

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

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

Official School Name Twin Creeks Elementary School (As it should appear in the official records)

School Mailing Address 2785 Marsh Drive (If address is P.O. Box, also include street address)

San Ramon California 94583-2049 City State Zip Code+4 (9 digits total)

Tel. (925) 552-5650 Fax (925) 838-8431

Website/URL www.tces.srvusd.k12.ca.us Email cloflin@srvusd.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 Mr. Rob Kessler (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified School District Tel. (925) 552-5500

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Paul Gardner (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:
- | | |
|----|---------------------|
| 17 | Elementary schools |
| 6 | Middle schools |
| 0 | Junior high schools |
| 3 | High schools |
| 26 | TOTAL |

2. District Per Pupil Expenditure: \$6,185
- Average State Per Pupil Expenditure: \$6,360

SCHOOL (To be completed by all schools)

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

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

4. 6 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	29	30	59		7			
1	35	36	71		8			
2	37	38	75		9			
3	40	45	85		10			
4	23	29	52		11			
5	29	36	65		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								407

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>69</u> | % White |
| <u>5</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>15</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| <u>6</u> | % Other |

100% Total

7. Student turnover, or mobility rate, during the past year: 14.25%

(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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	400
(5)	Subtotal in row (3) divided by total in row (4)	.1425
(6)	Amount in row (5) multiplied by 100	14.25

8. Limited English Proficient students in the school: 5%
53 Total Number Limited English Proficient
 Number of languages represented: 20
 Specify languages: Spanish, Vietnamese, Cantonese, Korean, Cambodian, Japanese, Filipino, Mandarin, Lao, Arabic, Armenian, Dutch, Farsi, Berman, Hindi, Hungarian, Indonesian, Urdu, Gujarati, Russian

9. Students eligible for free/reduced-priced meals: 4.2%
17 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.

PART III – SUMMARY

Twin Creeks Elementary School in San Ramon, California was established in 1973. As a neighborhood school, whose enrollment is just over 400 students, we are dedicated to preparing students for the future with the skills and knowledge necessary to be successful in the changing world. With our school wide vision and the California State Standards as the driving forces, the Twin Creeks community is committed to meeting the needs of ALL of our students.

The Twin Creeks Elementary School campus has recently expanded to include seven new classrooms to accommodate our Class Size Reduction (CSR) programs in kindergarten through third grade. These new rooms accent the serene appearance of the entire school. The cream and brown façade is complimented by flowering planters outside each classroom, maintained by student groups.

Twin Creeks is a haven of activity throughout the day. Students arrive at 8:05 a.m., greeted by teachers and Student Safety Patrol members who escort them to school. Throughout any given day, numerous parents are actively involved in the classrooms and around the campus. Many students attend extended day activities, such as after school intervention programs or enrichment classes.

The Twin Creeks staff implements a comprehensive standards-based curriculum that successfully meets the needs of our diverse student population. Staff members constantly collaborate, share ideas, plan together, and support each other as they strive to provide an exceptional education for our students. The teachers are dedicated to providing experiences and opportunities conducive to academic achievement and personal growth. Since education must be a reflection of the whole child, special attention is given to different styles of learning. Our school vision was updated and rewritten in May, 2001. Our school community vision now states:

“Twin Creeks is a school that prepares children for the future with the skills and knowledge that empowers them to be successful in the changing world around them. Twin Creeks is a community of learners, where parents, children and teachers grow, and facilitate each child to reach his/her potential.

“There is mutual respect between teachers, students, parents and staff. Our community respects and values diversity, and this is taught and modeled. Twin Creeks offers an environment that is supportive, interactive, nurturing, caring and safe, both physically and emotionally. The school Life Skills program is integrated into all areas of the school community and its curriculum. Teachers, students, parents and staff understand the need for members of the community to feel encouraged, valued and admired. We strive for this environment.

“The academic program at Twin Creeks is standards based. The curriculum is challenging, differentiated, integrated and fun. There are high standards for ALL students, as we see the potential in every child. Grade levels collaborate amongst one another and with support staff in order to develop achievable, developmentally appropriate learning opportunities, which are applicable to real life experiences. There is a respect for and understanding of the variety of teaching and learning styles within the community. Students take ownership for their own learning. Our parents, staff and students understand that we are a necessary team in order for students to acquire the skills and knowledge needed to live productive, fulfilling lives”.

We encourage parents to work with us as partners in educating their children, and parents are extremely supportive with their time and resources. Our Parent Teacher Association (PTA) coordinates over 10,000 hours of volunteer service annually, while each PTA activity has the overwhelming support of our families and staff. Responsibility for the School Improvement Plan (SIP) rests with the School Site Council, a leadership team comprised of parents, teachers, and other staff members who meet monthly. Our Twin Creeks School Learning Fund (TCSLF) is a school fundraising organization that seeks out local partnerships and provides monetary support to enhance the educational programs at Twin Creeks.

Twin Creeks is a standards-based learning community, where all elements of each student’s growth, including academic, social, emotional and physical, are assessed and addressed. We are committed to fostering positive social and academic skills within our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the reading and mathematics assessment results.

The Standardized Testing and Reporting (STAR) Program is used to evaluate the performance of California students in grades 2 through 12. The STAR Program is comprised of two main elements: the California Standards Test (CST) and the Stanford Achievement Test (SAT9). While the SAT9 has been a part of the STAR Program for many years, the CST components have been added recently to align statewide assessment with the California State Content Standards.

The CST is a criterion referenced test that shows our students' achievement level relative to state standards in the areas of English/Language Arts and Mathematics. Because this program has been recently implemented by the state, we have available two years of criterion referenced data for English/Language Arts and one year of criterion referenced data for Mathematics. To fully demonstrate our school's academic growth, we are also presenting the three most recent years of SAT9 data.

For the CST portion of the STAR Program, the California Department of Education (CDE) reports results by classifying the percentage of students in various categories. These categories are defined on page 17. Students at Twin Creeks achieve at high levels in both reading and mathematics. Our CST data (Tables 1 - 8) shows at least 86 percent of our students performing "at or above basic" in all grade levels and in both subject areas. One school focus has been to increase the achievement level of our lower performing students. This effort has resulted in an increase in the number of students performing "at or above basic," as shown by two years of English/Language Arts standards data. In one grade level, 100 percent of our students are performing "at or above basic." We have also increased the percentage of students performing "at or above advanced" in every grade.

For our SAT9 data, we utilize the National Percentile Rankings to compare our achievement with national norms. We report the percentage of students who are performing at or above the 50th percentile on the Total Reading and Total Math sections of the SAT9. California considers students at or above the 50th percentile to be "at or above basic" for this standardized test.

Our SAT9 data (Tables 9-16) demonstrates significant academic growth at each grade level in both reading and mathematics. Over the last three years, students have gained an average of 14 percentile points in reading and 18 percentile points in mathematics. In 1999-2000, all of our grade level averages were between the 67th and 86th percentiles, and three fourths of our grade level mathematics averages fell below the 75th percentile. In contrast, our most current SAT9 data shows that all grade levels score above the 84th percentile, with most grade levels scoring above the 90th percentile.

We are presenting disaggregated data for four numerically significant student subgroups: female, male, Asian/Asian American, and White (not of Hispanic origin). To be considered significant by the CDE, a subgroup must comprise at least 15 percent of the tested enrollment or have at least 100 students with valid SAT9 scores. We are reporting subgroup results at the total school level only, because none of our subgroups meet the numerically significant criteria at individual grade levels.

Our subgroups have made large gains in achievement, as well. For the three year SAT9 data set, each subgroup gained at least 7 percentile points in reading and at least 11 percentile points in mathematics. In mathematics, two of four subgroups gained 19 percentile points within this period.

A small number of students have been excluded from the STAR Program. Most of the excluded students come from our two severely handicapped special day classes. The students in these classes are identified with autism, Down's syndrome, and other handicapping conditions. Other types of assessments, including Woodcock Johnson III and the Weschsler Intelligence Scale For Children, are used to identify their achievement. Student progress towards Individualized Education Plan (IEP) goals is assessed three or more times per year and is communicated with parents at IEP conferences. Other students were excluded from testing due to absence and parental request. District and school assessments, such as the Gates MacGinitie and Benchmark Writes, have been used to determine achievement for these students.

The marked improvement in our CST and SAT9 scores is directly related to the exceptional academic programs that we have built at Twin Creeks. These programs allow all students to be successful. We are proud of these results.

2. Show in one -half page how the school uses assessment data to understand and improve student and school performance.

Twin Creeks Elementary School utilizes multiple assessment data to understand and improve student and school performance. State, district, and school assessments, relative to the California State Standards, guide the instruction and curriculum of all programs at Twin Creeks Elementary school. All staff members understand and effectively use our assessment system in order to continuously improve student performance and ensure student attainment of standards. District wide language arts assessments, including the Phonics Survey, District Fall and Spring Writes, and the Gates MacGinitie Test, are utilized to identify students' strengths and weaknesses and to direct instructional practices. Running Records are used to identify students' reading levels to ensure that appropriate reading instruction is provided for each student at their level. Results from the Spelling Inventory, derived from the research based Words Their Way, are analyzed and used to identify developmental levels in spelling. This information guides our individualized spelling program. Staff members utilize anchor papers and district writing rubrics developed by teams of grade level teachers, staff members, parents, and administrators to assess writing strengths and weaknesses, relative to the standards. Classrooms use class-created rubrics so students can assess their own work and progress.

Mathematics achievement is also evaluated in a variety of ways, incorporating state, district, and school developed assessments. The Stanford Achievement Test (SAT9) disaggregated data is analyzed, and the resulting information is used to make curricular decisions to ensure student success. District developed assessments, relative to the rubrics on our Standards Based Report Card, have become an important tool for staff and parents. These assessments have proven effective in developing individual student goals and in assisting staff to make effective instructional decisions. Our staff has developed grade level mathematical problem solving prompts and rubrics to assess mathematical problem solving skills. Alternate rankings are utilized, along with other types of data analysis, to determine instructional needs and identify appropriate interventions to assist students in their attainment of standards.

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

Twin Creeks Elementary School communicates student performance, including assessment data, on an ongoing basis to parents, students, and the community. Each year, target areas are identified through our data analysis, and a School Improvement Plan (SIP) is developed and implemented. We discuss the data analysis and set our goals at various forums, such as PTA Meetings, Principal's Coffees, Staff Meetings, and School Site Council Meetings. These forums provide opportunities for two-way communication with our community. Standardized assessment data and program information is published in local newspapers, in the San Ramon Valley Unified School District (SRVUSD) publication "Inside Our Schools", in the school newsletter "The Tiger Times", in teacher newsletters, and in the weekly Principal's Bulletin "The Tiger Tracks". These publications provide consistent avenues to inform our community about our student performance and instructional programs and open up arenas for dialogue.

The SRVUSD Standards-Based Report Card is a tool that enables staff members, students, and parents/guardians to examine student work, set instructional goals and make instructional decisions. This report card is the foundation for our parent/teacher/student conferences, which occur twice yearly. Student Led Conferencing occurs in every classroom. Primary grades involve families in "Learning Celebrations", where students lead their parent/guardian through authentic assessment stations. Parents and staff maintain two-way, ongoing communication regarding student progress relative to grade level standards. Venues such as Principal's Coffees, Focus Groups, and English Language Advisory Committee (ELAC) meetings are used to ensure that all families are involved and informed of our progress. Translators from local businesses and bilingual parents in the community assist our families who are limited in their English speaking ability. The School Site Council provides a yearly survey, and results are utilized to make improvements to our programs.

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

The Twin Creeks Elementary School community will provide leadership in sharing our successes with other school communities. Currently, we are developing a team learning model based on the Teacher College at Columbia University's New York Reading and Writing Project. Working with staff members from three other local elementary schools, our staff is developing grade level forums based on best practices for reading and writing instruction. Curriculum committees have been created to enable instructional coaching with school and district peers. Our principal has been a part of several district presentations of this model. We intend to expand this collaborative model outside of our local district.

Our primary school publication, "The Tiger Times," is sent to every other school in the district. We will continue to use this venue to share our successes with other schools. The district newsletter is a publication that can be used to highlight key programs and results. Our school website (www.tces.srvusd.k12.ca.us) is yet another resource that can be accessed to share achievements.

Two teachers and the principal published case studies after participating in a two-year action research study program on equity in education. These studies will be shared with other educational communities. For the past five years, staff members have taken on district leadership roles, such as Literacy Leader and Math Leader, working with other leaders throughout the SRVUSD. Many teachers from Twin Creeks have provided training and facilitated workshops on various instructional strategies within the district and at conferences outside the immediate school community. We intend to expand the involvement of our instructional leaders to impact other school communities through presentations and workshop facilitation in state and national conferences, such as the Achieving Schools Conferences.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, and show how all students are engaged with significant content, based on high standards.

A comprehensive core curriculum, based on the SRVUSD and state-aligned standards and benchmarks, is the foundation of all instructional practices at our school. Every student, including English language learners, Gifted and Talented Education (GATE) students, special education students, and regular education students, receives a balanced, interdisciplinary education. Included in this education are language arts, mathematics, science, history/social science, physical education, library and computer lab instruction, and visual and performing arts. The SRVUSD standards are used as an anchor for all curriculum development and academic program planning at Twin Creeks.

Our strong reading/language arts curriculum, as described in section #2, is based on the SRVUSD standards as well as research-based instructional strategies. Our philosophy embraces a balanced literacy program. To increase comprehension skills, students receive direct phonics instruction, participate in leveled reading and literacy centers, and are involved in a variety of instructional opportunities. Our individualized spelling and writing programs are synchronized with reading instruction to ensure language arts activities are “seamless” throughout the day. Differentiation of instruction occurs at all levels.

Twin Creeks has a model mathematics program. Our program allows for differentiated instruction so that all students are enabled to achieve standards. As explained in section #3, the SRVUSD standards are the basis for which our curriculum is developed, along with current research-based strategies. All staff members are trained in Kathy Richardson’s model or Hands-On Equations. Using state-adopted materials from Sadlier, and with our schoolwide implementation of Mountain Math, our mathematics program is a balance of computational instruction and math problem solving. Our schoolwide math journaling program and math centers, based on Marilyn Burns’ and Marcy Cook’s work, create opportunities for differentiation and leveled instruction.

Each student at Twin Creeks participates in a comprehensive science program based on the SRVUSD and state standards. Lessons taught in the classroom are reinforced with hands-on activities in the science lab. Science lessons are designed to provide students with the skills and knowledge to learn core concepts, principles, and theories based on the standards set forth by the state.

The social studies program is designed around the state standards that emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. Lessons are created and implemented utilizing Guided Language Acquisition Design (GLAD), simulations, cooperative group work, as well as the use of state adopted text.

Our Physical Education program, taught by a credentialed physical education specialist, an assistant, and the classroom teacher, provides a well-designed physical education curriculum that promotes a lifelong, physically active lifestyle. Physical activities are designed to improve strength and endurance, while promoting social and personal development.

Technology is integrated into all curricular areas at Twin Creeks Elementary School. Each classroom utilizes computer technology for a variety of purposes, all focused on increasing student achievement. Students participate in library/media instruction to assist in their attainment of standards.

Our performing arts program features vocal music for all students, and instrumental music is offered to fourth and fifth grade students. The art program at Twin Creeks has been created with the assistance of a local artist, civic arts teachers, art docents, and parent volunteers. The civic arts program teaches students the techniques of the masters and is reinforced by the parent docent program. The entire school is involved in the Student Art for Education (SAFE) program, a community art project that enhances art education with the support of an art assistant.

Our schoolwide Life Skills Program and the 40 Developmental Assets Program provide the foundation for ensuring that all students develop positive character traits. During each six-week module, our school community focuses on one of 16 Life Skills, which include caring, integrity, honesty respect, and responsibility.

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

The exemplary reading program at Twin Creeks utilizes current research as its instructional model. All teachers have received 40 hours of training from the Consortium On Reading Excellence (CORE) provided by the school district. Twin Creeks continues to provide opportunities for literacy training, which include Wright Group Guided Reading, and elements from Reading Recovery and Pat Cunningham’s “Four Blocks” program. Our reading program includes the use of Open Court and Harcourt Brace materials, while implementing the components of the CORE training to ensure a balanced literacy program. Literacy centers are utilized in all grade levels to provide a forum for small group instruction. Strategies such as the use of literature circles and Jr. Great Books are integrated into the language arts program to allow students to analyze the depth of their comprehension and take responsibility for their learning. First grade students participate in a slip schedule that allows for small, leveled reading instruction.

Our balanced approach to reading meets the various needs of our diverse community of learners. Our formal and informal assessments in reading, as shown in our data tables, demonstrate that the reading/language arts programs allow students to achieve high standards and that we continue to improve upon our efforts. The Open Court and Harcourt Brace programs are state-approved materials that are aligned with the SRVUSD and California State Standards. By providing many opportunities for small group and individualized reading instruction, Twin Creeks’ teachers are able to ensure that each student receives reading instruction at their instructional level. Based on current research and training provided through the New York Reading and Writing Project, CORE training, and our ongoing staff development pursuits, the staff understands the developmental components of reading instruction and the need for students to be instructed at the appropriate level. Our models, such as Literature Circles, Author Studies, and Literacy Centers, provide opportunities for conferencing and leveled instruction. Differentiation is a key component in the reading curriculum development at Twin Creeks School.

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

Twin Creeks has an exceptional math program, which provides a rigorous curriculum, based on district-wide standards and benchmarks. All primary teachers are trained in Kathy Richardson’s research-based model and utilize these strategies in conjunction with the Technical Education Research Center (TERC) Investigations program. Research-based best practices, from instructional leaders such as Marcy Cook and Marilyn Burns, are incorporated into our programs so that students can become proficient mathematicians. All upper grade teachers have been trained in Hands On Equations and provide this model of instruction, along with the use of the TERC materials, to foster critical thinking and problem solving skills. Sadlier materials are utilized to ensure that all computation and basic skill standards are met. All classes in grades 2 through 5 participate in the Mountain Math program and are currently involved in Rachel McAnallen’s Math Institute, focusing on critical and algebraic thinking. We have a schoolwide math journaling program.

Differentiated instruction occurs in every classroom to ensure that the needs of all students are addressed. Leveled math stations are utilized in every classroom and provide opportunities for small group and individualized instruction. In grades 3 through 5, after-school Math Clubs provide interventions that are directly tied to achievement of mathematics standards. Through the continuous analysis of data, both formal and informal, our staff provides programs that meet individual needs and address different learning styles. As our school vision states, “...*The academic program at Twin Creeks is standards based. The curriculum is challenging, differentiated, integrated and fun. There are high standards for ALL students, as we see the potential in every child. Grade levels collaborate amongst one another and with support staff in order to develop achievable, developmentally appropriate learning opportunities which are applicable to real life experiences...*” The SRVUSD standards and benchmarks are the driving forces behind our dynamic math program.

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

The instructional methods utilized by the Twin Creeks staff are research-based and have been proven to be successful in improving the learning of all students. Thematic instruction takes place in each classroom consistently. Elements of our Integrated Thematic Instruction (ITI) and Guided Language Acquisition Design (GLAD) trainings, combined with English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), enhance our use of best practices. An interdisciplinary approach and yearlong themes help students access background knowledge and make connections in their learning. Service learning is integrated into our instruction, to provide opportunities for students to serve the community and gain greater knowledge. Our students also participate in cross-age tutoring experiences, utilizing our “class buddies” program.

Our mission is to meet the needs of each student to improve student learning. Leveled activities, such as literacy centers, literature circles, math stations, and Writer’s Workshops, are ways that staff accommodates the diverse needs of our students. A variety of strategies are used to address different learning styles. These may include direct instruction (Open Court blending), cooperative group activities (literature circles), student centered work (Reader’s Workshop) or independent activities (math stations). Teachers provide interventions for students in the regular classroom, and also provide extensions for those who require a more rigorous curriculum. Our looping program, unique to Twin Creeks, allows some students to remain with their teacher for two or more years. This model increases student achievement and assists in maintaining an optimal, brain-compatible learning environment.

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

The Twin Creeks School community can be best characterized as “a community of learners”. Professional development is at the crux of our high student achievement. We have an extensive staff development program that is aligned with the implementation of standards throughout the curriculum. In language arts, all teachers receive 40 hours of literacy training through CORE. Follow-up staff development occurs on half-day grade level planning sessions or during weekly staff development meetings. A variety of staff development activities occur during grade level meetings, including examination of student work, curriculum development relative to standards, and discussions on specific teaching strategies.

All teachers receive at least two days of math training, covering Hands On Equations and/or Kathy Richardson’s primary math model. Most staff members participate in a monthly math development program facilitated by Rachel McAnallen, with grade level colleagues from other schools in the district.

Our staff development plan is enhanced to meet various student needs and to maintain progress toward the attainment of standards. Through our Program Quality Review, School Improvement Plan, and the continual analysis of student work, we set annual curricular goals so that our students reach our high academic standards. Our goals are reevaluated yearly after analyzing student achievement data, parent surveys, and strengths and weaknesses of grade level programs. In addition to district training, the Twin Creeks staff participates in additional staff development focused on our specific needs.

During their first two years of teaching, beginning teachers work with a Beginning Teacher Support and Assessment (BTSA) mentor teacher. All BTSA mentors participate in the research-based California Formative Assessment and Support System for Teachers (CFASST) training. The Twin Creeks staff has successfully provided effective and meaningful staff development. Teachers serve as leaders on campus in curricular committees. Each year, staff members have the opportunity to serve as a grade level representative. This leadership body includes all grade level colleagues in making decisions for the school. In addition, each Twin Creeks teacher is involved in a staff study group on a particular curricular area.

Explanation of Basic, Proficient, and Advanced Scores on the California Standards Test

Tables 1 – 8 report data from the California Standards Test, our state criterion referenced test. The English/Language Arts portion of the test has only been given for two years, and the Mathematics portion of the test has only been administered for one year.

Determination for basic, proficient, and advanced scores occurs as follows:

- Students are given a raw score, based on how many items the student scores correctly.
- The raw score is converted to a Scaled Score.
- Scaled scores are then used to determine performance standards of Basic, Proficient, Advanced, etc.

The following are the Scaled Score Ranges for Performance Standards, as determined by the California Department of Education:

English/Language Arts

Grade	Basic	Proficient	Advanced
2	300-346	350-401	402 and greater
3	300-349	350-401	402 and greater
4	300-349	350-392	393 and greater
5	300-349	350-394	395 and greater

Mathematics

Grade	Basic	Proficient	Advanced
2	300-349	350-413	414 and greater
3	300-349	350-413	414 and greater
4	300-349	350-400	401 and greater
5	300-349	350-429	430 and greater

Explanation of groups excluded from testing, why they were excluded, and how were they assessed.

For California Standards Test (Tables 1 – 8) and SAT9 (Tables 9-16):

The majority of students excluded from testing are from our two severely handicapped special day classes. The students in these classes are identified with autism, Down's syndrome, and other handicapping conditions. Other types of assessments, including Woodcock Johnson III and the Weschsler Intelligence Scale For Children, are used to identify their achievement. Other students were excluded from testing due to absence and parental request. District and school assessments, such as the Gates MacGinitie and Benchmark Writes, have been used to determine achievement for these students.

Table 1: California Standards Test (State Criterion Referenced Test)

Reading Publisher: Educational Testing Services
 Second Grade Publication Year: 1998-1999

	2001-2002	2000-2001
Testing month	4/02	5/01
SCHOOL SCORES		
TOTAL SECOND GRADE		
At or Above Basic	92%	94%
At or Above Proficient	69%	69%
At Advanced	35%	33%
Number of students tested	77	55
Percent of total students tested	91%	96%
Number of students excluded	8	2
Percent of students excluded	9%	4%
SUBGROUP SCORES (ALL GRADES)		
1. Asian/Asian American		
At or Above Basic	81%	100%
At or Above Proficient	72%	78%
At Advanced	45%	33%
2. White		
At or Above Basic	91%	88%
At or Above Proficient	71%	61%
At Advanced	28%	26%
3. Male		
At or Above Basic	81%	92%
At or Above Proficient	63%	60%
At Advanced	23%	22%
4. Female		
At or Above basic	91%	90%
At or Above Proficient	72%	65%
At Advanced	35%	27%
STATE SCORES		
TOTAL (SECOND GRADE)		
At or Above Basic	63%	61%
At or Above Proficient	32%	32%
At Advanced	9%	10%

Table 2: California Standards Test (State Criterion Referenced Test)

Reading Publisher: Educational Testing Service
 Third Grade Publication Year: 1998 - 1999

	2001-2002	2000-2001
Testing month	4/02	5/01
SCHOOL SCORES		
TOTAL THIRD GRADE		
At or Above Basic	93%	88%
At or Above Proficient	80%	65%
At Advanced	39%	26%
Number of students tested	56	59
Percent of total students tested	95%	97%
Number of students excluded	3	2
Percent of students excluded	5%	3%
SUBGROUP SCORES (ALL GRADES)		
1. Asian/Asian American		
At or Above Basic	81%	100%
At or Above Proficient	72%	78%
At Advanced	45%	33%
2. White		
At or Above Basic	91%	88%
At or Above Proficient	71%	61%
At Advanced	28%	26%
3. Male		
At or Above Basic	81%	92%
At or Above Proficient	63%	60%
At Advanced	23%	22%
4. Female		
At or Above basic	91%	90%
At or Above Proficient	72%	65%
At Advanced	35%	27%
STATE SCORES		
TOTAL (THIRD GRADE)		
At or Above Basic	62%	59%
At or Above Proficient	34%	30%
At Advanced	11%	9%

Table 3: California Standards Test (State Criterion Referenced Test)

Reading Publisher: Educational Testing Services
 Fourth Grade Publication Year: 1998-1999

	2001-2002	2000-2001
Testing month	4/02	5/01
SCHOOL SCORES		
TOTAL FOURTH GRADE		
At or Above Basic	91%	98%
At or Above Proficient	76%	71%
At Advanced	28%	25%
Number of students tested	56	61
Percent of total students tested	89%	97%
Number of students excluded	7	2
Percent of students excluded	11%	3%
SUBGROUP SCORES (ALL GRADES)		
1. Asian/Asian American		
At or Above Basic	81%	100%
At or Above Proficient	72%	78%
At Advanced	45%	33%
2. White		
At or Above Basic	91%	88%
At or Above Proficient	71%	61%
At Advanced	28%	26%
3. Male		
At or Above Basic	81%	92%
At or Above Proficient	63%	60%
At Advanced	23%	22%
4. Female		
At or Above basic	91%	90%
At or Above Proficient	72%	65%
At Advanced	35%	27%
STATE SCORES		
TOTAL (FOURTH GRADE)		
At or Above Basic	71%	66%
At or Above Proficient	36%	33%
At Advanced	14%	11%

Table 4: California Standards Test (State Criterion Referenced Test)

Reading Publisher: Educational Testing Services
 Fifth Grade Publication Year: 1998 - 1999

	2001-2002	2000-2001
Testing month	4/02	5/01
SCHOOL SCORES		
TOTAL FIFTH GRADE		
At or Above Basic	100%	86%
At or Above Proficient	70%	47%
At Advanced	26%	16%
Number of students tested	58	50
Percent of total students tested	97%	94%
Number of students excluded	2	3
Percent of students excluded	3%	6%
SUBGROUP SCORES (ALL GRADES)		
1. Asian/Asian American		
At or Above Basic	81%	100%
At or Above Proficient	72%	78%
At Advanced	45%	33%
2. White		
At or Above Basic	91%	88%
At or Above Proficient	71%	61%
At Advanced	28%	26%
3. Male		
At or Above Basic	81%	92%
At or Above Proficient	63%	60%
At Advanced	23%	22%
4. Female		
At or Above basic	91%	90%
At or Above Proficient	72%	65%
At Advanced	35%	27%
STATE SCORES		
TOTAL (FIFTH GRADE)		
At or Above Basic	71%	66%
At or Above Proficient	31%	26%
At Advanced	9%	7%

Table 5: California Standards Test (State Criterion Referenced Test)

Mathematics
Second Grade

Publisher:
Publication Year:

Educational Testing Services
1998 - 1999

	2001-2002
Testing month	4/02
SCHOOL SCORES	
TOTAL SECOND GRADE	
At or Above Basic	94%
At or Above Proficient	80%
At Advanced	51%
Number of students tested	79
Percent of total students tested	93%
Number of students excluded	6
Percent of students excluded	7%
SUBGROUP SCORES (ALL GRADES)	
1. Asian/Asian American	
At or Above Basic	83%
At or Above Proficient	62%
At Advanced	45%
2. White	
At or Above Basic	89%
At or Above Proficient	65%
At Advanced	25%
3. Male	
At or Above Basic	80%
At or Above Proficient	59%
At Advanced	33%
4. Female	
At or Above basic	91%
At or Above Proficient	63%
At Advanced	24%
STATE SCORES	
TOTAL (SECOND GRADE)	
At or Above Basic	68%
At or Above Proficient	43%
At Advanced	16%

Table 6: California Standards Test (State Criterion Referenced Test)
 Mathematics Publisher: Educational Testing Services
 Third Grade Publication Year: 1998-1999

	2001-2002
Testing month	4/02
SCHOOL SCORES	
TOTAL THIRD GRADE	
At or Above Basic	93%
At or Above Proficient	64%
At Advanced	34%
Number of students tested	56
Percent of total students tested	95%
Number of students excluded	3
Percent of students excluded	5%
SUBGROUP SCORES (ALL GRADES)	
1. Asian/Asian American	
At or Above Basic	83%
At or Above Proficient	62%
At Advanced	45%
2. White	
At or Above Basic	89%
At or Above Proficient	65%
At Advanced	25%
3. Male	
At or Above Basic	80%
At or Above Proficient	59%
At Advanced	33%
4. Female	
At or Above basic	91%
At or Above Proficient	63%
At Advanced	24%
STATE SCORES	
TOTAL (THIRD GRADE)	
At or Above Basic	65%
At or Above Proficient	38%
At Advanced	12%

Table 7: California Standards Test (State Criterion Referenced Test)

Mathematics
Fourth Grade

Publisher:
Publication Year:

Educational Testing Services
1998 - 1999

	2001-2002
Testing month	4/02
SCHOOL SCORES	
TOTAL FOURTH GRADE	
At or Above Basic	88%
At or Above Proficient	58%
At Advanced	13%
Number of students tested	56
Percent of total students tested	92%
Number of students excluded	5
Percent of students excluded	8%
SUBGROUP SCORES (ALL GRADES)	
1. Asian/Asian American	
At or Above Basic	83%
At or Above Proficient	62%
At Advanced	45%
2. White	
At or Above Basic	89%
At or Above Proficient	65%
At Advanced	25%
3. Male	
At or Above Basic	80%
At or Above Proficient	59%
At Advanced	33%
4. Female	
At or Above basic	91%
At or Above Proficient	63%
At Advanced	24%
STATE SCORES	
TOTAL (FOURTH GRADE)	
At or Above Basic	67%
At or Above Proficient	37%
At Advanced	13%

Table 8: California Standards Test (State Criterion Referenced Test)
 Mathematics Publisher: Educational Testing Services
 Fifth Grade Publication Year: 1998 - 1999

	2001-2002
Testing month	4/02
SCHOOL SCORES	
TOTAL FIFTH GRADE	
At or Above Basic	88%
At or Above Proficient	52%
At Advanced	14%
Number of students tested	58
Percent of total students tested	97%
Number of students excluded	2
Percent of students excluded	3%
SUBGROUP SCORES (ALL GRADES)	
1. Asian/Asian American	
At or Above Basic	83%
At or Above Proficient	62%
At Advanced	45%
2. White	
At or Above Basic	89%
At or Above Proficient	65%
At Advanced	25%
3. Male	
At or Above Basic	80%
At or Above Proficient	59%
At Advanced	33%
4. Female	
At or Above basic	91%
At or Above Proficient	63%
At Advanced	24%
STATE SCORES	
TOTAL (FIFTH GRADE)	
At or Above Basic	59%
At of Above Proficient	29%
At Advanced	7%

Table 9: Second Grade Stanford Achievement Test (SAT9) Reading

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – SECOND GRADE			
Total Score (Percent at or Above 50 th Percentile)	89%	87%	77%
Number of students tested	74	55	57
Percent of total students tested	91%	95%	97%
Number of students excluded	8	3	2
Percent of students excluded	9%	5%	3%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	91%	83%	79%
2. Male	88%	81%	74%
3. Asian / Asian American	90%	89%	83%
4. White	93%	82%	79%

Table 10: Third Grade Stanford Achievement Test (SAT9) Reading

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – THIRD GRADE			
Total Score (Percent at or Above 50 th Percentile)	91%	83%	77%
Number of students tested	54	59	57
Percent of total students tested	95%	97%	95%
Number of students excluded	3	2	3
Percent of students excluded	5%	3%	5%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	91%	83%	79%
2. Male	88%	81%	74%
3. Asian / Asian American	90%	89%	83%
4. White	93%	82%	79%

Table 11: Fourth Grade Stanford Achievement Test (SAT9) Reading

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – FOURTH GRADE			
Total Score (Percent at or Above 50 th Percentile)	87%	83%	76%
Number of students tested	52	60	55
Percent of total students tested	89%	97%	95%
Number of students excluded	7	2	3
Percent of students excluded	11%	3%	5%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	91%	83%	79%
2. Male	88%	81%	74%
3. Asian / Asian American	90%	89%	83%
4. White	93%	82%	79%

Table 12: Fifth Grade Stanford Achievement Test (SAT9) Reading

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – FIFTH GRADE			
Total Score (Percent at or Above 50 th Percentile)	92%	74%	75%
Number of students tested	49	50	60
Percent of total students tested	97%	94%	98%
Number of students excluded	2	3	1
Percent of students excluded	3%	6%	2%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	91%	83%	79%
2. Male	88%	81%	74%
3. Asian / Asian American	90%	89%	83%
4. White	93%	82%	79%

Table 13: Second Grade Stanford Achievement Test (SAT9) Mathematics

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – SECOND GRADE			
Total Score (Percent at or Above 50 th Percentile)	92%	82%	69%
Number of students tested	75	57	58
Percent of total students tested	93%	98%	98%
Number of students excluded	6	1	1
Percent of students excluded	7%	2%	2%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	90%	89%	71%
2. Male	93%	85%	76%
3. Asian / Asian American	90%	98%	79%
4. White	93%	86%	74%

Table 14: Third Grade Stanford Achievement Test (SAT9) Mathematics

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – THIRD GRADE			
Total Score (Percent at or Above 50 th Percentile)	93%	89%	86%
Number of students tested	54	57	57
Percent of total students tested	95%	93%	95%
Number of students excluded	3	4	3
Percent of students excluded	5%	7%	5%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	90%	89%	71%
2. Male	93%	85%	76%
3. Asian / Asian American	90%	98%	79%
4. White	93%	86%	74%

Table 15: Fourth Grade Stanford Achievement Test (SAT9) Mathematics

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – FOURTH GRADE			
Total Score (Percent at or Above 50 th Percentile)	85%	89%	67%
Number of students tested	53	54	55
Percent of total students tested	92%	87%	95%
Number of students excluded	5	8	3
Percent of students excluded	8%	13%	5%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	90%	89%	71%
2. Male	93%	85%	76%
3. Asian / Asian American	90%	98%	79%
4. White	93%	86%	74%

Table 16: Fifth Grade Stanford Achievement Test (SAT9) Mathematics

Publisher: Harcourt Brace
 Publication Year: 1995

Scores are reported as percentiles.

	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES – FIFTH GRADE			
Total Score (Percent at or Above 50 th Percentile)	94%	87%	74%
Number of students tested	49	46	61
Percent of total students tested	97%	87%	100%
Number of students excluded	2	7	0
Percent of students excluded	3%	13%	0%
SUBGROUP SCORES (All Grades – Total School)			
1. Female	90%	89%	71%
2. Male	93%	85%	76%
3. Asian / Asian American	90%	98%	79%
4. White	93%	86%	74%