

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Douglas Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Del Sur Elementary School

(As it should appear in the official records)

School Mailing Address 15665 Paseo Del Sur

(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92127-6144

County San Diego County State School Code Number* 3768296-0116475

Telephone 858-674-6200 Fax 858-759-6915

Web site/URL http://www.powayusd.com/PUSD

DSES/ _____ E-mail dojohnson@powayusd.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. John Collins E-mail: jcollins@powayusd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poway Unified School District Tel. 858-521-2800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Todd Gutschow
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 37 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	47	50	97
K	80	81	161
1	61	37	98
2	64	51	115
3	45	58	103
4	45	40	85
5	45	49	94
6	0	0	0
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 Students	387	366	753

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 25 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1	656
(5) Total transferred students in row (3) divided by total students in row (4)	0.102
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 15 %
95 Total number ELL
 Number of non-English languages represented: 25
 Specify non-English languages: Arabic, Cantonese, Dutch, Farsi, French, German, Greek, Gujarati, Hindi, Italian, Kannada, Korean, Mandarin, Marathi, Pilipino (Tagalog), Polish, Portuguese, Russian, Spanish, Taiwanese, Tamil, Teluga, Thai, Urdu, Vietnamese.
8. Students eligible for free/reduced-priced meals: 16 %
 Total number students who qualify: 98

If this method is not 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.

9. Students receiving special education services: 16 %
97 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 4 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 7 Other Health Impaired |
| 0 Deaf-Blindness | 12 Specific Learning Disability |
| 1 Emotional Disturbance | 23 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Del Sur Elementary opened its doors on August 19, 2008 and has built an impressive reputation over the last six years. Our students have consistently performed at the very top of the district in terms of California's Academic Performance Index, and the school has received a perfect 10/10 ranking from the state for the past three years.

Del Sur is nestled in a booming suburban area of north county San Diego. Daily, one hears the ongoing sound of hammers and cranes continuing to build more and more residential dwellings. Our student population has grown from an enrollment of 257 students in the 2008-2009 school year to over 800 students today. At the heart of this thriving young community, stands Del Sur Elementary whose architecture reflects the rich Spanish heritage of southern California.

Our school's mascot is the "Explorers", and every day we invite our students to come to school to explore their world. This theme of exploration is enhanced by our building's unique architecture and the interior decorative murals that depict the scientific realms of the hydrosphere, the geo-sphere, and the stratosphere. State of the art technology is available in each of our 36 classrooms, including interactive white boards, document cameras, wireless access points, LCD projectors, along with a plethora of laptops and iPad devices. The learning is not restricted to the classroom at Del Sur. On any given day, one can observe parents and students engaged in individual learning opportunities in the educational mall outside of classrooms.

Our school is comprised of students from a variety of backgrounds with 16% coming from lower socioeconomic homes and 15% classified as English Learners. More than 25 different languages are spoken in our families' homes.

Our district mission speaks to graduating students who are "college and career ready." We have brought this mission to life at Del Sur. Every classroom connects with a specific university. Each Friday students wear their spirited university shirt. At our community-based Friday Flag celebrations, students recite their classroom chants they, as individual classes, have created. In visiting our campus, one will see university flags hanging outside of the classroom doors representing such universities as UCSD, Harvard, San Diego State, Nebraska, and twenty-three other institutions.

Students and staff display their Del Sur pride by following "The Explorer Way", embodying the six pillars of character defined by the nationwide Character Counts! Program: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Each month we focus on a specific pillar via curricular-embedded lessons, student council-delivered morning announcements, and Friday Flag skits.

The mission of our school is to be a technologically progressive school dedicated to providing high levels of learning for all students while being focused on exploring the richness of the past, the opportunities of the present, and the infinite possibilities of the future.

Our vision is to inspire 21st century global citizens by educating the whole-child academically, socially, emotionally, and physically. Our child-centered focus respects individual learning styles and nurtures each student's unique gifts and abilities thus allowing all students to discover and apply their own genius. Learning opportunities at Del Sur will foster curiosity, creativity, and academic achievement via the Common Core standards that promotes inquiry and discovery.

Our community of learners will become caring, sympathetic, global citizens through service learning projects. Students at Del Sur appreciate diversity, treat others with kindness, and are conscious of the natural environment and how their efforts can help to preserve it. Partnered with our state of the art technology, our students connect electronically with the rest of the world offering them an unparalleled education. Our community of global learners will continue their quest to investigate the world around them. Students will become technologically literate and teachers are dedicated to continuing their own technology education.

Del Sur has been recognized on numerous occasions as an exemplary school. In the realm of technology, our school has received numerous awards for student made videos and curricular projects. In fact one of our student made videos can be found on the Scholastic website. This video focused on the lives of influential Americans and was produced by some of our kindergarten through third grade students. Del Sur has been featured in a video produced by the Intel Corporation concerning our work with one to one computers. Last year our Academic Performance Index placed Del Sur as the third highest performing school in all of San Diego County. Currently, we are awaiting validation to be named a 2014 California Distinguished School.

From its unique learning-focused architecture to the exciting learning environment in our classrooms, Del Sur Elementary School is a dynamic, active educational center, filled with the promise of tomorrow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Consistently, Del Sur students perform at the highest levels on California's Standardized Testing and Reporting program (STAR). Each spring students in grades two through five take standards based assessments in English language arts and mathematics. Additionally, students in grade five are tested in science. At the inception of this testing system for students in the late 1990's, California set a goal for all schools to meet or exceed an Academic Performance Index (API) of 800. Del Sur students have exceeded this target each year. In fact our students consistently perform above 900.

Additionally, each year the state of California provides each public school with two rankings. One ranking places schools in a decile level with the top decile targeted for the top performing schools as related to each school's individual Academic Performance Index. From a statewide perspective, API scores are sorted from the highest to the lowest and divided into ten equal ranks (i.e. deciles) with 10 being the highest. The second ranking compares schools to similar schools of common demographic makeup. During our first year of existence, we received an API score of 902 and a state ranking of 9. We did not receive a similar school ranking because the number of students we tested was insufficient for comparison to other schools. However, during the subsequent three years, as our enrollment increased along with our API, we have received a 10/10 school ranking each year. Remarkably, Del Sur has placed in the number one position of the 100 similar schools for the past three years. Currently, we have not received our ranking from the 2013 school year, but with an API of 972 with similar demographics, we believe we have continued this trend of high level performance.

B. Over the past five years, our students have demonstrated steady academic progress on California's STAR testing program. Overall, our API increased from a baseline score of 902 to our 2013 API of 972. In 2009 we did not have any significant subgroups in terms of statistical numbers defined by the state of California. During the following years, the white subgroup has consistently been significant and during the 2012 and 2013 school years our Asian subgroup has also been significant. At Del Sur we closely monitor all subgroups to analyze our progress toward closing the achievement gap.

In the 2008-2009 school year, as a new school, we tested only 93 students. As a baseline our students performed quite well on an aggregate reaching an API of 902. However, there were statistical data that revealed a key focus for our future work. In year one of our existence, English language arts stood out as an area of need. 59% of our fifth grade students performed at the proficient level with only 28% performing at the advanced level. Also, during this year, our low socioeconomic students and English Learners in the third and fifth grade levels performed significantly below proficiency and below the norm of our overall student population. During the following year, we focused professional learning time to build teachers' skills in implementing effective Response to Intervention Tier I instructional strategies that would assist lower performing students. We spent professional time researching effective pedagogy in the teaching of reading and subsequently employed tighter guided reading practices and focused our efforts on increasing students' vocabulary knowledge, phonics, and phonemic awareness. Additionally, we hired supplemental teachers to work with students who were not responding to Tier I interventions. We established a morning technology time where students, with the support of their parents, came to school an hour before the first bell to work on computer software programs that could be individually tailored to the needs of each student. These programs include Lexia Reading, Compass Learning, and Accelerated Reader. Our technology lab is manned by teachers, volunteer parents, and high school cross-age tutors. We also established a homework support time after school for students who would benefit from this extended intervention.

These programs and instructional practices have yielded much improved student performance in all subgroups over the next four years. This increase in achievement was immediately evident in 2010. As a cohort group, the students moving from third grade to fourth grade in the low socioeconomic subgroup moved from 67% to 83% in reaching the benchmark the next year. Only 20% of our English Learners performed at the benchmark level in 2009. They moved to 80% meeting benchmark at the end of 2010. This

incredible increase in achievement attests to tight utilization of data in a formative manner and matching next step instructional practices with the individual needs of students.

In mathematics with a variety of supports including the use of supplemental teachers to work with small groups of students and flexible grouping strategies, our students continue to make very significant progress. As documented in our 2013 STAR report, over 91% of Del Sur students performed at the proficient or advanced level. Additionally, our 2013 data showed that every one of our subgroups performed at or above the 80% proficient or advanced benchmark. Clearly, this showed how our school is closing the achievement gap.

