

**2003-2004 No Child Left Behind-Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Dr. Leonard Hernandez

Official School Name Hazel Goes Cook Elementary School

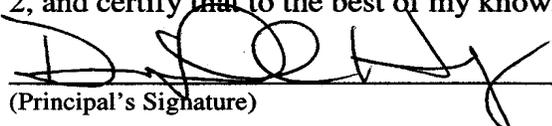
School Mailing Address 875 Cuyamaca Avenue

Chula Vista CA 91911-1599
City State Zip Code + 4 (9 digits total)

Tel. (619) 422-8381 Fax (619) 427-3407

Website/URL www.cvesd.k12.ca.us E-mail lhernan3@cvesd.k12.ca.us

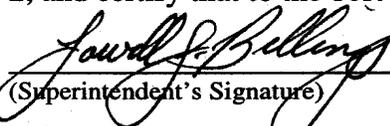
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.


(Principal's Signature) Date 2/5/04

Name of Superintendent Dr. Lowell Billings

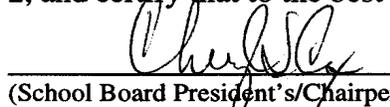
District Name Chula Vista Elementary School District Tel. (619) 425-9600

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 February 5, 2004

Name of School Board President/Chairperson Dr. Cheryl Cox

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 February 5, 2004

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>40</u> | Elementary schools |
| <u>0</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>0</u> | High schools |
| <u>0</u> | Other |
| <u>40</u> | TOTAL |
2. District Per Pupil Expenditure: \$4,510.86
- Average State Per Pupil Expenditure: \$4,563.00

SCHOOL

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. 4 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	41	28	69	7	0	0	0
1	35	42	77	8	0	0	0
2	37	38	75	9	0	0	0
3	40	41	81	10	0	0	0
4	36	34	70	11	0	0	0
5	36	47	83	12	0	0	0
6	53	31	84	Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL →							539

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------------|----------------------------------|
| 25.3 | % White |
| 3.7 | % Black or African American |
| 65.6 | % Hispanic or Latino |
| 2.5 | % Asian/Pacific Islander |
| 1.9 | % American Indian/Alaskan Native |
| 100 % Total | |

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

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	39
(2)	Number of students who transferred from the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	74
(4)	Total number of students in the school as of October 1	549
(5)	Subtotal in row (3) divided by total in row (4)	.134
(6)	Amount in row (5) multiplied by 100	13.4

8. Limited English Proficient students in the school: 24 %
134 % Total # Limited Eng. Proficient

Number of languages represented: 5

Specify languages: Filipino, Gujarati, Kurdish, Mandarin, and Spanish

9. Students eligible for free/reduced-priced meals: 50 %
275 Total Number of Students Who Qualify

Part III - Summary

Benjamin Disraeli once said, “The secret to success is constancy of purpose.” That comment is an apt summary of the mission here at Hazel Goes Cook Elementary School. Every day, each action on site is governed by one overriding desire – to do what’s best for the students at Cook School to make them responsible citizens and lifelong learners. And with that constancy of purpose has come success, both in the data that shows growth, and the pride we feel in our roles as educators.

A few years ago Cook School was modernized to include lots of cupboard space, white boards to eliminate the chalk-sneezing problem, big screen televisions, and attractive dropped ceilings with new light fixtures. It was quite exciting and everyone was impressed upon entrance. Every year for the last four years, a new textbook has made its way into the students’ new desks. There are even three brand new computers with 17-inch monitors in every room for student use!

However, Cook did something else even more important than getting the campus spruced up. Cook also reformed its academic program. A few years ago a new principal arrived, and with him came new expectations regarding standards, assessments, and accountability. Almost overnight, there was a big change in the atmosphere here. It became almost electrically charged as teachers embraced the new principal and his efforts. All of a sudden, we were devoting ourselves to collaboration, standards-based instruction, improved test scores, and a new sense of pride in what we were accomplishing for the students here. The changes didn’t come easily. The time in the classroom with the kids was coupled with hours outside the classroom, reading professional journals, talking with peers, meeting with the principal, and ultimately deciding, “What’s best for my class?”

Slowly, but steadily, our efforts paid off. Now we were boasting about our improved test scores. Our API performance was printed in the local newspaper and was a source of pride and satisfaction. The principal would come back from meetings with the news that people were noticing Cook School – and admiring the changes.

So what would you see if you visit Cook School? You’ll meet a principal with an open-door policy for staff, parents, and students. Classrooms are attractively decorated, with standards and rubrics posted on the walls, student work prominently displayed, and, most importantly, students on task and diligently working on assignments that are well-planned and well-delivered. Step into Room 403 and you’ll see the Reading Improvement Program in action, as a team of educators work with struggling readers to enhance their fluency and comprehension. A visit to the library will find students milling around the Blue Star Accelerated Reader books (Level 3.5-3.9) eagerly choosing the latest titles before proceeding to the check-out computer, affectionately called “Mr. Scanny” by our book-loving library clerk. Peek into one of the rooms on site and you will see an ELD aide or teacher presenting a vocabulary lesson to a small group of English Learners who feel safe speaking in this small, accepting setting. Our resource center is filled with multiple copies of the latest titles at all levels to enhance our guided reading program, a core component of the literacy instruction at Cook School. Stop by after school and you’ll encounter staff members working to create challenging, standards based lessons for the students at Cook School. Throughout the day, you’ll see parents and other community members proudly wearing visitor badges as they assist in classrooms, read with children, and work on extra-curricular activities. Finally, take time to review the latest test scores – CELDT, California Standards Test, CAT 6, API, AYP... and you’ll see how the efforts by all of us have paid off. Test scores are more than just numbers – each gain relates to a student who is now more successful!

Part IV

Section 1: The meaning of the school's assessment results in language arts and mathematics.

Cook School is proud of its exemplary improvements in the area of assessment. The data presented is from two assessments, the criterion-referenced California State Standards (CST) test, and the norm-referenced Stanford Achievement Test.

One way to demonstrate the increased achievement for Cook Students is to examine Cook's CST results over the last three years. For example, English/Language Arts scores for Grade 2 show that 82% of the population scored at or above Basic level, up from 63% in 2000-2001. The advanced scores during the same period increased three fold, from 9% to 27%. Mathematics scores also continue to rise in most grades. Analysis of mathematics data from Grades 2, 3, and 6 shows a growth in excess of 10% during the last two test reporting years.

An examination of subgroup scores shows that Cook students have demonstrated steady growth in many grade levels over the last three years. In the area of language arts, our English Learners population showed significant growth in Grades 2, 4, and 6. From the years 2000 to 2003, our Hispanic population has grown by 70 students. An analysis of this subgroup shows a CST growth in Grades 2, 4, 5, and 6.

The Stanford 9 Achievement test is the norm-referenced assessment presented in our data. In the area of mathematics, Cook School consistently surpassed the 50% NCE in all grade levels in the year 2000-2001. Further analysis shows Grade 4 scores in particular showed consistent growth over the three-year period reported.

Most subgroups listed also showed steady growth over the testing period in all grades. Our Hispanic, EL (English Learners), and NSLP (Eligible for Free or Reduced Lunch) populations grew every year in every grade!

When analyzing Cook School's test data, it is also important to note the high percentage of students tested – near or at 100% for virtually every assessment.

By far Cook School's most significant gains have come in our Academic Performance Index (API). The implementation of standards-based instruction and Cook's collaborative model has resulted in superb improvement in our API. In 2000, Cook's API score was 638 – respectable, but considerably less than last year's results – an impressive 762. Subgroup scores also improved dramatically since 2000. An example is our socioeconomically disadvantaged population, which showed an increase in API from 587 to 724!

Section 2: How the school uses assessment data to understand and improve student and school performance.

Cook School attributes much of its success to the staff's creation of a collaborative model. This collaborative model, which is based on the review and analysis of assessment data by dedicated staff members, has resulted in assessment-driven instruction. Grade level teams meet regularly to create a scope and sequence of standards to be taught by trimester, based on the strengths and weaknesses demonstrated on the annual state and district assessments, such as CST, CELDT, CAT 6, Johns BRI, and other local assessments required by the school district. Teachers have been trained to analyze assessment results of both the entire school population and appropriate subgroups in order to best select materials and design lessons that will address the students' specific needs. For example, early each school year teachers analyze previous CST and CAT6 scores, and administer pre-tests in basic mathematic skills. They found the need for more

instructional minutes per day to be devoted to math applications and revised daily schedules accordingly. This procedure of reviewing test results, identifying student needs, and implementing changes in the classroom is ongoing across the grade levels in language arts and mathematics. The implementation of this new collaborative model in the 2000-2001 school year resulted in dramatic improvement in student achievement in virtually all areas.

Section 3: How the school communicates student performance, including assessment data, to parents, students, and the community.

Student performance data is shared with all stakeholders as an important part of our ongoing communication regarding goals and expectations for Cook School students. Formal and informal parent conferences include data sharing, explanation of the standards measured, and the rubrics used to determine competency. Cook School maintains an informative website that includes monthly newsletters submitted by each grade level. These newsletters often include valuable assessment data. The district-adopted standards-based progress report also includes the most recent test data, including student progress on district-generated assessments. The site administrator holds regular monthly parent meetings that focus on test data and goals. In addition, parents receive documentation from the district and state of California regarding their children's performance on standardized tests, along with information on interpreting those results. Parents are strongly encouraged to become active partners in the education of their children, and assessment data and interpretation assistance is always available upon request.

Section 4: How the school will share its successes with other schools.

Cook School regularly shares its high test scores and corresponding increases in the API with shareholders in a variety of ways. Cook School's website, available through the CVESD homepage, includes the most recent test data, growth, and trends. In addition, Cook School's principal meets weekly with his peers in formal meetings that frequently include the sharing of test data and other pertinent information regarding school performance and reform efforts. A subgroup of the Principal's cadre is a Principal Peer Group that meets monthly to brainstorm, interpret data, and share test results. Members of that subgroup visit each other's schools to do classroom walkthroughs, looking for evidence of Best Instructional Practices and student successes. A team of teachers, parents, students, and other staff from Cook School presents its test data, goals, and program implementation details yearly to the local Board of Education in an open forum with other schools present.

Should we be named a Blue Ribbon School, we have a plan ready to implement to spread the good news as well. We would, of course, publicize the information on our website, present our application to the school board, and encourage members of the Principal's cadre to visit Cook School and examine our reform efforts. In addition, as a Blue Ribbon school recipient we would proudly host a special ceremony, with the Mayor of Chula Vista, other civic leaders, the local media, school board members, and the parents of Cook School students in attendance. A Student Blue Ribbon Day, sponsored by our Student Council, and featuring spirit day activities, storytelling, games and prizes, and refreshments, would follow the ceremony. It would be a great honor and a validation of our efforts in school reform to receive this award, and we'd certainly share our success!

PART V

Section 1: The school's curriculum including the core of each curriculum area and how students are engaged with significant content based on high standards.

The California State Content Standards serve as the foundation for Cook School's curriculum. The Standards serve as the learning objectives for students, driving the instruction delivered by teachers, as well as determining the measures used to assess student progress. Teachers are well versed in the standards. Many students can also articulate standards for their grade level, as well as their importance. Textbooks and materials are aligned with the standards, many giving direct reference to the standards addressed by specific lessons. Teachers meet in grade level teams to plan lessons to respond to specific standards, and reference these standards in their lesson plans. An important part of our curriculum design is that we are standards-based, rather than standards-referenced. We first determine the standards that need to be taught, and then design lessons, rather than trying to make pre-selected lessons "fit" the standards. Communication regarding student progress toward mastery of the standards serves as the core of parent/teacher conferencing.

The major components of Cook School's Language Arts Program include shared reading, guided reading, and writing. Teachers deliver whole class lessons, as well as lessons in a flexible group setting, to better meet individual student needs. Students analyze and respond to literature, using an into-through-beyond format. Cook School is fortunate to have the services of a dedicated Language Arts Specialist who teaches model lessons throughout the classrooms and serves as a consultant to classroom teachers. The Language Arts Specialist has also been responsible for the acquisition of books and materials to support the shared reading /guided reading program. Writing instruction has also been a major focus of Cook School's language arts program. Students are taught how to use the writing process to compose narrative and expository papers. Mathematics standards are taught through whole class lessons, as well as in flexible skill groups. Cook School's math program is supported by the use of a state-adopted textbook series that references the California State Standards. All classroom teachers teach science and social studies standards. The upper grades, (4-6), have instituted a "team teaching" approach to teaching these areas. Teachers develop expertise in teaching several science and social studies standards. Students "rotate" through these teacher's classrooms for various units of study. The arts, as well as writing, are integrated throughout the curriculum.

All students are actively engaged with the curriculum. Students are offered support and the opportunity to work at their own levels through the varied use of instructional techniques and groupings, and through various programs such as ELD (English Language Development), Title I (Reading Improvement Program), GATE, and RSP.

Section 2: The school's reading curriculum including a description of why the school choose this particular approach to reading.

Cook Elementary School has instituted a collaboration model based on the California English/Language Arts Standards, Results (California Reading and Literature Project) assessment methods, and a rigorous standards-based report card for all grade levels. These standards along with our collaborative approach to literacy maximize learning for all students. Our reading program involves a systematic approach to teaching reading, including phonemic awareness, phonics, word attack skills, spelling, vocabulary, grammar, fluency and

comprehension. This approach was adopted to best address student needs and to provide a cohesive reading program.

Students are taught the standards during shared reading or whole class instruction. Guided reading groups are used to practice and further develop the skills taught during whole class instruction. Students are placed in flexible groups based on the data from comprehensive assessments. Cook Elementary School teachers are adept at using a flexible grouping approach to help all students expand reading skills. This is especially useful in providing at-risk students with a non-threatening atmosphere in which to further develop their skills and make progress toward mastery of each reading standard. As individual students master certain standards they are assessed and then reassigned to an appropriate flex group. This allows the teacher to provide precise reading instruction based on each student's individual needs.

Cook Elementary School prides itself on encouraging students to become life-long readers in and out of the classroom. We took part in the Governor's Reading Program in 2002/2003 and challenged our students to read over two million pages. Our highly motivated and literate student-body met that challenge and was rewarded by the principal shaving off his 18-year-old mustache and coloring his hair blue. Cook School has utilized the Accelerated Reader program for the last five years. This computer-based comprehension program allows students to test their comprehensive knowledge of a book by taking a computer-generated quiz. Students are awarded points for each correct answer and redeem their points for prizes. This program has had a two-fold effect at our school: Students of all reading levels are reading more and as a result they are becoming better readers.

Section 3: Another area of the school's curriculum and how it relates to essential skills and knowledge based on the school's mission.

Our school's mission is to empower children to become responsible citizens and lifelong learners. Cook School's writing program is in direct support of this mission. The ability to communicate effectively is a vital academic and real-world skill. There is overwhelming evidence that the ability to write well strongly correlates with academic and professional success. Moreover, the teaching of writing involves the teaching of metacognitive skills that improve thinking and thus the ability to become a lifelong learner. Grade level teams work together to develop writing prompts, graphic organizers, and rubrics for the specific genres mandated by the standards for their grade level. The Cook School staff meets each month to score student writing and discuss students' instructional needs. Each classroom has a display of current student work, with teacher comments and scores evident. Students take "ownership" of their writing, and can speak about their own strengths and weaknesses. Teachers model good writing for students and offer direct instruction in the skills necessary to the production of writing that communicates clearly, and fits the genre of writing under study. Students use the writing process, from prewriting to publication. Students are taught to edit and revise their work and to evaluate it in terms of the attributes described in the Six Traits writing program. At Cook School, writing is also often used across the curriculum, as a means of expression and response in various subject areas.

Section 4: How the school uses various instructional methods to improve student learning.

Cook School uses a variety of instructional methods to meet the varied needs of students. Active Participation is a mainstay of the strategies used. Throughout the grade levels, students are actively engaged in learning. During direct instruction, teachers elicit both covert and overt

modes of participation. Students respond to teacher prompts by writing on whiteboard slates, giving hand signals, revising and editing their work with other students, and thinking silently. Teachers also vary the student configurations. Many teachers use cooperative groupings, both homogenous and heterogeneous. Teachers use small groups, whole group, and “buddy” pairings. Teachers also meet one-on-one with students in conferences and tutoring sessions. Within many classrooms, students serve as tutors of classmates, giving assistance on previously studied skills.

Cook School also utilizes the help of classroom volunteers. Many classrooms have the assistance of parents, high school tutors, and community volunteers. Upper grade students also serve as tutors for primary students.

Cook School utilizes computers and other audio and visual technology in providing quality instruction. All classrooms have access to the Internet. In addition, many Cook School students are trained in the use of Accelerated Reader, Math Traveler, Wiggle Works, Read Naturally, PowerPoint, Microsoft Word, Web quest, Kid Pix, and other computer-based educational programs.

Section 5: The school’s professional development program and its impact on improving student achievement.

The teachers of Cook Elementary School have committed themselves to ongoing professional development opportunities that are based on the needs of Cook students and aligned with our standards-based instructional curriculum. Our leadership team consults with district personnel and county experts to determine trainings that would be most beneficial to the staff and which have proven track records. For example, Cook School participated in Results (California Reading and Literature Project). We have utilized Results assessment instruments at our school since 2000. The data generated by these assessments allows teachers to identify students’ developmental needs especially in the areas of literacy and language development. This crucial data guides teachers as they tailor their instruction to meet the needs of specific students.

All professional development and training is focused on the standards, can be effectively delivered by classroom teachers and support staff, and fills a gap that assessment data has shown to be present at the school site. For example, when assessment data showed that our students needed to develop better reading fluency, our Resource Specialist attended numerous conferences to seek out a research-based program with nation-wide recognition. Cook’s teachers are now trained in the use of Read Naturally and it is used school wide. In addition to Read Naturally and Results, conferences in Rewards, GLAD English Learners strategies, Webquest, Anita Archer writing instruction, and Sopris West’s Reading Camp have been particularly useful in helping our teachers and staff to better meet the needs of the students at Cook Elementary School.

Hazel Goes Cook Elementary School
STAR California Standards Test
English/Language Arts (Reading)
Grade 2

	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	82	72	63
% At or Above Proficient	56	25	28
% At Advanced	22	7	9
Number of students tested	78	68	68
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. NSLP (Free/Reduced Lunch)			
% At or Above Basic	79	68	65
% At or Above Proficient	53	23	27
% At Advanced	18	0	8
Number of students tested	38	44	52
2. EL (English Learners)			
% At or Above Basic	82	50	67
% At or Above Proficient	41	20	29
% At Advanced	12	0	5
Number of students tested	17	15	21
3. White			
% At or Above Basic	80	70	59
% At or Above Proficient	60	22	35
% At Advanced	30	13	18
Number of students tested	20	23	17
4. Hispanic			
% At or Above Basic	82	73	64
% At or Above Proficient	43	27	27
% At Advanced	11	5	7
Number of students tested	28	44	45
STATE SCORES			
% At or Above Basic	76	73	71
% At or Above Proficient	53	51	49
% At Advanced	26	25	24
NPR for "average" student score	52	50	48

Hazel Goes Cook Elementary School
STAR California Standards Test
English/Language Arts (Reading)
Grade 3

	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	63	68	69
% At or Above Proficient	37	41	30
% At Advanced	13	10	4
Number of students tested	76	74	69
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. NSLP (Free/Reduced Lunch)			
% At or Above Basic	61	60	69
% At or Above Proficient	36	30	30
% At Advanced	7	2	2
Number of students tested	44	47	51
2. EL (English Learners)			
% At or Above Basic	53	71	71
% At or Above Proficient	24	46	46
% At Advanced	6	8	8
Number of students tested	17	24	24
3. White			
% At or Above Basic	68	75	71
% At or Above Proficient	27	50	38
% At Advanced	18	19	10
Number of students tested	22	16	21
4. Hispanic			
% At or Above Basic	61	65	67
% At or Above Proficient	39	39	26
% At Advanced	10	8	0
Number of students tested	51	49	46
STATE SCORES			
% At or Above Basic	76	70	68
% At or Above Proficient	53	46	45
% At Advanced	26	21	23
NPR for "average" student score	52	46	45

Hazel Goes Cook Elementary School
STAR – California Standards Test
English/Language Arts (Reading)
Grade 4

	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	82	74	80
% At or Above Proficient	43	37	42
% At Advanced	18	10	10
Number of students tested	79	74	78
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. NSLP (Free/Reduced Lunch)			
% At or Above Basic	74	76	74
% At or Above Proficient	31	30	40
% At Advanced	8	0	9
Number of students tested	49	33	43
2. EL (English Learners)			
% At or Above Basic	80	62	50
% At or Above Proficient	45	0	21
% At Advanced	5	0	0
Number of students tested	20	13	14
3. White			
% At or Above Basic	86	70	92
% At or Above Proficient	43	44	46
% At Advanced	29	17	19
Number of students tested	14	23	26
4. Hispanic			
% At or Above Basic	81	75	68
% At or Above Proficient	42	33	37
% At Advanced	16	6	5
Number of students tested	57	48	43
STATE SCORES			
% At or Above Basic	73	71	67
% At or Above Proficient	49	47	44
% At Advanced	26	25	21
NPR for “average” student score	50	47	44

Hazel Goes Cook Elementary School
STAR California Standards Test
English/Language Arts (Reading)
Grade 5

	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	77	86	66
% At or Above Proficient	69	29	16
% At Advanced	5	8	3
Number of students tested	82	76	71
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. NSLP (Free/Reduced Lunch)			
% At or Above Basic	70	77	71
% At or Above Proficient	30	17	14
% At Advanced	5	3	2
Number of students tested	40	30	42
2. EL (English Learners)			
% At or Above Basic	63	57	64
% At or Above Proficient	25	0	0
% At Advanced	0	0	0
Number of students tested	16	7	14
3. White			
% At or Above Basic	86	86	67
% At or Above Proficient	33	24	17
% At Advanced	10	7	4
Number of students tested	21	29	24
4. Hispanic			
% At or Above Basic	74	82	65
% At or Above Proficient	40	26	14
% At Advanced	4	5	0
Number of students tested	57	38	43
STATE SCORES			
% At or Above Basic	70	69	67
% At or Above Proficient	46	45	44
% At Advanced	23	22	21
NPR for "average" student score	49	45	44

Hazel Goes Cook Elementary School
STAR – California Standards Test
English/Language Arts (Reading)
Grade 6

	2002-2003	2001-2002	2000-2001
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	90	69	76
% At or Above Proficient	45	22	31
% At Advanced	10	4	4
Number of students tested	82	78	70
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. NSLP (Free/Reduced Lunch)			
% At or Above Basic	81	60	70
% At or Above Proficient	36	19	32
% At Advanced	3	2	4
Number of students tested	36	42	47
2. EL (English Learners)			
% At or Above Basic	78	67	60
% At or Above Proficient	11	8	10
% At Advanced	0	0	0
Number of students tested	9	12	10
3. White			
% At or Above Basic	93	68	74
% At or Above Proficient	43	20	35
% At Advanced	17	4	4
Number of students tested	30	25	23
4. Hispanic			
% At or Above Basic	86	69	76
% At or Above Proficient	38	21	29
% At Advanced	2	2	3
Number of students tested	42	48	38
STATE SCORES			
% At or Above Basic	72	72	70
% At or Above Proficient	48	47	46
% At Advanced	24	24	23
NPR for “average” student score	49	48	47

Hazel Goes Cook Elementary School
STAR – California Standards Test
Mathematics
Grade 2

	2002-2003	2001-2002
Testing month	May	May
SCHOOL SCORES		
% At or Above Basic	86	72
% At or Above Proficient	64	42
% At Advanced	26	11
Number of students tested	78	76
Percent of total students tested	100	100
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. NSLP (Free/Reduced Lunch)		
% At or Above Basic	89	62
% At or Above Proficient	61	34
% At Advanced	24	6
Number of students tested	38	50
2. EL (English Learners)		
% At or Above Basic	76	67
% At or Above Proficient	59	33
% At Advanced	18	6
Number of students tested	17	18
3. White		
% At or Above Basic	90	75
% At or Above Proficient	70	46
% At Advanced	35	17
Number of students tested	20	24
4. Hispanic		
% At or Above Basic	83	72
% At or Above Proficient	66	40
% At Advanced	24	8
Number of students tested	29	50
STATE SCORES		
% At or Above Basic	82	79
% At or Above Proficient	62	58
% At Advanced	37	34
NPR for “average” student score	62	59

Hazel Goes Cook Elementary School
STAR – California Standards Test
Mathematics
Grade 3

	2002-2003	2001-2002
Testing month	May	May
SCHOOL SCORES		
% At or Above Basic	79	68
% At or Above Proficient	57	42
% At Advanced	25	11
Number of students tested	76	76
Percent of total students tested	100	100
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. NSLP (Free/Reduced Lunch)		
% At or Above Basic	75	65
% At or Above Proficient	48	37
% At Advanced	21	6
Number of students tested	44	49
2. EL (English Learners)		
% At or Above Basic	76	71
% At or Above Proficient	41	46
% At Advanced	24	4
Number of students tested	17	24
3. White		
% At or Above Basic	82	81
% At or Above Proficient	59	56
% At Advanced	23	19
Number of students tested	22	16
4. Hispanic		
% At or Above Basic	78	65
% At or Above Proficient	55	39
% At Advanced	26	8
Number of students tested	51	51
STATE SCORES		
% At or Above Basic	82	80
% At or Above Proficient	62	59
% At Advanced	36	34
NPR for “average” student score	62	61

Hazel Goes Cook Elementary School
STAR – California Standards Test
Mathematics
Grade 4

	2002-2003	2001-2002
Testing month	May	May
SCHOOL SCORES		
% At or Above Basic	66	63
% At or Above Proficient	37	30
% At Advanced	17	1
Number of students tested	79	78
Percent of total students tested	100	100
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. NSLP (Free/Reduced Lunch)		
% At or Above Basic	57	67
% At or Above Proficient	27	17
% At Advanced	6	3
Number of students tested	49	36
2. EL (English Learners)		
% At or Above Basic	60	39
% At or Above Proficient	30	0
% At Advanced	10	0
Number of students tested	20	13
3. White		
% At or Above Basic	79	63
% At or Above Proficient	50	29
% At Advanced	29	4
Number of students tested	14	24
4. Hispanic		
% At or Above Basic	61	61
% At or Above Proficient	33	28
% At Advanced	7	0
Number of students tested	57	51
STATE SCORES		
% At or Above Basic	78	75
% At or Above Proficient	58	54
% At Advanced	35	32
NPR for “average” student score	58	65

Hazel Goes Cook Elementary School
STAR – California Standards Test
Mathematics
Grade 5

	2002-2003	2001-2002
Testing month	May	May
SCHOOL SCORES		
% At or Above Basic	68	79
% At or Above Proficient	43	46
% At Advanced	4	3
Number of students tested	82	77
Percent of total students tested	100	100
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. NSLP (Free/Reduced Lunch)		
% At or Above Basic	68	67
% At or Above Proficient	40	37
% At Advanced	3	0
Number of students tested	40	30
2. EL (English Learners)		
% At or Above Basic	69	50
% At or Above Proficient	25	13
% At Advanced	0	0
Number of students tested	16	8
3. White		
% At or Above Basic	71	90
% At or Above Proficient	38	52
% At Advanced	0	7
Number of students tested	21	29
4. Hispanic		
% At or Above Basic	67	68
% At or Above Proficient	42	37
% At Advanced	5	0
Number of students tested	57	38
STATE SCORES		
% At or Above Basic	76	73
% At or Above Proficient	57	54
% At Advanced	32	30
NPR for “average” student score	58	55

Hazel Goes Cook Elementary School
STAR – California Standards Test
Mathematics
Grade 6

	2002-2003	2001-2002
Testing month	May	May
SCHOOL SCORES		
% At or Above Basic	83	71
% At or Above Proficient	43	38
% At Advanced	7	4
Number of students tested	82	78
Percent of total students tested	100	100
Number of students excluded	0	0
Percent of students excluded	0	0
SUBGROUP SCORES		
1. NSLP (Free/Reduced Lunch)		
% At or Above Basic	70	69
% At or Above Proficient	39	33
% At Advanced	3	5
Number of students tested	36	42
2. EL (English Learners)		
% At or Above Basic	78	67
% At or Above Proficient	33	17
% At Advanced	0	0
Number of students tested	9	12
3. White		
% At or Above Basic	90	72
% At or Above Proficient	43	36
% At Advanced	10	4
Number of students tested	30	25
4. Hispanic		
% At or Above Basic	74	71
% At or Above Proficient	33	40
% At Advanced	2	2
Number of students tested	42	48
STATE SCORES		
% At or Above Basic	78	76
% At or Above Proficient	60	57
% At Advanced	38	35
NPR for “average” student score	62	60

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, and place it on a separate page.

Grade 2 Test Stanford Achievement Mathematics

Edition/publication year 9th -- 1996 Publisher Harcourt-Brace

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

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	50	42	45
Number of students tested	69	72	67
Percent of total students tested	99	100	97
SUBGROUP SCORES			
1. Hispanic	49	67	42
Number of students tested	44	47	32
2. White	53	50	46
Number of students tested	18	21	26
3. NSLP	50	N/A	38
Number of students tested	52	N/A	42
4. EL	49	38	32
Number of students tested	21	13	8

Normal curve equivalent.

Lowest Possible Score	Average	Highest Possible Score
1	50	99

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, and place it on a separate page.

Grade 3 Test Stanford Achievement Mathematics

Edition/publication year 9th - 1996 Publisher Harcourt-Brace

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

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	57	56	45
Number of students tested	69	69	78
Percent of total students tested	99	100	99
SUBGROUP SCORES			
1. Hispanic	53	50	43
Number of students tested	47	33	42
2. White	62	59	45
Number of students tested	22	26	32
3. NSLP	53	43	43
Number of students tested	13	10	13
4. EL	56	N/A	52
Number of students tested	52	N/A	31

Normal curve equivalent.

Lowest Possible Score	Average	Highest Possible Score
1	50	99

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, and place it on a separate page.

Grade 4 Test Stanford Achievement Mathematics

Edition/publication year 9th-1996 Publisher Harcourt-Brace

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

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	56	45	39
Number of students tested	75	72	67
Percent of total students tested	99	100	99
SUBGROUP SCORES			
1. Hispanic	51	46	40
Number of students tested	41	44	35
2. White	58	41	42
Number of students tested	28	26	23
3. NSLP	55	N/A	45
Number of students tested	44	N/A	36
4. EL	43	50	37
Number of students tested	12	13	8

Normal curve equivalent.

Lowest Possible Score	Average	Highest Possible Score
1	50	99

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, and place it on a separate page.

Grade 5 Test Stanford Achievement Mathematics

Edition/publication year 9th - 1996 Publisher Harcourt-Brace

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

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	52	47	50
Number of students tested	69	67	80
Percent of total students tested	99	100	99
SUBGROUP SCORES			
1. Hispanic	50	45	47
Number of students tested	44	36	44
2. White	51	45	53
Number of students tested	24	24	30
3. NSLP	50	N/A	42
Number of students tested	43	N/A	37
4. EL	47	43	42
Number of students tested	14	11	12

Normal curve equivalent.

Lowest Possible Score	Average	Highest Possible Score
1	50	99

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, and place it on a separate page.

Grade 6 Test Stanford Achievement Mathematics

Edition/publication year 9th - 1996 Publisher Harcourt-Brace

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

	2000-2001	1999-2000	1998-1999
Testing month	May	May	May
SCHOOL SCORES			
Total Score	52	60	54
Number of students tested	65	78	91
Percent of total students tested	99	100	99
SUBGROUP SCORES			
1. Hispanic	54	49	51
Number of students tested	39	42	47
2. White	59	53	55
Number of students tested	22	30	36
3. NSLP	57	N/A	49
Number of students tested	46	N/A	33
4. EL	47	43	41
Number of students tested	9	12	6

Normal curve equivalent.

Lowest Possible Score	Average	Highest Possible Score
1	50	99

ACADEMIC PERFORMANCE INDEX

	2003	2002	2001	2000
Number Students Tested	383	348	318	310
Total API	762	719	695	638
White	777	734	722	662
Hispanic	750	702	670	602
NSLP	724	678	691	587

Note: The Academic Performance Index (API) is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR).