts. The delivery of our development is shared as we utilize district office personnel, site administration and our well-trained and motivated teaching staff. We believe in the value of professional development being delivered by those closest to the action... the classroom teacher.

7. School Leadership:

Stonegate is a solid example of a shared leadership model. We believe in a professionally respectful, flattened leadership structure, where responsibilities are shared based on the talents and interests of staff, students and parents. Within this model, the Principal facilitates the various school-based endeavors and leverages the talents and interests within the school.

In reflecting on the professional development initiatives referenced in Part V; Section 6, we have excellent examples of the shared leadership model. We have an Intervention Lead Teacher who, in collaboration with the site Principal, focuses on the analysis of our extensive data sets and is responsible for the facilitation of our site-based professional development in this area. We have a PBIS Coordinator responsible for implementation and training and a PBIS team of one teacher per grade level and the Principal. Another example connected to Section 6 is our Technology Leadership Team consisting of one representative from each grade level and the Principal. This group constructs targets for technology integration in support of our Continuous Improvement Efforts. Our three areas of focus are: iPad integration; integration of our interactive technology (each classroom has an interactive board); and SchoolNet, our digital database for all student data, assessment and intervention.

Another strong focus of school leadership is our various student-based leadership opportunities. We have three groups of student leaders: Student Council, Green Team, and the Stonegate News Team. Within these three groups, well over 200 students have an active role in student and school leadership. We have been recognized by the United States Green Building Commission (USGBC) as one of the "greenest" schools in Orange County and hosted a USGBC event in 2010.

(<http://www.youtube.com/watch?v=Id3Z4XK5aVE>). Because of our environmental construction, two teacher leaders embraced these ideals and created the Stonegate Green Team. This volunteer group of students has focused on a variety of environmental initiatives and education for our student and parent community. The Stonegate News Team is another group led by two teacher leaders where student volunteers interested in both school leadership and technology create video news broadcasts that are shown each morning highlighting the important announcements of the day and other interesting community topics.

