

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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 4 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. 1 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	23	28	51
K	36	43	79
1	37	31	68
2	43	40	83
3	35	36	71
4	32	33	65
5	28	42	70
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	234	253	487

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 0 % Black or African American
 - 87 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 0 % 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: 16%

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	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	66
(4) Total number of students in the school as of October 1	402
(5) Total transferred students in row (3) divided by total students in row (4)	0.164
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 67 %
284 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Hmong, Greek
8. Students eligible for free/reduced-priced meals: 88 %
 Total number students who qualify: 373

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: $\frac{1}{21}$ %
21 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 10 Specific Learning Disability |
| 0 Emotional Disturbance | 9 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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	4
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 24:1

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%	97%	90%	94%
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

Frank Sparkes Elementary School is located in the center of the San Joaquin Valley in California. Our school opened in 1960 and is the second in this small community. Frank Sparkes is a rural school that serves a huge English Language Learner population. Our demographics are 87% Hispanic, 4% Asian, 8% White, and 1% African American and American Indian. This community suffers from high crime and high poverty with 88% of our students eligible for free/ reduced- priced meals. The residents of this community face many social pressures and barriers. However, our mission at school is to create a safe and encouraging environment to enable our students to have perseverance, discipline, and the ability to devote their time to their studies so that they may have more lifestyle opportunities in the future.

We became an exemplary school in 2010 reaching the 800 mark. We had steady gains from 2007 but really hit our stride during the 2009 testing cycle and have been since gaining ground. Presently our school has an API of 841 and we are currently ranked 6th in Merced County. The key to our success is the dedication and collaboration of the teachers and principal to research and implement best practices that are successful for our student population. Through careful scrutiny of the data and the execution of action from our analysis, the API scores rose consistently: 2007: 724; 2008: 754; 2009: 731; 2010: 801; 2011: 806; 2012: 830; and 2013: 841.

Our teachers are great motivators who encourage students. Classroom instruction is standards based, carefully planned and delivered. Teachers use the “I do, we do, you do” model with random questioning and checking for understanding. All students are held accountable for learning the content. Standards are posted on the wall, documented with tally marks each time the standards are taught, and students are told what standards their lesson covers. In addition to regular classroom instruction, an after school program (After School Education and Safety Program, ASES) is offered to enable students to get additional help with their assignments, provide enrichment opportunities, and be given a safe environment while some of our parents are still at work. Our migrant students have the opportunity to attend school on Saturday to provide more instruction to gain ground that is often lost when they move due to agricultural reasons.

Extensive data analysis is the tool that enables the teachers and principal to guide the school in the direction for student success. Data from the state test, formative and summative classroom assessments, quarterly benchmark assessments, and information from computer educational programs provide us with valuable information on strengths and weaknesses of each student. Teachers and the principal meet regularly to collaborate about trends found in the data, effective practices, reteaching, interventions, spiraling, and enrichment. Using this information, we are able to tailor instruction to meet the needs of all students.

Many of our students come from homes where the parents do not have high school diplomas. To create a culture of valuing education, we have put goals and celebrations into place to shape the behaviors and build an intrinsic love of learning. First of all, students who scored proficient or advanced on the state test in the spring begin the new school year in the fall with a fun trip to celebrate their accomplishment. On the last Friday of each month, these students are continually rewarded with something special to keep this spirit alive. Academic competitions are held twice a month with grade level students competing against each other. Rewards are given to students who meet their monthly goals in reading. Students are also honored quarterly for mastery of grade level goals. It has become fun to learn.

Our school is Blue Ribbon worthy due to the fact that we have demonstrated that socioeconomic disadvantaged backgrounds and language obstacles are not barriers to students' academic success. Data driven instruction, collaboration, teamwork, creating excitement about learning, celebrating success, and building a culture of valuing education are the keys to students' academic achievements.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) California has defined what students should know at each grade level in the California State Standards. Frank Sparkes students, along with all California students, are tested yearly in the spring with the California Standardized Testing and Reporting (STAR) test on the state standards for second through fifth grades. Student performance levels include (with slight variations by grade level and subject): Advanced: 395-600; Proficient: 350-394; Basic: 300-349; Below Basic: 236-299; and Far Below Basic: 150-235.

Student scores are measured with the Academic Performance Index (API) and the Adequate Yearly Progress (AYP). The Academic Performance Index (API) is part of the Accountability Progress Reporting (APR) system which integrates reporting results for state and federal accountability requirements and includes information about the state, LEAs, schools, and numerically significant student groups. One of the key features of the API is that it is based on an improvement model with assessment results from one year compared to the results of the next. The API scores may range from 200 to 1,000 with an 800 score considered the statewide performance target. The API assigns school wide and student group targets and growth annually. Frank Sparkes has not only consistently surpassed the 800 goal for four years, but has also earned the rankings on a 10 point scale, with 10 the highest score, with a statewide rank of 6 and a similar schools rank of 10. The AYP scores report if a school has met all AYP criteria including numerically significant student groups, participation rates, and percent proficient for both ELA and mathematics. Frank Sparkes students have consistently met all AYP criteria for several years including 2006, 2007, 2010, 2012, and 2013. Scores at or above 350 are considered to be proficient.

b) The school's API score dropped 19 points in the 2008-2009 testing cycle due to the fact that a large percentage of our students were not reading at grade level. Gains were quickly made after the 2009 testing cycle by pushing reading in kindergarten, first grade, and second grade. The goal is for kindergarteners to be able to read by the end of kindergarten. School wide, the acceptable performance level is proficient or advanced. Students that are below these two proficiency levels are given Data Chats between teachers, students and the principal to ensure students know exactly what they need to do to move to the next proficiency level. We look at everything to help our students be successful.

Another factor in California including Frank Sparkes is the high number of English Language Learners. This factor not only impacts learning to read but also to understand instruction in general. Students must be taught using a variety of strategies to learn conversational as well as academic English language and vocabulary. While the students are learning English, there is also the factor that parents may not know English which impacts help at home with assignments.

In addition, essential academic skills at each grade level are isolated and targeted to be taught explicitly to students to ensure grade level proficiency is met by students at the end of the year. Accelerated Reader is mandated and every student in 2nd-5th grade has a target reading goal every month. All data from the Waterford, SuccessMaker, and Study Island computer learning programs, teacher observation, targeted grade level skills, and grade level assessments are monitored frequently in order for teachers to intervene. All students performing below grade level are identified and given explicit instruction with a support teacher in a small group to target their needs. Students that need intensive instruction are also recruited for the after school program for remedial sessions. Information from all of these sources provide data to gauge student progress and used to drive instruction for students as a class, grade level, and as individual intervention.

Parents at the beginning of the school year are invited to attend a grade level expectation workshop so they know what the students are going to learn and need to master at the end of the school year. Parents are given strategies and tips on how to help and work with their kids at home.

The plan to close the achievement gap is to look at all the data and work on areas of academic deficiencies for the subgroups. Many of our students fall into two subgroups: free and reduced-price meals and English language learners which brings attention to two significant issues that tend to impact high achievement

levels. Through careful scrutiny of the data and a clear game plan, the API scores rose consistently: 2007: 724; 2008: 750; 2009: 731; 2010: 801; 2011: 808; 2012: 831; and 2013: 841.

2. Using Assessment Results:

The education of every student is carefully analyzed throughout the year. Each year begins with data analysis of the state test given the previous spring. Careful analysis reveals not only individual student achievement, but gives teachers class-wide information regarding student performance to plan for the new year. Teachers see class trends on all of the California State Standards in regards to strengths and weaknesses of standards mastery. This data also provides information about interventions that may be needed for individual students. Also at the beginning of the year, students who are English Language Learners are given the CELDT test to determine their English levels in order to schedule ELD time daily by language level and grade level.

Teachers then begin the year and each unit with formative assessments and conclude with summative classroom assessments common to the grade levels that are given at regular intervals in order to measure student growth over the unit of study. Quarterly, the teachers administer common Benchmark Assessments which cover material taught over the course of the year. Teachers share this data from common assessments through collaboration about effective practices, reteaching, interventions, spiraling, and enrichment at regularly scheduled grade level meetings. A support teacher provides small group interventions which are prescribed by the grade level teachers. This intervention time is provided daily and is flexible for student needs and those involved.

The computer lab is utilized daily by all grade levels. The teachers design the course studies for each student with specific standards. There was tremendous student improvement by utilizing Success Maker, Waterford, Study Island, and Accelerated Reader programs for a variety of reasons. First of all, formative assessments are given to determine the levels of each student. Once their level is identified, the program automatically adjusts to the student's level of need and allows them to progress at their own pace in an engaging manner. The computer programs also reteach the concept if needed until the students achieve mastery, which is considered 80% or better.

There are also Hall of Fame assessments given that are specific necessary skills required for each grade level. The students are tested throughout the quarter on the prescribed skills. The data for these assessments are also analyzed quarterly for student mastery and interventions.

The parents are informed about the progress of their students in a variety of ways. First of all, at the beginning of the year, parents are invited to Back to School night to inform them about student expectations for the upcoming year. At parent conferences, parents confer one on one with the teacher about the state assessment results and any concerns about achievement levels. Parents also have access to Accelerated Reader at home to check their child's reading progress at any time.

3. Sharing Lessons Learned:

We hosted a Study Island workshop for our district because of our experience in using this program. Teachers from throughout the district came to learn about the benefits of this program in the area of student achievement and useful data for planning student individual needs.

Some of Frank Sparkes teachers also share their expertise with teachers on site, district wide, and with other county schools in the Beginning Teacher Support and Assessment (BTSA) program. This program is a state program to help new teachers learn their craft while under the watchful eye of a veteran support provider. These teachers collaborate to attain and share knowledge of best practices.

The staff has an open door policy to share with any interested parties about the practices and materials utilized that enable our students to be successful. We had teachers come from a neighboring district to observe ELD practices in our kindergartens and first grades. We utilize many ELD strategies such as

Houghton Mifflin Universal Access materials, SDAIE, graphic organizers and pictures, comprehensible input, realia, TPR, and explicit vocabulary development.

One of the hallmarks of the staff of Frank Sparkes School is the urgency of high achievement and student expectations. The staff takes great pride in their collaboration skills and willingly coming together for the common cause. We are not willing to let any child fall through the cracks and are committed to closing the achievement gap with our diverse population.

4. Engaging Families and Community:

Meet the Teacher begins our outreach to gain parent involvement. The doors of the classrooms are opened while the teacher is preparing before the first day of school to give parents an informal opportunity to meet and talk to the teacher. Back to School night in September is another opportunity early in the year for parents. Parents are welcomed into the classrooms and learn about the expectations and standards to be learned over the course of the year.

Parents are welcome to visit the school any time, but we do have some special events for parents to be informed or entertained. Parent teacher conferences are held to have one on one discussions with the parents about their children. The parents are given the results from the state STAR tests given in the spring with teachers explaining the results, concerns, and achievement levels. Parents are also informed about any assessments given up to that date and what information the data reveals. We also have a STAR Celebration with parents invited to celebrate the success of the students on the spring testing. It is a big event with a DJ, decorations, and a celebratory atmosphere. Students that achieve the rankings of proficient and advanced are introduced. Students scoring at least 500 receive a medal and a perfect score of 600 students receive a trophy.

Accelerated Reader nights by grade level are conducted by the librarian and teachers. Parents are invited to learn about the AR program, goals for the student, class and school, purpose of AR, and rewards. Parents learn about book levels and how to help their children select books appropriately.

Hall of Fame awards are given to students for mastery of grade level standards or skills. Parents are given a list of the criteria so they are also able to help their children achieve this award. Each quarter, the students that mastered some of these goals are recognized and parents are invited to attend.

Parents are also invited to attend Site Council meetings, student performances, and sporting events. Several times a year, we showcase the accomplishments of our students at the district board meetings. We have presented high scoring students from the state test, speech and writing festival contestants, and some students shared their classroom projects. Parents attend these presentations proudly. Parent workshops are held on a variety of topics by county agencies.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The California State Standards are the driving force of our instructional practices and aligned state adopted curriculum materials. State standards and objectives are posted and stressed; students speak in complete sentences; and academic language is the standard. While teachers have the autonomy to utilize a variety of instructional strategies and materials, all instruction is standards based and purposeful. Differentiation is encouraged to enable all students to capture the learning objectives. Direct instruction is the formative mode of lesson delivery before allowing the students to practice their newfound knowledge. Common formative, summative, and benchmark assessments are administered and data scrutinized to track student achievement. Group projects are done regularly in which students learn to solve problems and how to work as a team. Each year, every grade level takes at least one field trip that correlates to some area of study.

Our district's reading program is from Houghton Mifflin. The district teachers and reading coaches are trained in Reading First which is a program that provides for training for kindergarten through third grade teachers based on scientific reading research. This research identified five essential components of effective reading instruction which targets phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension. Teachers also created district pacing guides for reading during these meetings. The teachers incorporate these skills into the lessons daily using the Houghton Mifflin text as well as supplemental materials. There are also Universal Access materials that have been effective for our second language learners which are a substantial portion of our student body. Reading is a component of Success Maker and Study Island computer programs which enable students to work at their level and refine their skills in an interactive environment. Students are also required to meet reading goals using the Accelerated Reader program. School-wide, all students have a goal of reading a certain number of books over the course of the year at 80% or better proficiency.

Harcourt is the publisher of our district's mathematics series. The skills and areas of study are standards based and vertically aligned. The focus is on basic math skills in all operations and every student has daily math facts practice to reinforce these skills. A variety of strategies are utilized for students to have deep number sense including the use of manipulatives, group problem solving, and number talks which go beyond simply knowing the algorithm. Students are encouraged to solve problems and provide step by step details about the method they used to come up with their answer. The "I do, we do, you do" method of instruction which the Harcourt math book follows, encourages students to find more than one way of solving a problem. The text was also chosen because of including word problems which allows students to practice their reading and comprehension skills along with higher leveled thinking. Success Maker and Study Island also include mathematics practice which enables students to work on standards based lessons at their level.

The social studies materials are from the Harcourt Reflections series. These are aligned to the state standards and frameworks which covers topics that range from the neighborhood and community in kindergarten through United States history in fifth grade.

Macmillan/ McGraw-Hill is the publisher of our science curriculum. Science topics spiral from grade level to grade level to provide deeper understanding over time. The major focus throughout these topics is relating the lessons to real life in order for students to understand and appreciate the world around them.

Our students all perform in at least one visual/ performing arts program per grade level per year. The shows range from holiday songs to patriotic songs to talent shows. Parents and the community are invited and these events are well attended. Students work hard and enjoy being in the spotlight.

All students receive time for physical education every day in addition to morning and lunch recess. The importance of physical activity and healthy eating is discussed not only in science class but also in the daily menu for the cafeteria. Student activity is stressed not only for having a healthy body but movement also increases student attentiveness in the classroom which correlates to higher achievement for the students.

2. Reading/English:

For the last five years, reading has been the premiere task for all teachers. Our educational leader has impressed on every teacher the importance of reading. Every other discipline depends on the student being a fluent, avid reader. From preschool through kindergarten and the primary grades, teachers work to make sure that their students have all the essential skills necessary to succeed in reading.

The lower grades teachers of Frank Sparkes Elementary School focus on print readiness, phonology, dolch lists, and learning the fundamental skills of reading. The children are started in the Accelerated Reading program during their early years. In this program, the students are encouraged to read at their own level. Every child is rewarded for meeting and reaching individual goals that are set weekly, monthly, and quarterly.

The upper grades build on the solid foundations that the primary teachers have established. Most students are reading on or very near grade level. Most students are able to meet grade level fluency expectations. Upper grade teachers use math, science, and social studies texts to build more informational test reading skills. Reading is expanded to be an essential part of every lesson taught.

The upper grade students are expected to read numerous books during the month. The students are required to read all genres. The students' extensive reading helps to develop deeper lexicons of English words. They are encouraged with word play in the classrooms. Context clues and generalizations help to create larger background knowledge for a framework of word acquisition. Goals met are celebrated with enthusiasm and rewards.

The Hall of Fame creates a culture that lifts up the child who works hard. Skills in all critical areas of education are identified. The skill sets are broken down to small attainable goals. The students are given many opportunities to excel in the attainment of the skills. Parents are asked to take part in the child's success by helping the student to achieve each skill set. This develops into a unique partnership with the community. The community values the efforts of both the teachers and the students and an ethic of achievement develops. The Hall of Fame is a cyclic symbol of dedication to the future of Frank Sparkes' students and their achievement.

3. Mathematics:

Frank Sparkes Elementary School is currently using the Harcourt math program and 3 in 1 practice books. The practice book includes a spiral review and problem solving worksheets which require students to explain in words how to solve problems, and detailed step-by-step instructions for solving a variety of mathematical problems.

The teacher's manual comes with an EL kit which includes vocabulary activities, picture cards, and sentence strips. In the teacher's manual and student books, the standards and objectives are listed at the beginning of each lesson.

The student textbook includes detailed graphic step-by-step instructions. Also included are guided and independent practices. At the end of each lesson is a section on achieving the standards. We like the "I do, we do, you do" method of instruction which the Harcourt math book follows, encouraging students to find more than one way of solving a problem. We also chose this book because it includes word problems which allow students to practice their reading and comprehension skills, along with higher leveled thinking.

The main focus in mathematics is on basic math skills. In grades 3-5, teachers are departmentalized to allow teachers to plan more in-depth and specialize in their field. There are a variety of strategies to help engage students to acquire foundational mathematics skills. Students are rewarded for specific math accomplishments and mastery in the quarterly Hall of Fame recognition assemblies which includes parent participation. Achievements are posted in the cafeteria throughout the year. Students also compete

individually and against other grade level classes in Rumbles twice a month. Using Study Island and SuccessMaker computer programs with the help of the computer tech enables us to analyze their math strands and focus on areas of weaknesses and strengths in the computer lab and classroom. Students are able to work at their ability through the fluctuations of the computer programs. In the classroom, 3 minute timed tests for addition, subtraction, multiplication, and division are universal activities. Students who were struggling on any particular area work one-on-one or in small groups with the teacher or support provider using a variety of methods, including the use of manipulatives. Students also have access to peer tutoring, cross aged tutoring, and additional help in the after school program.

Recently, we have discovered that struggling students are responding in a positive manner to the Common Core teaching methods. Students are responding positively to Number Talks and group projects that involve students explaining their reasoning and methods for finding the answer to a problem. Students interacting to share ideas of how to solve problems provides for deeper understanding and learning that there isn't always only one way to solve a problem.

4. Additional Curriculum Area:

The Frank Sparkes Preschool is a valuable launching pad for future student success to prepare our students adequately for the rigors of school. We offer a morning and an afternoon session of twenty-four three and four year old students in each session. Teachers design a purposeful curriculum which covers many social and academic skills.

The core curriculum is tied to the California Preschool Learning Foundations and the California Preschool Curriculum Framework. Children's learning is guided by the teacher's careful planning to be developmentally appropriate, individually meaningful, and inclusive of children with disabilities or other special needs. Central to the education of young children, the experiences include relationships within the classroom and school, partnerships with the family, and play as the primary learning context. Students have a variety of settings such as whole group, small group, outdoor play, and individual choice times every day. Students are encouraged to do things for themselves and become aware that they are capable people. Students are also taught to follow routines, to take turns, to be respectful of others, and to control their impulses.

Students' progress is individually documented in the Desired Results Developmental Profile (DRDP). There are seven domains that are scored for each child: self and social development, language and literacy development, English language development, cognitive development, mathematical development, physical development, and health. Each domain is scored exploring, developing, building, or integrating.

Many of our students come from Spanish speaking homes so English language instruction is their first exposure to English which benefits them greatly when they come to kindergarten. In the area of language, students begin to study phonology, semantics, and syntax as they learn about the letters and sounds while putting them in context. Stories are read and speaking is encouraged as students work on assembling sentences verbally and comprehending stories. Students learn the alphabet, letter sounds, and how to write them. These basic skills are required to prepare students for the rigor of the kindergarten curriculum. While the preschool curriculum does include phonics, semantics, and syntax, the kindergarten curriculum builds on these skills with students reading emergent-reader books. Kindergarteners also produce writing of opinion pieces about the books they have read. The ability to carry on collaborative conversations is also a kindergarten standard in the Common Core. Therefore, students in preschool learn many of the prerequisite skills to prepare for kindergarten.

Mathematics vocabulary is valuable knowledge from preschool and beyond. Introduced in preschool are number words, names for shapes, attributes, and comparing quantities. Young children are capable of comparing sizes and counting items. In kindergarten, students are expected to count to 100 by ones and by tens or even count beginning from a number other than 1. Kindergarteners solve addition and subtraction problems, including word problems, using objects or drawings. In geometry, students in kindergarten build

on preschool knowledge of shapes to identify shapes as two-dimensional or three-dimensional and using simple shapes to make other shapes such as triangles side by side to create a square.

Experience with the world around them is an important teacher to the preschool child. Our students go on many trips to everyday places. In October, the students went to the pumpkin patch to learn about plants. They have also taken trips to the fire station, post office, and the Castle Airbase Museum. The classroom is required to have living things for the students to help care for and study. Our preschool teachers mindfully construct their lessons to be hands on and actively provide a variety of experiences in the areas of language, math, art, music, physical education, nutrition, and others.

Preschool opens the students' eyes to the wonders of the world around them and utilizes their natural curiosity to put them on the track of becoming lifelong learners. A carefully designed preschool prepares the students to have a better prepared kindergarten experience. The data from our kindergarten teachers has proven that the students that attend preschool are more successful overall than the non-preschool students. Kindergarten has evolved into so much more than socialization of yesterday. It has become what many of us thought of as the first grade curriculum. Attendance in preschool provides the foundation that makes school an interesting and fun event.

Science is another area in which students at Frank Sparkes excel. Not only have students consistently scored high in science, but they have been recognized by the Merced County Superintendent with awards for #1 Science CST scores in the county.

A child's intrinsic curiosity about the world around them is a natural starting point to anchor science studies. The Macmillan/ McGraw-Hill science curriculum is utilized and aligned to the California State Standards. A variety of instructional strategies are implemented to help students attain high achievement in learning. Teachers use direct instruction, hands-on activities, field trips, Study Island computer program, and other supplemental materials. Students from the UC Merced Science, Engineering, and Technology team (SET) have visited the campus to provide demonstrations and activities to engage the students. Before its closure two years ago, students also went to the Challenger Learning Center of the San Joaquin Valley and the Challenger Children's Museum which offered experiences in science not normally available in a school setting. Students could pretend they were on a space mission with different students assigned to different team roles. Students also had a large variety of other hands-on activities to explore at the museum.

Technology often is not available to our students at home due to low socio-economic reasons, but it is used extensively at school to provide students with engaging interactive lessons. Teachers utilize California Streaming videos which are readily available to present content in real life applications. Each second to fifth grade classroom is equipped with a Promethean Board which provides interactive lessons. Study Island provides engaging instruction and game like assessments which reinforces classroom activities.

The after school ASES program reinforces all curricular areas, including science. Students excitedly explored the properties of matter through Oobleck, were captivated studying pH, dry ice bubbles, and other hands on activities that reinforced classroom instruction.

Technological tools and hands-on experience enable students to have a deeper understanding about science and how the world around them works. Our students know that science is not just for scientists in white lab coats. We are all scientists because science is in everything in the world around us.

5. Instructional Methods:

We believe that teaching is more effective if a teacher has a choice to teach according to his or her strength. Therefore, for the past five years from second to fifth grade, we are departmentalized with a team teach rotation with a partner teacher. For example, a teacher focuses on math and teaches math to his or her grade level, and the partner teacher focuses on language arts and teaches that to his or her grade level. The principal, teachers, computer technician, librarian, and other staff all work collaboratively and dedicate their time and effort for the students.

Many different teaching strategies are practiced in our school to fulfill the students' academic success. However, direct instruction has stood out to be the most effective one for our students. For example, the I Do, We Do, You Do, and assessments are taking place in all classroom settings. Manipulative, hands on, and visualization are practiced all the time to engage students.

The California State Blueprint is utilized as the guide for everyone to follow ensuring all students with different cultural backgrounds and abilities have an equal opportunity to maximize their academic success. This guideline includes assessments at the beginning of the year in CELDT, SuccessMaker, and Accelerated Reader. The assessment information reveals the student levels in vocabulary, spelling, fluency, and math. This information enables the teachers to plan their lessons to meet an individual's needs. In addition, intervention is also planned for students who are found to be very low in a particular subject area.

The data from the California English Language Development Test (CELDT) is used to classify the students by ability in speaking, listening, reading, and writing in English so they can be taught effectively according to their level. Time is set aside each day to separate students by grade level and ability level in English to target their English skills.

The use of the computer lab and the Waterford, Success Maker, and Study Island programs is one of the most effective tools that helped accelerate our instruction in reading and math. A goal was set for each individual student and the programs would target their areas of need. Due to the 75 computers in the lab, several classes attend at the same time which enables one teacher and the computer technician to monitor students while the other teachers pull students aside for individual instruction.

6. Professional Development:

The hardworking staff at Frank Sparkes Elementary School is dedicated to their profession and the concept of being life-long learners. Teachers are provided the opportunity to attend professional development seminars to ensure their students are becoming 21st century thinkers. The district provides our staff opportunities to attend conferences in which new, innovative ideas are discussed. With a variety of conferences from topics ranging from behavior to technology and the Common Core, teachers are learning, growing, and applying new skills in the classroom. Common Core trainings in the areas of math, language arts, and English Language Development, with an emphasis in technology have been priorities the past few years. Teachers attend professional development trainings by grade level in order to create a comfortable, focused learning experience. Science and social studies are often referenced during these conferences, as they are part of the core curriculum and are accessed through reading, math, and ELD lessons. These trainings have greatly assisted teachers and administrators alike by providing information in which we can explore the new common core standards, transition to a new approach for some, and guide students in a shift to a technology based assessment. These trainings provided administrators and teachers with numerous websites to browse.

The various ideas and strategies taken back to the classroom have given teachers the opportunity to explore with their students. For example, professional development on Common Core math has given teachers insight on how to approach this new style of teaching and guide their students through a new frontier of innovative learning. Students are developing their critical thinking skills as well as a deeper level of understanding while learning to think outside the box. As teachers acquire a deeper level of understanding, apply new ideas, and become more comfortable and knowledgeable with the Common Core approach, the students are becoming more confident in their ability to succeed and achieve.

As a staff, we share ideas, website, and lessons. We also collaborate using one-on-one conversations, staff meetings, lunch/ recess breaks, after school meetings, and emails. Anyone can attend professional development trainings, but our staff makes the extra effort to work together as a team to implement the new ideas, refresh old ones, and adapt the information to best fit our wonderful, intelligent students. We have also had training in the SuccessMaker and Study Island computer programs and in using technology such as the use of Promethean Boards.

7. School Leadership

The leadership philosophy is that the role of the principal is one of a facilitator who encourages all members of the school staff to work together collaboratively and to investigate and implement practices which are geared to student achievement. The principal is the instructional leader who leads the school in a cycle of continuous improvement. Teachers must be allowed to use their expertise and a variety of tools and materials that heighten student engagement and results in students' increased likelihood of attaining their goals. The norm is respectful interactions between staff members and the students to foster a positive atmosphere.