2. Using Assessment Results:

At Del Sur we utilize a variety of formative and summative assessments to provide our students with instruction that aligns to their individual needs. We utilize data from the California Standards Test (CST) in the spring of each year and the California English Language Development Test (CELDT) that our English Learners take at the beginning of each year.

Formatively, we have developed a school-wide assessment plan that includes a battery of criterion-based tests that are administered to help us form intervention groups, modify curriculum, and track student progress.

Students in Kindergarten through fifth grade take the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) test three times a year, in fall, winter, and spring. MAP tests are given in the areas of reading, language arts, and math. The “RIT” scores derived from these assessments guide teachers, as they focus their attention on individual student learning needs. Teachers are provided with a learning ladder that disaggregates the data into specific learning needs depending on the sub scores the student achieves. Instruction that responds to designated learning needs is incorporated in class lessons or small group instruction. After each MAP testing administration, parents are provided with a graph depicting their child’s RIT score. With this information, parents can track their child’s progress. This information also provides them with support when students are working at home on a software program provided by our school entitled “Compass Learning”. This program is designed for students to work on the skills and concepts in the learning ladders that correspond to their child’s MAP RIT scores in reading, language arts, and mathematics.

Throughout the year, our students take Accelerated Reader quizzes that measure comprehension of their individually chosen fiction and nonfiction books. Teachers use the assessment components of this software to track students’ reading progress. As often as deemed necessary, teachers use this software to measure student progress in reading. Information from this software relays a student’s current grade level equivalent as well as his or her level of reading fluency. As with MAP data, this information is available to parents as a way to continue to solidify our school-to-home learning partnerships.

Each trimester articulation meetings are held that include the principal and teachers. These meetings are scheduled to formalize conversations concerning student progress around the assessment data. During these meetings, instructional methodologies are discussed so teachers can provide students with appropriate academic or social interventions. The product of these meetings is an individual action plan for students who are working below the proficiency level.

A key aspect of our overall assessment plan is students’ involvement. On a regular basis, teachers and students collaborate to create student goals based on individual student assessments. Students share their success in meeting their goals at regularly scheduled student recognition assemblies attended by parents.

3. Sharing Lessons Learned:

During our six years of existence, the principal and teachers have had many opportunities to share successful strategies with other teachers and administrators throughout the district, county, and the world.

Three years ago a group of teachers and the principal shared a presentation at a district-wide meeting attended by teachers and administrators from each school site. The Del Sur teachers shared some key information concerning one of the founding building blocks of our school - the three R's - "Rigor, Relevance, and Relationships" from research work gleaned from the Gates Foundation. During this presentation, individual school teams heard how we apply the three R's to everything that we do in delivering instruction to our students. We shared our philosophy that it is vitally important that we establish strong relationships with our students and present a curriculum that is both rigorous for individual students and relevant to their lives. This information became transformative for other sites in their work with their students.

Two years ago Del Sur partnered with the San Diego Area Writing Project fellows to learn effective methods to meet the demands of the new Common Core standards in writing. From this instruction, our students' writing has reached new heights in terms of proficiency. Two Del Sur teachers became writing fellows as well and in turn, have trained other teachers in our district and teachers throughout San Diego County.

In our first year of existence, two of our teachers became one to one computer device educators. Their efficacy in utilizing one to one computers with their students yielded high levels of academic performance. Intel Corporation became interested in our work, and videographers from Intel came to our school and made a video capturing this instructional approach. Titled "Changing the Way Kids Learn", the video is now available to the world via YouTube and on several corporate and educational websites. We have expanded the use of technology to meet the needs of our "digital native" students. On many occasions we receive visitors who are interested in learning from our success in integrating technology with our pedagogy.

4. Engaging Families and Community:

Community participation and family involvement are invaluable to the success of our school. Del Sur Elementary and its unique culture of staff and teachers foster a strong partnership with parents in all aspects of children's learning and development.

Del Sur has cultivated a strong volunteer base coupled with an open door policy on the part of teachers and principal. The parent community is eager and willing to work with students one on one, in small groups, and to complete tasks for the classroom teacher. This supports an important goal at our school which is to differentiate for all learners at every grade level.

A strong Parent Teacher Association and a Del Sur Elementary Educational Foundation are both made up of parents and teachers which support Del Sur to run many outstanding programs. Through Community Dine-Out nights, Fun Run, Make an Impact Campaign, Night at the Ranch Auction, and many more activities the PTA and Foundation hold, they are able to fund Supplemental Teachers for RTI, Music, Art, and physical education. Additionally, these groups financially support the school's technological needs including purchasing software subscriptions and hardware.

Parents take the initiative to share their passions and skills with the students on our campus. We are fortunate to have parent led clubs such as, Chess, Garden, and Robotics. The inspiration for these clubs comes straight from the parents; they are eager to share and teach to their areas of expertise. Del Sur is proud of this unique way that we partner with families and inspire learning outside of the classroom walls.

Four times a year, our school hosts English Language Learner Parent Nights to help navigate the school setting at Del Sur to best support their child. Family Nights have become a tradition at Del Sur; All You Can Read Diner, Science Night and Family Math Night. These nights bring families together and are a huge success for all involved! Seeing the students and their families enjoy these academic evenings brings joy to our school community.

Del Sur is committed to working with students, families and the community to ensure academic and social success for all. It is our goal to reach every child in a special way and provide an outstanding elementary

school experience. At Del Sur we know that it “takes a village”, and we cannot imagine our school without the wonderful support of our families and the surrounding community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Del Sur celebrates the ability to teach a standards-based education system within a district that promotes site-based management. Poway Unified School District operates under the belief that each school, provided with research based state approved instructional materials, can then select added instructional tools focused on the individual school population needs. With each curriculum adoption, the district creates a pilot committee made up of teachers known for their expertise in the subject being updated, and representatives from the curriculum department at the district level. This year the district is helping schools align their math teaching with the Common Core standards.

Common Core drives our instruction. From early childhood to grade five, we at Del Sur focus on teaching children to read and then transform them to consumers of information as they “read to learn” in the intermediate grades. We use Houghton Mifflin reading program as the foundational piece to teaching literacy and supplement these materials with research based designed to reach all levels of learners. With the changes in the Common Core literacy standards, the need to supplement non-fiction has elicited much collaboration and sharing within the school and across the district. This change in the genre used to teach literacy instruction has benefited the approach we use at Del Sur that combines our social studies instruction with language arts.

Operating a school in an area of San Diego, where many of the community stake holders are employed in STEM professions, Del Sur actively engages students in hands-on instruction in science and math. In math students are being taught with a greater emphasis on understanding math concepts and acquiring the ability to apply and explain their mathematical knowledge in a variety of contexts. The instructional mantra of science at Del Sur is exploratory, experiential, and hands-on. This is highlighted in activities like our annual Science Day when professionals in various science fields come and present to the students. Nothing is more motivating than seeing the Navy Bomb Unit share how amazing their robots are in eradicating a threat.

Del Sur values not only the academic instruction but the supplemental subjects that create well rounded citizens. We have a PE coach who works with students building stamina, and acquiring healthy living habits. Our physical education instructor utilizes the SPARK curriculum, which has documented the links between physical education and improved academic performance. We also have a recess Running Club where students are motivated to run laps and get healthy! Our vocal music program is Pre-K to 4th grade and includes vocal instruction and music appreciation across the decades. Instrumental instruction begins at 4th and 5th in order to prepare students for the middle school band and orchestra programs. In the area of visual arts, we have two dedicated instructors who teach art monthly to our students. And in response to student request, our Student Council runs a yearly talent show.

Del Sur opened six years ago with a research-based approach to the use of technology. The digital generation sees technology as a tool, not a specific learning curriculum. Del Sur works hard to use technology as a seamless instrument for learning. In all classrooms, teachers have access to Promethean Boards, sound systems with microphones, and iPads as needed. Many of the upper grade classes use “A Bring Your Own Device” to school approach to expand the use of technology as a tool to complement instruction. With Common Core SBAC online testing being piloted this year in California, teachers are focusing on the need to teach students to develop keyboarding skills proficiently. Technology is also used to build support for students needing more intense instruction in the areas of language arts and math. This target group includes second language learners and students whose formative and summative assessment performance indicate the need for extra instruction with the goal of reaching grade level success.

We pride ourselves on personalization. Our curriculum constantly evolves based on changing educational norms and our students' needs. With the involvement of parents through frequent conferences, surveys, and committee involvement, our goal is to create well-rounded college and career-ready individuals.

2. Reading/English:

Literacy success at all grades is a driving force at Del Sur. We begin each school year with a variety of assessments, both teacher-given and computer-delivered to ascertain student learning levels. Running Records, Fluency timings, Individual Reading Inventory, and San Diego Quick are some of the teacher assessments given multiple times throughout the year to monitor student progress. The Northwest Evaluation Association (NWEA) Measure of Academic Performance (MAP) computerized assessment is given three times a year to document student academic growth. The STAR Accelerated Reader computerized assessment is a secondary tool teachers use to measure literary progress.

Everyday reading instruction includes the use of the Houghton Mifflin Reading Series, Author Study, Core Literature, Daily Five/CAFÉ, Close Reading, Explicit Vocabulary Instruction, Phonics Instruction, and Socratic Seminar. These programs were chosen due to their research based success. How this looks varies from classroom to classroom and grade to grade. Del Sur does an excellent job of recognizing teachers' strengths and letting the class function with this in mind.

Through the use of frequent assessments, teachers identify students who need more explicit instruction to progress in reading. Students needing extra support are grouped by learning need. These students receive RTI support during the day in a small group format with a supplemental teacher. This support is also provided for our English language learners through programs such as Avenues with an ELL aide and in the classroom.

Many of Del Sur's instructional approaches are differentiated by the methodology being utilized. For example, Battle of the books, Universal Access Grouping, Six Minute Solution Plus and Story Works allow students to access information at their specific learning level. This use of these same programs across groupings help students feel inclusive in their learning no matter what their current learning needs.

Another path Del Sur uses to reach all learning levels in a seamless manner is computer based learning. At all grade levels students use programs such as Lexia Phonics, Compass Learning, Razz Kids, Accelerated Reader and Learning Quest. As we begin to build our instruction around the Common Core Standards, many teachers are researching and discovering apps designed to address specific learning needs.

3. Mathematics:

Math curriculum at Del Sur is driven by Common Core mathematical practices and the daily needs of our individual students. Math Expressions is our core curriculum. However, with the advent of Common Core state standards, each grade level has worked diligently to supplement the curriculum with relevant and rigorous lessons which provide students with a greater conceptual understanding of mathematical practices and real world applications. Our instructional methods are research-based and highly engaging in order to accelerate student learning. These methods include the use of manipulatives, visuals, and algorithms, as well as performance tasks that ensure students' practical understanding of each mathematical domain.

Math Talk is an integral part of every lesson providing students with opportunities to demonstrate their mastery of previously taught standards and comprehension of new concepts. The structure of Math Talk varies, but at all grade levels students describe, analyze, and re-voice their approaches to problems. Among the many benefits of Math Talk is that it is student-led. Therefore, it encourages students to contribute a significant voice in the classroom. They use powerful reasoning and divergent thinking to demonstrate multiple solution strategies. We feel strongly that our students must take ownership of their learning. These instructional methods provide teachers with the opportunity to hone in on students who have quickly mastered skills and are ready to move on as well as those who require additional support.

Our quest is to differentiate instruction and monitor progress to meet individual needs of those performing both below and above grade level. Students are pulled for small group instruction by supplemental teachers, classroom teachers, and parent volunteers where their specific needs are carefully addressed. Students are provided daily opportunities, through cooperative groupings, project-based learning activities, and

personalized skill-based software programs, to extend their understanding of math, to be challenged at their own levels, and perform to the best of their ability.

Students acquire foundational mathematical skills through direct instruction, guided practice, individual and group exploration, and the imbedded use of academic vocabulary. As evidenced by our consistently improving testing data, the Del Sur school community feels confident that our students' mathematical instructional needs are being met.

4. Additional Curriculum Area:

According to Albert Einstein, "The process of scientific discovery is, in effect a continual flight from wonder." This belief system is clearly evident at Del Sur in pre-K through grade 5. Our students receive a focused, standards-based program that prepares them to move forward with mastery to the next grade level. Del Sur utilizes the state approved science curriculum from Scott Foresman. All students are assessed on knowledge and practical applications in a multitude of scientific areas. The basis of our science curriculum, however, is the involvement of daily project-based, cross-curricular activities at each grade level that encourage questioning and a deeper understanding of concepts that align with the California State Common Core Standards.

Science at Del Sur is always a "hands on" experience. Students create Playdoh and petroglyphs in our Engineering is Elementary program. Our Robotics Team and Lego Robotics classes encourage experimentation and innovative design ideas. Students on campus participate in the Toshiba National ExploraVision contest where they design technologies and create product prototypes for the betterment of future generations. In addition, the entire school participates in our annual Science Fair competition where classes and individual students create projects following proper scientific method. Our Garden Club allows the student and parent community to plant, harvest, and further investigate soil, insects, and plant growth and development. Mad Science is a frequent visitor to our campus with school-wide assemblies and individual classroom presentations that focus on grade level California Science Standards. Student involvement is key to the popularity of these presentations. Other "in school" field trips have been from The San Diego Natural History Museum, Scripps Institute of Oceanography, and Project Wildlife.

Our general education preschool and Special Education preschool offers interactive activities that "show" how science works. Students explore items that float or sink. They "see" how the water cycle works, and how rainwater volume looks different in various containers. Our early childhood program uses our garden for planting, measuring, and life cycle activities. Students use their senses to feel and taste frozen water. All these activities align with the California State Science Standards for early childhood and primary grade education. We feel strongly that these activities foster students' love of learning and create a sense of wonder about the world around them. Additionally, a spirit of collaboration is taught that benefits the social and emotional growth of our youngest learners on campus as they move forward in their education at Del Sur.

Parent support is critical to the success of our science program. Each year we hold a Family Science Night that showcases grade level experiments that can be done in the classroom as well as at home. We believe inquiry-based learning and exploration must expand beyond the walls of the classroom. The parent community at Del Sur is an integral part of this successful event. In addition, our annual Science Day welcomes over 30 Del Sur parents who work in the field of science. They showcase their scientific talents and expertise by preparing interactive demonstrations for every grade level on campus during the first half of the day. The afternoon is reserved for collaborative in-class experiments with peers. Throughout Science Day students also have the opportunity to do research to answer specific science questions posted around our campus.

Our science curriculum truly aligns with Del Sur's vision "to inspire future 21st century global citizens. Our child-centered focus respects individual learning styles and nurtures each student's unique gifts and abilities thus allowing them to discover their own genius."

5. Instructional Methods:

District and state standards have shaped and driven instructional methods from preschool to fifth grade at Del Sur. The curriculum accessed to provide instruction is standardized at each of the grade levels. Teachers meet weekly to plan and develop lessons appropriate for their specific group of students. At all grade levels, students are grouped in content specific instruction in the areas of math and language arts. These groupings, which are based on teacher data, are guided by teachers and/or parent volunteers. Groups are fluid in nature and change as new assessments are given.

Students in Kindergarten through fifth grade take the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) test three times a year, fall, winter, and spring. Teachers have been provided with a learning ladder which disaggregates the data into learning needs depending on the sub scores the student achieves. Instruction that responds to designated learning needs are incorporated in a class lesson or small group instruction. At the end of the year, students' MAP scores help teachers and families see areas of growth and areas of need. School-wide, these scores are used to identify grade level strengths and grade level limitations.

Technology is a driving force at this juncture in education. As a result, teachers have been trained in using Lexia Phonics and Compass Learning. These programs address individual students' needs based on assessments and are accessible at home as well as at school. With tools like the iPad becoming more available in all classrooms, apps for students of all levels including second language learners are often used during the regular class day.

In the 2012-2013 school year, Del Sur, along with all Poway Unified Schools, began "switching gears" toward the implementation of the Common Core standards. Building on our model of staff development around Tier 1 intervention, Del Sur teachers received training in the new CCSS writing model designed by Lucy Calkins. We centered our work around the Units of Study Pilot updated program she began writing in 2011 to align to the Common Core.

With the on-going implementation of the Common Core State standards, our instructional and assessment practices continue to evolve. But our belief remains unchanged: expectations for all students to succeed begin and end in the classroom. It is this belief that unites and inspires the Del Sur family.

6. Professional Development:

A key building block at Del Sur is our collaborative structure. Since its inaugural year, our school's population has quadrupled, but we have maintained a "village" mentality of the founding staff members, which is a commitment to maintaining a cohesive Professional Learning Community (PLC).

We are continuously reflecting on PLC practices which best support increased student achievement and teacher-based needs. As we continue upon the journey to implement the Common Core standards, we recognize the magnitude of collaboration in our evolving pedagogy.

Our district, Poway Unified, has developed a system called "Teaching and Learning Cooperative (TLC)" which promotes professional development in support of district goals and encourages teachers to initiate and take responsibility for their own professional growth. Teachers are invited to take part in these TLCs each year. Many of our Del Sur teachers immersed themselves in Six Minute Solution, a reading comprehension and fluency program, and Lucy Calkins' Units of Study, based on the Common Core writing standards.

All teachers meet one to two times a month for Professional Learning. Based on the needs of our students, we have chosen to study such topics as Quantum Learning, San Diego Area Writing Project, Common Core Math Practices, and How Full Is Your Bucket? by Tom Rath. Teachers continually explore topics for further study using educational websites, professional journals, and ideas taken from professional conferences. In addition, we have a leadership team which meets biweekly to review and disseminate innovative practices to all teachers.

Currently, our focus has been the Common Core math standards. In January we had a district-wide Professional Growth Day where teachers collaborated in grade-specific teams to discuss the changes in our math curriculum as we have adapted to the new standards. Four of the presenters were from our staff, and they shared their pedagogical changes in using performance-based tasks. This day made a huge impact on teachers as well as administrators; we returned with lots of ideas to explain the “why” to our students behind the traditional math algorithms. Our students are now moving beyond procedural fluency and are deepening their conceptual understanding.

It is evident that our PLC yields increased student achievement and college readiness. When teachers are provided time to focus on essential teaching practices, data, and student needs, student achievement soars.

7. School Leadership

The principal leads the school through collective leadership. It is his belief that an effective school focused on student needs is best realized by enhancing the capacity of teachers to serve as leaders in instructional methodology and curriculum expertise.

Del Sur is a collaborative school culture where formal systems to enhance communication and leadership are supported. The principal is willing to assist with whatever task is at hand and to encourage all staff members to be creative thinkers and risk takers. He demonstrates his caring for children on a daily basis as he is on campus and in classrooms regularly. This offers him the opportunity to get to know students personally. He believes in maintaining high standards for all students while keeping their individual needs at the utmost priority.

Every other week, grade level team leaders from preschool through fifth grade meet with the principal to discuss our school climate and to help frame our next steps in terms of teacher learning. All teachers meet one to two times a month for Professional Learning which is facilitated by the principal and teacher leaders.

Although we enjoy working as a unit in our PLC, we have also realized there is a need for differentiation in teacher research endeavors. The principal alongside our teachers have pooled resources and come together to study chosen topics during “Professional Time”, pertinent to their individual needs. Small groups of teachers research curricular areas of their choice that align with school goals as defined during the end of the year strategic planning process. The principal attends these meetings to support teacher research.

Every Thursday the principal meets with an individual grade level to discuss curricular and instructional issues with the members of the grade level teaching team. This practice focuses on the needs of the grade level in terms of instructional materials and practices, technological resources, and observing other teachers in their practice. The team also discusses struggling learners which we call our “Kid Watch” students and collectively reviews strategies and programs that would be beneficial for individual students. Three times a year, the principal meets with individual teachers to discuss identified “Kid Watch” students. During these meetings, collectively the teacher and principal discuss individual student’s progress and create next step action plans. The “Kid Watch” process is a hallmark program that the staff has attributed to the success of all of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (STAR)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Educational Testing Service

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	93	96	97	88
% Advanced	80	70	65	64	56
Number of students tested	88	87	74	36	34
Percent of total students tested	33	36	40	34	40
Number of students tested with alternative assessment	2	1	1	0	0
% of students tested with alternative assessment	2	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	77	92	100	83
% Advanced	75	39	25	38	33
Number of students tested	12	13	12	8	12
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	83	100	100
% Advanced	57	67	67	50	67
Number of students tested	7	12	6	2	3
3. English Language Learner Students					
% Proficient plus % Advanced	85	92	92	100	60
% Advanced	70	67	25	50	0
Number of students tested	20	12	12	6	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	90	100	100	67
% Advanced	70	60	33	50	0
Number of students tested	10	10	9	6	3
5. African- American Students					
% Proficient plus % Advanced					100
% Advanced					0
Number of students tested					1
6. Asian Students					
% Proficient plus % Advanced	95	92	100	100	100
% Advanced	95	92	91	100	80
Number of students tested	21	12	11	2	5
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	96	96	95	82
% Advanced	77	65	67	68	65
Number of students tested	43	52	45	19	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Educational Testing Service

Test: California Standards Test (STAR)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	99	99	84	95	86
% Advanced	85	87	63	74	77
Number of students tested	92	85	57	39	22
Percent of total students tested	34	35	31	36	26
Number of students tested with alternative assessment	1	1	2	0	0
% of students tested with alternative assessment	1	1	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	83	92	50
% Advanced	57	71	41	58	25
Number of students tested	14	14	12	12	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	50	100	0
% Advanced	82	83	33	100	0
Number of students tested	11	6	6	7	1
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	60	67
% Advanced	100	70	44	60	67
Number of students tested	12	10	9	5	3
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	100	100	67	0
% Advanced	70	78	44	67	0
Number of students tested	10	9	9	6	0
5. African- American Students					
% Proficient plus % Advanced					75
% Advanced					50
Number of students tested					4
6. Asian Students					
% Proficient plus % Advanced	100	100	88	100	100
% Advanced	100	93	88	100	100
Number of students tested	15	14	8	5	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	81	100	92
% Advanced	90	90	69	68	83
Number of students tested	52	48	32	19	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Educational Testing Service