With many other examples available, the shared leadership model of Stonegate is something we take great pride in as each one of us, staff, student and parent alike, feel we are owners of the learning and climate of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	90	94	88	85	84
advanced	74	72	77	68	65
Number of students tested	119	81	90	80	69
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	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	7	6	5	5	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	1	1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	9	4	3
4. Special Education Students					
Proficient/Advanced	Masked	85	Masked	Masked	Masked
advanced	Masked	54	Masked	Masked	Masked
Number of students tested	8	13	9	7	7
5. English Language Learner Students					
Proficient/Advanced	90	95	87	79	100
advanced	79	60	78	64	92
Number of students tested	29	20	23	14	12
6. Asian American					
Proficient/Advanced	97	98	93	97	84
advanced	85	79	79	94	68
Number of students tested	68	47	53	35	38
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	82	80	73	71	70
advanced	50	38	46	39	38
Number of students tested	119	81	90	80	69
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	7	6	5	5	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	2	1	1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	4	9	4	3
4. Special Education Students					
Proficient/Advanced	Masked	69	Masked	Masked	Masked
advanced	Masked	39	Masked	Masked	Masked
Number of students tested	8	13	9	7	7
5. English Language Learner Students					
Proficient/Advanced	90	65	78	57	58
advanced	52	25	44	36	17
Number of students tested	29	20	23	14	12
6. Asian American					
Proficient/Advanced	88	83	77	83	61
advanced	54	47	49	60	34
Number of students tested	68	47	53	35	38
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	94	90	83	82	81
advanced	74	69	59	67	42
Number of students tested	103	91	64	60	59
Percent of total students tested	100	100	98	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	77	Masked	Masked	Masked	0
advanced	69	Masked	Masked	Masked	0
Number of students tested	13	7	3	7	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	2	1	1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	90	Masked	Masked	Masked
advanced	Masked	60	Masked	Masked	Masked
Number of students tested	6	10	3	5	5
4. Special Education Students					
Proficient/Advanced	77	80	Masked	Masked	Masked
advanced	53	40	Masked	Masked	Masked
Number of students tested	17	10	5	8	8
5. English Language Learner Students					
Proficient/Advanced	93	93	92	86	Masked
advanced	71	82	75	79	Masked
Number of students tested	28	28	12	14	5
6. Asian American					
Proficient/Advanced	99	92	100	92	95
advanced	85	86	83	77	74
Number of students tested	66	50	24	26	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	92	92	81	92	86
advanced	74	69	67	65	56
Number of students tested	103	91	64	60	59
Percent of total students tested	100	100	98	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	92	86	Masked	Masked	0
advanced	62	57	Masked	Masked	0
Number of students tested	13	13	7	3	
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	2	1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	90	Masked	Masked	Masked
advanced	Masked	70	Masked	Masked	Masked
Number of students tested	6	10	3	5	5
4. Special Education Students					
Proficient/Advanced	100	90	Masked	Masked	Masked
advanced	53	70	Masked	Masked	Masked
Number of students tested	17	10	5	8	8
5. English Language Learner Students					
Proficient/Advanced	86	100	83	86	Masked
advanced	57	71	58	57	Masked
Number of students tested	28	28	12	14	5
6. Asian American					
Proficient/Advanced	91	96	88	92	90
advanced	85	72	83	62	63
Number of students tested	66	50	24	26	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	87	91	90	91	69
Advanced	62	65	63	58	40
Number of students tested	103	66	67	64	52
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	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	3	3	1
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	0
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	3	1	1	
3. Hispanic or Latino Students					
Proficient/Advanced	92	Masked	Masked	Masked	Masked
Advanced	67	Masked	Masked	Masked	Masked
Number of students tested	12	3	5	4	5
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	9	7	9	4
5. English Language Learner Students					
Proficient/Advanced	88	100	100	Masked	Masked
Advanced	69	69	79	Masked	Masked
Number of students tested	32	13	14	7	9
6. Asian American					
Proficient/Advanced	93	100	94	96	75
Advanced	74	92	75	68	44
Number of students tested	58	26	32	28	16
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	93	89	91	88	83
advanced	69	62	60	53	40
Number of students tested	103	66	67	64	52
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	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	3	3	1
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	3	1	1	
3. Hispanic or Latino Students					
Proficient/Advanced	92	Masked	Masked	Masked	Masked
advanced	67	Masked	Masked	Masked	Masked
Number of students tested	12	3	5	4	5
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	9	7	9	4
5. English Language Learner Students					
Proficient/Advanced	94	92	86	Masked	Masked
advanced	75	54	64	Masked	Masked
Number of students tested	32	13	14	7	9
6. Asian American					
Proficient/Advanced	93	96	94	93	63
advanced	72	81	59	75	31
Number of students tested	58	26	32	28	16
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	92	90	94	83	78
Advanced	66	61	58	50	58
Number of students tested	71	69	70	60	50
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	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	3	2	2
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	1		1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	6	6	1
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	6	6	8
5. English Language Learner Students					
Proficient/Advanced	92	92	Masked	92	Masked
Advanced	69	77	Masked	33	Masked
Number of students tested	13	13	8	12	4
6. Asian American					
Proficient/Advanced	97	94	100	95	100
Advanced	83	67	69	55	74
Number of students tested	35	33	32	20	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: STAR

Edition/Publication Year: 2008-2012

Publisher: Educational Testing Service

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	94	90	91	88	84
Advanced	65	71	57	48	54
Number of students tested	71	69	70	60	50
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	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	3	2	2
2. African American Students					
Proficient/Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	1		1
3. Hispanic or Latino Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	6	6	1
4. Special Education Students					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	6	6	8
5. English Language Learner Students					
Proficient/Advanced	92	77	Masked	92	Masked
Advanced	62	62	Masked	33	Masked
Number of students tested	13	13	8	12	4
6. Asian American					
Proficient/Advanced	97	88	100	95	90
Advanced	74	73	63	45	68
Number of students tested	35	33	32	20	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA33