

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Debra Bolls

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

Official School Name Pinedale Elementary School

(As it should appear in the official records)

School Mailing Address 7171 Sugar Pine Avenue

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

City Pinedale    State CA    Zip Code+4 (9 digits total) 93650-1223

County Fresno    State School Code Number\* 10 62117 6109235

Telephone 559-327-7700    Fax 559-327-7790

Web site/URL http://pinedale.cusd.com/    E-mail debrabolls@cusd.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Janet Young    E-mail: janetyoung@cusd.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clovis Unified School District    Tel. 559-327-9000

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. Brian Heryford  
(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**

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**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

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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):
- 32 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 1 K-12 schools
- 43 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	0	0	0
K	43	40	83
1	37	32	69
2	25	42	67
3	32	36	68
4	27	31	58
5	27	28	55
6	39	37	76
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	230	246	476

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 8 % Asian
  - 7 % Black or African American
  - 70 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 11 % White
  - 2 % 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: 28%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	68
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	62
(3) Total of all transferred students [sum of rows (1) and (2)]	130
(4) Total number of students in the school as of October 1	460
(5) Total transferred students in row (3) divided by total students in row (4)	0.283
(6) Amount in row (5) multiplied by 100	28

7. English Language Learners (ELL) in the school: 15 %  
71 Total number ELL  
 Number of non-English languages represented: 10  
 Specify non-English languages: Spanish, Hmong, Lao, Arabic, Filipino, Khmer, Thai, Japanese, Farsi, Other Non-English
8. Students eligible for free/reduced-priced meals: 88 %  
 Total number students who qualify: 416

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.

N/A

9. Students receiving special education services: 12 %  
59 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              | 1 Other Health Impaired                 |
| 0 Deaf-Blindness        | 27 Specific Learning Disability         |
| 0 Emotional Disturbance | 11 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 15 Mental Retardation   | 0 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:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	6
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 23:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	95%	96%
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

<b>Post-Secondary Status</b>	
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**

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Pinedale is an elementary school located in the Clovis Unified School District serving kindergarten through sixth grade students. Built in 1953, Pinedale has always been the hub of the community. Since then, it has become a high achieving Title I School with a diverse community consisting of many ethnicities, cultures, and languages. With over 88% percent of the student body receiving free or reduced lunch, there are educational and social factors that require additional attention and support. Pinedale Elementary School maintains a high standard for student achievement. We strive for our students to learn not only the curriculum, but the life skills necessary to be college prepared and in turn be successful in any future endeavors. We do this while working within a community that cares deeply about the children. In Pinedale, we still know who our neighbors are, and all the children have many loving eyes watching over them.

The mission of Pinedale is “to provide a safe, nurturing environment that promotes academic excellence and personal growth. Through partnership with our community, we will create a culture that ensures success for ALL students.” The Pinedale staff believes that the best way to do this is through inspiring students to have confidence in themselves. The continued commitment of the whole staff in working collaboratively to provide standards-based curriculum, explicit direct instruction, strategic interventions, and effective communication in educating each child is evidenced by Pinedale’s increased student achievement. It is through the dedication of teachers, parents, and the larger community that students are connected to school and build responsibility through participation in co-curricular activities designed to support the concept of the well-rounded student. The Pinedale team, consisting of administration, staff and the parent community, continually collaborate on developing strategies and resources necessary to help all students experience both academic and socio-emotional success.

Pinedale’s dedicated team of educators and support staff work tirelessly to provide our students with a quality education, and strive daily to support their social and emotional needs. At Pinedale, we truly believe that ALL students can and will learn. Through our systematic intervention program, which focuses on each child’s individual learning needs, we have been able to grow over 150 API points in the past five years. The Pinedale staff maintains a strong belief that we must close the achievement gap. With an API of 875, Pinedale is among the top schools in California with similar demographics. This year our school met all Safe Harbor AYP targets for both ELA and Math and moved out of Program Improvement status. In fact, Pinedale Elementary was the only elementary school in California to exit from PI 3 status for the 2012-2013 school year. This is a significant accomplishment for any school. It is for this reason that in 2013, we were bestowed with the prestigious Golden Bell Award, given by the California School Board Association, recognizing our school for closing the achievement gap. Pinedale has also been recognized as a State Distinguished school, as well as a recipient of the California Business Excellence in Education award (CBEE).

At the heart of what makes Pinedale a special and unique place is our community support and parent involvement. We have many programs that support our students and our community such as the ASES before and after-school programs, as well as a Neighborhood Resource Center where parents can get assistance with food, clothing, and resources to support the basic needs of their family. Local businesses support our goal to make each child a reader by participating in our Book Buddy program. Our parent community regularly comes to parent workshops focused on how to help their children achieve in school. Additionally, they attend Literacy Nights and Family Game Nights to focus on spending quality family time with their children. Local churches volunteer and support some of our rich traditions such as the Annual Salsa Festival. Pinedale truly is a hidden gem in Clovis Unified where all stakeholders work closely together in our combined efforts to enrich our students in Mind, Body, and Spirit.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A.

During the 2012-2013 school year, the state of California measured student proficiency using the Standardized Testing and Reporting (STAR) program. Within the STAR, Pinedale students may take the California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and the Standards Based Test in Spanish (STS). During the 2012-2013 school year all students took the CST, CMA or CAPA, with no students eligible to take the STS. At Pinedale, a large portion of the students in grades 2-6 take the CST exams in ELA and mathematics, with students in grade 5 also taking a science exam. In grades 3-6, many students who receive RSP special education services may take the CMA in ELA, mathematics, or science in place of a CST exam. Students in grades 2-6 who receive full time special education services in either of our two Special Day Classes (SDC) on campus, will take the CAPA.

All of these criteria-referenced exams scores will place the students into one of five performance bands: Far Below Basic, Below Basic, Basic, Proficient, or Advanced. The state of California defines students who score within the bands of proficient or advanced to be on or above grade level. The state of California also uses the student's scores to calculate a school Academic Performance Index (API) as well as a way to measure a schools progress towards Adequate Yearly Progress (AYP).

Pinedale strives to have all students show growth on the STAR each year, with a goal of having all students proficient or advanced on all test subjects on the STAR. Pinedale's instructional program and Response to Intervention (RTI) Program has been finely tuned to ensure growth from all our students.

B.

Pinedale's overall growth API in 2008 was 729. The 2013 base API was 875, showing an increase of 146 API points in five years. The trends in our data have shown a trend of positive, sustained growth for the whole school, as well as our AYP numerically significant subgroups. The factors contributing to these gains begin with our Initial First Best Instruction (FBI) through the use of Explicit Direct Instruction (EDI) strategies with a laser like focus on standards and assessment goals, then continues through our layered intervention systems of small group re-teaching, grade level catch-up deployment, Response to Intervention (RTI) group work, and Student Study Team (SST) meetings. Finally and potentially the most critical is our strategies and diligent work in developing high functioning Professional Learning Communities within our grade levels to ensure that best practices and standards alignment is being shared amongst colleagues.

ELA - According to data derived from the California Department of Education website (<http://www.cde.ca.gov/ds/>) 47% of Pinedale students were achieving at the proficient or advanced level in the STAR program during the 2008-2009 school year. By 2013, the CDE data website showed that over 66% of Pinedale students were achieving at those levels, which is a growth of over 19%. This whole school growth is positive but the trends in significant subgroups have been very positive as well. During the same five year period the Socio-Economically Disadvantaged (SED) subgroup of students achieving at the proficient or advanced level grew over 18%, the Hispanic subgroup grew over 15%, and the English Learner (EL) subgroup grew almost 29%. These huge gains in grades 2-6 combined to show the overall impact Pinedale is having in closing the achievement gap.

Individual grade levels have also made major strides, and have seen sustained growth in students scoring at proficient or advanced in ELA over the last five years. The Pinedale 3rd grade team has shown average positive growth in ELA of over 18%. The Pinedale 4th graders have shown great gain in ELA of over 18% overall for the last 5 years. Pinedale 5th grade team has shown an overall growth of almost 14%. Finally the Pinedale 6th grade has also made continued growth in ELA since 2009. Overall they have grown over 16% with the Hispanic subgroup growing almost 13%, SED subgroup has grown 18%, and the EL subgroup has grown almost 39%.

Math – The overall math growth at Pinedale has been impressive. The overall number of students achieving at the proficient or advanced levels since 2009 has increased by almost 28%. All subgroups have increased as well with the SED subgroup increasing by almost 48%, the Hispanic subgroup increasing over 26%, and the EL subgroup growing by over 57% (CDE Website data).

Individual grade levels have shown huge increases in math proficiency as well. 3rd grade has increased the overall number of students at proficient or advanced by almost 34%. 4th grade data remains overwhelmingly positive with an increase in proficiency since 2009 of over 28. 5th grade has shown over all proficiency increases of over 28. The 6th grade data shows an increase in proficiency of almost 9%.

Another subgroup that became numerically significant just last year was Students with Disabilities (SWD). This subgroup has also shown significant growth. Since 2010 (earliest year the CDE website has school wide data available) the SWD students that scored at the proficient or advanced level in ELA has grown by over 26%. The SWD subgroup has also shown tremendous growth in math. Since 2010, the SWD subgroup has shown an increase in proficiency of almost 38%.

## **2. Using Assessment Results:**

Pinedale uses a data driven intervention system to continually and strategically tailor instruction to each student and student group. It is a combination of several different programs that is used to create a comprehensive system of powerful interventions to help all students learn and to address the achievement gap. The first layer of the program is a data analysis that all teachers complete as soon as the school year begins. Teachers use in-class and local assessments to look at each student's academic weaknesses, areas of need, as well as strengths. Teachers in grades 3-6 also use the previous year's STAR testing program results to help inform them on each student's academic needs. Using this data, the teachers complete a Targeted Instructional Plan (TIPS) form on their class results of a given assessment in math or ELA. Using this data at the grade level PLC meeting, each team works together to plan the academic course each student should have.

At the Professional Learning Community (PLC) meetings the teams may choose to break the kids up into smaller groups for focused instruction, called deployment groups. The teams utilize all team members to help reduce the number of kids in each leveled instructional group. Students are then split into needs based groups for a short cycle of intense instruction in math or ELA. These groups meet four hours each week; and each cycle concludes with an assessment to determine how each student, group, and teacher performed during the cycle.

After each cycle, the PLC teams use this data to determine how to redeploy students, change instructional strategies, tweak instruction, and to determine each child's progress towards mastery of the skill or standard. This ongoing data analysis helps to not only drive instruction, but also helps determine which students may need more intensive academic interventions.

While most students show great results from the in class and deployment interventions, any student whom is still not growing academically will be placed into an intense RTI program. This academic program is designed for students who are not showing academic progress with other interventions tried and are performing at least two years below grade level. Data is also collected throughout the 6 week cycle. After the cycle, if it is determined that the student did well, they may be removed from the program. If they did not make sufficient growth, they may be included in the next 6 week cycle with increased time. After each cycle, data is analyzed by the team. If a student is not showing growth they may choose to hold a Student Study Team (SST) meeting to discuss further, intense intervention options for student.

Data is provided to all stakeholders from the students, to the parents, and community groups such as SSC throughout the year. Students and parents are provided immediate results in class, through teacher communication, as well as our online grading system Zangle. Community groups are provided overall school data through SSC, ELAC, Newsletters, SARC, and our school website.

### **3. Sharing Lessons Learned:**

Pinedale's instructional model can be easily replicated at any school site with the dedication to implement. In fact, during the past few years at Pinedale, four similar schools from within Clovis Unified, as well as multiple principals and teachers from outside schools and districts have visited to see our instructional model in action. Within the Clovis Unified School District, Pinedale teachers have been invited to share best practices with other schools at PLC meetings, district curriculum roll outs, and on the district's curriculum design team.

Last year, as well as this year, the California education group, Springboard, which helps underperforming schools and districts that are in Program Improvement (PI), brought educators from other districts to view our instructional model and then ask questions about its implementation from the school's administration team. The visits were for the purpose of helping those schools design and utilize successful intervention programs at their own school site, and to learn as much from the Pinedale model as possible.

Pivot Learning Partners has also taken notice of Pinedale this school year. This group recently brought a large group of teachers who are working at schools in PI years 4 or greater. This team came to observe and discuss strategies with Pinedale staff for improvement back in their districts, schools, and classrooms. The visit culminated with a great question and answer session with Pinedale administration where the Pivot team led the group to devise a plan of action to start immediately at their school sites.

One of the lessons that we are most commonly asked to share with visiting teams is how we are strategically targeting our subgroup data and closing the achievement gap for our significant sub groups. Our response to them is that Pinedale utilizes district created common formative assessments of which we pull out all sub group data. Each PLC is given not only a subgroup breakdown, but also a list of students that we will be providing targeted intense interventions to in order to increase mastery of grade level standards. This breakdown allows teachers to make informed, targeted instructional decisions that help close the achievement gap.

### **4. Engaging Families and Community:**

Pinedale Elementary is unique in that it is home to the district's only Neighborhood Resource Center (NRC) where Pinedale families can go for assistance with basic needs that are not able to be met at home. Sometimes this means providing food to a family, clothing, household items, or even monetary donations to pay rent or utilities. The NRC was originally funded through a grant through Fresno County. When the grant ended two years ago, our school site continued to fund the NRC because of the value it had in our community. Our Neighborhood Resource Coordinator is a resident of the Pinedale community who has an established trust with the families of Pinedale. Since many parents feel a sense of shame in asking for support, this relationship is crucial when dealing with sensitive matters, such as providing basic needs such as food, shelter, and clothing.

Through the support of our Neighborhood Resource Center Coordinator and Pinedale staff, partnerships that support our school families have been forged with local businesses, faith based organizations, local banks, local high schools, as well as city/county agencies. Each year we receive donations from many of our community partners that allow us to purchase school supplies, backpacks, clothing, and food to help each student at Pinedale start the school year off with the items they need to be successful. These donations continue throughout the school year in the form of sponsored events such as Family Game Night, Literacy Night, our Book Buddies Program, Walking Buddies, and Safety Day, which helps bring our students together with their families and also enriches the opportunities our students have.

Since beginning our focus on community partnering and outreach to support our students and families, we have increased the number of volunteers and donations to our school. In 2008, we had 140 volunteers who logged 1,900 hours of service to the students of Pinedale Elementary. In 2012, we increased that number to over 300 volunteers who have logged 6,500 hours of service. Each year, the number of donations to our school to support our various events, programs, and needs of our community continues to climb. This past

year, we had a total of \$51,600 donated from our community partners. Pinedale’s connections to our community and our established school culture of caring, have all contributed to our school’s substantial academic success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Pinedale Elementary School follows the clearly defined state standards in all curriculum instruction. In the area of English Language Arts (ELA), Pinedale utilizes the Houghton Mifflin (HM) stated adopted reading series in grade K, Treasure in Grades 1-5 and McDougal Littell in grade 6. All students in grades Kindergarten through 6th are given a minimum of 2.5 hours of appropriate uninterrupted instructional time. During this 2.5 hours, reading, language, writing, and grammar are all taught. If additional intervention pieces are required to meet the needs of the students, they are utilized during this time to help meet the needs of all students. The use of HM, Treasures and McDougal Littell's supplemental materials, which include levels for English Learners (EL), remediation and extension assignments for gifted students, as well as curriculum such as Standards Plus Language, DRA kits, Writing For Excellence, Handwriting Without Tears and Orton Gillingham for phonics and phonemic awareness in the early grades; all provide a strong comprehensive ELA curriculum. We utilize re-teaching components to HM, Treasures, and McDougal Littell as well as Standards Plus, Measuring Up and Sharpen Up researched-based, and state approved supplemental programs to intervene for struggling students.

Pinedale also aligns their math curriculum to the state standards and utilizes state adopted math textbooks, like Go Math in grades 1-5 and Holt-Course 1, Numbers to Algebra in 6th grade; along with other supplementary materials such as Accelerated Math, supplemental resources from Go Math and Holt for intervention and enrichment. District-provided math fact sheets also provide support for differentiated math instruction. Rigorous academic standards are taught and assessed on a daily and weekly basis on the Pinedale Elementary School campus. There is focus in all PLC meetings to ensure that the appropriate rigor is being taught for all standards. Pinedale also utilizes re-teaching components to Go Math & Holt as well as Standards Plus, Measuring Up and Sharpen Up researched-based, state approved supplemental program to intervene for struggling students.

All students at Pinedale Elementary School participate in a comprehensive Standards based Science and Social Studies Program. Our teachers are all integrating the Science and Social Studies standards into their Reading and Writing instruction time; this maximizes instructional minutes and ensures that students are exposed to all required standards. For our science curriculum, we utilize Scott Foresman Science curriculum in grades K-5 and McDougal Littell in grade 6. Our Social Studies curriculum in grades K-1 is Scott Foresman, in grades 2-5 Hartcourt Reflections and Glencoe in grades 6.

Performing Arts is a highly valued component of a well-rounded instructional program. Students in grades 1-4 receive music instruction weekly by a credentialed teacher utilizing the state standards and Silver Burdett's Making Music, a state adopted curriculum. Students in grades 5 and 6 are required to participate in either choral or instrumental music. In addition, teachers incorporate public speaking opportunities through classroom debates, Reader's Theatre, student body speeches, and oral reports. Participation in our annual drama production incorporates both music and speaking standards.

Physical education is an integral part of the education program at Pinedale. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle and overall wellness. We utilize the state approved Game Day Curriculum for PE Instruction. We also partner with Clovis West High School through their cross-age tutor program, where high school students work with grades 1-3 on Game Day Curriculum.

To be relevant and competitive in the 21st century, students are immersed in the core curriculum through the vehicle of technology in and across the curriculum in all content areas. All curriculum can be accessed through the publisher website and are utilized by teachers for re-teaching and enrichment. In addition, the use of technology to enhance learning supports the curriculum and student engagement. All classrooms are equipped with Smart boards and are used throughout lessons to engage students in their learning and provide immediate feedback.

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

All core reading curriculum materials at Pinedale are aligned to California content standards. Teachers at Pinedale work tirelessly in their PLC's ensuring alignment to Standards and that the rigor and depth of knowledge of their instruction matches the grade level standards. Pinedale utilizes the Houghton Mifflin (HM) state adopted reading series in grade K, Treasures in Grades 1-5 and McDougal Littell in grade 6. Pinedale utilizes Orton Gillingham for phonemic awareness as well as a targeted sight word list forming the foundations of reading. We also have highly trained early literacy teachers who utilize the DRA to assess students in reading.

Pinedale has a full deployment schedule for all grade levels, where students who are struggling, on grade level, and advanced can receive the targeted leveled reading instruction needed on a daily basis in order to increase their reading skills. In grades K-1, the emphasis is on building phonemic awareness, fluency, and decoding skills. All K-1 students participate in guided reading groups on a daily basis in order to increase their DRA level. In grades 2-3, students still continue to receive daily leveled guided reading with highly trained reading instructors; however, the focus shifts more to instructing reading comprehension, and ensuring students have many skills, strategies and mastery of standards to make them not just successful decoders of text, but critical thinkers who can comprehend, analyze and interpret the text they read. In grades 4-6, students continue to read daily in predominantly non-fiction text and interpret and write about what they are reading, reflective of their grade level standards for reading and writing.

As we considered how to best meet all students' needs in reading and English Language Arts, we developed a system that allowed us to level our instruction and meet the needs of all learners regardless of their instructional level. Additional credentialed teachers were hired for each grade level which allowed us to reduce class sizes and provide targeted instruction that was leveled by ability. Teachers utilize the results of common assessments to place students into instructional groups to best meet their needs. These groups are then planned with targeted standards based instruction that scaffolds learning. This instruction propels students toward grade level standard mastery and beyond mastery if they are ready. Groups are fluid so that students are appropriately placed in differentiated instructional groups for each set of standards that teachers are focusing on for that week.

## **3. Mathematics:**

Pinedale aligns their math curriculum to the State Standards and utilizes state approved math textbooks, like Go Math in grades 1-5 and Holt-Course 1, Numbers to Algebra in 6th grade; along with other supplementary materials such as Accelerated Math, supplemental resources from Go Math and Holt as well as district-provided math fact sheets which provide support for differentiated math instruction. All math lessons are rigorous and based on CA standards, lessons are taught in Explicit Direct Instruction (EDI) format at Pinedale and incorporate direct instruction with modeling, then move into guided practice and finally into independent practice. Throughout all math lessons, teachers are continually checking for understanding and ensuring that at least 80% of their students have mastered a given concept or standard before moving on to independent practice. Teachers provide students with visual representation of this steps and skills required to be successful with the taught math skill through the use of teaching posters.

Students are assessed on a daily and weekly basis at Pinedale and there is a focus in all PLC meetings to ensure that the appropriate rigor alignment is being taught for all standards. The Pinedale math program differentiates our instruction to meet the needs of struggling students as well as advanced students; we have bi-weekly catch-up deployment that occurs 4 days per week and utilizes the results of standards based common assessments and math curriculum to drive the instructional needs of our students. Students are given a common assessment on grade level standards, then based on the results of those common assessments, students are leveled into smaller, targeted instructional groups where standards are either re-taught or enrichment is provided based on the needs of the students. Push-in teachers are utilized for Pinedale's catch-up deployment in order to lower class size and provide more targeted instruction. Teachers also utilize the re-teaching components to Go Math and Holt as well as Standards Plus, Measuring Up and Sharpen Up (researched-based, state approved supplemental program) to intervene for struggling students

during catch-up as well as with small group instruction during class. If students do not master the standards with the re-teaching and catch-up deployment curriculum then students are placed into a Response to Intervention (RTI) cycle where state approved supplemental RTI curriculums such as Intervention pieces to core curriculum and Accelerated Math are used. Pinedale's math program is structured this way to ensure success for all learners.

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

All students at Pinedale Elementary School participate in a comprehensive standards based science program. For science, we utilize Scott Foresman Science curriculum in grades K-5 and McDougal Littell in grade 6. The teachers at Pinedale Elementary School are all integrating the science standards into their reading and writing instructional time. This maximizes instructional minutes and ensures that students are exposed to all required standards. Teachers take the grade level science standards and group them into comprehensive units of study, such as the life cycle of a pumpkin in kindergarten, the human respiratory system in 5th grade, and the different rock formations of our earth in 6th grade. Teachers then align the expository/non-fiction reading and writing standards for their grade level to the science units they develop. This models for students how all curricular areas relate and connect to one another and how reading and writing can sharpen our skills and assist us in acquiring expository knowledge.

At the 5th grade level, teachers utilize the deployment model in order to differentiate their instruction and meet the needs of all students as they work to acquire mastery of the CA 5th grade science standards. Students are taught a targeted lesson or unit that is based on essential science standards and then are given an assessment at the end of the week long unit of study. Students are then leveled into instructional groups and are either placed into a re-teaching, refinement or enrichment group in order to continue to help students grow toward mastery of the grade level science standards. This deployment cycle takes place on a bi-weekly basis through-out the year and repeats: students are taught, teachers assess taught standards, results of assessments along with teacher methods and instructional targets in PLC meetings, then students are leveled into new instructional groups and teaching continues until all grade level standards are mastered.

#### **5. Instructional Methods:**

At Pinedale, we have a strong belief that ALL students can and will learn. It is for this reason that we developed an instructional model using a comprehensive system of targeted interventions to reach all students. This model starts in the classroom with the teachers delivering solid Tier I instructional strategies such as First Time Best Instruction utilizing Explicit Direct Instruction (EDI) strategies, differentiated instruction, access to leveled resources, bell to bell Instruction, grade level deployment, in class small grouping, ELD deployment groups, and anything else the teacher deems necessary to meet the needs of all learners. Teachers at Pinedale will exhaust all Tier I instructional strategies to meet the needs of their learners before moving a student into the Tier II instruction of RTI.

Another strategic Tier I intervention is our Grade Level Deployment model which hinges on a successful grade level PLC, as well as additional credentialed teachers to lower class sizes; thus allowing teachers to target the individual needs of each student. Deployment groups are fluid and run in both ELA and Math in 1 to 2 week cycles. Grade level teams utilize the common assessments given during the previous week to divide up the students into needs based groups. Then the PLC teams plan and target their instruction of the standards to maximum effectiveness toward the group of students they are teaching. Each cycle concludes with an assessment to determine how each student, group, and teacher did during the cycle.

The large majority of students show progress and academic growth from the in-class, ELD, and grade level deployment interventions. However, if a student is still not showing academic growth and improvements with all targeted Tier I instructional practices and interventions in place the student will be placed into the grade levels' Tier II, RTI strategic intervention. The instructional programs that are utilized in Pinedale's RTI groups meet all the requirements of a state RTI intervention: it is an additional 30 minutes of instruction on top of the normal Tier I instruction/intervention that all students are receiving. Pre-assessments and post assessments are administered at the beginning and end of a student's 6 week RTI cycle. Students who do not

show growth during the first 6 week cycle are put through another 6 week cycle of RTI with modification to the amount of time spent and another round of pre and post assessments are administered.

## **6. Professional Development:**

The Pinedale staff has taken part in many trainings over the past five years and each one was strategically selected to focus on a need that was brought to light through data and gaps in student achievement.

In 2008, we began on our journey of belief that ALL students can and will achieve at high levels. The foundations of changing beliefs and impressions for staff began with a training and reading of the text, *Generational Poverty*, by Ruby Payne. Staff buy-in and belief were critical to student achievement, we needed to create a positive self-fulfilling prophecy.

Over the course of many years, the Pinedale staff participated in numerous academically based professional development workshops in an effort to improve data and AYP deficits. The first and arguably the most critical was the Explicit Direct Instruction (EDI) training that forced the Pinedale staff to take a hard look at our Initial First Best Instructional practices and see if we were truly scaffolding lessons, checking for understanding, modeling and providing adequate time for independent practice in all our lessons. Staff development was also critical for our K-1 teams for developing solid phonics and phonemic awareness instruction and ensuring that the early foundations of reading were in place before students entered the 2nd grade. Language Star English Language Development (ELD) strategies were also introduced to the whole staff so that Pinedale teachers could best meet the needs of the English Language Learners on our campus.

As we begin our journey into the world of common core state standards, the Pinedale staff has had professional development in the areas of ELA and math common core standards, as well as Data Teams to continue to assist us in having high functioning PLC's. We have also held site based professional development and common core planning days where Pinedale teachers are mapping the standards, disaggregating the standards and developing lessons based on common core standards. We also have teachers participating in ELA and math curriculum design teams at the district level.

Finally, Pinedale staff went through the Time To Teach-behavior management, professional development training in response to the increasing student discipline data we were seeing at Pinedale. This behavior management program teaches and models for students the correct behavior that staff wants them to display when they are on campus and incorporates unconditional positive regard for students. We need to teach students what our expectations are before we can hold them accountable.

## **7. School Leadership**

At Pinedale Elementary, we believe in shared-decision making between all stakeholders, especially in regards to student achievement. Every decision that is made at Pinedale revolves around what is best for kids. With this in mind, our Professional Learning Communities (PLC) provide a catalyst for building leadership capacity with our teachers as they focus on continuous improvement. Teachers meet weekly in their PLC's to discuss assessment results, share instructional practices, and create SMART goals together. The principal, guidance instructional specialist, and resource teacher frequently attend PLCs to support teachers with their goals and to monitor the effectiveness of the PLC process. This collaboration sets the stage for grade level decision-making about collective planning for success.

The Pinedale Administrative team believes in empowering parents to be involved in forums where they have opportunities to share input on improving their child's school experience. Through vehicles, such as the School Site Council (SSC), School Assessment Review Team (SART), English Language Advisory Council (ELAC), Parent-Teacher Club (PTC), and Intercultural Diversity Advisory Council (IDAC), parents are encouraged to continually evaluate school funding, programs, policies, and student learning. Annually, parents participate in surveys such as a Title I Parent survey and SART survey which allow them to rate the effectiveness of the school in a variety of areas.

The Pinedale principal also attends a monthly Pinedale Community meeting to share information about successes and areas of improvement upon which the school is focusing. These meetings allow community members to share their input so that they are a part of the decision making process. Pinedale also holds a quarterly Pinedale C.A.R.E.S. (Community, Agencies, Resources, and Expanded Services) luncheon, where community and business partners come together to discuss the needs of the school and how they can support the school's efforts to increase student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** STAR

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	86	77	83	45	52
% Advanced	48	38	46	22	24
Number of students tested	62	56	65	73	79
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	85	75	83	43	50
% Advanced	46	33	45	21	18
Number of students tested	59	51	58	61	60
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	88	63	71	42	54
% Advanced	38	25	43	33	39
Number of students tested	8	8	7	12	13
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	92	71	90	57	39
% Advanced	46	36	45	17	28
Number of students tested	13	14	20	23	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	73	82	54	52
% Advanced	46	33	45	29	24
Number of students tested	44	33	49	56	50
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	86	71	100	40	58
% Advanced	71	14	75	0	33
Number of students tested	7	7	2	5	12
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	83	78	61	64	54
% Advanced	46	47	31	21	25
Number of students tested	54	64	71	70	56
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	82	77	61	61	50
% Advanced	45	49	30	19	21
Number of students tested	49	57	64	59	52
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	91	67	64	69	42
% Advanced	46	17	9	0	17
Number of students tested	11	6	11	13	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	86	77	67	50	40
% Advanced	36	36	38	17	13
Number of students tested	14	22	21	18	15
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	80	78	64	60	58
% Advanced	43	51	35	18	22
Number of students tested	35	49	55	50	36
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	75	75	75	71	42
% Advanced	25	50	25	29	25
Number of students tested	4	4	4	7	12
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	87	68	59	46	59
% Advanced	40	32	17	12	23
Number of students tested	68	68	59	57	70
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	86	68	58	44	59
% Advanced	38	32	16	9	23
Number of students tested	58	60	50	55	61
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	90	72	70	36	47
% Advanced	50	22	0	27	0
Number of students tested	10	18	10	11	15
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	86	73	58	17	57
% Advanced	41	32	11	0	35
Number of students tested	22	19	19	12	23
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	88	70	57	45	60
% Advanced	36	39	17	10	23
Number of students tested	50	54	46	40	53
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	50	80	56	50
% Advanced	80	0	20	33	13
Number of students tested	5	4	5	9	8
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 6  
**Publisher:** Educational Testing Systems

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	56	52	49	38	43
% Advanced	32	23	16	9	4
Number of students tested	66	69	63	76	53
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	58	45	49	39	40
% Advanced	32	19	15	11	2
Number of students tested	59	58	53	64	47
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	63	50	62	25	13
% Advanced	31	40	31	6	0
Number of students tested	16	10	13	16	8
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	53	43	21	44	14
% Advanced	40	19	14	11	0
Number of students tested	15	58	14	18	14
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	58	48	50	41	43
% Advanced	37	22	11	12	3
Number of students tested	52	54	44	51	37
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	50	67	64	29	50
% Advanced	0	50	46	0	25
Number of students tested	4	6	11	14	4
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	55	46	48	26	37
% Advanced	23	20	14	12	10
Number of students tested	62	56	65	73	79
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	52	41	47	23	32
% Advanced	22	14	12	12	8
Number of students tested	59	51	58	61	60
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	63	88	57	50	69
% Advanced	38	50	43	33	31
Number of students tested	8	8	7	12	13
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	46	29	45	17	22
% Advanced	8	7	5	9	6
Number of students tested	13	14	20	23	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	55	39	47	29	34
% Advanced	25	12	10	16	8
Number of students tested	44	33	49	56	50
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	57	57	50	20	50
% Advanced	14	43	25	0	25
Number of students tested	7	7	4	5	12
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	69	67	41	56	50
% Advanced	39	35	24	21	21
Number of students tested	54	63	71	70	56
Percent of total students tested	100	98	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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	65	64	38	53	48
% Advanced	37	32	22	19	19
Number of students tested	49	56	64	59	52
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	82	67	55	46	50
% Advanced	46	50	37	31	17
Number of students tested	11	6	11	13	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	79	68	43	22	27
% Advanced	36	18	24	11	7
Number of students tested	14	22	21	18	15
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	66	65	44	52	53
% Advanced	40	33	26	24	17
Number of students tested	35	48	55	50	36
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	50	75	25	71	50
% Advanced	50	75	25	29	33
Number of students tested	4	4	4	7	12
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	63	47	51	53	49
% Advanced	32	24	27	14	16
Number of students tested	68	68	59	57	71
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	57	47	50	51	50
% Advanced	29	23	24	11	15
Number of students tested	58	60	50	55	62
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	90	56	80	55	33
% Advanced	90	40	60	27	20
Number of students tested	10	18	10	11	15
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	68	53	42	42	44
% Advanced	36	11	16	0	17
Number of students tested	22	19	19	12	23
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	58	52	52	55	51
% Advanced	26	30	28	13	17
Number of students tested	50	54	46	40	53
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	80	25	60	56	44
% Advanced	40	0	40	33	11
Number of students tested	5	4	5	9	9
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 6  
**Publisher:** Educational Testing Services

**Test:** STAR  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	64	68	48	49	47
% Advanced	29	32	19	13	11
Number of students tested	66	69	63	76	53
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	63	64	43	48	45
% Advanced	32	29	19	13	6
Number of students tested	59	58	53	64	47
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	50	90	54	31	13
% Advanced	38	80	39	0	0
Number of students tested	16	10	13	16	8
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	60	62	36	39	21
% Advanced	27	33	7	11	0
Number of students tested	15	21	14	18	14
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	62	69	50	53	49
% Advanced	29	37	18	12	11
Number of students tested	52	54	44	51	37
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	83	36	57	50
% Advanced	25	33	27	21	25
Number of students tested	4	6	11	14	4
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**