Test: California Standards Test (STAR)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	91	93	91	82
% Advanced	83	62	66	67	48
Number of students tested	88	69	53	33	27
Percent of total students tested	33	29	29	31	32
Number of students tested with alternative assessment	0	2	1	2	0
% of students tested with alternative assessment	0	3	1	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	78	83	89	75
% Advanced	53	22	50	44	42
Number of students tested	17	9	18	9	13
2. Students receiving Special Education					
% Proficient plus % Advanced	100	80	82	25	50
% Advanced	91	60	46	0	0
Number of students tested	11	5	11	4	2
3. English Language Learner Students					
% Proficient plus % Advanced	82	89	80	90	100
% Advanced	82	56	40	50	50
Number of students tested	11	9	5	10	4
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	90	91	67	100
% Advanced	70	40	73	0	50
Number of students tested	10	10	11	3	4
5. African- American Students					
% Proficient plus % Advanced					50
% Advanced					33
Number of students tested					6
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	100	89	100	86	100
Number of students tested	15	9	9	7	4
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	92	96	88	82
% Advanced	83	64	58	71	36
Number of students tested	47	39	26	17	11
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California State Standards Test (STAR)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Educational Testing Service

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	83	87	78	77
% Advanced	46	46	50	36	32
Number of students tested	88	87	74	36	34
Percent of total students tested	33	36	40	34	40
Number of students tested with alternative assessment	1	5	1	0	0
% of students tested with alternative assessment	1	6	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	46	67	50	68
% Advanced	17	15	17	0	25
Number of students tested	12	13	12	8	12
2. Students receiving Special Education					
% Proficient plus % Advanced	86	83	50	50	100
% Advanced	29	50	50	0	33
Number of students tested	7	12	6	2	3
3. English Language Learner Students					
% Proficient plus % Advanced	75	58	58	68	20
% Advanced	15	33	17	17	0
Number of students tested	20	12	12	6	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	60	89	68	68
% Advanced	40	40	22	17	0
Number of students tested	10	10	9	6	3
5. African- American Students					
% Proficient plus % Advanced					100
% Advanced					100
Number of students tested					1
6. Asian Students					
% Proficient plus % Advanced	91	92	100	100	60
% Advanced	52	67	73	100	40
Number of students tested	21	12	11	2	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	85	87	84	88
% Advanced	42	46	56	47	35
Number of students tested	43	52	45	19	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Educational Testing Service

Test: California Standards Test (STAR)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	91	95	96
% Advanced	88	87	67	77	78
Number of students tested	92	85	57	39	23
Percent of total students tested	34	35	31	36	26
Number of students tested with alternative assessment	5	1	2	0	0
% of students tested with alternative assessment	6	1	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	100	75	83	0
% Advanced	17	71	50	50	0
Number of students tested	12	14	12	12	1
2. Students receiving Special Education					
% Proficient plus % Advanced	91	100	50	100	100
% Advanced	73	50	17	86	40
Number of students tested	11	6	6	7	5
3. English Language Learner Students					
% Proficient plus % Advanced	92	100	89	80	100
% Advanced	83	60	67	20	75
Number of students tested	12	10	9	5	4
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	100	100	100	100
% Advanced	60	89	56	50	100
Number of students tested	10	9	9	6	1
5. African- American Students					
% Proficient plus % Advanced					100
% Advanced					50
Number of students tested					4
6. Asian Students					
% Proficient plus % Advanced	91	100	100	100	100
% Advanced	53	93	75	100	100
Number of students tested	21	14	8	5	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	91	95	92
% Advanced	92	85	75	79	83
Number of students tested	52	48	32	19	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Educational Testing Service

Test: California Standards Test (STAR)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	91	93	91	59
% Advanced	72	70	64	63	28
Number of students tested	88	69	53	32	29
Percent of total students tested	33	29	29	30	34
Number of students tested with alternative assessment	0	2	0	3	0
% of students tested with alternative assessment	0	3	0	12	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	78	78	78	31
% Advanced	53	22	39	33	0
Number of students tested	17	9	18	9	13
2. Students receiving Special Education					
% Proficient plus % Advanced	91	60	73	50	0
% Advanced	73	20	37	0	0
Number of students tested	11		11	4	2
3. English Language Learner Students					
% Proficient plus % Advanced	82	90	60	80	33
% Advanced	55	67	40	40	0
Number of students tested	11	9		10	6
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	90	91	33	60
% Advanced	60	40	64	0	20
Number of students tested	10	10	11	3	
5. African- American Students					
% Proficient plus % Advanced					17
% Advanced					0
Number of students tested					6
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	60
% Advanced	93	100	67	83	60
Number of students tested	15	9	9	6	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	92	92	96	94	73
% Advanced	77	72	62	65	36
Number of students tested	47	39	26	17	11
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: