

2002-2003 No Child Left Behind—Blue Ribbon Schools Program

Name of Principal: Mrs. Esther Winkelman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

Official School Name : Brookside Elementary School

School Mailing Address: 165 N. Satinwood Avenue
Oak Park, CA 91377-1214

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature) Date _____

Name of Superintendent: Dr. Kenneth L. Moffett (Interim)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Oak Park Unified School District Tel. (818) 735-3200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent’s Signature) Date _____

Name of School Board Mrs. Cindy Vinson
President/Chairperson _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President’s/Chairperson’s Signature) Date _____

6. Racial/ethnic composition of the students in the school:
- 89% White
 - 0% Black or African American
 - 3% Hispanic or Latino
 - 8% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	574
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 4%
26 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages:

Arabic, Farsi, French, Gujarati, Hebrew, Hindi, Korean, Mandarin, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 1%

9 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services 9%
56 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2	Autism		Orthopedic Impairment
	Deafness	5	Other Health Impaired
	Deaf-Blindness	21	Specific Learning Disability
	Hearing Impairment	27	Speech or Language Impairment
1	Mental Retardation		Traumatic Brain Injury
	Multiple Disabilities		Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	
Classroom teachers	27	
Special resource teachers/specialists	4	
Paraprofessionals	3	
Support staff	3	21
Total number	34	24

12. Student-“classroom teacher” ratio: 1:22

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	98%	97%		
Daily teacher attendance	99%	99%	99%		
Teacher turnover rate	6%	6%	17%		
Student dropout rate					
Student drop-off rate					

Teacher Turnover Rate

Both student and teacher attendance rates are consistently high. Children enjoy coming to school and know that their attendance is important. At the end of the 1999-2000 school year, three teachers decided not to return because of pregnancy. Also at the end of that year, one teacher left to pursue a doctoral degree, and one teacher, who was not a good match to our school, resigned. To help our teachers who have young families, we have approved one job-sharing arrangement over the last three years. In this way, we are able to keep quality high and experienced teachers in the classroom.

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III – SUMMARY

Brookside Elementary School is located in Oak Park, California. Oak Park is a suburb in Ventura County, just West of Los Angeles' San Fernando Valley. We are one of three elementary schools in Oak Park Unified School District, which serves 3,700 students in grades pre-school-12. As the most senior school in the district, Brookside Elementary has provided a challenging and meaningful learning environment for the past 34 years.

The Brookside School community actively involves all children in becoming passionate, innovative and culturally enriched life-long learners. We provide a foundation for students to reach their full potential through a comprehensive, rigorous, standards-aligned curriculum that is enhanced by technology. Meaningful learning opportunities empower children to be independent thinkers, problem solvers and responsible citizens. This vision reflects our educational structure and our commitment to guide curious kindergartners on their journey to become confident fifth graders. Our vision is displayed in our handbook, on our website, and shared regularly with every member of the community. We believe and act on the fact that every child can and will learn. Our vision, policies and practices are built on this foundation, and we recognize that helping children achieve their maximum potential requires the willingness and ability to adopt changes that help us meet student needs and build on past accomplishments. Our goal is to reach *every* child and teach not only academics, but also the skills they need to become independent thinkers, creative problem solvers, and socially responsible citizens.

We value and support individual differences by implementing innovative and progressive teaching methods based on achievement data and multiple assessments of student needs. All children engage in a comprehensive and enriching educational program built upon clearly defined state and district academic standards. We are committed to meeting the educational and technological challenges of the 21st century, where students access multi-media for learning on a daily basis.

Brookside encourages and supports a high level of parent participation and community ownership. We believe that this involvement signals to our children that their education is important. Both the School Site Council and PTA are dynamic, active, and empowered organizations that make significant decisions and set goals for our future. The Site Council is responsible for the school budgets, our Single Plan for School Achievement, and establishing and upholding the goals and philosophy of the school. The PTA promotes a positive and caring school climate and an enhanced learning environment for our children.

Our site offers multiple services including a Learning Center, After-School Literacy Institute, Special Day Class, Resource Specialist Program, Speech-Language, EL, GATE, support from district psychologists, an elementary counselor, and art and music instruction.

As part of a small community (population 12,981), Brookside is less than two miles from any of the district's five other schools; students benefit from this close-knit, supportive environment. Staff members play key roles in our collaborative district structure. The campus fosters a clean, safe environment and well-maintained grounds and facilities. Gardens created to illustrate and enliven science, social studies, and math standards weave through the campus. These outdoor learning centers are planted by children and supported by parents. Field trips actively engage students in the local culture and geography of Oak Park, the urban experience of Los Angeles, the historic missions of Ventura and Santa Barbara, and the natural wonders of the local Santa Monica Mountains and Channel Islands National Park Areas.

As a staff we foster a caring process that ensures children's success as they grow from enthusiastic kindergartners into knowledgeable and poised fifth graders. We translate expertise, experience and passion into daily actions to help our children grow and achieve. We welcome and are proud of the responsibility of being a model school and wish to share our methods so that all children may benefit from our successes.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of assessment results in such a way that someone not intimately familiar with the tests can easily understand them.

The results included in the tables indicate that Brookside Elementary School has consistently performed within the top 10% of schools in the state of California. Even with this high baseline of achievement, our data shows improvement as our program continually evolves and we learn how to best meet the needs of our students.

The Stanford Achievement Test (SAT 9) was adopted in 1998 when the Standardized Testing And Reporting system (STAR) was passed in California. This program requires all public schools in California use the SAT 9 to assess students annually in grades 2-11. The SAT 9 is a nationally norm-referenced test. Scores are reported in national percentile ranks (NPR). Our scores indicate consistently high student performance in all areas, with scores in the 80-90+ percentile range (50th percentile represents 'average' or 'grade level' on this measure). The California Standards Tests (CST) are a significant component of STAR. The CST's are criterion-referenced tests for language, writing, and mathematics. Results are based on the level of achievement on identified state-adopted academic content standards, rather than percentile rank comparisons of student performance. The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic. The State Board of Education has determined that only the proficient and advanced levels of performance are acceptable toward Annual Yearly Progress (AYP). In 2002, 79% and 70% of Brookside students scored at the proficient or advanced level in language arts and mathematics, respectively, compared to the statewide means of 30% and 35%. It is our aim to move all our students into these highest performance levels.

The Academic Performance Index (API) is part of the STAR accountability program in California. The API is based on both SAT 9 and CST scores and weighted to place a greater emphasis on reading and mathematics. The API report indicates the percent of students in five scoring bands (quintiles). A school's API score increases when students move from lower into higher quintiles. This means that the focus is on paying particular attention to the needs of lower achieving students as well as maintaining high levels of student achievement. The percentage of students scoring at the proficient and advanced levels has increased each year at Brookside. The state has set a score of 800 out of 1000 as a goal for all schools. Scores above 800 have indicated that the school is performing in the top 10% in the state. Our initial 1999 score was 855; our 2000 score was 887; 2001 was 897; and in 2002 we topped the 900 level with a 903. We feel that these scores are particularly significant because they show that we have been providing appropriate support for our academically at-risk students, and reflect our school's willingness to affect institutional change to meet students' needs.

Another measure of our continued achievement growth is evident through the examination of the Similar Schools Ranking provided by the California Department of Education. When compared to schools with similar socio-economic status, demographics, and level of teacher preparation, Brookside's score improved from a 5 in 2000, a 6 in 2001, to a 9 in 2002 (with 10 being the highest possible score). We believe this is due to the success of our intervention programs.

In addition to these standardized measures, which speak to our accountability to state expectations and relative national percentile ranks, we gather specific assessment data that provide teachers with an overview of individual student's current abilities and needs and guide teaching strategies. Thus we examine individual student performance on the SAT9 and CST at the beginning of the year, and also use performance on the DIBELS (Dynamic Indicators of Early Literacy Success, Part V, Q2), SRI (Scholastic Reading Inventory) (Part V, Q2), SAM (Standards-based Assessment in Mathematics) (Part V, Q3), standards-based report cards, student portfolios, and other classroom data to learn about our students and focus our teaching methods.

Although Brookside is a school with children from a variety of social and economic backgrounds with cultural and ethnic diversity, no single sub-group makes up 15% of the school population, therefore it is not statistically valid to disaggregate the testing data for analysis under state criteria. No groups have been excluded from our analyses of test data.

2. Show in one-half page, (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Frequent data assessment from multiple sources also guides our decisions about curriculum modifications, staff development, unit design, school policies, and student support programs in all areas. Linked directly to student achievement, Brookside's Single Plan for Student Achievement is based on needs that are apparent from the analysis of SAT9/CST scores, report cards, district assessments in reading and mathematics, teacher input and classroom data. In the development of the Student Achievement Goals for our Single Plan, the School Site Council, and Instructional Leadership Team carefully examine and analyze student data. For example, after identifying students who were reading below grade level, one of the goals in our Single Plan was to establish a Learning Center (Part V Q4). Our specific aim is to improve these students' reading ability by at least one grade level by the end of this school year.

The multiple assessment and accountability components of our standards-based curriculum provide a rich database for teachers to develop a meaningful profile of learning for each student. Through our IDMS (Instructional Data Management System), teachers have web access to a detailed report with re-configuration of the data to match current classrooms each fall, an indicator of students' level of competency (far below basic, below basic, basic, proficient, and advanced) in all areas as provided by the multiple measures listed above. Our philosophy is that multiple measures tap different types of skills and we also recognize that children have different learning styles. These sources of data allow the teacher to design instruction to assist all students in meeting or *exceeding performance standards*.

Flexible and fluid grouping of children to build specific skills is an effective strategy in helping students achieve mastery (Johnson, Johnson, Slavin, and Reeves; 2000). Our teachers regularly re-group students within grade levels based on student data. Grouping is arranged to carefully tailor instruction to meet the needs and challenge of every student. Teachers who are engaged in fluid grouping take frequent "snapshots" of ability through pre-testing and post-testing. Our improved test scores after our first year of fluid grouping indicates that teaching each child at their own instructional level is one of our most successful methodologies; children are neither overwhelmed nor under-stimulated.

3. Describe in one -half page how the school communicates student performance, including assessment data, to parents, students, and the community.

In order for assessment data to support learning, it is important for parents to understand what different scores mean and how they can be used to guide a child's individual school experience. Parents receive standards-based report cards three times a year. The first two report cards are discussed at conferences with the teacher. Students in grades 3-5 are a part of these conferences. We find that involving the students in goal setting and progress reports is an important tool in fostering student responsibility and "buy-in" as children who have a stake in determining the course of their learning are more interested, involved, and connected learners. The teacher explains the information presented on the report card at the initial conference. This is used to help formulate the child's educational goals for the year. At this time teachers also use report card data to make concrete suggestions to parents about how they can help their child at home. At the end of the year, parents also receive the results of the STAR and a detailed written explanation of how to interpret the scores. These scores are also used the following year to formulate the child's goals.

Data about overall school performance (SAT 9, CST, Academic Performance Index, interim assessments and report card summaries) are shared in several forums. School-wide and district-wide results accompany individual student reports. The principal leads an Assessment and Accountability seminar each fall for parents and the community. During this session, parents learn more about standardized tests and how the scores can be used in conjunction with other assessment data (e.g., portfolio and report card) to understand and facilitate their child's achievement. The Superintendent presents an annual assessment report to the community each fall. The district Director of Curriculum and Instruction writes a monthly column in all of the school newsletters focusing on standards, assessment, and accountability.

4. Describe in one-half page, how the school will share its successes with other schools.

As a model school we must continually refine existing programs and develop new ones to meet the evolving needs of our learning community. We also understand that we have an important role in communicating our successful practices to other schools. We take delight in sharing our special programs and regularly do so through presentations, writings, conversations, and our website.

Our teachers and the principal frequently present information about our school at conferences at the local, state, and national levels. For example, every year our Kindergarten teachers present their work on early childhood literacy at the California Kindergarten Conference. Our standards-based school garden project was recently presented at the ASCD (Association for Supervision and Curriculum Development) annual conference.

Brookside has already served as a model of success for other schools. Many innovations that began at Brookside are now being used across the district. The idea of Learning Centers as support for literacy were started at Brookside and have now been implemented district-wide. Our principal presented a session describing our Learning Center model (Part V, Q4) at the Association of California School Administrators annual conference last fall. Our school and district are currently sharing this model and responding to questions with the Alexandria City Public Schools in Alexandria, Virginia.

Teachers, parents, and the principal at Brookside serve in leadership roles and share their knowledge in many district-wide committees. These committee roles include Curriculum Council, Mathematics, Literacy, Special Education, and GATE.

The school website is another excellent source for interested schools to access information about our successful programs and practices. Users are linked to information about our innovative programs. (www.bes.opusd.k12.ca.us).

Administrators and teachers who wish to come and observe our methods are always welcome to arrange a visit. Our practices are concrete and could easily be translated into protocols for other districts.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page, the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle school, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

We view our curriculum as an interrelated series of experiences for children based on district standards, which reflect the important goals outlined in our vision statement. Basic skills are taught with the same enthusiasm as the content areas in all grade levels, and are viewed as the building blocks for all learning. Our instructional program provides students with qualitatively differentiated curriculum experiences; focusing on basic skills, higher level thinking, inquiry, problem solving and creativity. Academic objectives clearly organize the structure of learning. Interaction with the content areas allows children to develop necessary life skills such as working as a team member, using technology as a resource, interpreting data, reading with a critical mind, and communicating clearly through writing.

Our curriculum is based on district-developed standards aligned with, and in many cases, more rigorous than state standards. Teachers, administrators, board members, and parents serve on district committees to ensure that standards are articulated among grade levels K-12. Our curriculum provides a thematic, meaning-centered, integrated, hands-on experience and was designed to meet the needs of children at all levels. In this way we are most likely to inspire students to become competent, confident life-long learners who contribute to society.

Reading instruction is a priority throughout the school and school day and is extended through the exploration of literature, history/social science and science lessons. Students learn to distinguish between narrative text and informational text with emphasis on comprehension strategies and content vocabulary. Research supports that the more non-fiction writing students do, the higher student achievement (Reeves 2002). In language arts, lessons are built on *daily* reading and writing across the curriculum. At each grade level, students write for different purposes and audiences using a variety of genres specific to grade level standards. The reading program meets the requirements of *Reading First* and NCLB (Part V, Q2).

Our math program provides thought-provoking, standards-based lessons for all grade levels. Students analyze theories, solve problems, define terms and procedures and work with data both individually and in cooperative learning groups. The current program integrates manipulatives and concepts with computation-based activities. This variety of approaches to concepts ensures skill development and abstract problem solving so that all students become mathematically literate. For example, second graders learning about the concept of regrouping, have experiences with base-ten blocks and also learn to cross-out and carry on paper, moving from the concrete to the conceptual.

The science program has recently been re-aligned and expanded based on new state and national standards. There is an emphasis on learning scientific content and applying the scientific method in the life, earth, and physical sciences each year. For example, third grade students use the scientific method to solve a complex problem related to the ecosystem and water pollution. Assessment and achievement merge as students observe, conduct experiments, test the pH level of water samples, investigate problem/cause relationships and analyze data. Students write a persuasive letter based on findings. This unit typifies Brookside’s integration of math, language arts and science standards as well as assessment that is embedded, ongoing and varied.

In history/social science, the standards-based program emphasizes citizenship, the development of democratic values, a comprehensive study of history, and geographic literacy. Walking into a 4th grade classroom is like stepping onto the Oregon Trail. At Brookside we believe the classroom extends beyond the campus into the community. Students regularly interact with experts in a variety of professions to see real world applications and explore career possibilities. We believe educating the whole child includes the arts and character education. Some examples include: Artist-In-Residence, music specialist program, BANANAS (Buddies Are Nice And Never Act Superior), and Kids with Character. Instructional technology has merged with curriculum at Brookside as an integral part of 21st century reality and school expectations. Technology is a seamless learning resource accessed routinely by children and is reflected in Oak Park’s K-12 technology standards, which are instructed, assessed, and included on the report card at every grade level.

2. (Elementary Schools) Describe in one-half page, the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Our core reading program is Houghton-Mifflin’s, *A Legacy of Literacy*. This program was selected because it is based on a model that utilizes known successful strategies on teaching children how to read. Research that supports these methodologies includes The National Reading Panel (2000) and the Learning First Alliance – Every Child Reading (1998). The program is also based on the California State Standards in Reading and Language Arts and is one of only two programs determined by the State Board of Education to meet these standards. Our core reading program provides students with strong foundations in the following areas: Oral Language, Knowledge of Letter Names, Phonological/Phonemic Awareness, Concepts of Print, Phonics/Sequential Decoding, Analogy, Context, Instant Word Recognition, Fluency, Comprehension, Vocabulary, Writing, Spelling, Grammar. In addition to the materials, teachers are receiving staff development on how to properly implement the program and are learning more about recent research in the teaching of reading (Part V, Q4).

Regular assessment of students is essential to any successful reading program. Instruction is guided and adjusted based on information gained from thorough assessment of student performance. In Oak Park our reading assessment plan has several components: First, students are assessed regularly from tests from the *Legacy of Literacy* core reading program. Second, children in grades K-3 take the DIBELS.

The DIBELS assesses three areas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The test is given one-on-one with each child, three times a year on a prescribed timeline. Teachers use the results of this assessment to provide focused intervention (e.g., a child might be given extra assistance with phonemic segmentation). Finally, the SRI (Scholastic Reading Inventory), a computer-based reading *comprehension* assessment is administered to students in grades 1-12 in our district. The SRI provides teachers, parents, and students with information about reading comprehension levels. It informs us of Lexile levels that help with the selection of appropriate leveled text based on students’ stated interests, so that the student is challenged and interested and continues to make growth in reading. Our school and classroom libraries are ‘Lexiled’ to assist students in finding appropriate challenging and engaging books. The students take the SRI three times a year on the computer. The software “remembers” the student and tracks their progress throughout the year. The most important aspect of these assessments is the individualized data that is provided to teachers and parents. The SRI results are an important piece of data for teachers in formulating our much loved “book clubs,” which are fluid reading discussion groups (with leveled books) led by parent volunteers.

3. Describe in one-half page, one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Our math program provides thought-provoking units and standards-based lessons for all grade levels, including the instructional resources, Investigations and Math Coach. The program also has been developed to provide stimulating and relevant experiences for all students focused on conceptual understanding, problem solving, and skill fluency. Standards reflect the rigorous California model. Students question, hypothesize, write, discuss, and learn to think mathematically. This program is supported with computation-based activities that ensure fluency in skills and competent problem solving so that all students achieve district standards in mathematics. Students are assessed throughout the year with the SAM (Standards-based Assessment in Mathematics). This tool provides teachers with useful data related to student mastery of standards, and once again, allows teachers to fill in “academic gaps” for individual students if needed.

As mentioned earlier, the fluid grouping model is a very effective method of teaching math skills. Based on this model, grade level teams use SAM data and pre- and post- classroom assessments to group and re-group students to address individual learning needs for each math unit and to provide extensions or remediations where appropriate. For example, grouping models based on these assessments create smaller and more individualized learning environments with a trained paraprofessional for our neediest students. This model ensures that all students receive instruction at their level and are appropriately challenged. The success of this model is supported by increased student achievement and is reflected in their improved self-esteem and enthusiasm for learning.

4. Describe in one-half page, the different instructional methods the school uses to improve student learning.

Children come first. Each child is valued as an individual whose unique qualities contribute to the collective achievement of a learning community. In recognition of the diverse needs of students, we deliver an instructional program, both within and beyond the school day, which is meaningful, engaging and ensures the success of every child. Classes are regularly regrouped for strategic instruction to provide the necessary support or challenge that fosters individual growth.

The single most important function of our school is to ensure that ALL of our students become successful readers, read at or above grade level by the end of grade three, and maintain continued growth in reading. We place students in existing intervention programs when our assessments indicate that they are performing below expectancies. The district is committed to ‘differentiated’ instruction for all students ensuring that they are taught to read at their instructional level. As a result, we are implementing the **Learning Center** model at our schools. Students who require intervention in reading receive support from Literacy Specialists in the Learning Center and in classrooms. Our Literacy Specialists include the Resource Specialist teacher and highly qualified paraprofessionals who are trained in reading intervention methods. In the Learning Center and in our After-School Literacy Institute, our reading intervention program, *Read Naturally*, focuses on phonemic awareness and fluency. This program combines three powerful strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring.

We are also using the *SRA Specific Skills Series*, which focuses on reading comprehension skills. Struggling readers have a safe, structured, and highly motivating opportunity to engage in reading on a daily basis. Our assessment data indicates that these programs and strategies are highly successful, as students acquire fluency and meet grade level standards, and “graduate” out of the intervention programs.

Our special education program serves students in Resource and Special Class, and Speech Language. All students are fully included with the support of an instructional assistant within the classroom as needed. The Special Education staff, work with classroom teachers to ensure that the individualized programs are integrated with daily curriculum. Highly qualified paraprofessionals and CLAD certified teachers support our English Learners within the classroom and in the Learning Center.

5. Describe in one-half page, the school’s professional development program and its impact on improving student achievement.

Just as we provide the foundation for students to reach their full potential, we realize that teachers need support to realize their maximum abilities. Teachers are life-long learners committed to continuous improvement through professional growth. Professional development seminars, in-service, teamwork, collaboration, and time to plan all assist teachers in developing the tools they need to expand their knowledge and skills that support our students. Linked directly to student achievement, Brookside’s staff development plan is based on needs emerging from the analysis of SAT9 scores, report cards, district assessments, teacher input, and classroom data.

The district has a comprehensive staff development plan that is differentiated to meet the professional needs of all staff. Research tells us that the quality of our reading program is directly linked to the level of training that teachers have in this area (National Reading Panel, 1999). We provide extensive opportunities in this area for all of our teachers. As we implemented a new reading program this year, *A Legacy of Literacy*, teachers began training last spring with grade level sessions provided by the publisher, Houghton-Mifflin. Teachers were also able to self-select summer staff development sessions funded by the district. We opened the school year with a session by researcher, Dr. Kevin Feldman, *Differentiating Instruction to Improve Literacy*. Teachers also were trained this year on our reading assessments, the DIBELS (Part 5, Q2), and the SRI (Part 5, Q2). Teachers and paraprofessionals who are part of the Learning Centers and After-School Literacy Institutes also received specialized training. Two of our teachers participated in the 8-session, UCLA Early Literacy Institute this year. This fall, teachers attended either *Teaching Kids with Learning Difficulties in the Regular Classroom* or *Teaching Gifted Kids in the Regular Classroom*. Professional development is integral to our educational philosophy. Teachers welcome opportunities to learn and voluntarily attend conferences and workshops. Teachers share their experiences with their grade level colleagues at site and district meetings, so that all may benefit.

**ASSESSMENTS REFERENCED
AGAINST NATIONAL NORMS**

STANFORD ACHIEVEMENT TEST/READING –GRADE 2

Grade 2

Test – Stanford Achievement Test/Reading

Edition/publication year 9th Edition

Publisher– Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	78	82	74		
Number of students tested	87	102	95		
Percent of total students tested	98%	96%	98%		
Number of students excluded	2	4	2		
Percent of students excluded	2%	4%	2%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/READING – GRADE 3

Grade 3

Test Stanford Achievement Test/Reading

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

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Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCHOOL SCORES	May	May	May		
Total Score	82	79	86		
Number of students tested	108	100	73		
Percent of total students tested	97%	95%	96%		
Number of students excluded	3	5	3		
Percent of students excluded	3%	5%	4%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/READING – GRADE 4

Grade 4

Test Stanford Achievement Test/Reading

Edition/publication year 9th Edition

Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	82	86	82		
Number of students tested	108	80	116		
Percent of total students tested	97%	96%	99%		
Number of students excluded	3	3	1		
Percent of students excluded	3%	4%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/READING – GRADE 5

Grade 5

Test Stanford Achievement Test/Reading

Edition/publication year 9th Edition

Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	85	81	80		
Number of students tested	85	119	103		
Percent of total students tested	94%	94%	98%		
Number of students excluded	5	7	2		
Percent of students excluded	6%	6%	2%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/LANGUAGE– GRADE 2

Grade 2

Test Language – Stanford Achievement Test/Language Arts

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ **Scale d scores** ___ **Percentiles** X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	87	87	83		
Number of students tested	88	102	95		
Percent of total students tested	99%	96%	98%		
Number of students excluded	1	4	2		
Percent of students excluded	1%	4%	2%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/LANGUAGE – GRADE 3

Grade 3

Test Language Stanford Achievement Test/Language

Edition/publication year 9th Edition

Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	82	87	90		
Number of students tested	107	100	73		
Percent of total students tested	97%	95%	96%		
Number of students excluded	4	5	3		
Percent of students excluded	3%	5%	4%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/LANGUAGE – GRADE 4

Grade 4

Test Stanford Achievement Test / Language Arts

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	83	85	82		
Number of students tested	107	80	116		
Percent of total students tested	96%	96%	99%		
Number of students excluded	4	3	1		
Percent of students excluded	4%	4%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/LANGUAGE – GRADE 5

Grade 5

Test Stanford Achievement Test/Language

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	91	87	87		
Number of students tested	86	122	104		
Percent of total students tested	95%	97%	99%		
Number of students excluded	4	4	1		
Percent of students excluded	5%	3%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/MATH – GRADE 2

Grade 2

Test Stanford Achievement Test / Math

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	86	89	82		
Number of students tested	88	103	96		
Percent of total students tested	99%	97%	99%		
Number of students excluded	1	3	1		
Percent of students excluded	1%	3%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/MATH – GRADE 3

Grade 3

Test Stanford Achievement Test/Math

Edition/publication year 9th Edition

Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	86	84	88		
Number of students tested	107	105	73		
Percent of total students tested	97%	95%	96%		
Number of students excluded	4	5	3		
Percent of students excluded	3%	5%	4%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/MATH –GRADE 4

Grade 4

Test Stanford Achievement Test/Math

Edition/publication year 9th Edition

Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	83	82	76		
Number of students tested	108	79	117		
Percent of total students tested	97%	95%	100%		
Number of students excluded	3	4	0		
Percent of students excluded	3%	5%	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT TEST/MATH – GRADE 5

Grade 5

Test Stanford Achievement Test/Math

Edition/publication year 9th Edition **Publisher** Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	90	87	83		
Number of students tested	85	122	104		
Percent of total students tested	94%	97%	99%		
Number of students excluded	5	4	1		
Percent of students excluded	6%	3%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STATE CRITERION-REFERENCED TESTS

CALIFORNIA STANDARDS TEST/LANGUAGE ARTS – GRADE 2

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	92%	97%	54%		
At or Above Proficient	72%	77%	0		
At Advanced	31%	39%	0		
Number of students tested	87	102	96		
Percent of total students tested	98%	96%	99%		
Number of students excluded	2	4	1		
Percent of students excluded	2%	4 %	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	61%	59%	29%		
State Mean Score					
At or Above Proficient	32%	30%	0		
State Mean Score					
At Advanced	10%	9%	0		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/LANGUAGE ARTS –GRADE 3

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	97%	94%	72%		
At or Above Proficient	81%	68%	0		
At Advanced	40%	34%	0		
Number of students tested	105	100	75		
Percent of total students tested	95%	96%	99%		
Number of students excluded	6	4	1		
Percent of students excluded	5%	4%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	59%	59%	29%		
State Mean Score					
At or Above Proficient	30%	30%	0		
State Mean Score					
At Advanced	9%	9%	0		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/LANGUAGE ARTS – GRADE 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	98%	96%	28%		
At or Above Proficient	78%	85%	0		
At Advanced	38%	39%	0		
Number of students tested	108	80	118		
Percent of total students tested	96%	95%	100%		
Number of students excluded	4	4	0		
Percent of students excluded	4%	5%	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	68%	68%	37%		
State Mean Score					
At or Above Proficient	31%	31%	0		
State Mean Score					
At Advanced	8%	8%	0		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/WRITING ASSESSMENT – GRADE 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March			
SCHOOL SCORES					
TOTAL					
At or Above Basic	88%	98%			
At or Above Proficient	41%	58%			
At Advanced	0%	4%			
Number of students tested	108	78			
Percent of total students tested	96%	93%			
Number of students excluded	4	6			
Percent of students excluded	4%	7%			
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/LANGUAGE ARTS – GRADE 5

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month -	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	99%	97%	42%		
At or Above Proficient	83%	76%	0		
At Advanced	39%	31%	0		
Number of students tested	85	119	104		
Percent of total students tested	94%	92%	99%		
Number of students excluded	5	10	1		
Percent of students excluded	6%	8%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	66%	66%	38%		
State Mean Score					
At or Above Proficient	28%	28%	0		
State Mean Score					
At Advanced	7%	7%	0		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/MATH – GRADE 2

The Data Display Table is illustrated on the following page.

Grade 2

Test California Standards Test/Math

Edition/publication year 2000, 2001, 2002

Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Number excluded

Percent excluded

2000 – 1

2000 – 1%

2001 – 3

2001 – 3%

2002 – 2

2002 – 2%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The California Standards Test are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests. The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.

CALIFORNIA STANDARDS TEST/MATH – GRADE 2

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	92%	97%	47%		
At or Above Proficient	72%	89%	14%		
At Advanced	31%	49%	3%		
Number of students tested	87	103	96		
Percent of total students tested	98%	97%	99%		
Number of students excluded	2	3	1		
Percent of students excluded	2%	3%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	67%	67%	59%		
State Mean Score					
At or Above Proficient	40%	40%	30%		
State Mean Score					
At Advanced	13%	13%	7%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (f) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/ MATH – GRADE 3

The Data Display Table is illustrated on the following page.

Grade 3

Test California Standards Test/Math

Edition/publication year 2000, 2001, 2002

Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Number excluded

Percent excluded

2000 – 1

2000 – 1%

2001 – 1

2001 – 1%

2002 – 4

2002 – 2%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests. The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.

CALIFORNIA STANDARDS TEST/MATH – GRADE 3

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	92%	93%	44%		
At or Above Proficient	72%	67%	30%		
At Advanced	36%	19%	17%		
Number of students tested	107	103	75		
Percent of total students tested	96%	99%	99%		
Number of students excluded	4	1	1		
Percent of students excluded	4%	1%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	66%	66%	67%		
State Mean Score					
At or Above Proficient	38%	38%	40%		
State Mean Score					
At Advanced	11%	11%	13%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (g) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/MATH – GRADE 4

The Data Display Table is illustrated on the following page.

Grade 4

Test California Standards Test/Math

Edition/publication year 2002

Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Number excluded	Percent excluded
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2000 – 0	2000 – 0
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2001 – 3	2001 – 4%
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2002 – 4	2002 – 4%
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For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests. The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic and far below basic.

CALIFORNIA STANDARDS TEST/MATH – GRADE 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	88%	90%	38%		
At or Above Proficient	67%	68%	20%		
At Advanced	29%	33%	5%		
Number of students tested	108	81	118		
Percent of total students tested	96%	96%	100%		
Number of students excluded	4	3	0		
Percent of students excluded	4%	4%	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	51%	51%	61%		
State Mean Score					
At or Above Proficient	32%	32%	32%		
State Mean Score					
At Advanced	11%	11%	11%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (h) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

CALIFORNIA STANDARDS TEST/ MATH – GRADE 5

The Data Display Table is illustrated on the following page.

Grade 5

Test California Standards Test/Math

Edition/publication year 2000, 2001, 2002

Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

According to the STAR program, EL students who were in the United States for less than one year were exempt from testing. Children in Special Education (Resource Specialist Program or Special Day Class) could also be excluded if it was an agreement stated in the IEP. Based on the California Education Code, parents also have a right to exclude their child from testing and must submit a written request in order to do so.

EL students are assessed annually with CELDT (California English Language Development Test), which is published by McGraw-Hill. This test is administered one-on-one. Special education students are assessed quarterly to determine progress in meeting IEP goals. Assessments include those administered in our Learning Center and Literacy Institute.

Number excluded

Percent excluded

2000 – 1

2000 – 1%

2001 – 4

2001 – 4%

2002 – 4

2002 – 4%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests. The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.

CALIFORNIA STANDARDS TEST/MATH – GRADE 5

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month -	May	May	May		
SCHOOL SCORES					
TOTAL					
At or Above Basic	97%	92%	45%		
At or Above Proficient	69%	68%	14%		
At Advanced	28%	24%	3%		
Number of students tested	86	125	104		
Percent of total students tested	96%	95%	99%		
Number of students excluded	4	4	1		
Percent of students excluded	4%	5%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	59%	59%	59%		
State Mean Score					
At or Above Proficient	30%	30%	30%		
State Mean Score					
At Advanced	7%	7%	7%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (i) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)