

**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) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Peter Fong

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

Official School Name Nelson S. Dilworth Elementary School

(As it should appear in the official records)

School Mailing Address 1101 Strayer Drive

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

City San Jose State CA Zip Code+4 (9 digits total) 95129-4065

County Santa Clara State School Code Number\* 43 69419  
6047005

Telephone 408-253-2850 Fax 408-366-0743

Web site/URL http://www.edline.net/pages/Dilworth\_Elementary\_School E-mail fong\_peter@cusdk8.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\*Dr. Wendy Gudalewicz E-mail: Gudalewicz\_Wendy@cusdk8.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cupertino Union School District Tel. 408-252-3000

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 Ms. Anjali Kausar  
(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):
- 20 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 25 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	34	29	63
1	43	27	70
2	42	34	76
3	46	48	94
4	48	49	97
5	69	35	104
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	282	222	504

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 92 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 7 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

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	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	433
(5) Total transferred students in row (3) divided by total students in row (4)	0.079
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 13 %  
65 Total number ELL  
 Number of non-English languages represented: 16  
 Specify non-English languages: Arabic, Bengali, Cantonese, Gujarati, Hindi, Indonesian, Japanese, Kannada, Korean, Mandarin (Putonghua), Marathi, Russian, Spanish, Tamil, Telugu, Urdu
8. Students eligible for free/reduced-priced meals: 1 %  
 Total number students who qualify: 6

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: 7 %  
36 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.

- |                         |   |
|-------------------------|---|
| 23 Autism               | 0 Orthopedic Impairment                 |
| 0 Deafness              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 1 Specific Learning Disability          |
| 1 Emotional Disturbance | 8 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 2 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 1 Multiple Disabilities | 0 Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	98%	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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The mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, community, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society.

Dilworth School embraces the CUSD mission, as the Dilworth staff is committed to a child-centered, sound instructional program that emphasizes skill building, promotes the learning process, develops character education and provides a variety of opportunities for enrichment. Each student is considered a unique individual whose educational and social growth is nurtured and guided toward the goal of becoming a productive, responsible, and informed citizen in our society. There is continual communication and mutual support between staff and parents. Teachers collaborate in the development of curriculum, homework, and discipline policies. The School Site Council is an integral part of the planning process. Based on assessment data collected each year, Dilworth plans its program and staff development activities for the year. Adjustments are made based on data and documented need.

What makes us distinct is that we are one of the few neighborhood schools in an elite group of top performing schools in the state. While we have predominately high achieving students, we also have three moderate to severe special day classes that service the most needy students in our district. A majority of these students are on the autistic spectrum. We pride ourselves in providing an inclusive environment that meets their academic and social needs.

Dilworth is considered a Special Education Center for the district with 7% of the population receiving special education services. The school's special education services include three Special Day Classes (SDC) serving students with moderate to severe disabilities.

Dilworth Elementary School is one of twenty-five schools in the Cupertino Union School District. Dilworth serves a population of 504 students: 92% Asian, 7% Caucasian, and 1% Native Hawaiian or other Pacific Islander. Students who are non-English speaking or English Language Learners (ELL) are screened by the District English Language Development Department and their needs are met based on their individual language level. At Dilworth, 13% of the students are designated English Language Learners.

Since the inception of the statewide STAR test and API rankings, Dilworth has been recognized as a high performing neighborhood school, and we continue to meet our growth targets. In concert with academic focus, student's overall social and emotional needs are supported through classroom and school activities, as well as additional support services. We have also been recognized as a 2010 California Distinguished School.

Our staff is committed to serving the needs of every child at Dilworth School. A district psychologist, a speech and language therapist, a resource specialist and aide, a nurse, an adaptive physical education instructor, an occupational therapist, and a JFK counselor, serve students with special needs, as well as the general student population. There is strong communication among the specialists, the principal, and the classroom teachers, via the Intervention Strategy Team process. Programs are regularly modified to meet students' needs. Students with special needs are mainstreamed into the regular classroom program and receive support to achieve success. Using the Intervention Strategy Team process, the SDC staff and Resource Teacher provide assistance to the regular education staff in meeting the needs of all students. Decisions regarding the appropriate supplemental service(s), beyond the regular classroom, are made through a systematic process that includes the following, Teacher Team Meetings, Student Success Teams, Intervention Strategy Teams and Referral for Special Education Assessments.

There are 180 scheduled instructional days per year, which includes 36 early release days. Students in grades 1- 3 receive 300 instructional minutes per day. Students in grades 4 - 5 receive 330 instructional

minutes per day. Kindergarten students receive 205 instructional minutes. On minimum days, students in grades 1 - 5 receive 265 instructional minutes and Kindergarten receives 190.

Volunteerism is a great asset at Dilworth. Volunteers serve as traffic valets, field trip chaperones, aides in the classrooms, as well as provide support in our guided learning center, office, and playground. Room parents arrange for special occasions within the classrooms. Our Home and School Club is a very active organization with a tradition of organizing special events for socializing and fundraising to provide supplemental educational materials and personnel for the school.

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

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

The California Standards Tests (CST) are the standardized assessments designed for the state of California. The CST is a criterion-referenced test that was developed to measure student progress on the California State Standards. Scoring results are based on how a student performs on tasks related to the state content standards, and not based on how they perform compared to other students. The test is administered annually to students in grades two through five in the areas of English/Language Arts and Mathematics. In addition, fourth grade students are assessed in writing applications and fifth grade students are assessed in Science. Students' assessments are scored and results are reported in one of five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. At Dilworth, students who perform in the Advanced or Proficient range are considered to be meeting state standards, as well as district standards. Alternative assessments are available for students with special needs who qualify through the IEP process.

Standardized Testing and Reporting (STAR) results over the last five years in grades two through five show an increase in Advanced and Proficient students in both English/Language Arts and Mathematics. At the same time, Basic, Below Basic, and Far Below Basic scores have shown a decline. In English/Language Arts, Advanced and Proficient scores increased 1.6% over five years from 94.8% in 2009 to 96.4% in 2013. Basic, Below Basic, and Far Below Basic scores in English/Language Arts have declined from 5.2% in 2009 to 3.6% in 2013. In Mathematics, Advanced and Proficient scores increased 3.1% over five years from 95.4% in 2009 to 98.5% in 2013. Basic, Below Basic, and Far Below Basic scores in Mathematics have declined 3.1% over the last five years from 4.6% in 2009 to 1.5% in 2013.

Dilworth is a high-performing school. Proudly, Dilworth does not have an achievement gap between any of its significant sub groups. However, there continues to be a few students that perform below proficient and are considered academically at-risk. Dilworth has developed procedures and systems to monitor and target students performing in the Basic, Below Basic and Far Below Basic categories on the CST.

The trend of academic growth in both Mathematics and Language Arts has been consistent for a variety of reasons. Using STAR testing results and classroom benchmark assessments, individual teachers identify students in need of additional support. The classroom teacher puts in place specific interventions and strategies to provide the necessary support for those students. Students' progress is continuously monitored and adjustments are made based on needs. Differentiated instruction provided by classroom teachers not only benefits the students in need, but our high achieving students as well.

Grade levels meet and collaborate on a regular basis to not only help one another support struggling students, but to also share innovative teaching strategies for the classroom. Teachers attend professional development, conferences and committee meetings, and bring that information and best practices back to share with the entire staff.

Dilworth has several specialized programs designed to help all of our students. One of our programs that support struggling students is our Jumpstart Intervention program. This fifteen-year old program is unique to Dilworth, and services approximately 25-30 students per year. Dilworth Jumpstart is a six-week pull out reading program that is conducted during the school day. Through collaboration between the coordinator and the classroom teacher, it is determined what the focus/goals will be for each individual student. These goals are met through one on one guided reading and writing and/or small reading groups. Dilworth has an on-site Resource Specialist one day a week and an Instructional Assistant five days a week. This team works with identified students with special needs. These students can receive services either in the classroom or the resource room. Our Morning Enrichment program is an intellectually challenging and developmentally appropriate academic program that offers opportunities for social and developmental growth, as well as provides an outlet for creative thinking and self-expression. This program is offered to fourth and fifth graders that are high achieving or might benefit from working in a collaborative, creative group setting. We service approximately 75 students each school year in two fifteen-week sessions.

Another contributing factor to our overall academic growth are the extra-curricular programs we offer that foster social and emotional growth, as well as a sense of community. Some examples of these programs include, but are not limited to; a lunch time math club, an after school book club, our school-wide news program called Dilworth Dragon TV (DDTV), our recycling program, our annual charity event- Dare to Care, and our Students Helping Students volunteer program. As stated in “Closing California’s Academic Achievement Gap”, schools must strive to provide a learning environment that “promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff, and between the school and home community.”

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

Dilworth Elementary follows a systematic approach in using assessment data to analyze and improve student performance. First, the individual teachers use a variety of formative and summative assessments to determine strengths and weaknesses of their students. Assessments used within classrooms include, but are not limited to; informal observations, rubrics, teacher and district provided assessments and student self-evaluations. Teachers meet with their grade level partners to analyze the collected data. Our Leadership Team surveys the staff as a whole to determine school-wide gaps in learning. The team designs staff development sessions focused on research based, data driven practices. For example, in January of 2013, the staff survey, along with student data, showed gaps in writing proficiency. As a result, an ongoing focus for our school site is improving our writing instruction. A second focus for our staff is the implementation of Common Core Standards. Our Curriculum Leadership Council (CLC) Team brings back updates and research to share with our staff to help guide us as we transition to Common Core Standards.

Dilworth has a process in place for students identified as at risk either through STAR testing or individualized teacher assessments. The process begins with the classroom teacher meeting with the Intervention Strategy Team (IST) that consists of our entire Special Education Team. Strategies are shared with the classroom teacher to help support the student. Ongoing data is collected on that student and if the interventions are not successful, then a Student Success Team (SST) meeting is held. Additional data is collected from the student’s parents, and more interventions are put in place. Our goal is to provide successful strategies and interventions to support that teacher and student. If those are not successful, we move on with special education testing.

As stated earlier, Dilworth has specialized programs in place to assist both struggling students as well as those high achieving students. These programs include our Jumpstart Intervention program, our Resource Specialist Team and our Morning Enrichment program. These programs, along with the differentiated instruction provided in individual classrooms, help to support and improve student and school performance.

Parents are regularly informed of their child’s progress in a variety of ways. These include, but are not limited to; progress reports, report cards, annual goal setting conferences, individual STAR reports, weekly Friday folder portfolios, school/district wide newsletters, classroom newsletters, and website updates. Regular updates are shared with our School Site Council and our Home and School Club parent organization.

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

Dilworth has a rich tradition of sharing its successes and strategies with others. As a recent 2010 California Distinguished School, Dilworth shared two of its signature practices with any interested educators via the Distinguished School’s website.

Dilworth has actively participated in the Common Core State Standards professional development collaboration with the Santa Clara County Office of Education. Teacher representatives from Dilworth are part of the Curriculum Leadership Council and they have regularly attended ongoing trainings hosted by the County Office of Education to help equip teachers with the tools needed for transitioning to the new Common Core Standards. These trainings have produced exemplary teacher leaders who have been able to

bring back vital information and classroom strategies to share with the entire school site. Dilworth teachers have also been included in ongoing district trainings.

Additionally, new teachers at Dilworth Elementary participate in Cupertino Union School District's New Teacher Induction Program. New teachers are assigned a site mentor and have the opportunity to meet with other colleagues throughout the district. They meet on a monthly basis in professional learning communities for support and professional development. The New Teacher Induction Program also provides an opportunity for new teachers to shadow veteran teachers at various school campuses in the school district and to observe best practices.

As a participating school in the Silicon Valley Math Institute (SVMI) Collaborative, Dilworth has sent teachers to a week long summer session. This training helped them develop lessons for teaching mathematics. Sharing resources and training with other teachers has been done through on-site professional development. Several of our teachers have participated at the district level to assist colleagues at other school sites with using strategies such as Problem of the Month and Mathematics Assessment Resource Service (MARS) tasks as an assessment to inform instruction. Teachers from Dilworth have also participated as scoring leaders for MARS assessments. This mathematics performance based assessment is given each spring throughout our district.

Dilworth has two teachers that were selected by the district to act as our Cadre Leaders in both Mathematics and Language Arts. The main focus of these cadres is to create, share and help guide the entire school district through the implementation of the new Common Core Standards.

With the focus on 21st Century Learning, many classrooms are utilizing various social media platforms such as Twitter, Edmodo, Podcasts, Skype and blogs to share lessons and collaborate.

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

Dilworth hosts a wide variety of community events in the hopes of involving as many families as possible in school-wide activities. These activities are both academically enriching, as well as socially and developmentally engaging. We strive to provide a learning environment that promotes a sense of belonging and fosters positive relationships between our parent community, students, and our staff.

One of our community-building events is our annual Dilworth Walkaround. This forty-year old tradition is one event where students, teachers, staff, families and alumni come to support Dilworth School. This event is held early in the school year and promotes bonding, camaraderie, and is just plain fun. Walkaround raises funds to support various programs throughout Dilworth. It has become an integral part of the culture of our school.

A second community-building event held yearly at Dilworth is our International Tasting Night. Families bring cultural dishes to share with everyone. We all gather to eat, enjoy one another's company, and learn about the various cultures in our school. An event like this promotes acceptance and tolerance in an inclusive and fun environment.

One of newest and most engaging community events is our annual Dare to Care charity event. This student driven event is designed and led by the fifth graders. Collaborating for a greater cause, fifth grade students use a variety of skills to organize an event that supports disadvantaged families who are in need of clothing and toys each holiday season. The rationale for developing this practice is to impart empathy and compassion for others.

These three events, along with many others held at Dilworth School, foster a sense of community, provide a safe and caring environment for students, instill compassion, build character and selflessness, all of which help to support the social and emotional growth of all of our students.

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

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### **1. Curriculum:**

Aligned with the California State Standards, Dilworth's core curriculum is designed to provide students with a well-rounded education. Dilworth Staff and Community are currently focused on the transition from state curricular standards to the Common Core Standards, in an effort to strengthen overall student achievement in all aspects of the curriculum.

The English/Language Arts curriculum used by Dilworth is Houghton Mifflin Reading. This program closely follows the guidelines set by the California State Standards. We enhance our English/Language Arts program by using literature circles, small group instruction, the Step Up to Writing program, phonics, running records, reader's/writer's workshops, reader's theater, reading comprehension strategies, as well as our Jumpstart Intervention program.

Dilworth uses the Houghton Mifflin math adoption to align with state standards. We also incorporate hands-on math instruction, the use of manipulatives, math centers, Problem of the Month and MARS assessments.

The science program used by Dilworth is Foss by Lawrence Hall of Science. The content and curriculum in this adoption is aligned with the California State Standards. The curriculum is delivered to students in a variety of methods. The Foss experiment kits allow students to investigate, apply, and observe science concepts in action. Field trips that correlate to the standards also give students differentiated learning opportunities.

Dilworth adopted the Scott Foresman Social Studies California Edition curriculum by Pearson. This program focuses on chronological and spatial thinking, research, evidence, point of view, and historical interpretation. On-site interactive simulations, field trips, and assemblies help to support our social studies instruction.

Our upper grade students benefit from a district provided music curriculum taught by a credentialed music teacher. Primary students participate in weekly music classes, as well. Dilworth has a lunchtime chorus program and our chorus performs twice each school year. Both of our music programs focus on artistic perception, creative expression, basic music theory, and the opportunity for pure musical enjoyment. In addition to music instruction, most grade levels present at least one performance per school year. These performances include musicals, plays, mock trials and reader's theaters.

Dilworth prides itself on offering exceptional grade level opportunities that have become a part of our school culture. Each student at Dilworth knows that certain special events will happen when they reach each grade level. For example, kindergarten celebrates Dr. Seuss Read Across America Day, first grade celebrates the 100th day of school, second grade puts on a school-wide dragon parade celebrating Chinese New Year, third grade presents a Living History Day, fourth grade has a spectacular Gold Rush Day, and fifth grade organizes our Dare to Care charity event. These grade level events have become an integral part of the traditions and culture of Dilworth School.

Our upper grade physical education program is taught by a credentialed teacher and includes health and nutrition lessons. Our primary students participate in a weekly physical education program that is also supported by the classroom teacher. Both these programs are aligned with the five core standards that have been outlined by state standards. The district and school have also implemented wellness programs to support students. Some of the programs include: Project Cornerstone, Fit for Life, Too Good for Drugs, Here's looking at You, and the National Dairy Council's Healthy Choices, Healthy Me program.

Incorporating technology across the curriculum is a current focus for us at Dilworth. Teachers have attended a variety of conferences and district provided professional development opportunities. We have an iMac lab with enough desktops and laptops to service every classroom. Each classroom has some sort of projection device, to use in conjunction with an iPad, which digitally enhances instruction. We also have a laptop and an iPad cart available for use in each classroom.

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

Reading instruction is viewed as an integral part of all curricular areas. In order to be successful in school, students must have a solid grasp of reading and comprehension. We work together to ensure that all students get the support and instruction they need to be successful readers.

Our primary staff has been trained in the use of Rigby reading assessments, phonics instruction, guided and shared reading. Guided reading groups and reader's workshop are two ways that reading instruction is presented. These provide teachers the opportunity to differentiate instruction to meet the needs of all students within the classroom.

Students are assessed individually to determine their reading level. They are then placed in flexible, guided reading groups where instruction can be delivered in a small group session and progress monitored. We have also engaged in Mosaic of Thought training in order to be using common vocabulary within our reading instruction throughout grade levels. Our students learn to make connections while reading, ask questions, infer, comprehend and become critical readers. Phonics instruction is also an important part of our lower grade reading instruction.

As our students move to upper grade, the reading program focuses on higher-level comprehension skills and critical thinking analysis. We achieve these skills through novel studies, creative book reports, small group "book clubs" and teaching/modeling the skill of retrieving and analyzing evidence from the text. Students lead and facilitate discussions in small groups to dig into the meaning of their chosen novels and they do this by using Bloom's Revised Taxonomy of Higher Level Thinking question stems, to lead them into a deeper understanding of the text. The students conclude their reading with a group project of their choosing such as a poster, a puppet show, a skit, advertisement or iMovie. Book club is a differentiated activity that allows readers of all levels to come together and work at their own pace.

Technology is integrated into the classroom with the use of iPads. Various iPad apps used are Nearpod, Reading A-Z, Time for Kids, and Storia. iPads are also used as a scanning device for 'QR' codes that will link students directly to a teacher chosen article or video to analyze a digital text.

As a staff, Dilworth has continuous discussions around reading instruction and best practices to provide our students with the most comprehensive reading program possible.

## **3. Mathematics:**

As we move forward during this shift to the Common Core Standards, our staff has found the need to heavily supplement our district math curriculum. We have attended many math trainings such as Marci Cook, math talks, MARS assessment and Problem of the Month. Through grade level collaborations, our staff has begun to evaluate and implement many new strategies to support this shift.

In our primary classrooms, students use manipulatives to show their understanding of various mathematical concepts. We use whole group instruction, small group instruction, and collaboration in which students are working with partners to solve a problem. Most teachers hold weekly math group rotations, which provide an opportunity for small group collaboration and instruction. Most classrooms have daily math talks where individual math concepts can be discussed and shared. Problem solving and critical thinking activities are presented daily to enhance mathematical thinking. The goal is that students understand mathematical concepts and are able to explain, as well as document, their thought process.

