

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 Mrs. Shannon Potts

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

Official School Name La Entrada Middle School

(As it should appear in the official records)

School Mailing Address 2200 Sharon Road

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

City Menlo Park State CA Zip Code+4 (9 digits total) 94025-6736

County San Mateo County State School Code Number* _____

Telephone 650-854-3962 Fax 650-854-5947

Web site/URL http://le-llesd-ca.schoolloop.com/ E-mail spotts@llesd.org

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*Ms. Lisa Cesario E-mail: lcesario@llesd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Las Lomitas Elementary School District Tel. 650-854-6311

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. Jay Siegel
(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 2 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. 2 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	89	80	169
5	76	86	162
6	74	65	139
7	78	74	152
8	78	50	128
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	395	355	750

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 1 % 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: 2%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	744
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 5 %
34 Total number ELL
 Number of non-English languages represented: 19
 Specify non-English languages: Spanish, Vietnamese, Korean, Mandarin, Cantonese, Dutch, Farsi, French, German, Gujarati, Hebrew, Hindi, Italian, Japanese, Russian, Telugu, Thai, Tongan, Turkish
8. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 27

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: $\frac{1}{61}$ %
61 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.

- | | |
|-------------------------|---|
| 5 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 8 Other Health Impaired |
| 0 Deaf-Blindness | 30 Specific Learning Disability |
| 1 Emotional Disturbance | 11 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 4 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 25:1

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%	96%	97%	97%	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

If yes, select the year in which your school received the award. 2008

PART III – SUMMARY

La Entrada, home of the Leopards, is an exceptional school educating 750 students in grades four through eight. This unique grade configuration is only one of our many strengths. Students benefit from a community that remains constant with consistent rules, familiar teachers, supportive adults, and a close community of families. Experienced administrators, highly qualified teachers, and dedicated counselors all have the opportunity to know children well before the changes of adolescence emerge and throughout the formative middle school years.

The vision for our school mirrors the high value both parents and staff have for rigorous academic programs and positive social and emotional growth without sacrificing art, music and physical education:

“La Entrada is an inclusive community of dedicated staff, students, and parents engaged in maximizing the academic, social, ethical, and physical growth of every student. Our collaborative community embraces the ideals of critical thinking, life-long learning, and global responsibility in a safe and respectful environment.”

Located in the city of Menlo Park in San Mateo County, California, La Entrada is one of two schools in the Las Lomas Elementary School District. Students come to La Entrada from Menlo Park, Atherton, Portola Valley, Woodside, and East Palo Alto. In addition, our Tinsley Program, 5% of our students, and a regular influx of new families moving into the district ensures a wide variety of students attending our school. Our programs and support systems provide cohesiveness and opportunities for all students on campus.

La Entrada’s students experience a rigorous core curriculum in English/language arts, math (including the option to take geometry in eighth grade), social studies, science, and PE that exceeds state standards. We continuously rank at the top of local Bay Area schools, in the county, and are in the top 100 schools in California. Our Academic Performance Index (API) from 1999-2000 to 2010-2011 has grown from 913 points to 964 points. We were honored to be declared a Blue Ribbon School in 2008 and a California Distinguished School in 2011.

La Entrada’s unique student schedule provides a structure to allow for enrichment for all students on a daily basis, as well as a rotating schedule for the 6/7/8 grades. 4th & 5th graders attend specialist classes that include Art/Drama, Music, Computer Skills and PE. The 6/7/8 rotating schedule enables students to experience subject matter at different times of the day throughout the week. A rich elective offering is open to 6th through 8th graders, with every 8th grader having up to three elective choices per semester. While the younger students follow a different daily schedule from that of the older students, all La Entrada students interact in various school wide activities, projects and events such as the annual musical production, awards assemblies, instrumental concerts, art shows, and cross-grade tutoring.

La Entrada has moved into a 21st century learning community with a 1:1 iPad initiative launched in 2013-14. The iPads have created opportunities for innovative teaching and learning. Students support the implementation plan by volunteering to be part of a “Tech Ease” and “Mouse Squad” team which supports students and teachers with their technology issues at lunch and during their elective period. Our new Mac lab is used for new career/college readiness electives that are articulated with the high school. Teachers use Smartboards, document cameras and iPads daily. Schoolloop is used school wide to maintain the school-home connection via teacher webpages, email messages/news, posted homework and the online grading program.

La Entrada parents attach an extremely high value to rigorous academic programs and positive social and emotional growth. The parent community is well established and provides strong support to La Entrada School by contributing time and other resources to help achieve the school’s educational goals. Our PTA and Foundation boasts 85% membership. These organizations plan and implement a wide range of programs and activities for children, families, and staff, which provide a sense of community to the school. Activities include parent education, new parent orientations, social functions, fundraising, and volunteer support for the school lunch program, classrooms and school events.

Beloved La Entrada traditions that combine PTA and staff efforts to support our school community and student social and emotional growth include; “Meet the Teacher” – the day before the first day of school, PTA Holiday Fair, Used Book Fair, Career Day, Spelling Bee, GeoBee, Science Fair, Grandparents’ Day, Spirit Day events, ASB, KPAW campus news, 5th grade Colonial Day, 7th grade Multicultural Feast, and 8th grade Washington DC Trip.

The new Common Core Standards implementation and meaningful integration of technology are two ways that our staff is committed to creating opportunities for students to apply their learning in real life situations while maintaining the rigor for which La Entrada is known.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

La Entrada is known for its excellent parent support, consistency, organization, and total staff commitment for student achievement, reporting of student progress, and student/parent/staff responsibility. Student performance is consistently excellent. La Entrada has ranked at the top of our area schools, among the top schools in the county and top 100 schools in the state. Currently, La Entrada is ranked in the top 10% of schools in the state of California based on STAR test results. Our Academic Performance Index (API) from 1999-2000 to 2010-2011 has grown from 913 points to 964 points. In 2012-2013, we met our AYP goals and 13 out of 13 of our Adequate Yearly Progress (AYP) goals. We have met our AYP goals every year since its inception.

The teachers and administration use the scores to inform class placement, interventions and acceleration. Eighth graders take placement tests to determine math and ELA placement in high school. Administrators and grade eight content area teachers attend yearly high school articulation meetings to review placement requirements, analyze performance data from previous years and determine activities to determine a smooth transition for our students. Our standards-based curriculum, instructional strategies, and support classes in Math and ELA provide our students with the strong foundation they need to place in and perform well in Advanced Standing English and Mathematics classes in the high school.

The district recently purchased a more user-friendly data systems, Illuminate, to be implemented on a small scale in 2013-14 school year and full implementation in 2014-15. Data analysis drives continuing curriculum review, use of appropriate instructional practices, implementation of appropriate interventions, and allocation of financial and human resources. It is the goal of LE and the district to use the new system to warehouse Common Core Standards aligned assessments and standardized state assessment data.

La Entrada strives for Advanced scores on state assessments. Trends in student performance show that our students maintain outstanding achievement in ELA and Mathematics. The school enrollment increases each year (613 tested in 2009 to 736 in 2013), with added teachers and increased class size. In spite of the changes, the 4th/5th grades showed positive net increase in mathematics since 2009 while the 7th and 8th grade students showed the growth in ELA. The percent of students in grades 4-8 scoring At/Above Proficient averaged 93% for fourth grade, 94% for fifth grade, 89% for sixth grade, 95% for seventh grade and 94% at eighth grade, above the state levels. The percent of students in grades 4-8 scoring At/Above Proficient has averaged 91% for fourth grade, 89% for fifth, 89% for sixth, 90% for seventh and 85% at eighth grade, also above the county and state. All 8th grade students completed a full course of algebra or geometry.

Yearly, the staff reviews the STAR results by school, grade level, and subgroups. The department and teams use the data to provide direction in writing curricular and staff development goals for LE's School Plan for Student Achievement. We look at past practices that have proved successful with subgroups and brainstorm new ideas to implement throughout the year. We outline specific actions and efforts that move our subgroup students' scoring basic and below to proficient and advanced. The data shows that our efforts to employ effective instructional strategies that meet the needs of our Socioeconomically Disadvantaged (SED), English Learners (EL) and our Hispanic students have produced an increase in their average proficiency. In mathematics, the SED subgroup improved from 50% proficient to 63%, the EL subgroup increased from 62% to 78% and the Hispanic subgroup moved from 65% to 71%. ELA scores by the subgroups are consistent but not increasing; therefore, the teachers have participated in an accelerated professional development (Reading and Writing Workshop) that focuses on precise teaching objectives, sufficient guided practice, individual learning styles, and application of skills.

Students with Disabilities is a focus subgroup at La Entrada. General education and special education teachers work collaboratively to ensure that the curriculum is strategically designed to meet the individual students' needs. Special education students receive their services through push-in support from the Special Education team. The new strategies classroom, known as Moderate-Severe in other schools, established in

2012-13, provides a variety of necessary one on one instruction and supports inclusion as indicated in IEPs. The co-teaching, collaboration, and communication between the Resource Specialist and the classroom teacher provide ongoing and timely understanding of each student's progress and challenges. Instructional strategies and motivational approaches are adjusted as the team works together and discovers supporting or jeopardizing strategies.

La Entrada teachers know that these scores are used as one indicator for determining what a student knows and needs to learn. In addition to the STAR, we use diagnostic, benchmark, and teacher-created assessments to show evidence of learning. The composite scores determine the interventions for struggling students. For example, we use the MDTP, standardized tests, and site assessments to determine math placement and appropriate intervention be it an additional math course, tutoring or homework support. At the beginning of each quarter the teachers determine the focus students and review the interventions offered, evaluate the intervention's success and revise as needed. Interventions are fluid, and the staff takes pride in their flexibility and efforts to create what each student needs. Our staff has done a great job making the most of our instructional minutes and resources to ensure mastery of subject matter during first time instruction and through the interventions.

2. Using Assessment Results:

La Entrada uses multiple-measures that include teacher-designed, district-designed, and state mandated assessments. STAR scores are used for system analysis, trends and data for state and federal accountability. The scores illustrate how a grade level changes yearly and our success toward meeting state standards. Local and teacher-created assessments show growth throughout the year and inform the overall program, next steps with individual students and use summative assessments to inform parents during conferences and on report cards. STAR results, mailed to parents each fall, and district assessments are used in conjunction with measures to complete the child's academic profile.

The elementary grade teachers administer the Fountas and Pinnell Reading Assessment twice a year to at level students and multiple times to students below standard. The data is used to determine leveled reading groups, intervention and acceleration, as well as supplemental reading support provided by a reading and/or resource specialist. The assessment is also used in grades 6th–8th as needed to determine support for struggling readers. In 6th-8th, intervention is provided by offering three periods of English/Social Studies daily and through an English Support class in grade eight. The librarian stocks a well-used leveled reading room with leveled books for Literature Groups and Readers' Workshop and supports students in reading at their "just right level." Many teachers have subscriptions to leveled online resources which can be accessed at school and home. Similarly, assessments embedded in the computerized ALEKS and IXL math programs along with chapter tests are used by teachers and specialists to group students based on ability. The groups are flexible and fluid, and, therefore, allow us to meet the needs of all children.

In the recent past, our students took three standards-based writing assessments per year. Teachers worked in grade levels to score these assessments and used the performance data to articulate goals for the grade level/subject and to inform their instruction. With the adoption of the Common Core Standards, the staff has spent two years collaborating on rubrics based on new standards with the intention to return to a common performance based writing assessment in 2014-15. In mathematics, the 8th grade teachers and students piloted the MARS assessment with the intent to roll out the assessment to other grades beginning in 2014-15. The MARS assessment has given the 8th grade math teachers information about learning that is aligned to the new standards.

Students identified as struggling receive classroom modifications and support as needed. The administration and counselors, who monitor student performance through our achievement management system, meet with the teachers quarterly to review students' progress. A strong SST is in place that provides a collaborative forum for all to address the student's needs.

3. Sharing Lessons Learned:

La Entrada values our ongoing communication within our district and beyond. We have a collaborative and positive working relationship with our feeder school and our public high school. Weekly administrator meetings provide a forum wherein best practices and assessment tools are articulated and then shared with both schools. Teachers and support personnel, including ELD, meet regularly to discuss successes and areas needing improvement.

In addition, our School Site Council, comprising parents, administrators, teachers, and students meets monthly to review current practices and school goals, aligned with the district strategic plan. Beyond our district, we share our successes at articulation meetings with our feeder high schools. Our two guidance counselors meet monthly at the tri-county counseling network, articulating academics, behavioral interventions, and site programs addressing social/emotional issues that arise.

Beginning fall 2013, our math teachers have participated in a math grant with surrounding elementary districts and the High School District called "Spotlight on Success." Stanford professors are leading the teachers through lesson design that includes creating the most effective learning environment for students and emphasizing student engagement because we know students who engage actively in their mathematics learning achieve at higher levels.

La Entrada is a long-time member of The Silicon Valley Mathematics Initiative, a comprehensive effort to improve mathematics instruction and student learning across the Bay Area. The Initiative includes a formative and summative performance assessment system (MARS) pedagogical content coaching and leadership training and networks in which our teachers participate. Since the MARS tasks are aligned and similar to the upcoming Smarter Balanced Assessment, the teachers use MARS tasks throughout the year to prepare students for the future assessments.

In addition, the school is immersed in Project Cornerstone (PC). PC programs and services help individuals and communities build a web of support around adolescents through the development of assets, positive values, relationships, and skills that help teens thrive and become healthy, caring and responsible adults. The counselors, teachers, parents and students launched three Asset Committees that focused on community service, campus climate, and supporting students through peer tutoring. We launched Project Cornerstone "Asset Building Champions" (ABC Readers) parent engagement program. ABC volunteers are trained in the developmental assets model for positive youth development and meet monthly to learn how to present a book, engage students in activities, and hold a discussion that supports the assets.

4. Engaging Families and Community:

We work with supportive families who are involved in every aspect of our school program, which contributes to why our district is one of the most coveted in California, our school is award winning school, and we offer outstanding enrichment. We value and foster a partnership with the Las Lomas Foundation, whose sole purpose is to raise funds to enable our school to maintain its high educational standards. We participate and plan with the Parent Teacher Association, whose function is to offer a wide variety of enrichment programs. A PTA program, "Apple for Classroom," provides a way for parents to support their children's classrooms directly by fulfilling the teacher's wish list.

An extensive communications network has kept our parents abreast of what is happening at school and in the classrooms. We communicate through our website, news blasts, newsletters, email, and electronic kiosk. Each teacher has a website where homework and announcements are posted. With the 1:1 iPad initiative, the students can access important information and communicate with their teachers through Loopmail. Schoolloop gives students the tools they need to stay on track, and their parents a way to provide support when they need it. Parents receive news blasts, teacher messages, and daily grade reports delivered from Schoolloop to their email that makes it easy to interact directly with teachers and staff.

Parents and teachers also communicate during parent-teacher conferences and speak informally before or after school. Teachers and Administrators welcome parents and families to Parent Information Night, Open House, Incoming 4th and 6th Grade Parent Night, Math Nights and Parent Education events like “Understanding Your Digital TAT2.” The Principal shares information about school events and student performance at School Site Council, PTA meetings, Principal’s Coffees, and parent tours. Throughout the spring, LE opens our campus to third grade parents who are nervous and excited to get a peek at the middle school. The 4th grade teachers establish pen pals with the 3rd graders, the Associate Student Body participates in a panel, the 3rd graders visit the middle school campus and the incoming 4th grade parents attend an information night. At the tours, the principal presents information about our program and visits 4th grade classrooms. These parent tours give visitors opportunity to see our school “in action” and ask questions, as well. The goal of the incoming 4th grade events is to ease students’ anxieties about starting middle school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

La Entrada provides a standards-based, comprehensive, rigorous curriculum that enables ALL students to work successfully to expand their knowledge, skills, and experiences in ELA, math, science, HSS, P.E., foreign language and visual and performing arts. With the adoption of the Common Core Standards (CCSS) in ELA and math, La Entrada staff began a four-year implementation plan. Beginning in 2011-12, we reviewed the CCSS and “unpacked” the new standards and delved into what they meant for our population. We developed curriculum maps and wrote lessons in order to fully implement the CSS by 2014-15. This work demonstrates that our team is aware and committed to creating opportunities for students to apply their learning in real-life situations while maintaining the rigor for which La Entrada is known.

Our ELA program includes standards-based texts at each grade level, core novels, leveled books, comprehensive CCSS writing units and ongoing assessments. Students are exposed to works of literature and challenged by high-quality expository text. The breadth of material covered in the ELA courses are designed to weave the new CCSS into the curriculum with Reader’s and Writer’s Workshop strategies. In order to support college and career readiness, the ELA department emphasizes text complexity, a balance between literature and informational text, and an integrated approach to instruction. In addition to reading literature, students analyze primary sources such as essays, speeches, and/or argument pieces which are then integrated with other classes, specifically science and history.

La Entrada has had a documented history of student success in mathematics; our goal is to perpetuate that success while incorporating the CCSS and maintain community expectations. Our district Math Cadre meets to discuss the nature of each standard and what practical applications each one might have in the classrooms with an in depth examination of the Standards for Mathematical Practice. Additionally, grade level representatives have been mapping the new curriculum so that we become familiar with it in its entirety and so that its sequence is appropriate for our population.

Our science curriculum includes both inquiry-based labs with exceptional hands-on resources and integrates technology to extend student learning. Online simulations, and student-produced projects on iPads are just two examples of how we are using technology to augment and evaluate student learning. Science research projects are connected to real world topics that exist in the field (e.g. investigating ultraviolet light shields, engineering a model transportation system, or investigating termite behavior), and emphasis is placed on the communication of experimental results. Argument (claim and evidence) and technical writing skills are taught and practiced, cultivating important career and college readiness skills that can be applied and extended to any field. The science curriculum is enriched with supplemental activities including a science fair, two gardens, and curriculum-based field trips as well as after school science enrichment classes.

Our P.E. program enriches the academic curriculum through a sequential, progressive, and diverse P.E. curriculum that exceeds state and national P.E. standards. The physical education department conducts monthly physical fitness testing which allows teachers to measure students' physical fitness over time. Our physical fitness scores are well above the state average. New state-of-the-art facilities and equipment enhance the program of traditional and nontraditional activities.

Recognizing the importance of the "whole child," LE offers multiple electives. Students in grades 6-8 have the option of studying Spanish, French, Latin, or Mandarin. Beginning in 2013-14, the principal and community members worked with the local high school to create an articulated Mandarin program. Although most students enter into language two in high school, many students challenge into a higher language course. The grade data shared at articulation meetings validate their success in world language. We offer a fine arts program that includes classes in visual and performing arts for all grades. All elementary students take general music, art, and technology classes meant to supplement the core subjects through cross curricular units. Instrumental music is available beginning at 5th grade. Daytime and evening performances, the annual spring musical production and after-school jazz band are available to instrumentalists in grades 6-8. Art 6-8 includes ceramics, painting, photography, multimedia, television production, and drama.

2. Reading/English:

Our fourth through fifth grade reading programs are based on rigorous content standards. The program rigorously emphasizes reading for meaning, vocabulary development, and understanding text structure. The adopted reading series provides interesting stories, relevant practice materials, and useful assessment data to help form strong, thoughtful readers. These state adopted materials also include rich vocabulary instruction, spelling and grammar. However, in addition to the basic adopted materials, core literature books and leveled readers are used to differentiate instruction, serve as the basis for a strong foundation in comprehension, vocabulary, and reading of informational text and non-fiction. Reading logs encourage accountability and ownership while increasing interest in and curiosity about text. Online tools are used by some teachers to increase student motivation and provide reading practice in a different venue.

Assessments provide the basis for differentiated, skill-based reading instruction both in the classroom and with the reading support teacher. The 4th and 5th grade teachers administer the Fountas and Pinnell Benchmark Assessment System twice a year to students at grade level and multiple times per year to students below standard. The data is used to determine leveled reading groups, intervention and acceleration, and supplemental reading support provided by a reading and/or resource specialist. To support instructional planning and grouping, spreadsheets with student scores and analysis of all test items provide essential information to the ELA teachers.

Core literature books provide a basic framework for teachers to begin instructing students in the analysis of text, writer's craft, and other elements of literature, in addition we, are exploring the implementation of Reader's Workshop to meet the needs of all students. Some teachers who are already teaching in a Writer's Workshop have noticed that the construct of a Workshop promotes differentiation. Through Reader's Workshop, students learn to self-select appropriate books from a wide range of materials to read at school and home. Because instruction is based on the individual student's level, Reader's Workshop allows students who are above grade level to go beyond the instruction while students who are below grade level, receive small group instruction based on the specific needs of the individual students.

The skills learned in the 4th and 5th grade transition all students from learning to read to reading to learn and set them up for success in the middle years.

Our sixth to eighth ELA program rigorously emphasizes writing and reading. Our program includes many genres: poetry, informational text, non-fiction selections, career readiness documents, and fictional excerpts. Team-selected core novels serve as mentor texts and are supplemented with leveled expository and contemporary texts to support students at multiple skill levels. For example, readings about the Civil Rights Movement supplement the study of *To Kill a Mockingbird*. The core novels include historical fiction, science fiction, and fantasy, which provide varied extensions and scaffolding opportunities necessary for our students, who range widely in their skills. Excerpts from core novels are also used to create writing prompts so the students have the opportunity to learn and practice genres that include narrative, informational, research, response to literature, and argument. Response to literature and argument are emphasized at La Entrada where students learn to cite evidence effectively from literary or informational text in order to support their arguments, analyses, research, and reflections related to all subject areas. Oral processing is strongly encouraged by using argument protocols leading to on-demand writing, which are also used as formative assessments. These on-demand writing pieces prepare students to quickly articulate their thoughts. The 1:1 ELA 6-8 iPad ratio consistently supports revision and editing skills.

ELA instruction differentiates for students by developing study skills, critical thinking, analytical writing, and reading strategies. Class participation is necessary for both large and small group discussions, as participation demonstrates and enhances students' understanding of ideas and concepts. To give all students success, there are frequent project-based ELA activities that develop speaking and listening skills that may include role-playing, literature circles, debates, Socratic seminars, mock trials, and/or Reader's Theater.

Targeting appropriate instructional methods is a critical component of successful ELA lesson planning and ensures that all students gain mastery of the writing standards. Before students begin writing, rubrics, both

student and teacher created, are utilized as tools to guide all writers through the writing process. As students become familiar with the expectations for a writing assignment, they take ownership of the process. During the writing process, many ELA teachers use peer editing. Student peer groups are structured to best meet student needs. An advanced writer may team with a struggling writer one day; however, during the next peer editing session, writers at comparable levels may work together. Similarly, students in ELA classes learn how to critically analyze mentor texts and student exemplar papers in mixed ability groups.

3. Mathematics:

La Entrada takes advantage of its unique 4th-8th grade configuration by providing a comprehensive and cohesive mathematics program. Teachers from across grade levels attend regular math department meetings to ensure that instruction is sequential and appropriately builds in difficulty from one grade level to the next. For instance, at one of the most recent meetings, teachers created a Google Doc for all grade levels to share common vocabulary, methods of instruction, and other ideas that would contribute to continuity. Students therefore progress through the grades with a sense of mathematics as a set of well-connected, relevant concepts rather than isolated ideas.

Foundational mathematics skills are taught at each grade level and reinforced the following year. La Entrada meets the individual needs of each student by providing flexible groupings at each grade level. This works especially well in 4th and 5th grades where student readiness may fluctuate depending on the concept. Students in these grades are continually being evaluated and regrouped either for remediation or advanced work. All teachers at this level have been trained in and use Hands-on Equations.

In grades 6th-8th, La Entrada offers both grade level and honors classes. Because of the CCSS, the teachers are currently redesigning curriculum to comply with these new standards and to meet the needs of all students. Some students will take a grade level Common Core course. Others, who demonstrate readiness, will be able to accelerate. These honors classes will offer a hybrid approach by combining various configurations of two Common Core courses and, then, offering that over the span of one year.

In addition to La Entrada's honors classes, the school offers another accelerated route for exceptional students. This pathway culminates in 8th grade with a geometry course that is equivalent to that of high school. These students are then eligible to enroll in Algebra II as ninth graders. High school data on former students shows that, without exception, these students have been very successful.

Along with the aforementioned courses, La Entrada offers a support class at each level for 6th-8th. This class is an additional period of mathematics that is taken as an elective by struggling students. The curriculum in these classes is delivered in a variety of modalities, including through technology, and teachers both preview and review concepts that the students learn in their regular mathematics classes.

4. Additional Curriculum Area:

La Entrada offers extensive arts and technology programs to all students. Our elective program grows and changes because of our commitment to move into 21st Century learning, our community expectations, and the interests of our students and teachers.

We offer both wet and digital photography, an articulated paperless high school course. While learning the art of photography, students collaborate, problem solve, and follow multi-step tasks to develop negatives and prints. In photography, students collaborate to research a photographer and create a compelling documentary iMovie. In the digital class, students study how photographers use the media for social and political change. They learn that photography is more than an art form, it's a powerful, influential tool. In turn, students develop their own artistic voice and learn how to apply to colleges by creating a portfolio and writing an artist statement.

Music and drama take advantage of the art/technology marriage at La Entrada. Instrumental music students in grades 6-8 regularly use SmartMusic, accessed on their computers or iPads. This software allows students

to practice with accompaniment and submit work electronically, thus helping students improve quickly because of the ease at which the teacher has access to listen to, grade, and document progress. The software allows for individualized instruction and documents achievement. In music, technology is used to personalize instruction for students above, at, and below standard, while in drama it's used to increase collaboration, negotiation, and compromise. In sixth grade drama, students learn performance techniques, as well as script writing and costuming. On their iPads, writing groups collaborate to create original scripts that they then perform for the class.

High school equivalent 3D animation and digital video enhance our current visual and performing arts program. Because of our proximity to Silicon Valley and digital video and animation companies, we expose students to the digital tools they will be using in future careers. In 3D animation, students are introduced to both organic and object modeling, then learn the process of animating the models. These technology classes have taken advantage of our capacity to film and edit more freely, while tapping into the self-expression, creativity, and confidence learned in drama. The students have learned about the entire video production process while using powerful editing tools.

All courses prepare students with career and life skills, integrate CCSS standards, and focus on 21st Century skills of literacy, technology, collaboration and creativity.

5. Instructional Methods:

La Entrada provides a challenging, data-driven, standards-aligned program. Using classroom, grade level and benchmark assessments, teachers design lessons that incorporate differentiated and scaffolded instruction. As the staff learns more about the CCSS we have expanded our practices to ensure that the students have continued success. Any new strategies will address the needs and learning styles of students and will include hands-on, inquiry-based, whole class and small group instruction and direct and guided practice.

Our Science department, for example, emphasizes hands-on and inquiry-based instruction through labs and student-designed experiments. Teachers stress higher level thinking skills (e.g., New Bloom's Taxonomy) during lessons to challenge students at all levels of achievement. The ELA department is implementing Writing Workshop and exploring Reading Workshop, a method of instruction that focuses on fostering lifelong readers and writers. Writing Workshop is based upon four principles; students will write about their lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence. The mathematics students are offered flexible groupings based on readiness, grade level courses, and accelerated honors classes. La Entrada provides a high school level geometry course to exemplary students.

All the disciplines deliver instruction in a variety of ways, including through technology. The 1:1 iPads enable our curriculum to be infused with technology. For example, algebra students use a graphing calculator app when studying functions and their graphical representations while other grades use apps on the iPads for extra math practice. In the ELA classes, the students use the iPad's and mini labs to support online reading, research and revision and editing of writing projects. Across the curricular area, the teachers use the Smartboards for instruction and with the iPad's for formative assessment.

For the below standard students, teachers work before and after school to reinforce, re-teach, and check for understanding. The continual monitoring ensures that teachers support those students who require further instruction/intervention in a timely manner. Examples include an after-school Homework Center, SST referral system, peer and adult tutoring and support classes in reading, ELA, and math. Resource specialists and support teachers collaborate with classroom teachers, paraprofessionals, and administrators to address individual needs, including successful strategies to mainstream SWD. Articulation across grades 4-8 is unique and has resulted in changes in instructional strategies, resources, and lesson planning to more effectively meet the needs of all students, regardless of placement.

6. Professional Development:

La Entrada's annual professional development priorities are aligned with the district's long-term Strategic Plans for professional development, articulated in our School Plan and are directly tied to student achievement data. These priorities are: implementing standards-aligned curriculum, analyzing data to inform instruction and using research-proven instructional strategies (differentiation, student engagement in learning, etc.). Professional development in these areas enables staff to engage and challenge our high achievers as well as meet the needs of our significant subgroups. All school administrative, credentialed and classified staff participates annually in staff development.

The timing, forum, and manner in which the professional development is delivered is based on teacher and staff requests and survey responses. Recent district and site opportunities have focused on understanding and implementing Common Core Standards, technology integration, and iPad training. Teachers regularly attend the CUE and ISTE conferences and receive training in the use of Smart Boards to enhance instructional practices. Beginning in 2014-15, the CCSS will be implemented in Reading and Writing Workshop learned by several teachers from comprehensive professional development conducted by the Teachers College in New York. During the summer of 2014-15, La Entrada teachers will participate in local training delivered by Teachers College Reading and Writing Project staff developers and trainers. The science department, for example, uses Wednesday meetings, release days and site professional development days to immerse themselves into the CCSS and the New Generation Science Standards. From the trainings, they have learned and planned for increased opportunities for hands-on and inquiry-based instruction through labs and student-designed experiments.

The curriculum adoption process is led by curriculum review and development teams composed of representative district and school level administrators, teachers, specialists, and community members and guided by the Director of Curriculum and Instruction. Using state frameworks and the Common Core State Standards, this committee recommends SBE-adopted instructional materials for district-wide review and eventual adoption following an extensive analysis of the materials. The mathematics team meets monthly to articulate grade level and subject matter needs. They will begin the adoption process in spring 2014. They will pay careful attention to many factors, among them the inclusion of current research-proven instructional strategies, accommodations for EL and the entire spectrum of special needs students and visual/auditory technology support.

7. School Leadership

Leadership critically influences student success and because of that, we take our leadership role seriously. This administration is a visible presence in classrooms and on the playground every day. Along with our tremendous teaching staff, we make the students our priority.

The school leadership consists of the administration, counselors, and the Site Advisory Workgroup. We do not have official department chairs but do have leaders among each discipline that lead meetings, conduct professional development, and relay department goals, actions and decisions to the larger community and the administration. The Site Advisory meets two times per month with the principal, assistant principal, and school secretary. Advisory members are charged as liaisons for their grade level or department and advise the administration, bring concerns and make decisions for the site. The advisory meetings serve to increase efficient communication and subsequently shorten the information-sharing portion of our whole staff meetings. Staff and department meeting time is dedicated to discussing issues that affect student learning, listening to guest speakers, or learning from one another.

All credentialed staff participates in on-site workgroups. Some staff members work on assessment and curriculum, others on school culture or technology, and some on the extra-curricular activities essential to a middle school campus. Each workgroup has a lead that works with the administration to coordinate meetings and events throughout the year. The administration and leadership rely on the accuracy of the shared Google Calendar so that time and obligations are respected.

One goal of the administration is to have very clear expectations. The principal and assistant principal make it their charge to ensure people have the knowledge, resources, and time to accomplish what is expected. They try as much as possible to give people the autonomy to manage their own work, budget, time, and curriculum. The administration has a bias for yes. They constantly ask themselves, "How can we make this work?" Each year the district and site solicits parent opinion through parent surveys and email. In this way, we gather information from parents regarding what we do well, where we can improve, and also gauge student comfort, enjoyment and success at school. The administration prides itself on a collaborative, responsive and open style; we always keep students at the heart of the work and consider that which is best and right.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CST

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	93	90	92	86
% Advanced	77	73	70	77	61
Number of students tested	162	147	158	134	140
Percent of total students tested	100	100	100	99	99
Number of students tested with alternative assessment	9	5	5	0	8
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	82	73	46	86	53
% Advanced	59	41	39	56	16
Number of students tested	27	22	13	11	19
3. English Language Learner Students					
% Proficient plus % Advanced	79	78	68	86	60
% Advanced	58	56	37	86	30
Number of students tested	19	9	19	7	20
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	89	72	75	36
% Advanced	63	44	17	50	18
Number of students tested	16	9	18	8	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	93	100	100	100	95
% Advanced	80	84	85	95	62
Number of students tested	30	19	13	19	20
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	95	94	92	91	93
% Advanced	82	77	76	75	69
Number of students tested	109	103	117	98	88
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: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	90	90	92	85	89
% Advanced	62	58	68	60	65
Number of students tested	154	153	141	140	123
Percent of total students tested	100	100	97	99	99
Number of students tested with alternative assessment	5	4	0	8	2
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	72	55	75	33	87
% Advanced	45	9	38	11	47
Number of students tested	29	11	8	18	15
3. English Language Learner Students					
% Proficient plus % Advanced	75	80	68	43	75
% Advanced	58	60	68	29	25
Number of students tested	12	5	3	7	4
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	60	78	75	63
% Advanced	33	10	44	8	50
Number of students tested	9	20	9	12	8
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	92	100	93	85	100
% Advanced	77	100	86	77	90
Number of students tested	26	14	14	13	10
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	93	94	94	93	91
% Advanced	63	62	68	68	62
Number of students tested	105	107	112	98	90
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: 6
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	88	89	87	91	90
% Advanced	60	62	58	61	69
Number of students tested	150	127	137	118	133
Percent of total students tested	100	100	99	98	100
Number of students tested with alternative assessment	5	0	9	1	1
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	42	88	53	55	85
% Advanced	0	36	18	27	62
Number of students tested	12	8	17	11	13
3. English Language Learner Students					
% Proficient plus % Advanced	90	33	33	60	60
% Advanced	50	33	33	20	60
Number of students tested	10	3	3	5	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	57	75	55	80	78
% Advanced	24	50	18	40	22
Number of students tested	21	8	11	15	9
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	91	100	100	93
% Advanced	80	76	57	83	87
Number of students tested	20	21	7	6	15
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	90	94	92	93
% Advanced	65	60	65	62	72
Number of students tested	101	91	105	86	96
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: 7
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	90	87	93	92	91
% Advanced	58	66	64	67	69
Number of students tested	134	142	121	125	102
Percent of total students tested	100	99	100	100	98
Number of students tested with alternative assessment	1	11	3	1	4
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	82	36	50	71	33
% Advanced	36	14	33	29	0
Number of students tested	11	14	6	7	6
3. English Language Learner Students					
% Proficient plus % Advanced	75	100	100	100	50
% Advanced	50	75	0	67	17
Number of students tested	4	4	1	3	6
4. Hispanic or Latino Students					
% Proficient plus % Advanced	67	69	75	75	58
% Advanced	50	54	42	38	33
Number of students tested	6	13	12	8	12
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	88	100	100	100
% Advanced	75	63	88	80	90
Number of students tested	24	16	8	10	10
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	90	92	94	95	97
% Advanced	54	69	63	70	72
Number of students tested	99	97	92	95	72
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: 8
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	84	86	87	84	87
% Advanced	47	56	54	52	58
Number of students tested	136	117	127	99	113
Percent of total students tested	100	98	99	100	99
Number of students tested with alternative assessment	5	0	0	1	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 plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	43	40	33	17	40
% Advanced	14	0	33	0	20
Number of students tested	14	5	6	6	5
3. English Language Learner Students					
% Proficient plus % Advanced	75	0	0	20	100
% Advanced	25	0	0	20	33
Number of students tested	4	0	1	5	3
4. Hispanic or Latino Students					
% Proficient plus % Advanced	69	67	60	53	91
% Advanced	15	33	30	7	36
Number of students tested	13	15	10	15	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	100	100	100	95
% Advanced	50	88	80	89	85
Number of students tested	16	8	10	9	20
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		86	89	88	87
% Advanced		56	55	58	57
Number of students tested		88	97	69	68
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: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	91	94	92	98	94
% Advanced	77	76	81	86	74
Number of students tested	162	147	158	135	140
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	9	6	7	3	12
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	82	82	46	100	75
% Advanced	59	36	46	73	45
Number of students tested	27	22	13	11	20
3. English Language Learner Students					
% Proficient plus % Advanced	58	78	58	100	80
% Advanced	16	44	37	57	40
Number of students tested	19	9	19	7	20
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	89	78	100	91
% Advanced	38	56	61	88	46
Number of students tested	16	9	18	8	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	87	95	100	100	95
% Advanced	70	74	100	84	60
Number of students tested	30	19	13	19	20
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	95	96	92	97	98
% Advanced	85	81	81	85	86
Number of students tested	109	103	117	99	87
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: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	92	96	98	89	93
% Advanced	69	69	79	67	75
Number of students tested	154	153	142	139	124
Percent of total students tested	100	100	98	99	100
Number of students tested with alternative assessment	6	6	3	11	3
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	83	64	100	72	87
% Advanced	62	36	75	39	60
Number of students tested	29	11	8	18	15
3. English Language Learner Students					
% Proficient plus % Advanced	67	80	50	33	50
% Advanced	33	40	50	17	25
Number of students tested	12	5	4	6	4
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	85	89	58	63
% Advanced	33	25	78	17	25
Number of students tested	9	20	9	12	8
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	92	100	93	85	80
% Advanced	65	79	73	69	60
Number of students tested	26	14	15	13	10
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	97	99	97	97
% Advanced	73	76	80	74	80
Number of students tested	105	107	112	97	91
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: 6
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	89	92	86	92	98
% Advanced	65	69	66	73	73
Number of students tested	150	127	138	119	133
Percent of total students tested	100	100	99	99	100
Number of students tested with alternative assessment	6	1	12	1	1
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	42	88	50	55	92
% Advanced	17	63	39	36	62
Number of students tested	12	8	18	11	13
3. English Language Learner Students					
% Proficient plus % Advanced	70	33	67	40	60
% Advanced	40	0	33	20	20
Number of students tested	10	3	3	5	5
4. Hispanic or Latino Students					
% Proficient plus % Advanced	76	75	91	87	89
% Advanced	43	50	46	67	33
Number of students tested	21	8	11	15	9
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	85	86	86	83	93
% Advanced	70	71	57	67	67
Number of students tested	20	21	7	6	15
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	95	95	90	93	99
% Advanced	71	69	71	72	79
Number of students tested	101	91	105	87	96
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: 7
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	95	92	97	98	90
% Advanced	69	71	80	76	70
Number of students tested	134	143	121	125	104
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	11	3	1	2
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	82	53	100	86	17
% Advanced	55	20	83	29	17
Number of students tested	11	15	6	7	6
3. English Language Learner Students					
% Proficient plus % Advanced	75	100	0	100	50
% Advanced	25	50	0	33	0
Number of students tested	4	4	1	3	6
4. Hispanic or Latino Students					
% Proficient plus % Advanced	83	93	100	100	64
% Advanced	67	50	68	38	29
Number of students tested	6	14	12	8	14
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	96	88	100	90	100
% Advanced	75	50	88	90	80
Number of students tested	24	16	8	10	10
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	95	97	97	99	94
% Advanced	69	80	80	80	79
Number of students tested	99	97	92	95	72
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: 8
Publisher: ETS

Test: CST
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	98	94	92	94
% Advanced	71	88	81	77	76
Number of students tested	136	119	126	99	112
Percent of total students tested	100	100	98	100	98
Number of students tested with alternative assessment	7	2	2	2	2
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	79	67	67	33	60
% Advanced	14	50	17	0	0
Number of students tested	14	6	6	6	5
3. English Language Learner Students					
% Proficient plus % Advanced	75	0	100	20	67
% Advanced	25	0	0	0	0
Number of students tested	4	0	1	5	3
4. Hispanic or Latino Students					
% Proficient plus % Advanced	77	87	80	80	73
% Advanced	31	68	60	53	36
Number of students tested	13	15	10	15	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	100	90	100	95
% Advanced	69	75	80	89	90
Number of students tested	16	8	10	9	19
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	98	100	95	96	99
% Advanced	79	93	84	83	81
Number of students tested	94	89	96	69	68
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: