

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

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

Official School Name: Alisal Elementary School (As it should appear in the official records)

School Mailing Address: 1454 Santa Rita Road (If address is P.O. Box, also include street address)

Pleasanton California 94566 (City State Zip Code+4 (9 digits total))

Tel. (925) 426-4200 Fax (925) 426-9852

Website/URL www.pleasanton.k12.ca.us/alisal Email bheisser@pleasanton.k12.ca.us

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

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

Name of Superintendent: Dr. John M. Casey (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Pleasanton Unified School District Tel. (925) 462-5500

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 President/Chairperson: Mrs. Kris Weaver (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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 9 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools

 15 TOTAL

2. District Per Pupil Expenditure: \$7,267.31
 Average State Per Pupil Expenditure: \$7,123.64

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. 6 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	39	41	80	7			
1	49	51	100	8			
2	37	57	94	9			
3	60	36	96	10			
4	38	61	99	11			
5	52	42	94	12			
6				Other/SDC	22	10	32
TOTAL STUDENTS IN THE APPLYING SCHOOL							595

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 68 | % White |
| 3 | % Black or African American |
| 10 | % Hispanic or Latino |
| 18 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 1 | % Other |

100% Total

7. Student turnover, or mobility rate, during the past year: 13 %

(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.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	82
(4)	Total number of students in the school as of October 1	595
(5)	Subtotal in row (3) divided by total in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 12 %
75 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: Spanish, Korean, Gujarati, Portuguese, Japanese, Farsi (Persian), Assyrian, French, Cantonese, German, Armenian, Hindi, Indonesian, Punjab, Russian, Vietnamese, Hungarian, Italian, Rumanian, Taiwanese

9. Students eligible for free/reduced-priced meals: 6.5 %

39 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: 15 %
92 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>5</u> Autism	<u>4</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>40</u> Speech or Language Impairment
<u>6</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</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>1</u>
Classroom teachers	<u>25</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>7</u>	<u>15</u>
	<u>46</u>	<u>24</u>

12. Student “classroom teacher” ratio: K- 3 19.9 4 & 5 32 SDC 12

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	94.7%	95.4%	98.8%	94.7%	92.1%
Daily teacher attendance	96.4%	93.7%	96.8%	93.9%	93.1%
Teacher turnover rate	21%	29%	19%	6%	18%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

Teacher turnover rate at Alisal is for the following reasons: Reduction in number of classes, moving out of area and family care leaves.

PART III - SUMMARY

Alisal Elementary School in Pleasanton, California maintains the belief that all students can learn and succeed. We are committed to ensuring the individual development of the whole child by providing a quality, innovative, well articulated, and a student centered program that will allow each child to reach his or her potential. Our students will be life long learners and contributors to our diverse society as caring and responsible citizens. To insure this mission, we believe that we must strive to improve students' performance, promote our partnerships with parents and community stakeholders through honest and productive two-way communication. Recognize and appreciate our diversity and individual strengths and actively work to instill the character traits of integrity, honesty, responsibility, respect, compassion and self-discipline. We believe that through our consistent efforts toward these goals we can ensure that at Alisal *"No Child is Left Behind."*

Alisal Elementary School, opened in 1956, is the oldest continually operating K-5 school in Pleasanton, California. We are one of the nine elementary schools in the district, serving 595 students. Thanks to the support of local citizens, bond measure funds have enabled the PUSD to remodel the site creating a safe, modern and high tech facility as of 1999. The steady influx of students representing diverse populations and experiences into Alisal has enriched our school culture and perspective in numerous ways. Alisal continues to live up to its reputation as an exemplary school in the Pleasanton School District. We have been recognized as a California Distinguished School three time 1989, 1995 and 2001.

Our highly educated and trained teachers are dedicated to providing a well-articulated differentiated curriculum to meet the diverse educational needs of Alisal's students. We take pride in providing an instructional program that meets the educational and emotional needs of our students. We develop positive character traits; self-esteem, social skills and student centered learning through our character education program. The values of mutual responsibility, communication and a sense of community pride are carried out in the innovative activities that promote student responsibility and leadership. Monthly flag salutes, student council, Conflict Managers, Junior Safety Valets, school-wide recycling, and most recently a drive to collect personal necessities for American troops abroad, provide Alisal students with experiences which help them develop as human beings and citizens.

We pride ourselves on the level of collaboration among staff, parents, students and the community. Parents are actively involved in PTA (Parent Teacher Association), School Site Council, School Safety Committee, and parent education programs. On a daily basis numerous parents work as volunteers in our classrooms. Partnerships with PPIE (Pleasanton Partnerships in Education), Tri-Valley Business Council, School Resource Officer Program, Junior Achievement, ROP (Regional Occupational Program), and local businesses enhance our school programs and our children's' learning experiences. Kids Club, an on site day care, provides a safe and caring environment for many Alisal students.

Our school mascot, the California grizzly bear, can be seen throughout our campus reminding everyone that *"Alisal Bears Care."*

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The analysis of assessment data on this and following pages is drawn from our students performance on the California STAR test which is comprised of two elements; a nationally normed (NRT) achievement test (SAT-9) and the *California Standards Test (CST)*. The *California Standards Tests* are designed to be end-of-grade assessments of the content standards. As the core of the assessment system, these tests are used to identify students who have achieved the desired performance level. Student performance on the ELA standards was reported for the first time in 2000-2001, math results were added in 2001-2002. Writing proficiencies were added in 2000-2001 for Fourth grade, students' scores are included in the ELA results. The STAR testing window is scheduled to fall on and around the day on which 85% of the instructional days are completed. California assess and reports as API scores each of its schools progress toward state goals by analyzing factors such as socioeconomic level, ethnicity, mobility, and percent of ELL students, and percent credentialed teachers. Schools can be ranked from 200-1000. In this measure Alisal has increased its statewide ranking from a score of 803 to 862 over four years.

California Standards Test- ELA (two years of data): At all grade levels tested Alisal students scored well above the state average. In fact, the average number of Alisal students scoring at proficient or above has consistently doubled that of the state average. In most grade levels the number of students at basic levels has decreased while the number of students at proficient or above has increased. These increases are mirrored in grade levels with a statistically significant number of ELL students (Second and Third grade) which shows evidence of our effort to close achievement gaps. The same Second and Third grade Limited English students performed well above the state averages on the English Language Arts portion of the CST. Special Education students in Third Grade (no other grades had statistically significant numbers of students tested) performed above the state averages all levels, with 17% (Alisal) compared to 9% (state average) in the Advanced level.

California Standards Test- Math (1 year of data): Once again, all grade levels scored well above state averages. Limited English Proficient students (Second through Fourth grade) surpassed the percent of Alisal students scoring at Proficient or above and were significantly above state averages. In Third grade our Special Education students scored above the state average at the Proficient or Above Level.

Norm referenced SAT-9 (3 years data) Students at every grade level performed well above the 50%tile in the Reading and Math. Students at the third grade level improved their performance over three years on both Reading and Math. In all measures, more than half of all the students in our sub-populations are at or above the 50%ile and in most measure 3/4 of all students in all subgroups are at or above the 50%ile. Our Special Education students and Limited English Proficient students have show shown continuous, significant improvement over three years. Students in Second, Third and Fifth grades have shown continuous improvement in Math. There is an indication that total reading scores in Second, Fourth and Fifth grades have dropped slightly. Alisal has put into place several strategies and programs to support students with below grade level skills and plans to continue to investigate and implement promising research based strategies to provide the additional academic support that those students need. Expect to see significant improvement in student achievement as we implement the newly adopted standards based materials and curriculum which provides consistent systematic emphasis on phonemic awareness and reading comprehension and writing strategies. Our successes come one student at a time. This is achieved through ongoing assessments, which provide the teacher with specific information needed to differentiate instruction. Efforts such as small flexible groups focused on specific skill development and mastery of standard, and the added resources of our Reading Specialist and At Risk Aide all combines to provide optimal conditions for students to achieve.

At Alisal when we analyze this data we see not just numbers and percents, but the hard work of students, teachers, administrators and parents to ensure that all children meet the standards and experience the joy of learning. They represent our commitment to continually improving as educators and the strides that we have made in the last four years.

2. Alisal School uses assessment data in several important ways to understand and improve students' performance.

- Disaggregated STAR and district assessment results are analyzed to identify trends and determine focus areas. Grade levels analyze past and incoming students' areas of strengths and are challenged to develop long-term strategies. Whole school data is used to provide input to the SSC for improvement and budget planning, including staff development, materials and programs.
- The principal meets with teachers to evaluate his/her specific class of students. Assessment data is used to identify and target five students for more focused instruction. Two additional meetings are held with the principal and support personnel to support the student progress.
- Administrators facilitate the examination of student work and a variety of assessments during Student Study Team and IEP meetings. Appropriate plans, including modifications and standards aligned goals, are developed and implemented to meet the needs of the students.
- Teachers use ongoing standards based assessments to monitor progress and to plan. Assessment results are used to make decisions about differentiating instruction at all levels. Weekly grade level meetings, staff meetings and grade level articulation days are used to discuss student performance and plan lessons and to make decisions regarding the flexible grouping of students for leveled instruction.

3. Alisal School communicates student performance, including assessment data, to parents, students, and the community.

- Annually, STAR and district writing assessments, including an interpretation of the results, are mailed to parents. Local newspapers report school and district assessment information, and results are posted on the district website, discussed at locally broadcast school board meetings, and are included in the schools annually published *School Accountability Report Card*. The principal shares assessment results at Back to School Night, during monthly Parent Coffees and through the bi-monthly school newsletter.
- The SSC uses data to develop the annual improvement plan and to make budget decisions focused on improving student achievement. Minutes from these meetings are posted on the school website.
- Teachers conference formally with every parent at least once a year. Standardized district and in class assessments and student work are used to demonstrate the student's progress. Our standards based report cards include information for parents about grade level standards, expectations and benchmarks. Rubrics on completed work help students and parents understand the assessment of specific assignments.
- Formal notification to parents occurs three times during the year if a child is determined to be at-risk of not meeting grade level standards and if retention will be recommended. At-risk conferences are held with the parents to jointly develop an intervention plan to assist the student.
- SST and IEP team meetings are used to convey additional assessment results and to develop specific standards based goals for identified students.

4. Alisal School shares its success with other schools

Schools within the Pleasanton District work together to share successes and learning frequently. District-wide staff development provides Alisal staff opportunities to share their areas of expertise and to learn from others. This year Alisal hosted Best Practices in Language Arts staff development on our site as part of a coordinated effort of our Reading Specialist and the Curriculum Department. Teachers and administrators from throughout the district visited our model classrooms to observe best practices in action and to discuss implementation strategies with the teachers from those rooms.

One of Alisal's teachers provides ongoing staff development to teachers from throughout the district on the development of user friendly, classroom-based, informational websites. Our award winning website which features classroom connections and information about school activities can be visited at www.pleasanton.k12.ca.us/alisal and is another resource that we will use to share our successes. Alisal teachers are frequently among the presenters and facilitators at districtwide staff development days designed to provide training for new curriculum adoptions. Our beginning teachers are coached through a three-district BTSA (Beginning Teacher Support and Assessment) consortium associated with the University of Santa Cruz. This arrangement provides many opportunities for sharing our work with new teachers and their advisors from throughout the consortium.

Active participation on districtwide committees such as ELAC (English Language Advisory Council), GAC (Gifted Advisory Council), BTSA (Beginning Teacher Support and Assessment) and district strategic planning committees (Individual Learning Plans, Character Education and Rigorous Academic Standards) give Alisal staff a chance to share their successes with other schools and the community regarding specific programs and their direct effect on our student achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Alisal's vision is captured in the opening of our mission statement: *We maintain the belief that ALL children can learn and succeed.* We believe that this goal is attainable through a well articulated, standards based program that focuses on the needs and strengths of individual children. As a school and community we set high standards and expectations in both academic and social skills for our children.

