

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

Name of Principal Ms. Erica Tukeman (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Cherry Chase School (As it should appear in the official records)

School Mailing Address 1138 Heatherstone Way (If address is P.O. Box, also include street address)

Sunnyvale, CA 94087-1620 City State Zip Code+4 (9 digits total)

Tel. (408) 522-8241 Fax (408) 522-4679

Website/URL www.sesd.org/schools/Cherry_Chase Email etukeman@sesd.org

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 28-March, 2003

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Joseph W. Rudnicki (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sunnyvale School District Tel. (408) 522-8200

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 3-31-03

Name of School Board President/Chairperson Ms. Linda Kilian (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 28 March 2003

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 8 Elementary schools
 2 Middle schools
 _____ Junior high schools
 _____ High schools
- 10 TOTAL

2. District Per Pupil Expenditure: \$7,692
- Average State Per Pupil Expenditure: \$6,360

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	41	41	82	7			
1	41	37	78	8			
2	28	32	60	9			
3	31	29	60	10			
4	29	24	53	11			
5	30	31	61	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							394

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>54.0</u> | % White |
| <u>0.7</u> | % Black or African American |
| <u>6.0</u> | % Hispanic or Latino |
| <u>31.0</u> | % Asian/Pacific Islander |
| <u>0.7</u> | % American Indian/Alaskan Native |
| <u>7.6</u> | % Other |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 12 %

(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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1	402
(5)	Subtotal in row (3) divided by total in row (4)	0.0074
(6)	Amount in row (5) multiplied by 100	0.74

8. Limited English Proficient students in the school: 6.0 %
24 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Mandarin, Japanese, Arabic, Dutch, French, Urdu, Korean, Filipino, Spanish, Vietnamese, Other

9. Students eligible for free/reduced-priced meals: 5 %

20 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: $\frac{7}{29}$ %
 Total Number of Students Served

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

<u> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 21 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> 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)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 18 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 1 </u>
Paraprofessionals	<u> </u>	<u> 1 </u>
Support staff	<u> 4 </u>	<u> 1 </u>
Total number	<u> 23 </u>	<u> 3 </u>

Gr K-3= 20:1

Gr 4/5= 31:1

12. Student-“classroom teacher” ratio:

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%	97%	97%	95%	99%
Daily teacher attendance	98%	99%	97%	*	*
Teacher turnover rate	17%	19%	24%	*	*
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

PART III – SUMMARY

Cherry Chase School, in Sunnyvale, California, is an oasis of excellence and academics in one of the Silicon Valley’s century-old districts. In the late 1940s, farmers who worked and lived in our once rural area, eight miles west of San Jose, wanted the finest school possible for their children. Named after the cherry orchards that once surrounded our four-acre campus, they constructed a small, five-room schoolhouse. Half a century later, Cherry Chase remains a stable force in the local community as a beacon for high standards, academic fortitude, and a hub of parental and staff energy that sustains our nurturing school community.

In 1999, our school began a modernization project that included updated electrical wiring, cable, Internet, new roofs, new playgrounds, and fully accessible facilities. We are now equipped with over \$150,000 of the most updated technology that our community agreed was essential to provide our students with the best possible global education. Currently, our school is in the midst of a \$2.3 million dollar renovation project, financed through a General Obligations Bond Issue. Sunnyvale was the first school district in the entire state of California to pass a bond measure with an 85% voter approval rate, which reflects the community support enjoyed by our school and other district schools. Cherry Chase has 20 classrooms, a multi-purpose cafeteria and student center, a library, technology centers, and office buildings. The campus is safe, clean, and orderly, reflecting the pride and respect shared by students and staff.

“The mission of Cherry Chase School is to ensure that all students receive an empowering academic, social, and cultural education and strive to be life-long learners.”

Four hundred unique four to ten year old children learn under the guidance of 26 devoted adults. The student population is comprised of more than 15 nationalities speaking 11 primary languages. Cherry Chase is the home to 53 special needs learners, ranging from English Language Learners to autistic and severely handicapped students. High student expectations are maintained by all adults on our campus through the nurturing and fostering of academic achievement. Learning extends beyond the core curriculum with opportunities in art, dance, technology, physical education, visual arts, performing arts, and vocal and instrumental music.

Cherry Chase is not just a neighborhood school. It is a living, breathing embodiment of an exemplary, model elementary school in an established community setting. Take a walk through the halls and classrooms on any given day to experience...the librarian reading a story to a cluster of wide-eyed third graders...fifth grade students perched on chairs while eagerly exploring the wonders of biospheres...the caring voices of parents nurturing their children...the excited thunder of children playing in the kindergarten yard...a team of volunteers preparing for the Fall Festival or a Parent Education Night...two best friends walking hand in hand across the playground. **That is Cherry Chase School!**

PART IV – INDICATORS OF ACADEMIC SUCCESS

Cherry Chase School is a very high achieving school that demonstrates its commitment to continuous improvement through consistent focus on student results so that no child is left behind. Student achievement data is collected and analyzed throughout the school year, and used to inform instruction. The Standardized Testing and Reporting (STAR) program is administered every Spring to all second through eleventh graders enrolled in California schools. The STAR program has two major components. We use a nationally normed assessment, the Stanford Achievement Test 9th edition (SAT/9). The second component is a criterion-referenced test, the California Standards Test (CST).

Cherry Chase students perform exceptionally well on the SAT/9 test. In Spring 2002, 90% of all students tested performed at the 50thtile or higher in reading, 91% performed at the 50thtile or higher in language, and 90% performed at the 50thtile or higher in mathematics. These performance levels put Cherry Chase students in the top 1% of all elementary schools in California. Our achievement gap is unique in that we attempt to decrease the gap between Asian and White students, and recent data shows that this achievement gap has decreased. For example, in 2000, 81% of our White students scored at the 50thtile or higher in reading, which was 12 percentage points lower than our Asian students. In 2001, both groups had 89% of the students scoring at the 50thtile or higher, and that level remained consistent in 2002 with both groups with 90% of the students scoring at the 50thtile or higher. In 1999, there was a 21 point performance difference between our White and Asian students in math, but that gap was closed to only 11 points on the Spring 2002 SAT/9 test.

Using the SAT/9 as a performance indicator, Cherry Chase has demonstrated consistent growth over the past four years. Measuring reading ability in 1999-2000, 55% of students scored at the 75thtile or higher. This percentage increased by 10% over the next two years so that in 2001-2002, 65% of the students scored at or above the 75thtile. Put another way, nearly two-thirds of Cherry Chase students have a higher reading ability than 75% of students across the country. A full 90% of Cherry Chase students read at or above the national average.

California has used the Standards Test (CST) for only two years for English/Language Arts and only one year for Mathematics. Thus, the comparable data is minimal. There appears to be no gap between performance levels of White and Asian students on the CST. For example, in 2nd grade, 100% of the students in both groups performed at the baseline “basic” level or above. In 5th grade, a 2% differential was noted with the White students scoring just a bit higher than their Asian classmates.

Another assessment used in California is the 4th grade STAR Writing Assessment, where students are required to write to a directed prompt and scored by two evaluators on a four-point rubric, for a total of eight possible points. In 2001, 23 of 62 students, or 37% of the 4th graders tested, scored in the “proficient” range of six or higher. In 2002, 28 of 63 students, or 44% of the 4th graders tested, scored in the “proficient” range or higher.

With the large number of English learners in California, we have another assessment to measure the English language acquisition levels of students in three areas: oral language, reading, and writing. Cherry Chase assesses approximately 45 students each year on the California English Language Development Test (CELDT). The CELDT data shows that the staff at Cherry Chase provides a great deal of support to our English learners to help them acquire English. In 2001, 16 kindergarten children were assessed and 50% performed at the intermediate level or higher. In 2002, those same 16 children were 1st graders and 100% performed at the intermediate level or higher. The increase in the number of children who are able to perform at marked levels on the CELDT shows that our achievement gap is truly closing.

The Academic Performance Index (API) is the statewide ranking system that assigns a number value to a school’s performance on both the California Standards Test (CST), and the Stanford Achievement Test, 9th edition (SAT-9). Using a numeric value range between 300 and 1000 with 800 being defined as a “Very High Achieving School”, Cherry Chase has an overall API of 906. Since the inception of the API program in 1996, Cherry Chase has shown growth in its API each year.

2. Cherry Chase Uses Assessment Data to Understand and Improve Performance

Our educational goal is that every student becomes a lifelong learner and demonstrates improved academic achievement. Diagnosis and prescription are the basis for all instruction and occur daily in our classrooms. Teachers, administrators, and support staff receive assessment training in order to interpret the Academic Performance Index (API), SAT/9 data from standardized tests, our district multiple measures and grade level standards programs. Our accountability system gathers specific, objective data through tests aligned to standards that use data to identify strengths and weaknesses within our system.

The philosophy behind Cherry Chase's approach to assessment data is grounded in the desire for continuous improvement to student learning. Teachers, administrators, parents, and students use SAT/9 assessment data in two ways: for individual student programs and for building school-wide programs. Standardized testing helps identify students that may need adjustments, specific and structured interventions, or modifications in the instruction they receive. Our action team for curriculum, our grade level teaching teams, and our Student Study Teams (SSTs) review group assessment information and determine if individual students need more individualized assessments. Assessment data also assists teachers in the modification of instruction and curriculum, especially for students who have Individualized Education Plans (IEPs) or 504 plans that require curricular modifications and/or accommodations.

After disaggregating student data collected from several objective and up-to-date assessments in Spring 2002 (multiple measures, SAT/9, grade-level standards, GPAs, teacher observations), an identified need emerged in the area of reading. To improve the reading levels of all students, a more rigorous and coherent curriculum was designed with the assistance of a day-long Pulliam Group workshop.

3. Cherry Chase Communicates Student Performance to Parents and the Community

Student achievement results and the results of our ongoing school wide evaluation processes are communicated through avenues such as the School Accountability Report Card, the School Improvement Plan and the Strategic Plan. Information is provided to staff and parents, as well as to families who are planning to move into the area. All resources offer explanations of how parents should read and interpret student performance results.

The Cherry Chase website (www.sesd.org/schools/cherry_chase) was developed to provide grade level expectations and lists student standards and benchmarks for all grade levels, along with the school achievement data and links to the California Department of Education website. We often hear from parents and community members who visit our website, which leads to ongoing conversations about curriculum, assessment, and student performance, as well as technological resources available. We go above and beyond in sharing disaggregated student achievement data with our community, and we communicate our progress toward meeting our annual goals for the improvement of student learning.

A series of School Site Council and PTA meetings have included teacher presentations about methods of classroom assessment, the SAT/9 system, performance-based assessments, and the evaluation and re-designation processes for English Learners to parents. Parents are empowered to take action based on assessment information. Community members are informed about the role of the standards in education and disaggregated results for standardized and performance-based assessments are shared through articles written in weekly school and local newspapers, through parent letters, Back-to-School Night, Open House, School Site Council and PTA meetings, parent "coffee" meetings with the principal, and parent-teacher conferences.

4. Cherry Chase Shares its Success with Other Schools

Our united goal-driven culture facilitates open communication with staff at other schools. Cherry Chase has a reciprocal music partnership with Ponderosa Elementary School in the Santa Clara Unified School District. As a result of Cherry Chase's musical accomplishments, our teachers were invited to share their curricular knowledge with the Ponderosa staff. Our students also mentored their band

members. This spring, we look forward to our third joint concert with the Cherry Chase and Ponderosa communities.

Shared leadership empowers teachers and the principal with a freedom to try new ideas and perform with quality. Teachers attend conferences that focus on current research-based teaching practices, and then share that new knowledge with teachers at Cherry Chase and other schools. For example, two teachers recently attended a workshop on attention deficit disorders and prepared a series of workshops on tips for classroom interventions.

Teachers' training teachers and principal observing and sharing with other principals further the cohesiveness of our staff and district. Examples of networks in which our staff have collaborated include: the California Beginning Teacher Support Academy (BTSA), California Reading Conference, International Reading Association, National Council of Teachers of Mathematics, Bay Area California Arts Project, California Kindergarten Association, and District Curriculum Council.

PART V CURRICULUM AND INSTRUCTION

1. Curriculum at Cherry Chase and How Students are Engaged

The Cherry Chase curriculum reflects alignment to the rigorous California State Standards. Teachers have moved from awareness to the application level with their ability to teach standards in an automatic fashion. The key tools teachers use are evidenced in the collaborative grade-level planning format. Standards-based textbooks supported by standard-based activities assures that all students learn the academic content standards. Classroom bulletin boards are now teaching tools that display protocol. Content and the process for learning are systematically supported by a two-pronged focus: what will I hear, what will I see. “KWL” charts for “what I Know, what I Want to know, and what I will Learn” are posted so that unit objectives remain in clear view. Posted examples of current, relevant student work reflect assessment based on district rubrics, on which both staff and students have been trained. Technology enhances alignment of activities to student skill levels by differentiating instruction, based on the needs of each child, in an attempt to reduce the achievement gap.

Two train-the-trainer professional development programs greatly impacted the way teaching and learning takes place at Cherry Chase. *Six Plus One Traits for Assessing and Teaching Writing* provided two-day grade level workshops that were followed by demonstration lessons in individual classrooms. The site facilitation team (6-Cherry Chase teachers) meet quarterly with consultant facilitators who coach our whole staff on the change process and the essential features of the six areas of writing. The second training, *Guided Language Acquisition by Design* (GLAD), focuses on assuring continual engagement of students in learning with a clear understanding of daily lesson objectives and teamwork activities. A review of student data reflect a high level of success by all students, with few exceptions, as noted by graded assignments related to collaboratively planned units.

The Cherry Chase reading curriculum is diversified to enable flexible grouping of students as they master essential performance standards. The software-based program, Accelerated Reader, enables teachers to continuously measure and verify reading progress. Research-based intervention programs are utilized to accelerate mastery of the hierarchy of decoding skills for students functioning below the level of “proficient.” Opportunities are provided outside the school day to offer additional learning time. Furthermore, all students access the core reading text that highlights a literature theme. Students move from large group vocabulary activities and comprehension activities to small group guided instruction. English learners are clustered according to their level of English language development, and teachers utilize an English language test to assure continuity in the stimulation of oral language skills. *Reading and Oral Language Assessment* (ROLA) help teachers identify which English Language Development and English Language Arts standards each child has mastered. Our students highly value personal reading time that enhances reading fluency and reading for pleasure.

Grade level teams meet weekly to plan interactive lessons that address state standards. Students are engaged in topics of historical learning by rehearsing newly acquired information in a variety of ways. Strategies that assure active student engagement with one another are “typical.” Teachers guide students to implement cooperative learning strategies, teaching group roles, and model group accountability for learning. For example, 4th graders were eager to display their graphic organizers created with the software program, *Inspiration*.

Students think about their roles, listen to partners, and paraphrase their partner’s understanding of a concept. Teaching the skills of being a good listener and audience member is an important characteristic of group dynamics focused on by our teachers. Docents, including those from the Arts in Education program, are an integral part of our curriculum as they utilize primary sources of information. Fifth graders spend a week exploring the great outdoors with hands-on ecology experiences during the annual science camp adventure, and the October pumpkin patch trip provides kindergarteners an exciting opportunity to weigh, graph, and cook with the popular orange squash. Thus, field trips provide common first-hand experiences for students.

2. Reading at Cherry Chase

Reading is fundamental to all learning, Cherry Chase emphasizes a balanced reading program with five key components: phonics, phonemic awareness, fluency, comprehension, and vocabulary. Houghton Mifflin reading series is the district adopted program and is supplemented with other standard-based materials. Total Reading is used for phonics in 1st and 2nd grades. Students who need additional assistance use *Systematic Instruction in Phoneme Awareness, Phonics, and Site Words* (SIPPS), *Read Naturally* is used for comprehension and fluency, primary grades access leveled books, Into English is used for English Learners, and a Nightly Home Reading program is used school wide. Our reading options were selected based upon their proven scientific research outcomes that demonstrated student gains as a whole and individually.

Content and performance standards in reading, writing, listening, and speaking provide the continuum across all grades in our language arts program. Teachers are trained in early literacy strategies with an emphasis on intervention techniques. Running records, shared reading, guided reading, anecdotal records, rubrics, and alternate rankings are common place. All primary teachers use information derived from these strategies to prescribe instruction.

Writing across the curriculum is introduced in kindergarten and is further developed in a spiraling sequence at each grade level with the “6+1Traits” program. Teachers engage students in pre-writing, drafting, revising, editing, and presentation activities. Writing is taught and related to literature, social studies, science, and math across grade levels, and is enhanced by increasingly sophisticated means of expression and increased emphasis on the use of many different writing techniques in each written document. High expectations for good spelling are necessary for our students to become proficient readers and writers.

3. Mathematics at Cherry Chase

Mathematics is a critical skill in the information age. The Cherry Chase mathematics curriculum closely follows state standards and is defined by six strands. Students in all grade levels come to use and understand the following strands and their essential skills:

- ❑ Probability and statistics
- ❑ Number and operation
- ❑ Geometry and measurement
- ❑ Function and algebra
- ❑ Mathematical reasoning and problem-solving strategies
- ❑ Mathematical communication to a variety of audiences

Preparation for real-world mathematics, as noted in our mission to develop “life-long learners,” is a high priority when learning mathematics. Grades K-5 use Harcourt Brace, the adopted series aligned to state standards. Basic skills are taught through concrete hands-on experiences and the use of manipulatives. Open-ended problems involve all strands of math and challenge students to try new approaches and search for more than one answer.

Our teachers focus on communication and the language of mathematics in all grades. Students regularly write about their thinking in math journals, while working towards clarity and coherence. Students are also encouraged to make real connections to the world and to other disciplines. Computers and calculators are used, when appropriate, as well as mental math, picture drawings, estimation, and paper and pencil calculations. Instructional strategies employed by Cherry Chase teachers include whole class instruction, cooperative learning, small group instruction, individual tutoring and assignments, etc.

4. Different Instructional Methods Used to Improve Student Learning at Cherry Chase

The staff at Cherry Chase School emphasizes research-based, scientifically proven ways of teaching. Our dynamic learning environment, innovative instructional programs, and commitment to standards-based core curriculum with identified and measurable benchmarks assure powerful learning through a variety of instructional approaches. Essential skills within each subject area are identified and addressed, both discretely and within the context of real-life and hands-on learning situations.

Cherry Chase students are heterogeneously grouped in each classroom. Differentiated instruction allows teachers to group students based on ability levels and challenge them with activities that are aligned to grade level standards, but at a pace that is appropriate for the learning of each child. Cooperative learning strategies also engage students in different components of activities and group processes.

Cherry Chase is a child-centered school where teachers act as facilitators and students are presented with many tools to discover and define new knowledge. Evidence that all student populations achieve high standards and acquire new knowledge is immediately evident in our increasing SAT/9 scores over the past five years. Student achievement data reflects achievement gains among both our lowest and highest performing students.

5. Professional Development Program and its Impact on Improving Student Achievement at Cherry Chase

At Cherry Chase, there is an individual and collective responsibility for student achievement results and a commitment to find appropriate strategies to ensure mastery of academic standards. Staff development is viewed as crucial to accomplishing high student achievement. Cherry Chase prides itself in our interest in current research and best practices that foster student success.

Based on the core components of differentiation that governs all quality instruction, our teachers focus on: delivery of appropriate curriculum content, implementation of instructional processes that are proven effective, engagement in decision-making processes, use on-going assessments, and evaluation of student products. Recent professional development activities and “capsules” have focused on aspects of differentiation, including the multiple intelligences, principles of learning, cooperative learning, brain compatible learning, curriculum scaffolding, a focus on the gifted, least restrictive environments and inclusion of special needs children, cultural proficiency, thematic learning, developing character for classroom success, and parallel learning for gifted students.

Our staff development activities are linked directly with teaching methods that have been proven to work. Input from teachers, reports from faculty leaders, curricular updates, student achievement data, and shared district level information ensure rich professional discussions that are a component of our professional development program. Every month, representatives of each grade level meet with the principal to make decisions and recommendations on issues such as textbook adoptions, techniques for effective conferences, and instructional ideas for addressing key subject standards. Information from these meetings is disseminated to grade level teams and frequently generates agenda items for faculty meetings. In addition, weekly grade level meetings are held to plan, evaluate, and address issues specific to that grade.

The Sunnyvale School District provides three common staff development days per year, but there are multiple opportunities available for off-site workshops to refine skills in curriculum content areas and in research-based teaching techniques. Conference and workshop attendance is both encouraged and supported financially.

APPENDICES

Nationally Normed Assessment: Stanford Achievement Test, 9th Edition

Publisher: Harcourt

Scores are stated as a percent of students scoring above each given quartile. For example: looking at the first line in the chart, 97% of all students who took the 2002 STAR reading test scored at or above the 25th percentile. Ninety percent of all students who took the 2002 STAR reading test scored at or above the 25th and 50th percentile. Sixty-five percent of all students who took the 2002 STAR reading test scored at or above the 25th, 50th, and 75th percentile.

Quartile	Reading 2001/2002			Reading 2000/2001			Reading 1999/2000			Reading 1998/1999		
	25	50	75	25	50	75	25	50	75	25	50	75
All Students	97	90	65	97	87	63	96	84	55	93	77	50
Asian/Asian American	94	90	68	97	89	71	96	93	66	100	90	63
White not Hispanic	98	90	69	96	89	60	95	81	58	94	75	52
English Learners	n/a	n/a	n/a									
Special Education Participants	n/a	n/a	n/a									

Quartile	Language 2001/2002			Language 2000/2001			Language 1999/2000			Language 1998/1999		
	25	50	75	25	50	75	25	50	75	25	50	75
All Students	97	91	69	96	92	64	94	84	55	91	76	49
Asian/Asian American	97	96	82	98	97	82	96	93	70	96	89	69
White not Hispanic	97	89	68	95	91	61	93	81	56	91	62	43
English Learners	n/a	n/a	n/a									
Special Education Participants	n/a	n/a	n/a									

Quartile	Math 2001/2002			Math 2000/2001			Math 1999/2000			Math 1998/1999		
	25	50	75	25	50	75	25	50	75	25	50	75
All Students	98	90	75	99	92	72	93	81	59	91	78	50
Asian/Asian American	99	97	90	98	97	80	96	90	79	98	96	78
White not Hispanic	98	86	71	98	91	74	94	80	59	91	75	49
English Learners	n/a	n/a	n/a									
Special Education Participants	n/a	n/a	n/a									

STAR Scores 2002 – 1998
Comparative Results: Cherry Chase/Santa Clara County/California
Based on % of students at/above the 50thtile

2nd Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	100	64	53	84	62	51	82	61	49	76	58	44	75	55	40
Math	98	72	62	93	68	58	87	67	57	78	60	49	82	55	43
Language	94	66	55	89	63	53	90	63	52	72	60	47	83	56	43

CC = Cherry Chase

S = Santa Clara County

C = California

3rd Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	82	58	47	93	59	46	89	56	44	86	53	41	62	51	38
Math	86	71	62	96	70	59	82	66	56	85	59	48	64	54	40
Language	84	65	53	95	63	51	84	60	48	79	56	43	55	53	38

CC = Cherry Chase

S = Santa Clara County

C = California

4th Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	93	62	49	87	59	47	92	58	45	70	55	41	51	54	40
Math	88	69	58	90	66	54	92	63	51	70	57	44	53	53	39
Language	95	68	57	92	66	54	88	64	51	72	60	47	49	59	45

CC = Cherry Chase

S = Santa Clara County

C = California

5th Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	84	58	46	85	58	45	73	56	44	77	55	42	57	53	41
Math	86	68	57	88	66	54	61	62	50	77	57	45	46	54	41
Language	89	67	55	92	66	53	74	63	50	81	61	47	42	59	46

CC = Cherry Chase

S = Santa Clara County

C = California

STAR Scores 2002 – 1998
Comparative Results: Cherry Chase/Santa Clara County/California
NCEs based on National Norm Percentage Rates

2nd Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	100	58	52	71	56	51	69	56	49	65	54	47	64	53	45
Math	93	62	56	81	60	54	74	59	54	66	55	49	69	53	46
Language	83	59	53	76	57	52	77	57	51	62	55	48	70	53	46

CC = Cherry Chase

S = Santa Clara County

C = California

3rd Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	69	54	48	81	55	48	76	53	47	73	52	45	56	51	44
Math	73	62	56	87	61	55	69	59	53	72	55	49	58	52	45
Language	71	58	52	85	57	51	71	55	49	67	53	46	53	52	44

CC = Cherry Chase

S = Santa Clara County

C = California

4th Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	81	56	49	74	55	48	80	54	47	61	53	45	51	52	45
Math	73	60	54	77	59	52	80	57	51	61	54	47	52	52	44
Language	85	60	54	80	59	52	75	58	51	62	55	48	49	55	47

CC = Cherry Chase

S = Santa Clara County

C = California

5th Grade

	2002			2001			2000			1999			1998		
	CC	S	C												
Reading	71	54	48	72	54	47	63	53	47	66	53	46	54	52	45
Math	73	60	54	75	59	52	56	56	50	66	54	47	48	52	45
Language	76	59	53	80	59	52	64	57	50	68	56	48	46	55	48

CC = Cherry Chase

S = Santa Clara County

C = California

Criterion Referenced Test: California Standards Test (CST)

Publisher: Harcourt, 2001

California has set extremely rigorous standards for student achievement. Students must perform at the “Proficient” range in order to meet the state’s definition of proficient. Although no direct correlation can be drawn between the CST and the SAT-9, studies have noted that performance at the proficient range on the CST is consistent with a percentile score of seventy (70) on a nationally norm referenced test.

This is the second year for the California Standards Test (CST) reporting English Language Arts (ELA) scores by proficiency level. Cherry Chase Elementary school has only two significant subgroups: Asian and White.

English/Language Arts	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Grade 2					
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL SCORES					
At or Above Basic	100%	100%			
At or Above Proficient	83%	70%			
At or Above Advanced	35%	25%			
Number of students tested	48	44			
Percent of total students tested	98%	96%			
Number of students excluded	1	2			
Percent of students excluded	2%	4%			
SUBGROUP SCORES					
Asian					
At or Above Basic	100%				
At or Above Proficient	84%				
At or Above Advanced	37%				
White					
At or Above Basic	100%				
At or Above Proficient	88%				
At or Above Advanced	36%				
STATE SCORES					
TOTAL					
At or Above Basic	63%				
State Mean Score					
At or Above Proficient	32%				
State Mean Score					
At or Above Advanced	9%				
State Mean Score					

English/Language Arts	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Grade 3					
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL SCORES					
At or Above Basic	88%	97%			
At or Above Proficient	66%	70%			
At or Above Advanced	16%	33%			
Number of students tested	51	60			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0%	0%			
SUBGROUP SCORES					
Asian					
At or Above Basic	86%				
At or Above Proficient	76%				
At or Above Advanced	48%				
White					
At or Above Basic	91%				
At or Above Proficient	58%				
At or Above Advanced	25%				
STATE SCORES					
TOTAL					
At or Above Basic	62%				
State Mean Score					
At or Above Proficient	34%				
State Mean Score					
At or Above Advanced	11%				
State Mean Score					

English/Language Arts	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Grade 4					
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL SCORES					
At or Above Basic	100%	97%			
At or Above Proficient	78%	81%			
At or Above Advanced	41%	48%			
Number of students tested	59	61			
Percent of total students tested	95%	97%			
Number of students excluded	3	3			
Percent of students excluded	3%	3%			
SUBGROUP SCORES					
Asian					
At or Above Basic	100%				
At or Above Proficient	78%				
At or Above Advanced	56%				
White					
At or Above Basic	100%				
At or Above Proficient	72%				
At or Above Advanced	39%				
STATE SCORES					
TOTAL					
At or Above Basic	71%				
State Mean Score					
At or Above Proficient	36%				
State Mean Score					
At or Above Advanced	14%				
State Mean Score					

English/Language Arts	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Grade 5					
Testing Month	May	May			
SCHOOL SCORES					
TOTAL SCORES					
At or Above Basic	94%	97%			
At or Above Proficient	80%	74%			
At or Above Advanced	39%	37%			
Number of students tested	64	60			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0%	0%			
SUBGROUP SCORES					
Asian					
At or Above Basic	92%				
At or Above Proficient	78%				
At or Above Advanced	55%				
White					
At or Above Basic	94%				
At or Above Proficient	83%				
At or Above Advanced	33%				
STATE SCORES					
TOTAL					
At or Above Basic	71%				
At or Above Proficient	31%				
At or Above Advanced	9%				

Mathematics – Baseline Year – 2001/2002
Grades 2 – 5

Mathematics	Grade 2	Grade 3	Grade 4	Grade 5
Testing Month	May	May	May	May
SCHOOL SCORES				
TOTAL SCORES				
At or Above Basic	98%	88%	100%	88%
At or Above Proficient	89%	72%	86%	72%
At or Above Advanced	60%	45%	42%	36%
Number of students tested	48	51	60	64
Percent of total students tested	98%	100%	95%	100%
Number of students excluded	1	0	3	0
Percent of students excluded	2%	0%	5%	0%
SUBGROUP SCORES				
Asian				
At or Above Basic	100%	100%	100%	94%
At or Above Proficient	100%	100%	100%	88%
At or Above Advanced	74%	74%	56%	54%
White				
At or Above Basic	96%	92%	100%	83%
At or Above Proficient	88%	67%	78%	69%
At or Above Advanced	54%	38%	33%	33%
STATE SCORES				
TOTAL				
At or Above Basic	68%	65%	67%	59%
State Mean Score				
At or Above Proficient	43%	38%	37%	29%
State Mean Score				
At or Above Advanced	16%	12%	13%	7%
State Mean Score				

* The state of California defined the performance ranges for Mathematics for the first time for the 2001-2002 administration. Data for previous years is not available.

Criterion Referenced Test: STAR Writing

Each Spring, 4th graders take a state mandated writing test as part of the STAR program. Writing samples are scored on a eight-point scale, with 1 as low and 8 as high. The table below indicates the number of fourth graders who scored at each point range.

4th Grade STAR Writing Assessment		
Score	Number receiving score	
	2002	2001
8	1	0
7	1	3
6	26	20
5	8	11
4	16	23
3	4	2
2	3	1
Invalid (1)	0	2

* Proficient range is a score of 6 or higher.

California English Language Development Test

Publisher: CTB/McGraw Hill

The California English Language Development Test (CELDT) is given to all students whose home language is not English. The test measures a student's English language acquisition and development levels, and is composed of three sub-tests: oral language, reading, and writing. The reading and writing portions are not given to kindergarten and first graders. Scores are reported as percent of students who scored at each proficiency level. Data is available for the past two years only.

It is important to note that in the table below, the 16 English learners assessed in kindergarten in 2001 are the same 16 1st graders assessed in 2002. Thus, significant growth is noticed. In 2001, 50% of the English learners in kindergarten were at the intermediate level or higher, as compared to 100% at intermediate or higher the next year.

	K		1		2		3		4		5	
	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001
Advanced	*	0%	44%	0%	42%	0%	29%	*	*	*	*	*
Early Advanced	*	0%	50%	42%	42%	43%	14%	*	*	*	*	*
Intermediate	*	50%	6%	25%	17%	43%	57%	*	*	*	*	*
Early Intermediate	*	31%	0%	8%	0%	0%	0%	*	*	*	*	*
Beginning	*	19%	0%	25%	0%	14%	0%	*	*	*	*	*
Number Tested	0	16	16	12	12	7	7	3	3	3	3	3

* Data not provided for groups of three or less.

Academic Performance Index (API) Subgroup Data 2001-2002

The API is a system for ranking schools statewide according to results of student performance, based on the Standardized Testing and Reporting System (STAR). The ranking includes ten deciles, with decile one being the lowest. An API score of 800 is considered a “Very High Performing School”. The data below is based on student performance at Cherry Chase School.

STAR 2002 % of students tested	2001 API (Base)	2002 API Growth	2002 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
100 %	897	906	10	A	A

□ A = Very High Achieving School: No Growth Target Assigned

Student Groups	Number of Pupils Included in 2002 API	Numerically Significant	2001 Subgroup API Base	2001-2002 Growth	2002 API
African American, not Hispanic	2	No			
American Indian or Alaska Native	1	No			
Asian/Asian American	55	Yes	920	20	940
Filipino/Filipino American	5	No			
Hispanic or Latino	11	No			
Pacific Islander	0	No			
White not Hispanic	116	Yes	895	1	896
Economically Disadvantaged	8	No			