

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Susan M Lopez

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

Official School Name Julia Bancroft Elementary School

(As it should appear in the official records)

School Mailing Address 3 Vinal St

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

City Auburn State MA Zip Code+4 (9 digits total) 01501-1772

County Worcester County State School Code Number* 0017-0005

Telephone 508-832-7744 Fax 508-832-7732

Web site/URL http://www.auburn.k12.ma.us E-mail slopez@auburn.k12.ma.us

Twitter Handle _____ Facebook Page https://www.facebook.com/auburnps 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. Maryellen Brunelle E-mail: mbrunelle@auburn.k12.ma.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Auburn Tel. 508-832-7755

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. Jeff Lourie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	62	43	105
4	47	45	92
5	41	47	88
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	150	135	285

9. Students receiving special education services: 8 %
23 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.

- | | |
|-------------------------|---|
| 6 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 9 Specific Learning Disability |
| 1 Emotional Disturbance | 3 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 2 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
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 22:1

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

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

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

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

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

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

Yes No X

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

PART III – SUMMARY

Julia Bancroft’s mission, like that of the Auburn Public Schools, is to educate and prepare students for the challenges and opportunities of a changing world. Our Core Values are grounded in five beliefs: Creating a safe and respectful environment; making student-centered decisions; maintaining high expectation; remaining dedicated to continuous improvement; and providing equitable opportunities for all.

Julia Bancroft first opened its doors to the children of Auburn in September of 1926. Named for Julia Frances Knowles Bancroft, a teacher who the Auburn School Committee described as, “A teacher with a gentle, yet zealous spirit whose teaching awakened her scholars,” the Julia Bancroft School has long-committed to its students' success. Exemplifying the beliefs under which the school was founded, our community continues its dedication to the children of Auburn providing them with a well-rounded elementary education. The spirit of Ms. Bancroft lives on in a school community committed to the success of every child entering through our doors.

Julia Bancroft School is located in the small suburb of Auburn in Central Massachusetts. Having approximately 285 third through fifth grade students in attendance has allowed us to maintain a small community learning environment where students are valued, differences are celebrated, and parents are welcomed partners. This has led to a cohesive community invested in guiding all students to become contributing members of society.

Each year we welcome new families and visitors from around the state, country and world. Visitors and new members of our community frequently comment on how welcoming and friendly the staff is, as well as noting the warm environment present throughout the school. This speaks to the level of collaboration that reinforces our guiding principle: our students come first. In educating the whole child, we provide students with opportunities to reach their full potential by creating a stimulating learning environment characterized by quality curriculum and instruction.

We maintain traditions of Community Service Learning Projects that have developed our students’ social consciousness and civic duty by providing opportunities to realize the importance of ‘giving back.’ We have supported many organizations, both locally and globally, raising funds through donations, reading incentives, volunteer work, and physical challenges. Our students are active contributors and embrace the joy of giving of themselves for the betterment of others. Other traditions include, but are not limited to, annual Community Reading Day, Literacy Night, Math Night, C.A.R.E program, Jog-a-Thon, Inventors’ Fair, Student of the Month recognition, reading incentives, Turkey Trot, food drives, Festival of the Arts, concerts, and Parent Nights. Each of these events contributes to the positive atmosphere and validates the contributions of all of our diverse learners.

Julia Bancroft takes great pride in showing continued progress in closing achievement gaps in both our low income and high needs subgroups. Our strength has shown over the past three years as we have worked tirelessly to build a team of educators focused on collaboration and respect. Nothing exemplifies this more than our school pledge, “I believe, I will achieve, and I will succeed.” This belief has been the mantra infused in our philosophy of ensuring every student, especially those most in need, are surrounded by caring adults who are committed to doing whatever is necessary to guarantee they reach their highest potential. Keeping this as our focus, we have refined the use of the RtI model. Reflective practices have led to more effective use of planned Intervention Blocks. Through continuous professional development, sharing best practices and focused PLC discussions, we have integrated consistent and meaningful differentiated instruction. Together we have researched quality challenge activities to support our high achievers, as well as skill-specific targeted instruction. As a result, we have been able to target students at risk of not meeting benchmark and then successfully supported them to close those academic gaps.

Julia Bancroft is very proud to have earned “Level 1 School” status for the past two years; prior to Massachusetts’ leveling of schools, they were required to meet Adequate Yearly Progress, as per the state assessment. In the analysis of data, it is clear that time spent creating our instructional focus - creating

school-wide teaching strategies, implementing RtI, differentiating instruction, scheduling uninterrupted learning blocks and providing fair, equitable support - we have been able to realize tremendous growth in all of our students.

Julia Bancroft is a stellar example of all that encompasses a National Blue Ribbon School. We exemplify our commitment to students, and with our stakeholders, take great pride as we have met each challenge with reliance, dedication, perseverance and success. Every child who enters Julia Bancroft has special and unique gifts. It is our responsibility, regardless of background, experiences or challenges that we reach every child to help them realize their potential in building a better future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. We consider the state assessment reflective of our school's dedication to instructional quality in meeting the individual needs of every child at Julia Bancroft. In accordance with the Massachusetts Department of Elementary and Secondary Education, (MA DESE) all students are assessed on meeting grade level Common Core State Standards as indicated by the Massachusetts Comprehensive Assessment System (MCAS). Students in grades three through five are tested in both English Language Arts (ELA) and Mathematics. Grade four students are also administered the ELA Long Composition, which assesses students' skill in topic development, grammar, spelling, vocabulary, and punctuation. In addition, grade five students are tested in Science, Technology and Engineering (STE). These mandated assessments are administered annually in March (ELA) and May (Math & STE). The results are reported to districts in early fall. Achievement on these assessments is set forth by the MA DESE rating of student Performance Levels as follows: Advanced - students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems (scoring 260-280); Proficient - students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems (scoring 240-258); Needs Improvement - students demonstrate a partial understanding of subject matter and solve some simple problems (scoring 220-238); and Warning - students demonstrate a minimal understanding of subject matter and do not solve simple problems (scoring <220). The acceptable performance levels are Proficient and Advanced.

Julia Bancroft has continuously met state requirements to maintain the honor of Level 1 status by continuously meeting benchmarks of Annual Yearly Progress, Student Growth Percentiles, and Progress Performance Indexes. As an educational community dedicated to all students, we continue our mission of providing every student a rigorous engaging high quality education.

B. A number of positive performance trends have surfaced in our student data, with results demonstrating substantial improvements across all grade levels. To highlight this forward progress, several examples will be shared. From 2009 to 2013, grade three English Language Arts saw a 27% increase in the number of students scoring Advanced or Proficient within our High Needs population, with a 28.5% increase being realized by our fourth graders in that same curriculum area and subgroup. Likewise, our grade three Low Income subgroup realized a 24% increase during that same period, with their fourth grade counterparts realizing an impressive 30% increase. While not as substantial, grade five earned a 10% increase in the percent of students scoring Advanced or Proficient within the High Needs subgroup and a 7% increase from our students designated as low income. Similar notable growth was also achieved in mathematics throughout that four year span. From 2009 to 2011, grade three students attained a 46% increase in the number of students scoring Advanced or Proficient from both the High Needs and Low Income subgroups, and even more impressively, 83% of these students were Proficient or Advanced 2012-2013. Finally, grade five students scoring Advanced or Proficient increased by 35% within the High Needs subgroup, with a 20% overall increase being realized by our Low Income population. At each grade level, significant improvements have been based on a number of factors.

Data analysis has become a routine and embedded practice in our approach to influencing improved student learning. Teachers regularly meet to look at student work in concert with using both formative and summative assessment data to design and redesign lessons and to formulate a plan for the daily intervention block. Each grade has a daily 30 minute intervention block designed to provide targeted, small group remediation and extension activities in both ELA and Math. The school schedule has been designed and redesigned to efficiently and effectively construct learning blocks for each child. Additional attention to scheduling has allowed for the highly effective use of support staff (reading specialist, special education staff and math support staff).

2. Using Assessment Results:

A. Julia Bancroft is student-centered and data-driven from the first day of school until the last. We believe the utilization of student assessment data is a collaborative effort that involves the administration, grade level teams, individual teachers, support staff, and parents. Using formative and summative tools, we continuously analyze student performance data to ensure the progress of every child. Meeting formally and informally to discuss progress throughout the year is an ongoing practice which has led to the transformation of instructional practices utilized throughout the school. This concerted effort has increased student achievement at Julia Bancroft and, as such, continues to close achievement gaps.

The first staff meeting of each year is dedicated to the analysis of state MCAS results. Data is disaggregated to determine successes made school-wide, at grade level, by teacher, and within both the aggregate and subgroup populations. Overall trends, patterns, and gaps are identified in each content area to determine strengths and areas upon which to improve. This information is the catalyst in the development of the School's Instructional Focus. Further analysis of test questions at each grade level leads to the identification of standards commonly missed. Information is utilized in developing "Team Student Learning Goals" to ensure specific learning opportunities are provided to strengthen identified skills. Moreover, each teacher, after thoughtful reflection, writes a "Professional Practice Goal" to focus their efforts on an area or areas they have identified requiring refinement. District formative and summative assessments are vital tools used to drive instruction throughout the year. Those include Trimester Math Benchmarks, Writing Prompts given two times, Monthly ORQs, Core Curriculum Assessments; and specific to grade three, include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) given three times and the Developmental Reading Assessment2 (DRA 2) given two times. They mark students' progress toward grade level proficiency goals, all of which are closely monitored. Using these data points throughout the year provides teachers with the necessary information to make informed student-centered decisions around instruction.

As teachers meet during weekly PLCs, at staff meetings, and at ongoing data meetings, discussions regarding student success, progress monitoring, and best practices are shared. Utilizing the RtI format, Tier 1 Instruction and supplemental materials are reviewed, adjusted and refined. Tier 2 Intervention skill groups are developed, support staff are identified and then implementation ensues. Responding to needs based on data results in a strengthened and supportive academic culture. Using slates, exit slips, or dip-sticking, progress is monitored daily to ensure effectiveness of instruction.

B. We believe that ongoing communication with parents, students and the community is critically important to ensure student success. Curriculum Nights provide parents with information about standards, expectations and grading. Formal conferences are scheduled in the fall and on an "as needed" basis to inform parents of their children's progress. Ongoing communication to parents and students is evident through weekly graded assignments, agendas, updated websites, emails, weekly evaluations, monthly community newsletters and Principal One Calls. Letters are sent following district assessments explaining students' progress toward meeting identified key standards. Using these assessment results, we are able to communicate progress, provide suggestions, and celebrate successes.

3. Sharing Lessons Learned:

The faculty at Julia Bancroft prides itself on being an inclusive culture that is committed to ensuring the success of every child. Nothing says this better than the quote that greets all visitors entering the front office, "Our Teachers are a Team of Dedicated Professionals Here to Help all Students at Julia Bancroft School Reach their Fullest Potential!"

Our teachers collaborate throughout the year, sharing effective practices and innovative approaches to improve teaching and learning throughout the school. Such collaborations result in the creation of vertical and horizontal lessons that both differentiate learning experiences and expand students' learning opportunities. These co-taught experiences have included hands-on science labs, peer writing buddies, class performances, and content technology presentations. More formally, our Reading Specialist and Math Coach have shared literacy and math centers designed to specifically correlate to the curriculum and provide

teachers with hands-on materials to support and challenge all students. Additionally, a cross-district panel of guidance counselors and special educators was convened to increase teachers' understanding of the Educational Support Team process, focused on accommodations vs. modifications and the IEP qualification process.

Working with the District's Director of Teaching, Learning and Curriculum and administrators, representatives from each grade level serve as team leaders on the ELA, Math, Science or Social Studies Committees to ensure consistency and alignment of the core curriculum materials to the Common Core State Standards. These representatives are instrumental in creating formative and summative assessments, District benchmarks, and pacing charts used in all schools. Committee members assume the responsibility of the dissemination of information, materials and decisions made, strengthening consistency in all District classrooms.

Teachers share successful instructional strategies by serving as presenters at the annual multi-district March "Menu" Professional Development Day. Digital Story Telling is a presentation coordinated by one of the Julia Bancroft teachers giving attendees a highly motivating strategy to use when teaching writing to engage even the most reluctant writers. Another teacher's presentation focuses on creating formative assessments using the 'Socrative' iPad application. This annual event encourages teacher leaders and demonstrates the District's commitment to ongoing professional growth.

The Principal incorporates successful practices learned from colleagues across the state through the National Institute of School Leadership, as well as doctoral coursework. Working with administrative colleagues across the District, organized professional development of vertical and horizontal teams has increased collaboration and alignment of curriculum through: Differentiated Instruction, Intervention, and Professional Learning Communities.

4. Engaging Families and Community:

Julia Bancroft strives to build a welcoming community where all stakeholders work collaboratively to guide and support our students in reaching their fullest potential. We begin forming bonds at our annual Welcome Back Ice Cream Social. Our staff realizes the critical importance of engaging parents by developing and maintaining a strong rapport throughout the year.

Parents serve as volunteers in many capacities, supporting our students in class as well as other facets of our educational program. Parents lead small literature groups, make math games and volunteer in our library. They prepare special projects and facilitate group discussions during particular activities.

We provide many events throughout the year in an effort to continually strengthen our home-school connection. Each year staff, parents and students attend our Literacy Night partaking in educational games, hands-on activities, writing poetry and swapping books. Many community members are invited in as 'guest readers' during the annual Community Reading Day, sharing their favorite piece of literature and making real world connections with our students. School-wide community reading incentives that integrate content, the arts, and trivia are scheduled during the year. Our District-wide Math Night is an exciting event for students and parents to share in math games and activities that reinforce math skills, build mathematical competency, and strengthen us as a community.

Finding innovative ways to support our diverse population has led to multiple partnerships throughout the community. Working with Auburn Youth and Family Services, a local social service agency, along with the "JB Galaxy Program," students have a safe place to go after school to complete homework and develop friendships. Our School Council serves as an advisory group for the principal and consists of teachers, parents and community members. Our local Police, Fire and Sheriff's Departments work with students and families through the Officer Phil program, C.A.R.E. program, Internet and Cyber Bullying Prevention, Fire Prevention & Safe Trailers, poster contests and visits to the school.

Presentations are scheduled for incoming second grade parents fostering relationships prior to arriving at the

Julia Bancroft School for third grade. A Grade Three MCAS Parent Informational Session is held to familiarize parents with upcoming state assessments, as well as to provide strategies to embrace at home to assist in preparing their children for their "first" test. We include a Title One Parent Session to explain to parents the services being offered and supports provided and available to their children.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at the Julia Bancroft School are immersed in a curriculum that is anchored in the District’s focus on the three Rs: rigor, relevance and relationships. It is aligned with the Common Core State Standards and is based in research and best or promising practices. Differentiation undergirds the delivery of this curriculum, ensuring success for all learners. Employing an inclusion model supported through co-teaching allows our students on I.E.P.s to be supported in the regular education classrooms while accessing the general curriculum. In addition, data-driven decision making results in thoughtful, targeted assistance across the spectrum of learners, from our most struggling students to our highest performing.

Students at Julia Bancroft receive 2-2.5 hours of English Language Arts instruction daily. Houghton Mifflin is the core program but is supplemented with a variety of materials including Reading A-Z, leveled readers, the QAR program, Time for Kids, Read Naturally, and various trade books, both fiction and non-fiction. In addition, support materials such as Soar to Success, Lexia, Words their Way, and Great Leaps are available to ensure differentiation and targeted assistance. Vocabulary, fluency and comprehension are always the main focus, with reading instruction being extended through all content areas. Writing is also taught across the curriculum with a focus on the six analytical traits of writing through the Houghton Mifflin program as well as the Write Traits Program. Research skills are directly taught using the IIM method which ensures that our students learn how to pose questions, search for answers, judge sources, synthesize information and cite sources. Research opportunities are embedded across all content areas.

Students receive a minimum of 75 minutes of math instruction per day. The core program has been Everyday Mathematics but is currently being modified and supplemented in order to address the Common Core State Standards. Mastering Math Facts, the Common Core Coach, Ten Mark, and teacher-created Understanding by Design (UbD) units are examples of the supplemental materials being employed. A strong focus on problem solving as it relates to the everyday application of mathematics is retained as teachers address the strands of number and operations and algebraic thinking, measurement and data, geometry, and at grade five, the number system strand. In addition, our math curriculum emphasizes the standards for mathematical practice ensuring students develop the perseverance, reasoning, and skills needed for the increasing complexity of math across the grades.

Science instructional time is 30 minutes daily at grade 3 and 45 minutes daily at grades 4 and 5. Pearson is currently the core program with units at every grade level being supplemented with the Engineering is Elementary kits ensuring an emphasis on inquiry and problem solving through a hands-on approach.

Social Studies instructional time varies by grade level similar to science. The Harcourt series is our core program with supplemental resources such as the book, Massachusetts, at grade 3. The integration of both fiction and non-fiction text allows both the social studies standards as well as the literacy standards to be met.

Students participate in one “special” (art, music or physical education) daily for 45 minutes. These curricula areas have clearly defined units of study with an integrative approach, whenever possible. Extensions of these “specials” occur during lunch time expositions by students as well as evening concerts, art shows, and dance demonstrations.

A social/emotional curriculum is also offered at the Julia Bancroft School through the Steps to Respect program and our Positive Behavior Interventions and Support (PBIS) program. Community Assistance Resource Education (CARE), a curricula offered to grade 5 students by community resource staff including police, Auburn Youth and Family Services, and high school students, is focused on decision making skills and resiliency for our students soon to enter their adolescent years. Each of these programs includes sequential units of study but each is closely aligned to the other.

Technology is integrated through all content areas with specific skill mastery being articulated by grade level in our district curriculum documents. Teachers have easy access to Epson BrightLinks boards, document cameras, laptop carts, iPad carts, and the assistance of the Director of Technology who supports classroom instruction through a coaching model.

2. Reading/English:

Julia Bancroft's reading program aligns with the Massachusetts Curriculum Framework for English Language Arts and Literacy. Teachers use the Houghton Mifflin program as the core program but ensure a differentiated, balanced and engaging literacy program by supplementing the core with a variety of fictional and non-fictional trade books, various types of poetry, and other media sources. At the intermediate grades (3-5), teachers continue to solidify students' foundational skills (phonemic awareness, phonetics, and fluency); however, the greater focus now is on vocabulary development and reading comprehension. Vocabulary instruction includes learning about morphological features but also includes making explicit connections to other words and fosters the practice of using a thesaurus.

Reading comprehension strategies are explicitly taught through the use of mentor texts, practice is guided using the anthology or leveled readers, and ultimately, independently applied in personal choice reading selections or literature groups. Instruction includes a strong emphasis on close reading of text and the synthesizing of multiple texts. In addition, Bloom's taxonomy has been a specific focus for the district and Julia Bancroft grade level teams have worked collaboratively to ensure that assignments and grade level assessments are rigorous and extend thinking skills beyond the rote and literal levels.

The reading block includes whole group instruction followed by small group guided instruction and practice. Students are flexibly grouped through the ongoing analysis of student's daily work and formative assessments. The Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S) is administered three times a year with students who fall below the benchmark being progressed monitored. The Developmental Reading Assessment 2 (DRA2) is administered in grade 3 at Julia Bancroft twice a year with a mid-year re-assessment for those students who had not made benchmark previously. In grades 4 and 5 students who were not on track with the DRA2 benchmarks continue to be assessed. Struggling students receive targeted interventions in identified areas of need whether it be decoding, fluency, vocabulary and/or comprehension. These interventions vary in intensity and frequency based on the data and continued progress monitoring. Lexia, Read Naturally, and Soar to Success are some examples of the research-based interventions provided for struggling readers. Julia Bancroft staff work collaboratively to ensure that every student receives the supports they need to be successful-failure is never an option. Enrichment opportunities are also provided and students enjoy book clubs, blogging about books, independent research and creative writing projects.

3. Mathematics:

At Julia Bancroft, we believe that building mathematical understanding and the capacity to problem solve are critical skills students must have to be successful citizens and lifelong learners. Using the Common Core State Standards as our guide, the District's core programming has been tailored to differentiate the delivery of instruction.

Our approach to mathematics begins and ends with the analysis of data. We carefully review formative and summative assessments, provide constructive feedback, and make instructional decisions designed to ensure student success. Conversations surrounding learning and best practices lead to the determination of our school's Math Instructional Focus, with key problem solving strategies providing common language and approaches across every classroom.

Instructional methods vary and integrate hands-on manipulatives, visuals, and the use of technology on a daily basis. During the math block, fact fluency is practiced daily through Rocket Math Mastery. Using Bright Links technology, an interactive whole group lesson using the Everyday Math program is introduced. After modeling expectations, flexible groups are formed where students receive small group instruction and practice. These groups are facilitated by classroom teachers, special education teachers, math

paraprofessionals, and instructional assistants, all of whom work collaboratively in the best interest of students, sharing lesson plans and data in order to prepare the level of instruction needed. Adapting lessons using manipulatives, VersaTiles, interactive iPad applications, Socrative, IXL, and Ten Marks, materials are tailored to meet the individual needs of students and to challenge our high achievers. In addition, critical problem solving skills are incorporated through the daily Math Message, Problem of the Day, Open Response Questions, and supplementary materials. This strengthens students' ability to use written expression to explain mathematical processes through evidence that supports the algorithms utilized.

Through ongoing formative assessments, we have refined our RtI Tier 2 Instruction during daily intervention periods by carefully grouping students for explicit skill practice. We are able to monitor students' acquisition of skills and provide immediate feedback in a consistent manner. This has resulted in greater overall student achievement being realized at every grade level, along with individual student success. We further support our diverse learning population by offering morning Booster Groups, after school clubs, Math Night events and additional materials, all of which are intended to ensure our students' continued growth; each contributes to a positive culture in the development of mathematical thinking.

4. Additional Curriculum Area:

Developing a strong cohesive science program is a critical component of the elementary experience. As Science for Americans points out, a good science education helps students, "to develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. It should equip them also to participate thoughtfully with fellow citizens in building and protecting a society that is open, decent, and vital." At Julia Bancroft, we continue to refine the implementation of our hands-on science instructional program.

Using an integrated science approach, we created multi-media hands-on units of study at each grade level. As a District, we have done this by creating standards-based lessons that address all domains of science: life science, physical science, earth science and technology. One example that demonstrates this philosophy is our work with the Broad Meadow Brook Conservation and Wildlife Sanctuary. Students learn the importance and functions of plant life as they carefully dissect flowers. Science is brought to life through presentations and experiments conducted in our math/science lab. Visitors have been invited into our classrooms to create experiences that develop students' curiosity while making real world connections. Such experiences have focused on chemical changes, experiments involving electricity, and building instruments to model sound.

Using informational text, Time for Kids magazines, PBS Learning Media, Study Jams, Interactive Lessons through SMART Exchange, National Geographic, Engineering Is Elementary kits, discussion and investigative learning, we build a student-centered environment where discovery and innovation is encouraged. Integrating writing into our science curriculum through interactive notebooks helps students' bridge conceptual understanding through connections that assist in constructing meaning. The scientific method is emphasized as students generate questions, create concept webs, develop 2-column notes and summarize findings into organized pieces of writing.

Technology and Engineering concepts focus on how tools are used to solve problems and the importance of prototype development. Deepening students' knowledge, resources such as the Bright Links Interactive Board, Discovery education, and web quests extend students' understanding as they evaluate and redesign projects. Using Design Squad Challenges, the Julia Bancroft team promotes innovative critical thinkers who are prepared to positively impact the future as informed, scientifically-literate students. AweSTEM activities, created in conjunction with the Boston Science Museum, have equipped students with a comprehensive understanding of science concepts and a desire for knowledge that will reach far beyond their school years.

5. Instructional Methods:

As with many schools, Julia Bancroft's students have a variety of diverse needs and learning styles. We believe that it is incumbent upon us to find a way to reach each child, as one lesson does not fit all students. Our teachers, math paraprofessionals, specialists, instructional assistants and administrator understand and have embraced this challenge as we address students' strengths and needs. Our staff has dedicated meetings as well as PLC time to discuss methodologies, materials and best practices, ensuring that high levels of student achievement will continue.

Beginning each school year we assess students' current ability through a variety of tests. Using MCAS data, D.I.B.E.L.S., DRA, writing prompts, and District math assessments, we are able to provide additional support through small group instruction focused on students who are below benchmark or at risk. Instruction is provided by the Reading Specialist, special education staff, Title I paraprofessional or instructional assistants. Through careful analysis of data from these beginning-of-year tests, ongoing formative assessments, and planned benchmarking, we are able to tailor our instruction within flexible student groupings.

Julia Bancroft's teachers understand that providing different modes of instruction is critical to students as they acquire the necessary content, concepts, strategies and skills. As such, teachers effectively integrate Bright Links interactive technology, laptops, iPads and computer stations to engage, remediate and challenge students. Teachers differentiate instruction in all content areas through careful planning, reflection of needs, and research of best practices. These educational opportunities are differentiated in a number of ways. Guided reading, utilizing texts at students' instructional levels, is a strategy employed daily. Vocabulary development and targeted activities to strengthen comprehension skills are incorporated into lessons across all curriculum areas. The use of manipulatives, charts, study guides, reference sheets and graphic organizers help to support all learners at their current levels of proficiency. Embracing a co-teaching inclusionary model, teacher teams, supported by highly qualified paraprofessionals, effectively reduce the teacher to student ratio, allowing for more focused differentiation that addresses students' strengths and challenges alike. And finally, explicitly modeling aloud thinking, a best practice for all, is regularly practiced.

Continuously reevaluating each student's progress leads to further student-centered decisions. Reflecting on practices, revisiting team as well as individual goals, informed decisions are made to ensure continued growth. These unified efforts demonstrate our ongoing commitment to excellence and continuous improvement.

6. Professional Development:

The Auburn Public School District prides itself on being a learning organization with a strong commitment to continuous improvement for all. The Julia Bancroft team embodies this commitment. Professional development is structured around District goals, building goals and individual goals, all driven by the analysis of data. Based in current research on high quality professional development, our professional development is sustained over time and supported through a job-embedded approach.

Julia Bancroft has had a consistent focus on Response to Intervention (RtI) and differentiating instruction. Professional development occurs through District-based trainings, but also at the school level through coaching and the creation of Professional Learning Communities (PLCs). Team SMART goals and individual professional growth goals drive this work.

The Principal meets in August with each teacher to discuss professional learning goals for the year. Looking at data and discussing past observations informs the direction of the year's study. Book study is designed as well as work with district coaches, such as the math coach or literacy specialist, or, in some cases, outside coaches such as with the co-teaching training currently underway.

In addition, new teachers are provided with additional support through an assigned mentor and an accompanying first year teacher course. Peer observations are critical for all teachers but are mandatory twice a year for new teachers. The mentors also observe them and provide feedback on two other occasions.

Both State and local data indicate that our concerted professional development focused on RtI and differentiated instruction has resulted in better outcomes for students. Co-teaching training and coaching, along with the State mandated course in Sheltered English Immersion, is allowing staff to build their capacity to address the needs of diverse learners.

Due to the expansion of technology, Julia Bancroft staff has eagerly sought out relevant professional development. Training has been provided by consultants such as Ed Tech Teacher and then supported in classrooms by our Director of Technology, thus ensuring sustained and job-embedded professional development. This high quality professional development has allowed teachers to embrace tools that support and engage a myriad of learning styles.

Continuous improvement through building the capacity of educators requires opportunities for teachers to interact and collaborate with one another. The Julia Bancroft Principal assists teachers in their practice and fosters conversations about student work; as a result, genuine communities of practice have emerged where colleagues engage in inquiry, reflection and the collaborative examination of teaching and learning.

7. School Leadership

The leadership philosophy of the Julia Bancroft School is grounded in the belief that there is greater power in the work of a team than that of any individual. Any successful team works with a singular goal in mind: the cooperation of all team members, a willingness to contribute openly and honestly, and a willingness to embrace new opportunities and challenges. The Principal at Julia Bancroft has established a climate that encourages and requires teamwork at all levels, with the entire team focused on students and their achievement.

Teacher representatives at each grade level serve as school liaisons on District level curriculum teams to ensure the consistent implementation of identified key standards in all content areas. Consistent implementation of the core curriculum has a positive impact on the success of all students. Like her colleagues across the District, the principal has integrated a process for routine analysis of student data. With data teams at each grade level, including special area teachers, analysis of student data is ongoing, the goal being to provide targeted remediation and extension activities to identified students. While led by the Principal, she is just one member of these powerful teams within which all members contribute in determining what is best for students.

Professional Learning Communities (PLCs) have become an integral component of the Julia Bancroft School. Teacher-led weekly meetings focus on looking at student work, developing lesson plans, and sharing best practices, including how to further implement the use of technology into classroom practice. The creation of PLCs has empowered teachers to influence student outcomes within their own classrooms and in that of their colleagues.

The Positive Behavior Interventions and Supports (PBIS) team is led by the guidance counselor. This team, which includes classroom and special area teachers, works to support a positive school environment providing intervention supports to students with social and emotional challenges. We believe students who feel safe and supported in school will better respond to the academic challenges presented to them.

The Educational Support Team is comprised of the guidance counselor, a special educator, the reading specialist, the school psychologist, the principal and a classroom teacher. This team works to provide guidance and recommendations to classroom teachers for struggling students using the Response to Intervention (RTI) model. The work of this team is carried out in daily intervention blocks at each grade level, providing targeted instruction for every student.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	88	90	73	70	63
% Advanced	53	42	14	24	25
Number of students tested	89	81	78	83	80
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	1	0	1	0	2
% of students tested with alternative assessment	1	0	1	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	84	82	53	57	50
% Advanced	40	27	12	14	25
Number of students tested	25	22	17	21	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	90	71	68	64
% Advanced	56	42	17	27	25
Number of students tested	82	81	65	71	69
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	81	85	58	43	36
% Advanced	34	27	8	10	16
Number of students tested	32	26	24	30	25
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	60	61	38	50	47
% Advanced	18	14	13	15	11
Number of students tested	84	83	85	78	89
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	62	39	33	36	31
% Advanced	4	9	11	12	5
Number of students tested	24	23	18	17	19
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	60	62	39	46	47
% Advanced	18	14	15	14	11
Number of students tested	84	69	74	65	81
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	59	45	21	36	30
% Advanced	7	10	7	8	5
Number of students tested	29	31	29	25	20
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	72	62	66	62	45
% Advanced	27	35	27	26	14
Number of students tested	85	89	82	91	78
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	0	3	0	0
% of students tested with alternative assessment	0	0	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	57	40	42	31
% Advanced	15	25	10	13	5
Number of students tested	27	28	20	24	19
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	69	60	68	65	43
% Advanced	28	36	23	28	13
Number of students tested	71	76	69	75	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	70	46	38	41	27
% Advanced	17	19	10	12	4
Number of students tested	30	37	29	24	26
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	78	80	74	62	53
% Advanced	18	23	14	8	13
Number of students tested	89	81	78	83	80
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	1	0	1	0	2
% of students tested with alternative assessment	1	0	1	0	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	64	64	71	43	37
% Advanced	20	14	12	14	6
Number of students tested	25	22	17	21	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	80	80	75	64	54
% Advanced	20	23	15	10	12
Number of students tested	82	81	65	71	69
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	57	61	58	37	28
% Advanced	19	15	8	10	4
Number of students tested	32	26	24	30	25
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	63	62	42	56	56
% Advanced	14	13	4	15	6
Number of students tested	84	83	85	78	88
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	55	56	28	24	21
% Advanced	17	13	0	6	0
Number of students tested	24	23	18	17	19
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	63	62	43	55	56
% Advanced	14	16	4	12	6
Number of students tested	84	69	74	65	80
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	48	49	17	24	20
% Advanced	14	10	0	4	0
Number of students tested	29	31	29	25	20
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Massachusetts Comprehensive Assessment System

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	73	59	75	74	67
% Advanced	14	8	16	24	12
Number of students tested	84	89	82	92	78
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment	0	0	3	0	0
% of students tested with alternative assessment	0	0	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	59	50	50	52	58
% Advanced	7	11	0	8	5
Number of students tested	27	28	20	25	19
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	70	59	73	72	65
% Advanced	16	9	14	23	11
Number of students tested	70	76	69	75	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: High Needs Students					
% Proficient plus % Advanced	57	38	48	52	50
% Advanced	7	8	0	8	4
Number of students tested	30	37	29	25	26
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).