As students move to upper grade, the math program focuses not only on accurate calculations of math problems, but the ability to explain their thought process in math and requires students to express why they chose a specific strategy and how that strategy allowed them to solve the problem. We use our current math textbook, California Math, MARS assessments (task oriented assessments that require students to explain their thinking), Problem of the Month (math problems where students work in partners to solve multi-step real world problems and then explain their reasoning for their solution with the class), math games, and

math stations. We also incorporate a program called M3 that challenges students with more inquiry based learning and enrichment problems.

We incorporate technology using various applications on iPads to challenge students with mathematical games, as well as Mathletics (an online differentiated math program). Student's work is completed individually, in partners, and in small groups, depending on the lesson. Partner work and small groups allow us to differentiate learning by providing opportunities for high achieving students to be leaders, and allows students who need more help, to have peer support. Another program utilized is Ten Marks, which allows teachers to individualize assignments and differentiate questions to each student's level.

Our staff is committed to providing a comprehensive, collaborative and challenging math program that meets the needs of all our students.

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

As stated in our mission statement, Dilworth is committed to creating a child-centered environment with a sound instructional program that emphasizes skill building, promotes the learning process and provides a variety of opportunities for enrichment. Our state adopted Science curriculum, FOSS by Lawrence Hall of Science, along with our extracurricular opportunities, directly supports Dilworth's mission.

The content and curriculum in the FOSS adoption aligns with the California State Standards. The curriculum is delivered to students in a variety of ways. The FOSS kits allow students to investigate, apply and observe science concepts in action. These activities give students differentiated learning opportunities. Grade levels teach three science modules a year covering Earth Science, Life Science and Physical Science.

We offer a variety of supplemental hands-on opportunities that directly support the science curriculum, while providing students with real life experiences. These opportunities include our school-wide recycling program, "Go Green", our community tree planting event with Our City Forest of San Jose, and our Dilworth Dragon Patch community garden. Along with these events, classrooms participate in field trips and assemblies that relate to the various science strands. Our fifth graders attend Science camp each year where they get to experience all three science strands in an amazing "outdoor" classroom environment. Our school offers a family Science Night and a Science Fair Night to further promote student interest in science.

Go Green not only teaches children respect for the environment, but also builds responsibility, as the daily recycling is handled by the students. Our recycling efforts have prevented approximately 50 plastic garbage bags per week from going to the landfill. Several years ago we teamed up with Our City Forest of San Jose to host a community tree-planting day. Parents, students and staff planted 30 trees around our campus and those trees were adopted and cared for by individual classrooms. We have designed and constructed a community garden that is located on our field. We host garden club meetings, as well as routine maintenance and clean up days. Classrooms have also adopted individual planting beds within the garden to supplement their science instruction. These opportunities, in conjunction with our strong science curriculum, help our students grow academically, as well as foster a sense of responsibility and respect for their environment.

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

Collaboration is a vital strategy used by our entire staff. We collaborate as grade levels, across grade levels, and utilize all of our special resource support staff. Dilworth takes advantage of the fact that we are a small school with a small staff, and because of that, teachers and students are able to get to know one another on a more personal level. As a result, we are able to offer support to each and every one of our students on both an academic and emotional level.

In each of our classrooms, we provide a variety of strategies to help our struggling students, as well as our high achieving students. Small group instruction, differentiation, pull-out and push-in resource support, mainstreaming, and the sharing of successful lessons are utilized. In reading, we use guided reading

instruction, shared reading, Mosaic of Thought, and our Jumpstart Intervention program. Step Up to Writing is the writing program we use to ensure strong writing skills across the curriculum. In math, we focus on hands-on learning and problem solving strategies to support instruction. In science and social studies, we engage in real life experiences as a way to make these subjects relevant. To round out our comprehensive curriculum, our students attend physical education, music and art classes.

Technology is incorporated throughout our curriculum and across all grade levels. It is used within individual classrooms, as well as in a lab setting. We encourage students to use technology to research, collaborate, construct, create and present.

As a staff, we continuously discuss and identify those students with special needs. Identified students struggle academically, as well as socially. We make a commitment as a staff to support and help each and every one of these students. Working as a team, we are better able to ensure that these children have a successful and productive experience at Dilworth.

## **6. Professional Development:**

We are a high achieving neighborhood school where teachers are leaders, and strong professional development is a focus. Every Tuesday is an early release day for students, which gives the staff time for professional development and collaboration. We also have four staff Learning Days throughout the school year.

On our early release days, grade levels have the opportunity to collaborate and plan instruction. This is our time when we can share and learn from one another to better improve our teaching practice. Teachers share classroom assessments and data to re-evaluate and modify instruction in the classroom.

Dilworth is transitioning from the California State Standards to the new Common Core State Standards. Cupertino has a partnership with the Santa Clara County Office of Education. The County resource teachers work with our Instruction Department to create on-going professional development. Along with our principal, Dilworth has three teacher leaders who attend these trainings. In conjunction with the Dilworth Leadership Team, these teachers bring important information back to our staff.

We are a participating school in the Silicon Valley Math Initiative Collaborative. Two of our teachers participated at the district level to help teachers at other sites, as well as our own site, with using strategies such as Problem of the Month and MARS tasks for assessments. Our fifth grade team is being trained on how to score and analyze results for MARS tasks.

Teachers are encouraged to actively seek any professional development that will have a direct impact on their teaching skills and classroom instruction. Each year we have several teachers who attend the Santa Clara County Reading Association's Reading Conference. These teachers bring back ideas and lessons to enhance Language Arts instruction. Several teachers have attended Marci Cook workshops, as well as Marilyn Burn's training to improve math instruction.

Each school in the Cupertino Union School District has a Leadership Team. Our team is comprised of primary and upper grade teachers who meet on a monthly basis. The Leadership Team's role is to plan and facilitate meaningful professional development that guides our staff to meet the needs of our students.

## **7. School Leadership**

Cupertino Union School District and Dilworth promote shared leadership. Shared leadership for us means providing a multitude of opportunities for professional growth and development amongst the entire staff. This results in a staff that is responsible for encouraging and pushing one another to take the lead in all the roles needed to successfully run an elementary school.

Dilworth's teachers serve on many teams that work collaboratively with administration to ensure joint ownership and foster a student-centered culture. Two examples of these are our Faculty Advisory Committee (FAC) and our Leadership Team. Both of these teams are comprised of four staff members, representing all grade levels. Our FAC serves as the eyes, ears, heart and soul of the staff. They meet with the principal to creatively solve problems, provide input and help to develop school policies and procedures. They advise the principal of staff needs, draft our master calendar and create staff meeting agendas. Our Leadership Team plans the learning focus for staff development and Learning Days. Most importantly, the Leadership Team serves as the curriculum leaders for the school, as they assess staff needs and find, create and deliver invaluable professional development. Some of the other committees that our staff serve on are our Social Committee, Technology Team, Curriculum Leadership Council, Cadre Teams and as mentors for our Student Council.

Our school also has two groups where community and staff, together, provide leadership for the school. School Site Council, comprised of parents and staff members, oversees most aspects of the development and implementation of the School Plan. School Site Council funds provide the monetary support for almost all of our professional development, many student programs, technology and supplemental curriculum. The Home and School Club (HSC), also comprised of parents and staff, is another example of shared leadership. Our HSC graciously funds staffing, interventions, assemblies, technology, art and primary music and PE programs.

The role of the principal is to serve as the instructional leader. The administrator sits on all of our joint committees. The principal ensures a cohesive vision, equity of voice, and sets the conditions for teachers to be successful with their students. Facilitating shared ownership is another way the administration supports staff in the decision making process.

All of these components together support our vision of shared leadership, and in turn, has helped us to become one of the top performing neighborhood schools in the state of California.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CA STAR

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: State of CA

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	97	97	98	98	92
% Advanced	90	93	90	81	83
Number of students tested	78	86	81	86	82
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	4	2	2	10	6
% of students tested with alternative assessment	5	2	2	12	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	96	100	97	100	78
% Advanced	89	96	85	83	72
Number of students tested	26	28	34	36	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	97	98	99	99	96
% Advanced	92	94	92	85	88
Number of students tested	73	79	74	74	73
<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					
% Advanced					
Number of students tested					
<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:** Dilworth is a proud neighborhood school that hosts three district-wide Moderate to Severe Special Day Classes. As a result, the percentage of students tested with an alternative assessment is greater than 2% of all students tested.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** State of CA

**Test:** CA STAR  
**Edition/Publication Year:** 2009

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	99	98	98	97	98
% Advanced	96	92	93	88	90
Number of students tested	90	86	86	88	81
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	7	11	6	5	4
% of students tested with alternative assessment	8	13	7	6	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	97	95	96
% Advanced	100	94	92	75	91
Number of students tested	29	31	37	20	22
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	99	99	99	99	99
% Advanced	96	95	95	91	93
Number of students tested	83	79	77	81	72
<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					
% Advanced					
Number of students tested					
<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					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** State of CA

**Test:** CA STAR  
**Edition/Publication Year:** 2009

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	100	100	97	99	97
% Advanced	92	92	90	91	91
Number of students tested	91	88	95	84	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	7	8	5	6
% of students tested with alternative assessment	4	8	8	6	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	90	73	71	57	93
Number of students tested	10	11	7	7	30
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	99	100	98
% Advanced	93	95	91	93	94
Number of students tested	83	79	90	74	81
<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					
% Advanced					
Number of students tested					
<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:** Dilworth is a proud neighborhood school that hosts three district-wide Moderate to Severe Special Day Classes. As a result, the percentage of students tested with an alternative assessment is greater than 2% of all students tested.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** State of CA

**Test:** CA STAR  
**Edition/Publication Year:** 2009

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	92	95	89	90	87
% Advanced	65	65	59	74	72
Number of students tested	78	86	82	86	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	2	2	10	6
% of students tested with alternative assessment	5	2	2	12	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	85	93	89	92	78
% Advanced	58	54	46	72	56
Number of students tested	26	28	35	36	18
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	93	95	89	93	90
% Advanced	69	66	57	78	77
Number of students tested	73	79	75	74	73
<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					
% Advanced					
Number of students tested					
<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					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** State of CA

**Test:** CA STAR  
**Edition/Publication Year:** 2009

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	99	97	98	94	99
% Advanced	90	86	93	85	91
Number of students tested	90	86	87	88	81
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	7	11	8	6	4
% of students tested with alternative assessment	8	13	9	7	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	97	95	90	96
% Advanced	93	77	90	70	82
Number of students tested	29	31	38	20	22
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	99	98	97	96	99
% Advanced	89	87	95	88	92
Number of students tested	83	79	78	81	72
<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					
% Advanced					
Number of students tested					
<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					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** State of CA

**Test:** CA STAR  
**Edition/Publication Year:** 2009

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	99	99	100	99	99
% Advanced	87	88	95	88	82
Number of students tested	91	88	95	84	93
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	7	9	5	6
% of students tested with alternative assessment	4	8	9	6	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	90	100	100	86	100
% Advanced	70	64	86	43	73
Number of students tested	10	11	7	7	30
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced	99	100	100	99	99
% Advanced	87	91	96	91	82
Number of students tested	83	79	90	74	81
<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					
% Advanced					
Number of students tested					
<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:** Dilworth is a proud neighborhood school that hosts three district-wide Moderate to Severe Special Day Classes. As a result, the percentage of students tested with an alternative assessment is greater than 2% of all students tested.