Students' achievement is a dominant theme at Alisal and we are proud of the gains our students have made over the last few years. Assessment strategies, standards based instruction and meeting the needs of special populations has been the focus of all professional development for teachers, support staff and administrators. Teachers understand that setting high expectations for their students is crucial to their students' success, and that along with high expectations they must provide engaging lessons that both motivate and encourage students to do their best. Grade level teams meet to look at student work and to make decisions together about the quality of work expected. Diagnostic assessments of students' performance assist teachers as they make decisions about pacing, grouping, and lesson planning. They use a variety of instructional strategies including direct, explicit instruction and opportunities to construct meaning through hands on investigations. Teachers group students both in and across their grade level to provide focused learning opportunities appropriate to the student's instructional level. The specific needs of ELL, GATE, and at-risk students are identified and integrated into lesson plans. ELL and GATE students are clustered for optimal differentiated instruction. Individualized Learning Plans (ILP), which addresses both areas of need and areas of interest, are developed for GATE students. Our Reading Specialist, Resource Teacher and three SDC class teachers scaffold instruction and provide intensive support based on their identified needs.

Our school curriculum is grounded in the rigorous California State Content Standards adopted by the PUSD in all major content areas. Our effective reading and writing curriculums are described in sections # 2 and #3. Standards based curriculum materials and supplementary materials have been selected and purchased to ensure that all the standards are taught.

In Kindergarten and First grade, students count, compare, sort and describe as they investigate math concepts. Among the skills that First grade teachers expect their students to master are basic facts, understanding simple data and measurement. In the Second and Third grade, teachers balance math problem solving skills and concrete hands-on experiences with math procedures, memorization and quick recall of math facts. Teachers lay the groundwork for basic geometry, simple algebra, multiplication, measurement and data analysis. In all of the primary grades, the works of Marilyn Burns and Marcy Cook are implemented through differentiated math centers, class lessons and activities. In Fourth and Fifth grade, our teachers use a variety of innovative programs such as Winning Equations and Hands On Equations to insure that students meet the rigorous California standards.

Standards based science instruction in Kindergarten through Fifth grades balance in-class instruction on core concepts, principles and theories with frequent opportunities for hands-on investigations using scientific process. At all grade levels, Alisal teachers involve students in understanding the lessons of history, current events and their effect on daily life, social consciousness, public service, community and people as they relate to their grade level standards. Teachers use the adopted text, supplementary materials and a wonderful variety of integrated activities such as "Walk Through California"; Colonial Days and our Third grade musical based on the history of Pleasanton "Our Town Pleasanton."

Our school's computer lab and in-class computers are used both to support standards acquisition in all subject areas and to provide specific instruction related to district technology standards. Trained specialist and teachers provide physical education and music instruction. Physical activities are designed to improve strength and endurance while promoting social and personal skills. Our Fourth and Fifth grade students can elect to participate in band or violin lessons during the school day. Character education and the character traits of responsibility, integrity, honesty, respect, compassion and self-discipline are embedded into all areas of instruction and our expectations for student achievement.

2. Alisal School's approaches to reading

Alisal's staff is actively involved in providing comprehensive, standards aligned reading curriculum. Teachers assess and modify the curriculum as well as incorporate a variety of age appropriate strategies. Teachers balance direct, explicit instruction in skill acquisition with time to read and practice for fluency, comprehension and enjoyment. All classes provide a mixture of both fiction and nonfiction materials and students are taught comprehension strategies for both.

In the primary grades the focus is on phonemic awareness and phonics. As students move into reading, teachers use leveled reading materials and running records to assess their student's progress in both decoding and comprehension. Teachers group students for Literacy Centers in small, flexible groups as is appropriate to each child's current ability. In Second and Third grade, students are flexibly grouped during reading rotations and reading workshops. Our Reading Specialist and At-Risk Aide push into these classes to provide more intensive small group instruction to ELD and at-risk students.

Teachers in all grades use many of the strategies from Stephanie Harvey's *Strategies that Work* to extend reading comprehension and metacognitive skills. In First through Fifth grade, we are using the *Systematic Instruction in Phonics, Phonemic Awareness and Sight Words* (SIPPS) program to assist students with the reading, spelling and in decoding of multi-syllabic words. Upper grade teachers incorporate reciprocal teaching strategies, Literature Circles, and Reader's Workshop to engage their students as readers. Students are placed in flexible groups to address the differentiation of reading materials for all students including GATE and at-risk students. Students who are at-risk as readers may also work with, Reading Recovery, *Read Naturally* (fluency) or *Soar to Success* (comprehension) groups to remediate their area of weakness.

3. Alisal School focuses on writing and shows how it relates to essential skills and knowledge based on the school's mission.

Writing is a focus at all grade levels at Alisal. Our comprehensive writing program is based on the California State standards and writing types for each grade level. All students in Second, Third and Fifth grade are assessed annually by the district. Anchor papers are selected for calibration purposes from throughout the district. Teachers at Alisal assess student writing informally throughout the year and make modification as needed to insure that student meet the standards. Beginning with simple narrative stories and dictation and progressing through each of the writing types, students are taught to write for a variety of purposes and audiences. Teachers incorporate strategies such as narrative writing diamond, 4-square writing, shared and interactive writing.

This year many of our teachers have attended district workshops on Six Trait writing and are applying these strategies in their instruction. Teachers provide explicit instruction in writing conventions and strategies such as word choice, organization and elaboration. At all grade levels students learn skills specific to the writing process. Teachers use a variety of tools such as graphic organizers and webs to teach students strategies for developing and organizing their ideas in the pre-writing phase. Editing and revising skills are taught explicitly and in context. Students develop and use rubrics, self and peer editing, and teacher/student editing conferences to continually improve upon their writing skills. Writing portfolios help students and parents see how their writing has developed over time and to help students and teachers assess their progress and set goals for improvement. Opportunities to write are provided throughout the day and across the curriculum. ELD cluster teachers are familiar with the state ELL Language Arts standards for writing and provide appropriately leveled instruction and support to the ELL students. Teachers differentiate writing instruction and assignments to meet the needs of GATE and at-risk students.

4. *Different instructional methods Alisal School uses to improve student learning*

Alisal teachers are committed to providing a challenging academic program that supports every child as a learner. Teachers at Alisal believe that student safety and creating a classroom atmosphere that models and reflects character traits such as respect, integrity and responsibility are essential to student learning. Teachers regularly differentiate instruction based on students' needs to provide equitable access to learning opportunities for all students including ELL, At-Risk and GATE. Teachers balance direct, explicit instruction with opportunities for inquiry and constructing meaning. Flexible grouping, both in classes and within the grade level, gives teachers the opportunity to make decisions about pacing, re-teaching, compacting, extending or modifying curriculum to meet students' needs. Teachers utilize a variety of instructional materials, such as *SIPPS*, *Read Naturally*, *Math Excursions*, *Winning Equations* and standards based software, to provide appropriate learning opportunities to all of their students.

During the school day students may be engaged in large, small group or one-on-one lessons with their teacher, the Reading Specialist, the At-Risk Aide or with parent volunteers. Teachers ask their students to reflect on their learning through writing, pair and share, table talks, or reciprocal learning activities. Students are provided with a wide variety of opportunities to demonstrate their learning. Instruction based assessments such as demonstrations, dramatizations, and oral and written reports, projects and models are used by teachers as measures of students' learning. Class-created rubrics provide opportunities to students for feedback, self-evaluation and taking responsibility for their own learning.

5. *Alisal School's professional development program and its impact on improving student achievement*

Alisal's professional development is organized to ensure that all students meet state standards. We believe that the most effective staff development is designed to answer a specific need identified by teachers. This process is carried out on several levels.

- The district Curriculum Council advises the Curriculum Department on district wide staff development needs. Some of the training that Alisal teachers have participated in include Best Practices in Literacy, *Six Trait Writing*, Math Modules, *Winning Equations*, Differentiation for ELL, Differentiation for GATE, and Reciprocal Teaching. All new teachers and their coaches are provided with intensive staff development through our BTSA.
- Staff development embedded in other tasks includes development of the standards based report card, writing assessment rubric development and anchoring, as well as math, science and language arts piloting.
- Staff development based on data and teacher needs initiated at Alisal include a two-year investigation into effective reading comprehension led by our Reading Specialist. Based on the metacognitive skills outlined in Stephanie Harvey's *Strategies that Work*. It includes meeting to discuss strategies, modeled lessons with students and in class coaching. The Alisal writing committee has researched and adopted a narrative and expository writing program. Teachers coached each other, shared lessons and used student work, professional books, videos and support materials to improve their writing instruction. Once a month staff development lunches (voluntary) focus on the needs of at-risk students.

STATE CRITERION-REFERENCED TESTS

Table 1

Grade: 2 Test: California Standards Test (CST) – English – Language Arts

Edition/publication year: 2001-2002 Publisher: California Department of Education

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardized, district or school assessments to determine their achievement.

	2001-2002	2000-2001
Testing month April		
SCHOOL SCORES		
TOTAL		
At or Above Basic	93	96
At or Above Proficient	66	73
At Advanced	25	32
Number of students tested	93	91
Percent of total students tested	94	96
Number of students excluded	6	4
Percent of students excluded	6	4
SUBGROUP SCORES		
1. Females		
At or Above Basic	98	93
At or Above Proficient	74	66
At Advanced	28	30
2. Males		
At or Above Basic	85	97
At or Above Proficient	54	76
At Advanced	21	33
3. Limited English Proficiency		
At or Above Basic	89	100
At or Above Proficient	71	69
At Advanced	24	19
4. Socio-Economically Disadvantaged		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
5. Special Education Enrollment		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
STATE SCORES		
TOTAL		
At or Above Basic	63	61
At or Above Proficient	32	32
At Advanced	9	10

The California Standards Test (CST) is 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 performance levels designated are advanced, proficient, basic, below basic and far below basic. See below scaled score ranges for performance standards.

Second Grade: Basic 300-349 Proficient 350-401 Advanced = 402

STATE CRITERION-REFERENCED TESTS

Table 2

Grade: 3

Test: California Standards Test (CST) – English – Language Arts

Edition/publication year: 2001-2002 Publisher: California Department of Education

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardized, district or school assessments to determine their achievement.

	2001-2002	2000-2001
Testing month April		
SCHOOL SCORES		
TOTAL		
At or Above Basic	94	90
At or Above Proficient	73	67
At Advanced	32	31
Number of students tested	98	94
Percent of total students tested	95	82
Number of students excluded	5	20
Percent of students excluded	5	18
SUBGROUP SCORES		
1. Females		
At or Above Basic	100	90
At or Above Proficient	78	66
At Advanced	25	37
2. Males		
At or Above Basic	90	92
At or Above Proficient	69	69
At Advanced	35	20
3. Limited English Proficiency		
At or Above Basic	99	N/A
At or Above Proficient	86	N/A
At Advanced	33	N/A
4. Socio-Economically Disadvantaged		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
5. Special Education Enrollment		
At or Above Basic	84	N/A
At or Above Proficient	42	N/A
At Advanced	17	N/A
STATE SCORES		
TOTAL		
At or Above Basic	62	59
At or Above Proficient	32	30
At Advanced	9	9

The California Standards Test (CST) 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 performance levels designated are advanced, proficient, basic, below basic and far below basic. See below scaled score ranges for performance standards.

Third Grade: Basic 300-349 Proficient 350-401 Advanced = 402

STATE CRITERION-REFERENCED TESTS

Table 3

Grade: 4Test: California Standards Test (CST) – English – Language ArtsEdition/publication year: 2001-2002Publisher: California Department of Education

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardizes, district or school assessments to determine their achievement.

	2001-2002	2000-2001
Testing month April		
SCHOOL SCORES		
TOTAL		
At or Above Basic	94	100
At or Above Proficient	74	64
At Advanced	40	36
Number of students tested	94	85
Percent of total students tested	88	98
Number of students excluded	13	2
Percent of students excluded	12	2
SUBGROUP SCORES		
1. Females		
At or Above Basic	97	100
At or Above Proficient	79	80
At Advanced	47	44
2. Males		
At or Above Basic	92	99
At or Above Proficient	68	58
At Advanced	30	30
3. Limited English Proficiency		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
4. Socio-Economically Disadvantaged		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
5. Special Education Enrollment		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
STATE SCORES		
TOTAL		
At or Above Basic	71	66
At or Above Proficient	36	33
At Advanced	14	11

The California Standards Test (CST) is 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 performance levels designated are advanced, proficient, basic, below basic and far below basic. See below scaled score ranges for performance standards.

Fourth Grade: Basic 300-349 Proficient 350-392 Advanced = 393

STATE CRITERION-REFERENCED TESTS

Table 4

Grade: 5 Test: California Standards Test (CST) – English – Language Arts

Edition/publication year: 2001-2002 Publisher: California Department of Education

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardizes, district or school assessments to determine their achievement.

	2001-2002	2000-2001
Testing month April		
SCHOOL SCORES		
TOTAL		
At or Above Basic	89	90
At or Above Proficient	59	56
At Advanced	18	24
Number of students tested	93	110
Percent of total students tested	89	98
Number of students excluded	11	2
Percent of students excluded	11	2
SUBGROUP SCORES		
1. Females		
At or Above Basic	88	94
At or Above Proficient	61	56
At Advanced	17	30
2. Males		
At or Above Basic	90	86
At or Above Proficient	57	56
At Advanced	19	19
3. Limited English Proficiency		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
4. Socio-Economically Disadvantaged		
At or Above Basic	N/A	N/A
At or Above Proficient	N/A	N/A
At Advanced	N/A	N/A
5. Special Education Enrollment		
At or Above Basic	N/A	45
At or Above Proficient	N/A	0
At Advanced	N/A	0
STATE SCORES		
TOTAL		
At or Above Basic	71	66
At or Above Proficient	31	28
At Advanced	9	11

The California Standards Test (CST) is 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 performance levels designated are advanced, proficient, basic, below basic and far below basic. See below scaled score ranges for performance standards.

Fifth Grade: Basic 300-349 Proficient 350-394 Advanced = 395

STATE CRITERION-REFERENCED TESTS

Table 5

Grade: 2 - 5

Test: California Standards Test (CST) Mathematics

Edition/publication year: 2001-2002 Publisher : California Department of Education

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardized, district or school assessments to determine their achievement.

	Grade 2	Grade 3	Grade 4	Grade 5
Testing month	April			
SCHOOL SCORES				
At or Above Basic	95	93	92	86
At or Above Proficient	77	77	60	55
At Advanced	45	33	21	20
Number of students tested	93	98	99	94
Percent of total students tested	94	95	93	90
Number of students excluded	6	5	8	10
Percent of students excluded	6	5	7	10
SUBGROUP SCORES				
1. Females				
At or Above Basic	96	98	90	83
At or Above Proficient	83	84	57	46
At Advanced	48	28	18	7
2. Males				
At or Above Basic	95	90	97	88
At or Above Proficient	69	72	65	62
At Advanced	41	35	26	30
3. Limited English Proficiency				
At or Above Basic	88	100	91	N/A
At or Above Proficient	82	93	64	N/A
At Advanced	53	53	0	N/A
4. Socio-Economically Disadvantaged				
At or Above Basic	N/A	N/A	N/A	N/A
At or Above Proficient	N/A	N/A	N/A	N/A
At Advanced	N/A	N/A	N/A	N/A
5. Special Education Enrollment				
At or Above Basic	N/A	74	N/A	N/A
At or Above Proficient	N/A	41	N/A	N/A
At Advanced	N/A	8	N/A	N/A
STATE SCORES				
TOTAL				
At or Above Basic	68	65	67	59
At or Above Proficient	43	38	37	29
At Advanced	16	12	13	7

The California Standards Test (CST) is 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 performance levels designated are advanced, proficient, basic, below basic and far below basic. See below scaled score ranges for performance standards.

	Basic	Proficient	Advanced
Grade 2	300-349	350-413	= 414
Grade 3	300-349	350-413	= 414
Grade 4	300-349	350-400	= 401
Grade 5	300-349	350-449	= 430

PROFICIENCY RUBRIC CST

Proficiency Level	Proficiency level description with respect to the California standards
Advanced	Distinguished achievement. In-depth understanding of academic knowledge and skills tested and exceeds the grade level expectations.
Proficient	Competent level of achievement in the academic knowledge and skills tested and meets the grade level expectations.
Basic	Somewhat competent in the academic knowledge and skills tested and partially meets the grade level expectation.
Below Basic	Limited achievement in the academic knowledge and skills tested and does not meet the grade level expectation.
Far Below Basic	Minimal achievement in the academic knowledge and skills tested and does not meet the grade level expectation.

Note: This table is provided to explain relative distinctions between the levels of proficiency that are described in the California Standards Test. It is not an official state document; rather it is a guideline that we have used to better understand the proficiency designations.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Table 6

Grade: 2 – 5

Test : Stanford Achievement Test (SAT 9) 9th Edition

Edition/publication year: 1996

Publisher: Harcourt-Brace Educational Measurements

What groups were excluded from testing? Why and how were they assessed? Students were excluded by absence, written parent request or student IEP. Students were assessed through their IEP goals by alternative standardized, district or school assessments to determine their achievement.

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

Norm-Referenced Test Scores: SAT/9 Total Reading

	GradeLevel	2001-2002	2000-2001	1999-2000
Testing month	--	April	April	April
SCHOOL SCORES				
Total Score (Percent at or Above 50 th Percentile)	Grade 2	86	87	88
	Grade 3	85	82	83
	Grade 4	81	84	77
	Grade 5	72	74	67
Number of students tested		385	403	405
Percent of total students tested		93	99	97
Number of students excluded		28	5	14
Percent of students excluded		7	1	3
SUBGROUP SCORES				
Total Score (Percent at or Above 50 th Percentile)				
1. Females		86	83	85
2. Males		76	80	72
3. Asian/Asian America		93	88	76
4. Hispanic or Latino		57	70	56
5. White		83	82	82
6. Special Education Enrollment		61	38	31
7. Gifted and Talented (GATE) Enrollment		100	98	100
8. Limited English Proficient		80	72	N/A
9. Socio-Economically Disadvantaged		55	N/A	69

Table 6 continued
Norm-Referenced Test Scores: SAT/9 Total Math

	Grade Level	2001-2002	2000-2001	1999-2000
Testing month	--	April	April	April
SCHOOL SCORES				
Total Score (Percent at or Above 50 th Percentile)	Grade 2	93	87	87
	Grade 3	91	85	87
	Grade 4	87	87	80
	Grade 5	79	76	71
Number of students tested		385	403	405
Percent of total students tested		93	99	97
Number of students excluded		28	5	14
Percent of students excluded		7	1	3
SUBGROUP SCORES				
Total Score (Percent at or Above 50 th Percentile)				
1. Females		87	84	80
2. Males		88	84	82
3. Asian/Asian America		97	97	88
4. Hispanic or Latino		71	67	70
5. White		87	84	82
6. Special Education Enrollment		61	31	31
7. Gifted and Talented (GATE) Enrollment		96	98	100
8. Socio-Economically Disadvantaged		84	N/A	73
9. Limited English Proficiency		70	89	N/A