

**U.S. DEPARTMENT OF EDUCATION** **NOVEMBER 2002**

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

Name of Principal Dr. Gerald C. Traynor

Official School Name Las Lomas Elementary School

School Mailing Address 299 Alameda de las Pulgas

Atherton CA 94027-6469  
City State Zip Code=4 (9 digits total)

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

\_\_\_\_\_  
(Principal’s Signature) Date \_\_\_\_\_

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

Name of Superintendent Ms. Mary Ann Somerville  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Las Lomas Elementary School District Tel.(650) 854-2880

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.

\_\_\_\_\_  
(Superintendent’s Signature) Date \_\_\_\_\_

Name of School Board  
President /Chairperson Dr. Lee Anderson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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:     1 Elementary schools  
   1 Middle schools  
   \_\_\_ Junior high schools  
   \_\_\_ High schools  
  
   2 TOTAL

2. District Per Pupil Expenditure: \$9,950

Average State Per Pupil Expenditure: \$6,133

**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. 2 1/2 Number of years the principal has been in her/his position at this school.

18 months 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:  
 2002-2003 School Year

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Total
K	59	64	123		7			
1	50	47	97		8			
2	60	58	118		9			
3	61	64	125		10			
4					11			
5					12			
6					Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								463

6. Racial/ethnic composition of the students in the school:	<u>70</u>	% White
	<u>1</u>	% Black or African American
	<u>8</u>	% Hispanic or Latino
	<u>17</u>	% Asian/Pacific Islander
	<u>0</u>	% American Indian/Alaskan Native
	<u>4</u>	% Multiple ethnicity
	<b>100</b>	<b>% Total</b>

7. Student turnover, or mobility rate, during the past year: 7.98 %

(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 to the school after October 1 until the end of the year.	16
(2)	Number of students who transferred from the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	426
(5)	Subtotal in row (3) divided by total in row (4)	.0798
(6)	Amount in row (5) multiplied by 100	7.98%

8. Limited English Proficient students in the school: 12.74%  
59 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: Spanish, Japanese, Tongan, Russian, Korean, Tagalog, French, Finnish, Farsi, German, Hindi, and Norwegian

9. Students eligible for free/reduced-priced meals: 2.38%

11 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: 8.68 %  
54 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>    </u> Autism	<u>  2  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  8  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 44 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 25 </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  5  </u>
Paraprofessionals	<u>  3  </u>	<u> 11  </u>
Support staff	<u>  4  </u>	<u>    </u>
Total number	<u> 34 </u>	<u> 18 </u>

12. Student-“classroom teacher” ratio:  20:1 

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	414.59	411.33	467.82	458.32	485.28
Daily teacher attendance	96.5	97.4	96.1	98.2	97.3
Teacher turnover rate	0	0	1	0	0
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

## **PART III – SUMMARY**

Las Lomas Elementary School, located in the town of Atherton, California, on the peninsula south of San Francisco, is a public primary school serving students in kindergarten through third grade.

The mission of Las Lomas School is to educate all students to achieve their maximum potential in order to become independent life long learners and positive contributing members of a global society. This mission is the driving force behind our vision to be an exemplary, model K-3 elementary school.

Our kindergarten, first and second grade students are on a staggered schedule with one half of the class attending school as “early birds” and the other half as “late birds.” This allows a maximum student to teacher ratio of 10:1 for a 75 minute teaching block that is devoted specifically to language arts and reading instruction. Third graders do not have a staggered schedule, however the length of the instructional day is longer.

Las Lomas families reside in the communities of Menlo Park, Atherton, Portola Valley, Woodside and East Palo Alto. This is a high socioeconomic area overall, but serves students from a range of high, middle and low-income students. In the current school year the racial/ethnic composition of the student body is 70% Caucasian, 8% Hispanic, 13.4% Asian, 1% African American, 2.3% Pacific Islander and 1.5% Filipino. Slightly over 7 1/2% of our students speak a primary language other than English. Twelve different languages are represented including a high percentage of Spanish, Japanese and Tongan speaking students. These students are assigned to regular classes, but have an extended school day (during early or late bird time) in kindergarten, first and second grades devoted specifically to English language development. Some kindergarten and all third grade English Language Learners are given special English language instruction during the school day. We celebrate the diversity brought by all families, and are proud of our students’ consistently high achievement on state-mandated tests.

