

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

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

Official School Name Camellia Basic Elementary School (As it should appear in the official records)

School Mailing Address 6600 Cougar Drive (If address is P.O. Box, also include street address)

Sacramento, CA 95828 City State Zip Code+4 (9 digits total)

Tel. (916) 382-5981 Fax (916) 382-5918

Website/URL WWW.SCUSD.edu Email donog@sac-city.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. Jim Sweeney (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sacramento City Unified School District Tel: (916) 643-9000

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 Mr. Robert King Fong (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: 62 Elementary schools
 8 Middle schools
 Junior High schools
 9 High schools
- 79 TOTAL

2. District Per Pupil Expenditure: \$6,160
- Average State Per Pupil Expenditure: \$6,232

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. 5 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	63	49	112		7			
1	40	39	79		8			
2	38	40	78		9			
3	38	44	82		10			
4	30	37	67		11			
5	42	41	83		12			
6	25	19	44		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								545

6. Racial/ethnic composition of the students in the school:
- 16% White
 - 17.1% Black or African American
 - 21.5% Hispanic or Latino
 - 40.7% Asian/Pacific Islander
 - 1.3% American Indian/Alaskan Native
 - 2.4% Filipino
 - 1% Multiple or No Response

100% Total

7. Student turnover, or mobility rate, during the past year: 18%

(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.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	97
(4)	Total number of students in the school as of October 1	531
(5)	Subtotal in row (3) divided by total in row (4)	.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 32.8%
179 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Cantonese (62), Spanish (37), Vietnamese (23), Hmong (20), Mien-Yao (13), Hindi (8), Russian (5), Filipino (4), Japanese (2), Arabic (2), Lao (1), Punjabi (1), other non-English (1)

9. Students eligible for free/reduced-priced meals: 64.2%

350 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: $\frac{3.9\%}{21}$ Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	___ Specific Learning Disability
___ Hearing Impairment	<u>21</u> Speech or Language Impairment
___ 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)	<u>1</u>	_____
Classroom teachers	<u>26</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	_____	<u>16</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>31</u>	<u>20</u>

12. Student-“classroom teacher” ratio: 21:1

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	97.2%	97%	97.2%	96.4%	96.1%
Daily teacher attendance	98.5%	98%	97%	98%	97%
Teacher turnover rate	4%	4%	5%	4%	0%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Camellia Basic is a magnet elementary school located in Sacramento, California. As an academic prep school, Camellia develops excellence through an emphasis on the skills of reading, writing, and mathematics. Students also develop lifelong skills by participating in art, music, physical education, and the sciences. Camellia Basic students have always exceeded district and state averages on state and national assessments. The structured program of the basic school teaches the essential qualities of cooperation, responsibility, courage, and self-esteem by stressing excellence in class work and homework. As our mission statement states, “At Camellia Basic, we inspire and provide opportunities for all students to achieve high standards of performance for success in school, life, and work.”

The Camellia neighborhood is predominantly a minority community with many different foreign languages being spoken in the local markets including Cantonese, Spanish, Hmong, Vietnamese, Mien, Russian, Hindi, Punjabi, and Lao. All students within walking distance attend kindergarten at Camellia and make up the majority of students that attend Camellia Basic School. In addition, the Sacramento City School District has expanded parental choice and allows students from throughout the district to attend Camellia Basic’s magnet program in grades 1-6 through the district’s open enrollment process.

With the history of high academic achievement (862 API in 2002 which ranks Camellia Basic among the top 10% of schools statewide) and the reputation of exemplary student behavior, visitors are delighted to see that the population of the school reflects the diversity of the large urban school district like Sacramento City School District. Over 32% of the students are Limited English Proficient and because of the high number of families on free and reduced lunch (64.2%), Camellia has a school-wide Title 1 program.

Camellia has realized dramatic improvement in academic gains over the last few years. In 1998, we had 5.9 out of 10 students reading at grade level (above the 50% tile on the SAT 9) and 6.6 students in mathematics. Our goal was to get at least 9 out of 10 students on grade level by 2001. The results of Spring 2002 show 9.1 out of 10 students are at grade level in math, and 8.1 out of 10 students are at grade level in reading, using the SAT 9 data.

At Camellia, we attribute our success to the analysis of assessment data to understand and improve student and school performance; clear communication of expectations, student performance and assessment data to parents, students, and the community (resulting in over 24,000 parent volunteer hours in 2001-02); sharing our successes and learning from the successes of other schools; research based programs in language arts and mathematics that are both engaging and based on high standards (as stated in our mission statement); different instructional methods focused on improving student learning; and professional development with a focus on student achievement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

In November 1997, the California State Board of Education designated the Stanford 9 published by Harcourt Educational Measurement as the STAR Program's achievement test. The test was the first administered to all California students during spring 1998 and has been administered each spring since then. Spring 2002 is the last administration of this test as part of the STAR program. It will be replaced with the California Achievement Test, Sixth Edition (CAT/6) for the 2003 program. The Stanford 9 is a national norm-referenced achievement test, and the test questions and scoring are the same from year-to-year. Therefore, results from the 2002 administration may be compared with the results from any of the previous four years.

Students in grades 2-11 are tested in reading, language (written expression) and mathematics. Students in grades 2-8 are also tested in spelling. The purpose of the Stanford 9 is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

California Standards Tests

The California Standards tests in the English- language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's Academic Content Standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do. The Academic Content Standards are grade or course specific. The 2002 standards tests were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2001-2002 school year including 2001 summer school.

- All Students in Grades 2-11 - English Language Arts
- All Students in Grades 2-9 - Mathematics

The California English-language arts standards scores are based on 75 questions for grades 2 and 3, 90 questions for grades 5, 6 and 8-11, and 98 points for grades 4 and 7. For all grades the California English Language Arts Standards Tests have 35 questions. An additional 40 questions for grades 2 and 3 and 55 questions for grades 4 – 11 are taken from the Stanford 9 reading and language tests. Language arts experts matched the Stanford 9 questions to California's Academic Content Standards and selected the specific questions to be used as part of the standards-based scores for each grade.

The California Mathematics Standards Tests are grade specific for grades 2-7. Each of these tests has 50 standards-based questions. Fifteen (15) Stanford 9 questions are added to the 50 questions to give standards-based scores based on a total of 65 questions (50 + 15). Like Language arts, mathematics experts matched the Stanford 9 questions to California's Academic Content Standards and identified the 15 specific questions to be used as Math Foundation Skills for the academic content standards for each grade 2-7. These questions are less rigorous than the standards-based questions on the California Standards Tests.

Attached Assessment Results

- California Standards Test- Math (pages 14- 18)
- California Standards Test- Language Arts (pages 19- 23)
- Stanford 9 Reading (pages 25- 29)
- Stanford 9 Math (pages 30- 34)
- Stanford 9 Language Arts (pages 35- 39)

IV-2. Grade level teams begin the year scrutinizing the previous year's assessments. These assessments are disaggregated and presented in several color coded formats to allow teachers to analyze last year's results by student, class, grade level, ethnicity, language proficiency, content cluster, and expected outcome. The assessment data of both last year's class and the incoming class are used to understand and advance student and school improvement. This use of data enables the teachers to target areas in the core curriculum based on last year's assessments and plan ahead for individual student areas of strength and weakness.

Teachers also use a language arts assessment system on a six to eight week cycle to create a Classroom Assessment Report. The district's Office of Research has developed benchmarks that allow teachers to link student progress to expected outcomes on the statewide standards. These assessments appraise reading fluency, comprehension, spelling, and vocabulary. Teachers share assessment results with the principal, in weekly grade level meetings, and action plans are made for students who have not achieved the standard in two or more subtests.

The mathematics curriculum, Saxon Mathematics, contains a systematic assessment after every five lessons. The results from the most recent Saxon assessment are included in the six to eight week classroom assessment report that is shared with the principal. After every assessment, a self-analysis is completed by each student to analyze the error and determine its cause. Students who score below 80% are identified and receive one-on-one tutoring with the teacher or with the instructional aide. This immediate intervention includes both pre- and post-teaching of concepts.

All English Language Learners are monitored using the CELDT (California English Language Development Test). Students' proficiency levels are known by all teachers with the goal of targeting instruction so that all students who attend Camellia Basic School for five years will be redesignated as English Language Proficient.

IV-3. The vision that attracts families to Camellia Basic begins with the commitment of all families to collaborate with teachers to assist students in achieving high standards. Camellia has a very clear expectation of its parents. For example, the three-way (parent, teacher, student) contract states, "Our family will contribute 40 hours of volunteer time to school and its programs." In fact, one of our parents earns her volunteer hours by tracking parents hours school-wide and sending every family a monthly update. Last year over 25,000 parent volunteer hours were logged.

Camellia employs a variety of strategies for communicating student performance, assessment results, and progress towards grade level standards with families and community members. All new parents attend a parent orientation with the principal to review their child's current achievement level and the standards and expectations for the year. Student performance on the STAR (Standardized Testing and Reporting Program) is communicated to parents individually by mail. Parents meet with teachers for one-on-one conferences two times a year (to discuss progress toward standards); as a class, at Back to School Night and Open House; and as needed for SST (Student Study Team) or IEP (Individualized Educational Plan) conferences. Parents of students who are not meeting standards can expect calls home, written progress notes, and frequent communication.

All English Language Learners are also monitored using the CELDT (California English Language Development Test). This assessment is used to determine English language learner's progress towards the English language development standards. The results are mailed home in the family's primary language in the fall and the teachers share this information with parents at conference time.

As a school, the school's STAR results are communicated through the yearly *School Accountability Report Card*, *The Camellia Basic Weekly Newsletter*, and *The Connection* (The District's newspaper that is delivered to over 40,000 homes on the 1st and 15th of each month). The district's web site, WWW.scusd.edu provides detailed information on individual schools and STAR results. The Sacramento City Unified School District also has a recognition program with results reported to the community through local media. For example, based on progress towards standards, Camellia Basic School was recognized as an *Achieving School* ('98-'00), a *School on the Move* ('99-2000), and an *Exemplary School* ('99-2000, '00-'01, '01-'02).

IV-4. Camellia Basic school has made a large commitment to share it's successes, strategies, and staff development. The SCUSD (Sacramento City Unified School District) has hosted a district-wide conference, *Blueprints for Success*, in which teachers from Camellia Basic and other schools present programs that are successful. A team of teachers from Camellia Basic also shared successes at the Sacramento County Office of Education's *HP 2 Conference (High Performing- High Poverty)*. Camellia Basic has been and will continue to be an active participant in conferences of this nature.

The staff of Camellia Basic is an integral part of staff development for the summer school program for the SCUSD. District-wide, professional development is held for both administrators and teachers at Camellia Basic throughout the summer. Also, Camellia Basic has partnered with other staffs and schools during the summer in order to provide teachers and students with an opportunity to emulate

the Camellia Basic behavioral management program.

The SCUSD relies heavily upon its intern program to staff new positions in the school district. The intern program is under the supervision of a former Camellia Basic teacher and many of the interns are placed at Camellia Basic during the summer and the regular school year. Several teachers also act as BTSA (Beginning Teacher Support Approach) mentor teachers and the principal is a mentor to other principals in the district.

PART V – CURRICULUM AND INSTRUCTION

V-1. As part of the district strategic plan, *High Standards, Great Results*, the Camellia Basic has implemented curriculum based on high standards. The language arts curriculum (*Open Court Reading, 2002*) is based on state standards and taught in thematic units that integrate the arts, science, and history/social science. The mathematics program, *Saxon Mathematics* is a standards based program that includes content knowledge (taught in increments), application of basic skills (daily mental math is done in all grades), problem solving (daily practice includes problem solving), and comprehension (this includes a self-test analysis done after each assessment by the students).

Physical Education is provided twice a week by trained Physical Education Specialists during the classroom teachers' prep time and includes every student. The standards based curriculum teaches healthy eating habits, motor skills, cardiovascular fitness, stretching, calisthenics and games. Students demonstrate their physical wellness while participating in the President's Physical Fitness Program.

Curriculum planning follows the *Best Practices* model and begins with teachers mapping the curriculum to the rigorous state standards. In Language Arts for example, at a recent professional development day, grade levels met to map their current writing program with the state standards. Each grade level then held an articulation meeting with the grade level above and the grade level below to discuss the core curriculums alignment with the state standards.

In mathematics, our teachers plan lessons only after using an assessment analysis. Each math assessment is studied by the student, and the teacher, to determine why each student missed each problem: was the problem copied incorrectly, was a careless error made, or did the student not understand the concept. A plan is made to help individual students depending on why they missed the problem. This information is used to ensure that all students are engaged with appropriate content in planning future lessons.

Grade level teams also meet to look for content areas of non-alignment with the standards. When areas of non-alignment are found, teachers use the grade level meeting time to create lessons that will help students achieve the standards. For example, one grade-level team found no activities that addressed the functional literacy standard in the language arts curriculum. Together, the team created several lessons and activities that used functional reading material to develop reading comprehension skills. After creating these lessons, the team shared them with the other teachers at all grade levels.

Teachers offer an extended day program in primary and intermediate grades. In grades 1-3, the teachers use a variety of strategies to meet the needs of struggling students. Most classes have sizes of 10 or less and focus on reading. In the intermediate grades, all students participate in an extended day program called Exchange. This 60-minute program is an extension of the core health, science, language arts, social studies, and art curriculum in which teachers exchange students across grades 4-6. This gives teachers the opportunity to specialize in a content area and differentiate the curriculum to engage and challenge all students. An example of this is in our art class, students create geometric shapes that are an extension of the mathematics lesson. These shapes are put together in panels and the panels are proudly displayed in the multipurpose room.

V-2. Sacramento City Unified School District was in an achievement crisis in the mid 90's. Elementary school reading achievement was at an all time low, hovering at about the 30th percentile on norm-referenced tests. Reform in reading instruction was at the top of the list of critical needs.

To meet the challenge, the district adopted a reading program, Collections for Young Scholars (SRA McGraw-Hill/Open Court). The adoption of this reading program was done for a number of reasons which include: material to deliver systematic instruction in essential elements of early reading (phonemic awareness, explicit phonics, vocabulary and comprehension instruction), consistency in instructional sequence in methodology and content from school to school and classroom to classroom, common focus in professional development, material to provide teachers with tools to match confirmed research on how people learn to read, and a program with a proven track record of success in urban settings.

The Open Court Program has been the district's core reading program since 1997 in grades K through 3 and 1998 in grades 4 through 6. Every grade level has made significant improvement over the

six-year implementation. In an effort to meet the needs of all students, the district has adopted the 2002 edition of Open Court, Open Court Reading, 2002. This program maintains the strengths of the earlier edition and adds some significant improvements. It includes: 100% alignment to California Content Standards in Reading/Language Arts, standards aligned materials for English Language Learners, standards aligned materials for Special Education students, and standards aligned interventions for struggling readers. Camellia Basic School and the Sacramento City Unified School District have a mission to assure that all students will be competent readers and see the Open Court Reading Program as the center of this important work.

V-3. The mission statement at Camellia Basic, “*We inspire and provide opportunities for all students to achieve high standards of performance for success in school, life, and work*” is exemplified in the writing curriculum. The essential skills taught in the writing program include pre-writing, drafting, revising, editing, and publishing.

Writing samples are also collected several times a year in order to measure student progress toward the district writing standards using the district writing rubric. The rubric is aligned to the state standards. Results of writing assessments have resulted in focused professional development on writing instruction. Also, writing is assessed to determine current student achievement and to identify and work with students in need of re-teaching.

At Camellia Basic, teachers provide an environment with an emphasis on writing, which provides a multifaceted context for the development of higher order thinking skills. While doing pre-writing activities, students think about, plan, and discuss their writing assignment so that they can write with purpose and thought. During drafting, students shape planning notes into main ideas and supporting details. While revising, students make sure the writing expresses their ideas clearly and completely. In editing, students proofread to free the writing of grammatical, spelling, and technical mistakes. In publishing, students communicate private writing to the public.

The teachers at Camellia Basic believe that the ability to write with clarity and coherence is essential to student’s success in school as well as in life. Communicating through writing is becoming increasingly important in this age of computers and the information superhighway.

V-4. Camellia was once a school with severe behavioral problems that included violence daily on campus. Over 20 years ago, the teachers at Camellia (many of whom still teach here), in conjunction with California State University Sacramento, embarked on developing a system for behavioral management that would provide students the opportunity to contribute in meaningful ways to the school, deal with conflict in a nonviolent manner, and develop social skills and group responsibility. Classroom meetings were a direct response to this state of affairs.

Primarily because of classroom meetings, the students now see themselves as responsible for their behavior and the behavior of their peers. Classroom meetings are held in every classroom on a weekly basis. At the beginning of the year, an assembly is held to teach students the importance of classroom meetings. Bullying, lying, swearing, and other schoolyard atrocities are discussed in classroom meetings. Students use the meetings as a forum to solve problems. At a recent class meeting, a student reported that the dodge ball game was getting rough at recess. The class suggested changing the rules so that hits had to occur below the waist. This solution has been very helpful.

Students use class meetings as a forum to solve problems, resolve conflict, give helpful suggestions, and plan. Students learn how to talk with fellow students about difficult issues and the logical consequences of their choices. We believe class meetings are the primary reason Camellia has such a low suspension rate. New families and visitors consistently comment on the exceptional behavior demonstrated by the students. Recently, a substitute teacher commented, “I’ve been a substitute for nine years and I have never experienced anything like this. These kids are so well behaved!” Student self-discipline and exemplary behavior are seen as integral parts of the curriculum. These lifelong habits are taught using classroom meetings. Class meetings are so successful that they attract visitors from other schools and districts.

V-5. Professional development is approached from a site-based perspective with the support of the district resources. The district *Reading Lions* project has sponsored a wide range of staff development

opportunities that the staff has taken advantage of over the last three years. Most recently teachers in grades K-6 attended the weeklong Governor's Reading Institute with a focus on strategies for implementing Open Court, 2002. We have already seen improved student performance on the curriculum embedded assessments.

Previously, the leadership team determined that a focus on the writing process was needed for the 2001-2002 school year. As a result, a three-day weekend retreat/ professional development was developed that included training in the writing standards, *Open Court* writing strategies, instructional strategies for teaching the writing process, and articulation between different grade-levels. Every classroom teacher participated in the training as well as the prep teachers and the office support staff. We now continue to have follow-up implementation trainings at each staff meeting, and we have seen on-going student improvement demonstrated by district provided writing assessments.

Camellia currently has six teachers that are part of the CSUS- SCUSD intern program. Over the three-year commitment, each of these interns receives extensive support from a supervising teacher from CSUS, a mentor teacher on-site and classes at CSUS. The mentor teacher provides feedback using the BTSA approach. This includes formal observations that include a narrative comparing the teachers' actions with the state standards for the teaching profession. Four teachers serve as mentor teachers to the district. These mentor teachers are assigned new teachers to support with BTSA training, peer assistance and review, observations and visitations.

To update skills, the staff has recently read and discussed the books, Positive Discipline, Deciding What to Teach and Test, and Setting Limit in the Classroom. The impact of this continuous professional development is improved student achievement in every grade as verified in the data tables that are attached.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grades: 2 - 6

Test: California Standards Test

Edition/publication year: 2000-2001

Publisher: State of California

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

No specific groups were excluded from test.

Number excluded: 0

Percent excluded: 0%

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 is a rigorous test aligned to the California Academic Content Standards. The California Standards Tests in English-language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's Academic Content Standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do. Performance standards identify levels of student achievement based on a demonstrated degree of mastery of the academic content standards tested. California uses five performance standards for its California Standards Tests:

- *Advanced performance in relation to the academic content standards tested*
- *Proficient performance in relation to the academic content standards tested*
- *Basic performance in relation to the academic content standards tested*
- *Below Basic performance in relation to the academic content standards tested*
- *Far-Below Basic performance in relation to the academic content standards tested*

<i>Camellia Elementary</i>		
California Standards Test - Math - 2nd Grade		
	2002	2001
Testing Month	April	N
Percent of Students		O
At or Above Basic	94.6	
At or Above Proficient	57.3	D
At Advanced	12	A
Number of students tested in Grade	71	T
Percent of students tested in Grade	100.0%	A
Number of students excluded	0	
Percent of students excluded	0%	A
Subgroup Scores		V
African American	*9 Tested	A
Percent of Students		I
At or Above Basic		L
At or Above Proficient		A
At Advanced		B
Asian	35 Tested	L
Percent of Students		E
At or Above Basic	94.3	
At or Above Proficient	57.2	
At Advanced	14.3	
Hispanic or Latino	21 Tested	
Percent of Students		
At or Above Basic	100	
At or Above Proficient	71.5	
At Advanced	4.8	
White	*6 Tested	
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	96.1	
At or Above Proficient	63.4	
At Advanced	11.5	
State Scores		
Mean Percent		
At or Above Basic	68	
At or Above Proficient	43	
At Advanced	16	
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Math - 3rd Grade		
	2002	2001
Testing Month	April	N
Percent of Students		O
At or Above Basic	92.3	
At or Above Proficient	67.6	D
At Advanced	19.5	A
Number of students tested in Grade	76	T
Percent of students tested in Grade	99.0%	A
Number of students excluded	0	
Percent of students excluded	0%	A
Subgroup Scores		V
<i>African American</i>	*8 Tested	A
Percent of Students		I
At or Above Basic		L
At or Above Proficient		A
At Advanced		B
<i>Asian</i>	35 Tested	L
Percent of Students		E
At or Above Basic	88.5	
At or Above Proficient	68.5	
At Advanced	11.4	
<i>Hispanic or Latino</i>	19 Tested	
Percent of Students		
At or Above Basic	88.9	
At or Above Proficient	61.1	
At Advanced	22.2	
<i>White</i>	14 Tested	
Percent of Students		
At or Above Basic	100	
At or Above Proficient	78.6	
At Advanced	50	
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	92.6	
At or Above Proficient	64.8	
At Advanced	11.1	
State Scores		
Total		
At or Above Basic	65	
At or Above Proficient	38	
At Advanced	12	
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Math - 4th Grade		
	2002	2001
Testing Month	April	N
Percent of Students		O
At or Above Basic	96.9	
At or Above Proficient	72.7	D
At Advanced	12.1	A
Number of students tested in Grade	64	T
Percent of students tested in Grade	100.0%	A
Number of students excluded	0	
Percent of students excluded	0%	A
Subgroup Scores		V
<i>African American</i>	11 Tested	A
Percent of Students		I
At or Above Basic	81.8	L
At or Above Proficient	63.6	A
At Advanced	9.1	B
<i>Asian</i>	26 Tested	L
Percent of Students		E
At or Above Basic	100	
At or Above Proficient	69.2	
At Advanced	11.5	
<i>Hispanic or Latino</i>	17 Tested	
Percent of Students		
At or Above Basic	100	
At or Above Proficient	70.6	
At Advanced	11.8	
<i>White</i>	*10 Tested	
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	100	
At or Above Proficient	80.5	
At Advanced	9.8	
State Scores		
Total		
At or Above Basic	67	
At or Above Proficient	37	
At Advanced	13	
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Math - 5th Grade		
	2002	2001
Testing Month	April	N
Percent of Students		O
At or Above Basic	95.8	
At or Above Proficient	47.2	D
At Advanced	8.3	A
Number of students tested in Grade	70	T
Percent of students tested in Grade	100.0%	A
Number of students excluded	0	
Percent of students excluded	0%	A
Subgroup Scores		V
African American	15 Tested	A
Percent of Students		I
At or Above Basic	93.4	L
At or Above Proficient	53.4	A
At Advanced	6.7	B
Asian	21 Tested	L
Percent of Students		E
At or Above Basic	99.9	
At or Above Proficient	91.6	
At Advanced	8.3	
Hispanic or Latino	15 Tested	
Percent of Students		
At or Above Basic	100	
At or Above Proficient	33.4	
At Advanced	6.7	
White	19 Tested	
Percent of Students		
At or Above Basic	89.5	
At or Above Proficient	47.4	
At Advanced	15.8	
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	99.9	
At or Above Proficient	47	
At Advanced	2.9	
State Scores		
Total		
At or Above Basic	59	
At or Above Proficient	29	
At Advanced	7	
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Math - 6th Grade		
	2002	2001
Testing Month	April	N
Percent of Students		O
At or Above Basic	99.9	
At or Above Proficient	90.4	D
At Advanced	19	A
Number of students tested in Grade	37	T
Percent of students tested in Grade	100.0%	A
Number of students excluded	0	
Percent of students excluded	0%	A
Subgroup Scores		V
African American	*4 Tested	A
Percent of Students		I
At or Above Basic		L
At or Above Proficient		A
At Advanced		B
Asian	12 Tested	L
Percent of Students		E
At or Above Basic	99.9	
At or Above Proficient	91.6	
At Advanced	8.3	
Hispanic or Latino	*9 Tested	
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
White	12 Tested	
Percent of Students		
At or Above Basic	0	
At or Above Proficient	100	
At Advanced	33.3	
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	100	
At or Above Proficient	92	
At Advanced	20	
State Scores		
Total		
At or Above Basic	62	
At or Above Proficient	32	
At Advanced	10	
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Lang Arts - 2nd Grade		
	2002	2001
Testing Month	April	April
School Scaled Scores		
Percent of Students		
At or Above Basic	93.3	96.1
At or Above Proficient	40	58.4
At Advanced	9.3	15.6
Number of students tested in Grade	71	68
Percent of students tested in Grade	100.0%	100.0%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Subgroup Scores		
<i>African American</i>	*9 Tested	0 Tested
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
<i>Asian</i>	35 Tested	32 Tested
Percent of Students		
At or Above Basic	88.5	78.2
At or Above Proficient	42.8	30.4
At Advanced	17.1	4.3
<i>Hispanic or Latino</i>	21 Tested	19 Tested
Percent of Students		
At or Above Basic	94.4	94.8
At or Above Proficient	55.5	52.7
At Advanced	11.1	5.3
<i>White</i>	*6 Tested	17 Tested
Percent of Students		
At or Above Basic		5
At or Above Proficient		6
At Advanced		6
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	92.2	96.2
At or Above Proficient	38.4	58.5
At Advanced	9.6	15.6
State Scores		
Total		
At or Above Basic	63	61
At or Above Proficient	32	32
At Advanced	9	10
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Lang Arts - 3rd Grade		
	2002	2001
Testing Month	April	April
School Scaled Scores		
Percent of Students		
At or Above Basic	92.3	86.2
At or Above Proficient	54.6	44.6
At Advanced	20.8	9.2
Number of students tested in Grade	76	52
Percent of students tested in Grade	99.0%	97.0%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Subgroup Scores		
<i>African American</i>	*8 Tested	0 Tested
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
<i>Asian</i>	35 Tested	23 Tested
Percent of Students		
At or Above Basic	88.5	78.2
At or Above Proficient	42.8	30.4
At Advanced	17.1	4.3
<i>Hispanic or Latino</i>	19 Tested	17 Tested
Percent of Students		
At or Above Basic	94.4	94.1
At or Above Proficient	55.5	35.3
At Advanced	11.1	11.8
<i>White</i>	14 Tested	12 Tested
Percent of Students		
At or Above Basic	100	100
At or Above Proficient	78.6	66.7
At Advanced	50	25
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	90.7	86.1
At or Above Proficient	44.4	44.6
At Advanced	11.1	9.2
State Scores		
Total		
At or Above Basic	62	59
At or Above Proficient	34	30
At Advanced	11	9
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Lang Arts - 4th Grade		
	2002	2001
Testing Month	April	April
School Scaled Scores		
Percent of Students		
At or Above Basic	96.9	92.5
At or Above Proficient	74.2	53.8
At Advanced	24.2	13.8
Number of students tested in Grade	64	60
Percent of students tested in Grade	100.0%	99.0%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Subgroup Scores		
<i>African American</i>	11 Tested	0 Tested
Percent of Students		
At or Above Basic	90.9	
At or Above Proficient	81.8	
At Advanced	27.3	
<i>Asian</i>	26 Tested	23 Tested
Percent of Students		
At or Above Basic	100	87
At or Above Proficient	61.5	52.2
At Advanced	19.2	17.4
<i>Hispanic or Latino</i>	17 Tested	15 Tested
Percent of Students		
At or Above Basic	94.1	86.7
At or Above Proficient	70.6	53.4
At Advanced	35.3	6.7
<i>White</i>	*10 Tested	22 Tested
Percent of Students		
At or Above Basic		95.5
At or Above Proficient		50
At Advanced		22.7
<i>Socio-Econ Disadvantaged</i>		
Percent of Students		
At or Above Basic	100	92.6
At or Above Proficient	78.1	53.8
At Advanced	24.4	13.8
State Scores		
Total		
At or Above Basic	71	66
At or Above Proficient	36	33
At Advanced	14	11
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Lang Arts - 5th Grade		
	2002	2001
Testing Month	April	April
School Scaled Scores		
Percent of Students		
At or Above Basic	94.4	95.8
At or Above Proficient	56.4	50
At Advanced	14.1	8.3
Number of students tested in Grade	70	40
Percent of students tested in Grade	99.0%	94.0%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Subgroup Scores		
<i>African American</i>	15 Tested	*1 Tested
Percent of Students		
At or Above Basic	93.3	
At or Above Proficient	66.6	
At Advanced	13.3	
<i>Asian</i>	21 Tested	14 Tested
Percent of Students		
At or Above Basic	99.9	85.7
At or Above Proficient	52.3	35.7
At Advanced	19	0
<i>Hispanic or Latino</i>	15 Tested	11 Tested
Percent of Students		
At or Above Basic	93.3	100
At or Above Proficient	60	54.5
At Advanced	6.7	0
<i>White</i>	19 Tested	14 Tested
Percent of Students		
At or Above Basic	88.9	100
At or Above Proficient	50	78.6
At Advanced	16.7	28.6
<i>Socio-Econ Disadvantaged</i>		
Percent of Students		
At or Above Basic	97.1	95.8
At or Above Proficient	50	50
At Advanced	11.8	8.3
State Scores		
Total		
At or Above Basic	71	66
At or Above Proficient	31	28
At Advanced	9	7
* Aggregate data not available for groups less than 11		

<i>Camellia Elementary</i>		
California Standards Test - Lang Arts - 6th Grade		
	2002	2001
Testing Month	April	April
School Scaled Scores		
Percent of Students		
At or Above Basic	97.6	94.4
At or Above Proficient	61	61.1
At Advanced	19.5	13.9
Number of students tested in Grade	37	54
Percent of students tested in Grade	98.0%	100.0%
Number of students excluded	0	0
Percent of students excluded	0%	0%
Subgroup Scores		
African American	*4 Tested	*1 Tested
Percent of Students		
At or Above Basic		
At or Above Proficient		
At Advanced		
Asian	12 Tested	22 Tested
Percent of Students		
At or Above Basic	91.7	100
At or Above Proficient	50	63.6
At Advanced	8.3	9.1
Hispanic or Latino	*9 Tested	14 Tested
Percent of Students		
At or Above Basic		85.7
At or Above Proficient		57.1
At Advanced		21.4
White	12 Tested	17 Tested
Percent of Students		
At or Above Basic	100	94.1
At or Above Proficient	75	64.7
At Advanced	33.3	23.5
Socio-Econ Disadvantaged		
Percent of Students		
At or Above Basic	96	94.4
At or Above Proficient	56	61.1
At Advanced	28	13.9
State Scores		
Total		
At or Above Basic	66	67
At or Above Proficient	30	31
At Advanced	9	8
* Aggregate data not available for groups less than 11		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grades: 2-6 Test: Stanford Achievement Test, 9th Edition

Edition/publication year: 1997 Publisher: Harcourt Brace

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

No specific groups were excluded from the test.

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

Camellia Elementary

Stanford Achievement Test 9th Edition Reading 2nd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	59.8	65.1	58.3
Number of students Tested	74	77	74
Percent of total students tested	98.7%	100.0%	93.7%
Number of students excluded	0	0	0
Percent of students excluded	0%	0.0%	0.0%
Subgroup Scores			
<i>African American</i>	*	*	56.2
<i>Asian</i>	58.7	62.7	55.1
<i>Hispanic or Latino</i>	62.3	64.0	61.6
<i>White</i>	*	72.6	62.4
<i>Socio-Econ Disadvantaged</i>	60.4	62.3	57.6

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Reading 3rd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	58.1	57.9	59.3
Number of students Tested	77	65	79
Percent of total students tested	98.7%	97.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	59.7	63.6
Asian	53.6	52.0	52.4
Hispanic or Latino	58.6	58.2	55.2
White	69.3	66.3	62.5
Socio-Econ Disadvantaged	54.2	58.0	55.7

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Reading 4th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	62.2	60.2	60.3
Number of students Tested	66	80	56
Percent of total students tested	100.0%	98.8%	93.3%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	63.7	60.4	*
Asian	58.1	56.8	50.5
Hispanic or Latino	62.9	59.1	61.8
White	*	63.3	73.7
Socio-Econ Disadvantaged	63.2	59.8	58.8

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Reading 5th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	62.0	59.1	58.4
Number of students Tested	71	48	74
Percent of total students tested	98.6%	94.1%	94.9%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	67.6	*	53.8
Asian	59.3	49.9	60.2
Hispanic or Latino	61.7	62.1	58.2
White	60.7	69.0	59.8
Socio-Econ Disadvantaged	59.1	53.7	54.0

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Reading 6th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	62.6	62.1	59.6
Number of students Tested	41	72	78
Percent of total students tested	97.6%	100.0%	97.5%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	55.9	62.2
Asian	54.1	*	59.6
Hispanic or Latino	*	61.5	*
White	74.4	61.5	50.8
Socio-Econ Disadvantaged	60.4	58.8	59.7

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Math 2nd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	66.8	72.7	59.5
Number of students Tested	74	77	74
Percent of total students tested	98.7%	100.0%	93.7%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	*	53.1
Asian	68.6	73.6	57.7
Hispanic or Latino	68.3	69.6	60.7
White	*	78.3	69.1
Socio-Econ Disadvantaged	68.2	70.7	57.7

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Math 3rd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	73.0	67.9	70.4
Number of students Tested	77	65	79
Percent of total students tested	98.7%	97.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	59.3	69.7
Asian	71.0	68.2	72.7
Hispanic or Latino	73.8	67.7	66.0
White	78.6	76.8	70.5
Socio-Econ Disadvantaged	70.1	67.4	70.3

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Math 4th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	71.9	70.8	70.5
Number of students Tested	66	80	56
Percent of total students tested	100.0%	98.8%	93.3%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	64.5	66.6	*
Asian	72.6	74.1	69.1
Hispanic or Latino	71.3	72.1	67.1
White	*	69.2	78.5
Socio-Econ Disadvantaged	73.0	73.9	70.1

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Math 5th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	70.3	71.9	66.0
Number of students Tested	72	48	74
Percent of total students tested	100.0%	94.1%	94.9%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	69.3	*	58.6
Asian	75.7	74.5	72.9
Hispanic or Latino	67.0	72.0	61.5
White	67.9	74.5	67.4
Socio-Econ Disadvantaged	69.4	70.3	64.7

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Math 6th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	79.1	75.6	70.8
Number of students Tested	42	72	79
Percent of total students tested	100.0%	100.0%	98.8%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	67.8	64.9
Asian	77.7	*	77.5
Hispanic or Latino	*	74.8	*
White	84.7	74.8	67.8
Socio-Econ Disadvantaged	79.5	73.1	73.0

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Lang Arts 2nd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	60.7	70.5	59.3
Number of students Tested	74	77	74
Percent of total students tested	98.7%	100.0%	93.7%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	*	55.8
Asian	57.0	66.7	50.7
Hispanic or Latino	63.9	68.1	65.6
White	*	79.9	70.2
Socio-Econ Disadvantaged	60.4	67.2	57.2

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Lang Arts 3rd Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	66.5	63.8	64.2
Number of students Tested	77	65	79
Percent of total students tested	98.7%	97.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	61.5	67.3
Asian	62.8	59.8	61.0
Hispanic or Latino	68.5	63.2	63.1
White	75.4	74.5	64.7
Socio-Econ Disadvantaged	64.2	64.3	62.7

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Lang Arts 4th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	67.4	62.6	59.2
Number of students Tested	66	80	56
Percent of total students tested	100.0%	98.8%	93.3%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	62.5	62.9	*
Asian	67.0	63.2	55.5
Hispanic or Latino	67.7	57.2	56.4
White	*	64.6	67.1
Socio-Econ Disadvantaged	68.6	64.6	58.4

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Lang Arts 5th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	63.7	66.5	60.7
Number of students Tested	72	48	74
Percent of total students tested	100.0%	94.1%	94.9%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	64.9	*	57.6
Asian	66.5	61.1	64.4
Hispanic or Latino	58.2	66.2	60.2
White	64.1	72.9	59.7
Socio-Econ Disadvantaged	62.4	62.6	57.0

Note: * Aggregate data not available for student groups of less than 11.

Camellia Elementary

Stanford Achievement Test 9th Edition Lang Arts 6th Grade			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	April
Mean NCE	68.7	66.1	62.0
Number of students Tested	41	72	79
Percent of total students tested	97.6%	100.0%	98.8%
Number of students excluded	0	0	0
Percent of students excluded			
Subgroup Scores			
African American	*	63.7	62.9
Asian	67.3	*	63.7
Hispanic or Latino	*	66.5	*
White	72.3	66.5	57.1
Socio-Econ Disadvantaged	67.9	62.8	64.0

Note: * Aggregate data not available for student groups of less than 11.