The structure of the school is one of grade level teams led by a team leader. Scheduled meetings are rotated weekly for the various teams, team leaders, or whole staff. During these meetings, all staff is involved with analyzing assessment data, discussing the needs of students, sharing best practices, and discussing ways to encourage and motivate students. Data analysis is paramount in all curricular decisions to ascertain program and practice effectiveness and in deciding upon a course of action. All staff members are actively involved in a common goal of high expectations for all students. The staff is currently involved in book studies to learn about new practices, research, and the Common Core implementation.

All staff members are responsible to ensure that rules, discipline, and attendance procedures are enforced. The principal is the primary person to ensure severe or frequent discipline issues do not interrupt classroom instruction by conducting investigations and calling parents. Students are made aware of proper conduct and expectations and the consequences if these are not met. The principal also conducts many walkthroughs during the week to examine teaching practices and encourage students to do their best.

At the end of the school year, data is analyzed and school wide goals are proposed for the upcoming year. When the staff returns in the fall, further discussion is held to finalize the plan for the year. Every perspective of the school is examined from classrooms, library, computer lab, and office staff to ensure that students' needs will be met and they will excel in academic excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAR

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: Educational Testing Service

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient+% Advanced	79	69	77	71	20
% Advanced	46	39	48	40	8
Number of students tested	61	62	52	76	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient+% Advanced	80	69	77	71	20
% Advanced	47	38	48	40	8
Number of students tested	60	61	52	76	60
2. Students receiving Special Education					
% Proficient+% Advanced	50	67	83	100	0
% Advanced	33	0	50	0	0
Number of students tested	6	3	6	1	4
3. English Language Learner Students					
% Proficient+% Advanced	74	63	82	74	16
% Advanced	39	29	55	48	7
Number of students tested	46	38	33	50	43
4. Hispanic or Latino Students					
% Proficient+% Advanced	76	69	81	71	22
% Advanced	42	37	50	41	8
Number of students tested	53	51	42	63	51
5. African- American Students					
% Proficient+% Advanced	100	0	0	50	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	1	2	0
6. Asian Students					
% Proficient+% Advanced	100	60	60	100	0
% Advanced	100	40	60	75	0
Number of students tested	1	5	5	4	3
7. American Indian or					

Alaska Native Students					
% Proficient+% Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient+% 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+% Advanced	100	83	67	80	17
% Advanced	60	50	33	20	17
Number of students tested	5	6	3	5	6
10. Two or More Races identified Students					
% Proficient+% Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient+% Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient+% Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient+% Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600

STATE CRITERION--REFERENCED TESTS

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

Test: STAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient + % Advanced	77	74	71	61	65
% Advanced	50	47	45	23	30
Number of students tested	68	53	62	61	63
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient + % Advanced	78	75	71	61	65
% Advanced	51	48	45	23	30
Number of students tested	67	52	62	61	63
2. Students receiving Special Education					
% Proficient + % Advanced	67	50	50	40	25
% Advanced	33	38	0	20	0
Number of students tested	3	8	2	5	4
3. English Language Learner Students					
% Proficient + % Advanced	74	83	72	53	65
% Advanced	51	51	54	13	30
Number of students tested	43	35	43	40	43
4. Hispanic or Latino Students					
% Proficient + % Advanced	74	74	76	58	66
% Advanced	48	49	48	24	26
Number of students tested	54	39	50	55	50
5. African- American Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	2	0	0
6. Asian Students					
% Proficient + % Advanced	100	80	100	100	71
% Advanced	80	60	100	0	71
Number of students tested	5	5	4	1	7
7. American Indian or Alaska Native Students					
% Proficient + % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient + % Advanced	0	100	0	0	0
% Advanced	0	100	0	0	0
Number of students tested	0	1	0	0	0
9. White Students					
% Proficient + % Advanced	75	67	25	75	50
% Advanced	38	33	0	25	17
Number of students tested	8	6	4	4	6
10. Two or More Races identified Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient + % Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600

STATE CRITERION--REFERENCED TESTS

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

Test: STAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient + % Advanced	85	72	56	67	35
% Advanced	34	30	32	32	12
Number of students tested	53	67	59	66	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient + % Advanced	86	70	56	67	35
% Advanced	33	28	32	32	12
Number of students tested	51	64	59	66	49
2. Students receiving Special Education					
% Proficient + % Advanced	71	75	50	50	17
% Advanced	14	0	0	17	0
Number of students tested	7	4	4	6	6
3. English Language Learner Students					
% Proficient + % Advanced	91	73	45	66	32
% Advanced	38	33	18	30	9
Number of students tested	32	40	38	44	34
4. Hispanic or Latino Students					
% Proficient + % Advanced	87	72	55	64	26
% Advanced	32	33	32	28	8
Number of students tested	38	54	53	53	38
5. African- American Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	0	1	0
6. Asian Students					
% Proficient + % Advanced	100	100	67	100	25
% Advanced	60	50	33	60	13
Number of students tested	5	4	3	5	8
7. American Indian or Alaska Native Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient + % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	0	0	0
9. White Students					
% Proficient + % Advanced	71	43	67	80	67
% Advanced	14	0	33	40	33
Number of students tested	7	7	3	5	3
10. Two or More Races identified Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient + % Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Educational Testing Service

Test: STAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient + % Advanced	62	52	60	53	18
% Advanced	30	23	23	17	7
Number of students tested	61	62	52	76	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient + % Advanced	63	53	60	53	18
% Advanced	30	23	23	17	7
Number of students tested	60	61	52	76	60
2. Students receiving Special Education					
% Proficient + % Advanced	17	33	33	0	0
% Advanced	17	0	17	0	0
Number of students tested	6	3	6	1	4
3. English Language Learner Students					
% Proficient + % Advanced	52	47	61	52	12
% Advanced	26	16	27	16	5
Number of students tested	46	38	33	50	43
4. Hispanic or Latino Students					
% Proficient + % Advanced	57	55	62	52	18
% Advanced	30	26	24	18	6
Number of students tested	53	51	42	63	51
5. African- American Students					
% Proficient + % Advanced	100	0	0	100	0
% Advanced	100	0	0	0	0
Number of students tested	1	0	1	2	0
6. Asian Students					
% Proficient + % Advanced	100	40	40	50	0
% Advanced	0	0	40	25	0
Number of students tested	1	5	5	4	3
7. American Indian or Alaska Native Students					
% Proficient + % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient + % 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 + % Advanced	100	33	67	60	33
% Advanced	20	17	0	20	17
Number of students tested	5	6	3	5	6
10. Two or More Races identified Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient + % Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600

STATE CRITERION--REFERENCED TESTS

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

Test: STAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient + % Advanced	52	57	50	39	51
% Advanced	29	26	18	23	25
Number of students tested	68	53	62	61	63
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient + % Advanced	52	58	50	39	51
% Advanced	30	27	18	23	25
Number of students tested	67	52	62	61	63
2. Students receiving Special Education					
% Proficient + % Advanced	33	50	0	20	0
% Advanced	0	25	0	20	0
Number of students tested	3	8	2	5	4
3. English Language Learner Students					
% Proficient + % Advanced	49	60	47	25	49
% Advanced	21	31	19	13	21
Number of students tested	43	35	43	40	43
4. Hispanic or Latino Students					
% Proficient + % Advanced	50	54	50	40	52
% Advanced	28	26	18	22	24
Number of students tested	54	39	50	55	50
5. African- American Students					
% Proficient + % Advanced	0	0	50	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	2	0	0
6. Asian Students					
% Proficient + % Advanced	60	60	50	0	43
% Advanced	20	40	50	0	29
Number of students tested	5	5	4	1	7
7. American Indian or Alaska Native Students					
% Proficient + % Advanced	100	0	0	0	0
% Advanced	100	0	0	0	0

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	0	0
9. White Students					
% Proficient + % Advanced	50	83	50	50	50
% Advanced	38	33	0	50	33
Number of students tested	8	6	4	4	6
10. Two or More Races identified Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient + % Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600

STATE CRITERION--REFERENCED TESTS

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

Test: STAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient + % Advanced	66	54	46	52	33
% Advanced	21	21	19	17	8
Number of students tested	53	67	59	66	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient + % Advanced	67	52	46	52	33
% Advanced	20	17	19	17	8
Number of students tested	51	64	59	66	49
2. Students receiving Special Education					
% Proficient + % Advanced	29	25	0	33	0
% Advanced	14	25	0	17	0
Number of students tested	7	4	4	6	6
3. English Language Learner Students					
% Proficient + % Advanced	69	48	37	48	29
% Advanced	22	15	16	9	9
Number of students tested	32	40	38	44	34
4. Hispanic or Latino Students					
% Proficient + % Advanced	76	56	47	49	34
% Advanced	24	20	19	15	8
Number of students tested	38	54	53	53	38
5. African- American Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	0	1	0
6. Asian Students					
% Proficient + % Advanced	40	50	33	80	25
% Advanced	40	25	0	20	13
Number of students tested	5	4	3	5	8
7. American Indian or Alaska Native Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient + % Advanced	100	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	0
9. White Students					
% Proficient + % Advanced	29	43	33	60	33
% Advanced	0	14	33	40	0
Number of students tested	7	7	3	5	3
10. Two or More Races identified Students					
% Proficient + % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient + % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient + % Advanced					
% Advanced					
Number of students tested					

NOTES: Proficient is scores of at least 350; Advanced is scores of at least 395; perfect score is 600