Parents have a strong interest in and enthusiastically support the school through volunteer activities, bond elections and teacher support. An active Parent Teacher Association (PTA) and School Site Council provide input and the required approval for our school’s programs and fiscal management. Las Lomas has a long-standing reputation for high standards and academic excellence.

Las Lomas School provides a positive learning environment through a school-wide plan that emphasizes positive recognition for behavior and the use of elementary “conflict resolution” strategies. Character education is an integral program that focuses on a different value/life skill each month.

The school houses a technology lab which can accommodate 20 students, a library well stocked with current, age appropriate materials, a large multi-purpose room, rooms for the speech therapist, school counselor, school psychologist, English Language Development (ELD) teacher, resource specialist, reading specialists, math specialist and literacy coaches. In addition, physical education, music and art specialists complete the educational support providing opportunities for our students to become well-rounded individuals. A Special Day Class operated by the San Mateo County Office of Education is housed on site, and many of the students are included in regular classroom activities. It is classified as a cross categorical class, serving students with various disabilities and multiple levels of autism. These children take alternative assessments and their scores are not part of Las Lomas School’s data. A privately operated pre-school/day care facility is part of the campus, and the majority of its students attend our school.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

1. The goal of Las Lomas School is to be “a child-centered organization where we set high academic expectations for our children and hold ourselves accountable for student achievement.”

Annually we administer the Standardized Testing and Reporting (STAR) test, required by the State of California, to all our second and third graders. (Please see attachments for yearly results.) Formerly known as the Stanford Achievement Test, ninth edition (SAT 9), this multiple choice test measures student competency in phonics, reading comprehension, spelling, language mechanics, language usage, math computation, mathematical concepts, time, money, and problem solving. STAR includes a nationally norm referenced test as well as the California Standards Test (CST) that specifically tests for proficiency in our state reading/language arts and mathematics standards.

Within our school community we have developed a school-wide Literacy Assessment Plan to improve literacy assessment data collection. The plan delineates which assessments are given at each grade level, and to which students at particular points during the year. Using the Developmental Reading Assessment (DRA, known on our site as “Celebrations”), teachers take a “running record” while a student reads a selection out loud to determine reading proficiency levels and note a child’s reading strengths and weaknesses. This grade-leveled reading assessment is administered one-on-one to all students. Using one consistent tool throughout the school helps to calibrate grade-level expectations and provides a common language for discussing students’ growth.

For the past four years we have trained to use Literacy Collaborative (LC) assessments and teaching strategies from The Ohio State University. The LC assessments identify skill abilities in phonics, spelling and reading. It includes the Observation Survey that identifies reading readiness and is administered to all kindergartners and any first graders who begin the year below grade level in reading.

The California English Language Development Test (CELDT) is administered to all students whose home language is not English. The CELDT determines a student’s proficiency in listening, speaking, reading and writing English.

Our recently adopted mathematics textbook is aligned with state standards and comes with a set of assessments, including chapter tests that monitor computation, problem solving and higher-level thinking skills. In addition, grade levels have identified other math assessment tools to determine student understanding of the State of California’s key mathematics standards. For example, first grade uses specific assessments to determine which students are proficient in such areas as 1:1 correspondence, number concepts, computation, estimation, and place value.

We are in the process of developing and using a student data monitoring system that will provide timely, useful information to guide instruction. Using the data collected from the STAR, the CST, the Academic Performance Index (API) issued from the state of California, Literacy Collaborative assessments, the CELDT results, DRA and grade level assessments, we are able to provide a comprehensive collection of data that monitors student progress over a long period of time. In addition, we will be able to compare growth in various segments of our student populations by studying disaggregated data to see if all segments of our student population are moving at a rate commensurate with the state average.

By using several different assessment tools, and by collecting and analyzing data, we are able to determine individual student performance targets, examine group strengths or areas needed for improvement, and alter our instruction accordingly.

2. Teachers routinely use the assessment data described in item #1, Part IV, to make instructional decisions in the classroom. Using the school results from the STAR, we focus on academic areas needing improvement and seek ways to alter our teaching to help students gain confidence and skills in the areas needing to be strengthened. For instance, we discovered that spelling is an area needing improvement and

sought and implemented a curriculum that would provide for a consistent, developmentally appropriate method for teaching spelling.

Students in need of English instruction, based on the results of the CELDT, are given additional opportunities to learn English through an extended day for some kindergartners, first and second graders while other kindergarten ELL and third grade ELL students receive special instruction during the regular school day.

By using the results of the DRA, teachers are able to pinpoint group or individual weaknesses and formulate instruction to strengthen skills. For instance, if most children in a classroom seem to struggle with word attack skills as a result of the one-on-one administered test, the teacher knows which skills s/he needs to develop. If an individual child is struggling with fluency, the teacher knows to work with that child in that area. Some children are identified as needing special reading instruction as a result of the assessments and are placed in supplemental reading programs with reading specialists.

Students needing specific support in math, as determined by the math assessments, can be placed in a small group math program for second and third graders. As with literacy instruction, teachers are made aware of and adjust their teaching as group or individual needs are discovered through assessments.

3. Student growth and performance is frequently communicated and showcased not only to parents, but also with the students. A student's individual, ongoing goals may be established through a personal conference, by providing a rubric against which the student may compare his/her work, by using editing checklists as a benchmark for writing. Charts with strategies for good readers are visible for students to use as needed. Mathematical problem solving strategies are visible throughout classrooms. Student work is displayed throughout the school, not only in individual classrooms, but also in the corridors. Our newly revised report card format shows student performance on a continuum, with performance at, above and below grade level standards clearly indicated. This allows students and parents to monitor growth throughout the year.

Communication to parents regarding expectations, grade-level standards and individual performance results is critical to our students' success. All families receive a packet on the first day of school containing copies of our standards and expectations. At Parent Information Night, early in the school year, teachers explain their programs and share school curriculum as well as state standards to parents. Informal conferences occur as needed, and formal conferences are held twice annually for all students. Conferences allow teachers and parents to review student progress, measuring the student's achievement against the grade-level standards.

Group performance results are shared with parents and the community through several means. We share results at School Site Council meetings, in the annual School Accountability Report Card, in teacher's regular classroom newsletters, in The Lion's Roar (a PTA weekly newsletter sent to parents), in the district superintendent's quarterly reports to the community, in local newspapers, and on our website at [www.llesd.k12.ca.us](http://www.llesd.k12.ca.us).

4. Our vision is to be an exemplary, model K-3 elementary school. With that in mind, we are available and willing to share our successes with other schools. Our English Language Development extended day program is a model program for other schools in our county. We are a part of the Mid Peninsula Teachers Institute (MTI) through which teachers collaborate and train with others in the same teaching assignments. We have explored the possibility of embracing a mathematics model (Math Cadre) for our school, a program with an on site-coaching component similar to the Literacy Collaborative. (See Part V, number 3.)

As a result of our participation in the Literacy Collaborative, the MTI, and the Math Cadre our teachers interact with other educators locally, statewide and nationally. Our Literacy coaches are networked with

educators nationally. They often e-mail, call, or write others to support literacy efforts throughout the nation. The director of the MTI is a Las Lomas teacher on special assignment, who has also taught Math Their Way classes, technology workshops and has presented at several curriculum conferences locally and statewide. Our principal is often called upon to offer suggestions or assistance to colleagues, and is always willing to confer with those seeking ways to enhance or improve their school's performance. In addition, he speaks at various community organizations to share the successes of our school.

Each staff member is encouraged to visit other classrooms, and often these visits result in a mutual sharing of ideas, materials and philosophies. Teachers collaborate and cross train with one another both on campus and within the local districts. In the words of our principal, we all strive to "get our story out."



## **PART V – CURRICULUM AND INSTRUCTION**

1. Las Lomitas School provides a comprehensive curriculum to its students. Because we align our district standards and teaching to the California State standards, our standards are high and measurable. Instruction is guided by these standards and driven by student performance. All students receive at least 75 minutes of language arts instruction daily. Literacy forms the core of our curriculum. To support that core, our teachers utilize the model and curriculum described in description 2 of Part V. A well-stocked, organized book room contains fiction and non-fiction material written for all students' reading levels. The library supplements materials provided for students in order to support all areas of the curriculum. The librarian selects books to support classroom units such as poetry, author studies, cultural explorations, or historical studies.

Our character education program focuses on a different value/life skill each month. Responsibility, cooperation, patience, good sportsmanship, initiative, gratitude, and friendship are some of the skills emphasized. Students frequently check a bulletin board in the main corridor to see who has received recognition for demonstrating the month's skill.

Children struggling with reading are provided additional support through Reading Recovery, an intense 1:1 tutorial program for 30 minutes daily, available to the lowest 20% of first grade readers. The students exit the program when they achieve classroom average standing. For second and third graders, Miller-Unruh funded (small group) reading is provided by a reading specialist. In addition, remedial math lab, Outreach (volunteer) tutoring, speech therapy, English Language Development program, a Resource Specialist and a daily Homework Club support struggling students. An on-site counselor offers small group sessions for children facing emotional difficulties or needing extra care in building self-esteem.

Physical education, art and music instruction are a regular part of the student's schedule. Each child receives 200 minutes of physical education each 10 school days exclusive of recesses and the lunch period. The physical education specialist also integrates health education into the program. The children delight in learning about muscles, tendons, ligaments and bones through a weekly "trivia" bulletin board displayed in the main corridor. Our art specialist teaches techniques and artistic elements through the works of the masters, and introduces children to famous artistic pieces. Music instruction is provided for thirty minutes per week. Singing, a study of basic theory, rhythms, and movement are the basics of the program. Each grade level is taught to play an instrument. Kindergartners play rhythm instruments, first graders play melodies and chords with melody bells, second graders play xylophones and third graders perform on recorders.

Science instruction is primarily hands on using materials and concepts in the Full Operation Science System (FOSS) curriculum developed by the Lawrence Hall of Science. Students are fully engaged in the scientific method of predicting an outcome, observation over time, recording data, and formulating conclusions.

2. For the past two years, we have been using the Literacy Collaborative (LC) model, a nationally known research-based approach to literacy from The Ohio State University. This model includes an on-site coaching component. It incorporates four kinds of reading: reading aloud which provides a model for fluency, expression, and language development; shared reading where the students read with the teacher; guided reading which allows the teacher to teach a particular skill to a small group; and independent reading where students read alone. In addition, there is a strong emphasis on comprehension. The state adopted series Open Court by SRA McGraw Hill, supplemented with leveled guided reading books and library books form the basis of our reading curriculum materials. Students needing additional reading support receive one-on-one Reading Recovery assistance or small group reading instruction taught by reading specialists.

The LC model also includes four kinds of writing: shared writing, where the teacher and students create written material together; interactive writing, where students work collaboratively; guided writing, where teachers provide support or teach a specific skill to students in the process of writing; and independent writing, where students author material independently. In addition, there is a strong emphasis on phonics and spelling patterns. Spelling curriculum for kindergartners and first graders is a phonics-based approach by McCracken. Second and third graders use Everyday Spelling materials.

This multi-pronged approach to literacy was chosen after several years of research on best practices and through a school-wide desire to find a means to challenge the brightest students while assisting those who are struggling.

3. Beginning in the school year 2001-02, we began focusing on the key California math standards, establishing grade level benchmarks and creating meaningful assessments. We researched the Silicon Valley Math Initiative Project, hoping to find a math parallel to the LC, but this model was not suited to a primary school. Instead, we are creating our own model, known as the Math Cadre. This year, we are administering consistent grade level assessments and are analyzing data that allows us to collaborate to refine our instruction. In grades 1,2,3 we are using the Harcourt Brace series. Kindergartners use Houghton Mifflin and Math Their Way curriculum materials. Hands-on learning is key to teaching math. Beginning with concrete objects, students move to a level connecting the concrete object to a concept level. Finally, the symbolic, mathematical level is achieved. Without an understanding of the concept, students struggle with math symbols. Throughout the process of learning, students are always asked how they solved a problem, what was their thought process, why did they eliminate a particular answer? Brain-teasers, story problems, timed tests, and frequent assessments are some of the components we use to provide a comprehensive program to teach number sense, measurement and geometry, algebra and functions, mathematical reasoning, statistics and probability. In order to challenge students with higher ability levels, we have developed grade level appropriate math enrichment boxes, which students may use independently or collaboratively.

Students in the computer lab are adept at working with math software that reinforces skills taught in the classroom. Students struggling with math are supported in a small group program. The middle school math test scores and large number of 8<sup>th</sup> graders enrolled in algebra classes reflect a firm foundation taught at Las Lomitas School. Without a strong understanding of math and how to use it in daily life, our students would not be prepared to “achieve their maximum potential in order to become independent life long learners and positive contributing members of a global society.”

4. Recognizing that each child is unique in his/her learning style, Las Lomitas School teachers excel at providing a wide variety of challenging learning experiences. We use a range of methods to meet the instructional needs of all students, including large group, small group and one-on-one instruction. Oral presentations and discussions, computer research, writing opportunities, reading instruction, literature studies, genre studies, math and science manipulatives, and partner learning are a few of the many ways teachers instruct students. Classes collaborate to present plays and musical programs for each other and for parents. PTA sponsored assemblies bring to the children a variety of artistic experiences including dramatic, scientific, and musical presentations. Each year a children’s author is invited to speak to the students and parents. The author’s books are studied in preparation for this event. Music, art and physical education specialists offer a variety of opportunities for students to become well-rounded individuals. Field trips compliment classroom instruction and offer children real world experiences. Teachers meet weekly by grade level to plan creative ways to explore student-centered themes in the curriculum. For example, social studies units include lessons integrating food, music, art, clothing, and geography while students learn about people of other cultures. Third graders and kindergartners “buddy up” for the year providing an opportunity for the older student to teach the younger child while the younger child experiences a role model. In addition, some third graders are trained as conflict managers to assist on the playground helping resolve problems, which arise during recess. Our early / late staggered day allows for a 1:10 teacher to student ratio for K-2 language arts instruction, giving each child a greater opportunity for teacher guidance and support. Our Student Study Team process is an opportunity for

teachers, parents, and specialists to collaborate on strategies to assist a struggling student. Instruction centered around the children and their needs is the basis for our teaching.

5. As described earlier, the staff, including the principal, has been training in the Literacy Collaborative model. This four-year plan began with a committee that explored the program to determine its relevance for our school. In the second year, two teachers were trained to become on-site coaches. In the third year, the coaches began teaching the methods to the staff, and teachers began integrating the methods into classroom instruction. In the fourth year, the staff continued training every other month. These classes are after the regular teaching day and require extra hours developing a project for classroom use such as designing learning centers, learning to teach the six traits of writing, or creating genre studies. In addition, the coaches demonstrate techniques in individual classrooms or observe a teacher utilizing the strategies and suggest ways to improve the teacher's presentation. Developing a similar model for our mathematics instruction is in progress. Wednesday afternoons are set aside for regularly scheduled grade level meetings, cross grade level articulations, staff or district in-services, faculty meetings, district-wide curriculum planning meetings, and School Site Council meetings. At the weekly grade level meetings, teachers discuss strategies, develop or analyze assessments and share in ways to support students. Annually, in collaboration with the principal, teachers establish individual professional goals and are provided time and funding to pursue training outside of the district in order to meet these goals. We are a part of a newly developed Mid-Peninsula Teacher Institute, a professional development collaborative that offers in-service courses to four local small school districts with similar demographics and student needs. All Las Lomas teachers are Cross-cultural Language and Academic Development (CLAD) certified, Specially Designed Academic Instruction in English (SDAIE) trained, or are in the process of learning these methods to meet the needs of English learners. Our school board values teacher training and builds into our calendar two in-service days. As each teacher personally continues to be a life long learner, we demonstrate to our students the value of the quest for knowledge and utilize new ideas, research and methods in our classrooms to help the students become life long learners.

## **STATE CRITERION-REFERENCED TESTS**

### **California Standards Tests**

The Data Display Tables are on the following pages.

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.

Grade: 2                                      Test: California Standards Test

Edition/publication year: 1999                      Publisher: Educational Testing Service (The California Department of Education owns the copyright)

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

No specific groups were excluded from testing. If parents requested in writing that their child be excluded from testing, individuals were not given the standardized tests. These students were evaluated using our regular school assessment tools.

Number excluded: It varies by year.                      Percent excluded: It varies by year.

The California Standards Test (CST) determines how well students are learning the skills and knowledge required by the California Content Standards for each grade. The California Content Standards explain what students should know and be able to do at each grade level and in specific subjects. The California Standards Test scaled scores range from approximately 200 to 500. The scaled scores are specific to each grade and content areas. They are designed to serve the needs of California's accountability system, allowing for accurate comparisons of scores in the same content area and grade level from year-to-year. The mean scaled score is the group average scaled score for each grade and content area. Mean Scaled Scores between 300 and 349 are at the Basic Performance Standard (Academic Achievement Standard) and scores of 350 or higher are at or above the Proficient Performance Standard. The California Standards Tests are more rigorous than the SAT 9, and student scores are likely to be lower on the CST than the SAT 9. The state target is for every student to score at the Proficient or Advanced Performance Standard.<sup>1</sup> The data table shows that the percentage of Las Lomas students at or above the Basic, Proficient, and Advanced categories are well above the state average percentages.

**STATE CRITERION-REFERENCED TESTS**  
California Standards Test

Data Display Table for Reading (language arts or English)

Grade 2

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	May	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	98%	93%	*	*	*
At or Above Proficient	80%	75%	*	*	*
At Advanced	37%	44%	*	*	*
Number of students tested	126	99	126	113	*
Percent of total students tested	98%	95%	100%	91%	*
Number of students excluded	2	5	0	11	*
Percent of students excluded	2%	5%	0	9%	*
<b>SUBGROUP SCORES</b>					
1. English Language Learners					
At or Above Basic	95%	*	*	*	*
At or Above Proficient	71%	*	*	*	*
At Advanced	12%	*	*	*	*
2. Students receiving Special Ed. Services					
At or Above Basic	96%	*	*	*	*
At or Above Proficient	73%	*	*	*	*
At Advanced	25%	*	*	*	*
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	63%	61%	*	*	*
State Mean Score	324.1	*	*	*	*
At or Above Proficient	32%	32%	*	*	*
State Mean Score		*	*	*	*
At Advanced	9%	10%	*	*	*
State Mean Score		*	*	*	*

\* This test is relatively new in the state of California. No data is available for these years. Our subgroups are too small for the data to be reported.

**STATE CRITERION-REFERENCED TESTS**  
California Standards Test

Data Display Table for Mathematics

Grade 2

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
	May	April	May	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	99%	*	*	*	*
At or Above Proficient	88%	*	*	*	*
At Advanced	54%	*	*	*	*
Number of students tested	125	99	125	120	*
Percent of total students tested	98%	95%	99%	97%	*
Number of students excluded	3	5	1	4	*
Percent of students excluded	2%	5%	1%	3%	*
<b>SUBGROUP SCORES</b>					
1. English Language Learners					
At or Above Basic	100%	*	*	*	*
At or Above Proficient	76%	*	*	*	*
At Advanced	47%	*	*	*	*
2. Students receiving Special Ed. services					
At or Above Basic	87%	*	*	*	*
At or Above Proficient	85%	*	*	*	*
At Advanced	31%	*	*	*	*
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	68%	*	*	*	*
State Mean Score	342.7	*	*	*	*
At or Above Proficient	43%	*	*	*	*
State Mean Score	*	*	*	*	*
At Advanced	16%	*	*	*	*
State Mean Score	*	*	*	*	*

\* This test is relatively new in the state of California. No data is available for these years. Our other subgroups are too small for the data to be reported.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Grade 2    **READING**    Test: Stanford Achievement Test, Ninth Edition (SAT 9)  
(language arts or English)

Edition/publication year: 1996    Publisher: Harcourt Inc.

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

No specific groups were excluded from testing. If parents requested in writing that their child be excluded from testing, individuals were not given the standardized tests. All students were evaluated using our regular school assessment tools.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	May	April	April
<b>SCHOOL SCORES</b>					
Total Score	86%	84%	82%	79%	75%
Number of students tested	123	99	125	112	116
Percent of total students tested	98%	95%	99%	90%	97%
Number of students excluded	5	5	1	12	4
Percent of students excluded	4%	5%	1%	10%	3%
<b>SUBGROUP SCORES</b>					
1. English Language Learners	80%	*	*	*	31%
2. Students receiving Special Ed. services	88%	78%	*	*	*
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* Data not available

Our other subgroups are not large enough for data to be reported.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Grade 2 MATHEMATICS Test: Stanford Achievement Test, Ninth Edition (SAT 9)

Edition/publication year: 1996 Publisher: Harcourt Inc.

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

No specific groups were excluded from testing. If parents requested in writing that their child be excluded from testing, individuals were not given the standardized tests. All students were evaluated using our regular school assessment tools.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	May	April	April
Total Score	94%	95%	90%	80%	82%
Number of students tested	124	98	124	116	120
Percent of total students tested	97%	94%	98%	94%	100%
Number of students excluded	4	6	2	8	0
Percent of students excluded	3%	4%	2%	6%	0
<b>SUBGROUP SCORES</b>					
1. English Language Learners	93%	*	*	*	52%
2. Students receiving Special Ed. services	93%	89%	*	*	*
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* Data not available

Our other subgroups are not large enough for data to be reported.





## STATE CRITERION-REFERENCED TESTS

### California Standards Test

Data Display Table for Reading (language arts or English)

Grade 3

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
	May	April	May	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	96%	89%	*	*	*
At or Above Proficient	75%	71%	*	*	*
At Advanced	44%	35%	*	*	*
Number of students tested	96	125	120	116	120
Percent of total students tested	99%	97%	98%	96%	98%
Number of students excluded	1	4	2	5	2
Percent of students excluded	1%	3%	2%	4%	2%
<b>SUBGROUP SCORES</b>					
1. English Language Learners					
At or Above Basic	92%	*	*	*	*
At or Above Proficient	35%	*	*	*	*
At Advanced	14%	*	*	*	*
2. Students receiving Special Ed. Services					
At or Above Basic	87%	86%	*	*	*
At or Above Proficient	58%	67%	*	*	*
At Advanced	29%	37%	*	*	*
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	62%	59%	*	*	*
State Mean Score	323.5	*	*	*	*
At or Above Proficient	34%	30%	*	*	*
State Mean Score	*	*	*	*	*
At Advanced	11%	9%	*	*	*
State Mean Score	*	*	*	*	*

\* This test is relatively new in the state of California. No data is available for these years. Our other subgroups are too small for the data to be reported.

**STATE CRITERION-REFERENCED TESTS**  
**California Standards Test**

Data Display Table for Mathematics

Grade 3

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
	May	April	May	April	April
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	96%	*	*	*	*
At or Above Proficient	85%	*	*	*	*
At Advanced	59%	*	*	*	*
Number of students tested	96	127	120	117	120
Percent of total students tested	99%	98%	98%	97%	98%
Number of students excluded	1	2	2	4	2
Percent of students excluded	1%	2%	2%	3%	2%
<b>SUBGROUP SCORES</b>					
1. English Language Learners					
At or Above Basic	87%	*	*	*	*
At or Above Proficient	58%	*	*	*	*
At Advanced	29%	*	*	*	*
2. Students receiving Special Ed. services					
At or Above Basic	85%	*	*	*	*
At or Above Proficient	75%	*	*	*	*
At Advanced	55%	*	*	*	*
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	65%	*	*	*	*
State Mean Score	331.6	*	*	*	*
At or Above Proficient	38%	*	*	*	*
State Mean Score	*	*	*	*	*
At Advanced	12%	*	*	*	*
State Mean Score	*	*	*	*	*

\* This test is relatively new in the state of California. No data is available for these years. Our other subgroups are too small for the data to be reported.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Grade 3      READING              Test : Stanford Achievement Test, Ninth Edition (SAT 9)  
 (language arts or English)

Edition/publication year: 1996              Publisher: Harcourt Inc.

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

No specific groups were excluded from testing. If parents requested in writing that their child be excluded from testing, individuals were not given the standardized tests. All students were evaluated using our regular school assessment tools.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	May	April	April
<b>SCHOOL SCORES</b>					
Total Score	88%	83%	82%	77%	81%
Number of students tested	87	121	118	116	120
Percent of total students tested	91%	98%	97%	96%	98%
Number of students excluded	9	2	4	5	2
Percent of students excluded	9%	2%	3%	4%	2%
<b>SUBGROUP SCORES</b>					
1.English Language Learners	62%	*	*	*	*
2.Students receiving Special Ed. Services	89%	81%	*	*	*
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* Data not available

Our other subgroups are not large enough for data to be reported.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Grade 3 MATHEMATICS Test: Stanford Achievement Test, Ninth Edition (SAT 9)

Edition/publication year: 1996 Publisher: Harcourt Inc.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	April	May	April	April
<b>SCHOOL SCORES</b>					
Total Score	<u>94%</u>	89%	88%	77%	83%
Number of students tested	86	127	117	115	121
Percent of total students tested	90%	98%	96%	95%	99%
Number of students excluded	10	2	5	6	1
Percent of students excluded	10%	2%	4%	5%	1%
<b>SUBGROUP SCORES</b>					
1. English Language Learners	84%	*	*	*	*
2. Students receiving Special Ed. Services	94%	85%	*	*	*
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

\* Data not available

Our other subgroups are not large enough for data to be reported.