

REVISED – March 18, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Yick Wo Alternative Elementary School
(As it should appear in the official records)

School Mailing Address 2245 Jones Street
(If address is P.O. Box, also include street address)

San Francisco California 94133-2207
City State Zip Code+4 (9 digits total)

County San Francisco School Code Number* 38-68478-6041131

Telephone (415) 749-3540 Fax (415) 749-3543

Website/URL www.sfusd.edu E-mail sch801@muse.sfusd.edu

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 _____

Name of Superintendent* Dr. Arlene Ackerman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District Tel. (415) 241-6121

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. Eric Mar, Esq
(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 Signature) Date _____

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 78 Elementary schools
 18 Middle schools
 _____ Junior high schools
 22 High schools
 _____ Other

 118 TOTAL
2. District Per Pupil Expenditure: \$7,485

 Average State Per Pupil Expenditure: \$8,881.82

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 Number of years the principal has been in her/his position at this school.
 18 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	23	12	35	8			
1	25	14	39	9			
2	16	25	41	10			
3	21	20	41	11			
4	24	22	46	12			
5	21	18	39	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							241

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|------------------------------------|
| | 14 % White |
| | 5 % Black or African American |
| | 5 % Hispanic or Latino |
| | 76 % Asian/Pacific Islander |
| | 1 % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	241
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.0

8. Limited English Proficient students in the school: 46 %
 110 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Cantonese, Spanish, Udu, Toishanese, Vietnamese, Mandarin

9. Students eligible for free/reduced-priced meals: 72 %
 Total number students who qualify: 174

If this method does not produce an 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: 12 %
30 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>15</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> </u> Emotional Disturbance

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>10</u>	<u>6</u>
Special resource teachers/specialists	<u> </u>	<u>3</u>
Paraprofessionals	<u> </u>	<u>11</u>
Support staff (classified)	<u> </u>	<u>1</u>
Total number	<u>11</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	91%	93%	92%	95%	94%
Teacher turnover rate	7%	15%	0%	0%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

“The mission of Yick Wo Elementary School, envisioned by the school community, is to purposefully develop the full potential of each student through teacher-facilitated, active learning experiences.”

Tucked away against the famous hills of San Francisco, directly below the “crookedest street in the world,” is a hidden gem called **Yick Wo Alternative Elementary School**. It is located adjacent to the North Beach and Chinatown communities and surrounded by some of San Francisco’s most famous landmarks – Fisherman’s Wharf, Pier 39 and Coit Tower. It is a warm and caring place for 241 students living in the neighborhood as well as throughout the city. The school provides a rigorous and comprehensive curriculum taught by committed, creative and enthusiastic teachers. As an alternative school in the SFUSD there is a strong curricular emphasis on science and English language arts. In addition, an extensive creative arts program exists at Yick Wo.

Each child in our diverse student body adds to the richness of the school community. 60% of our students are Chinese and live primarily in the Chinatown area and various other ethnicities are represented. 46% of the students are English Language Learners, 30% are identified as Educationally Disadvantaged, 11% are identified GATE and 72% are on the Free and Reduced Lunch Program. There are eleven English Language Development classes and two Special Education classes taught by specially trained teachers to meet the needs of severely handicapped students. It is a model program developed specifically for students with autism and other severe impairments. Special education students participate fully in all school activities and are seen around the school mainstreamed into regular classroom lessons, playing games at recess and in integrated play groups with the regular education students. GATE and high potential students are an integral part of the classrooms and are provided with differentiated and rigorous activities to challenge their intellectual development. English Language Learners are in ELD classrooms where teachers provide a strong language development program and challenge them to reach their potential. Students requiring extra academic support receive help from a Reading Recovery teacher, paraprofessionals, the Resource Specialist Program, a before-school Homework Club, and tutors from America Reads, Americorps, corporate partners and San Francisco School Volunteers.

Aside from a rich academic program, Yick Wo also offers numerous opportunities for students to be successful in many areas. The school provides enrichment programs with Orff Schulwerks Music, Art Education and P.E. consultants, and a Poets-in-Residence program funded by grants and the Parent Teacher Organization. Students in the upper grades are involved in a strong Outdoor Education program and have opportunities to go camping and experience the outdoors. After school activities include piano, computers and ice-skating. An elected Student Council allows students an opportunity to participate in school leadership by planning for Spirit Days, social events and community service projects.

Parents are valued as partners in the education process, and are encouraged to work in the classrooms and on school-wide projects. The Parent Teacher Organization cooperates with staff to plan and sponsor numerous activities for the benefit of students and parents. Parents respond enthusiastically and in great numbers to invitations from school for a parent/teacher conference, for special programs, field trips and celebrations. The PTO also works extremely hard in fund-raising in order to maintain our academic and enrichment programs.

The school has also established partnerships within the community. Holland and Knight, a neighboring law firm, provides classroom tutors, funds our RIF program by providing free books three times a year for each student, and supports the yearly production of the Yick Wo Play, a re-enactment of the historical significance of Yick Wo v. Hopkins, a landmark Supreme Court decision after which the school is named. Another law firm supports the school by duplicating instructional materials and publishing our poetry anthology and school yearbook.

The staff at Yick Wo strives to recognize and appreciate the uniqueness of each student and adult in the school community. Yick Wo students are encouraged to work hard and to produce their best efforts. Everyone at Yick Wo Alternative Elementary School believes in our slogan: **Excellence is Worth the Effort!**

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

A wide variety of assessment tools are used to evaluate student learning at Yick Wo. Students participate in all state and district mandated assessments. The Standardized Testing and Reporting (STAR) program, including both the California Assessment Test (CAT 6) and the California Standards Tests for 2nd through 5th graders, is a state-mandated testing program. The Brigance Screening for K and 1st graders, and the 5th grade PE assessment are district-mandated assessments, and the California English Language Development Test (CELDT), is administered for all English Language Learners state-wide. Quantitative data, prepared by the district's Achievement Assessment Office, disaggregated by gender, grade, economic status, ethnicity, special programs and language proficiency, is disseminated to the principal and staff in August of each year so that planning can begin.

Currently, the assessment data indicates that Yick Wo School has consistently met or surpassed state and district averages in the STAR testing program in English Language Arts. For example, in spring 2004, as much as 67% of its 5th grade students scored at the Proficient or Advanced levels as compared to 46% at the district and 40% at the state level. The comparative scores in Mathematics are even more significant, with 87% of its 5th graders scoring at the Proficient or Advanced levels as compared with 40% district-wide and 38% state-wide. The data from the spring 2004 CAT 6 Reading and Math scores show similar patterns, with more students scoring above the 50th percentile, comparatively, to district and state averages and significantly more students scoring at that level in Mathematics.

The state sets a base performance target for the Academic Performance Index (API) and for Adequate Yearly Progress (AYP) criteria under No Child Left Behind. The API is a multiple measure index that sets targets and gauges performance for all California schools with scores ranging from 200 to 1000, with a score of 800 set as the target under NCLB and designating a high-achieving school. Yick Wo's API scores indicate a three-year growth from 791 in 2002, to 819 in 2003 and, finally, an 848 in 2004. The significant subgroups identified in the API are Asian and Socioeconomically Disadvantaged students, which scored a 2004 growth API of 865 and 844, respectively. Additionally, the California Department of Education publishes a statewide rank from 1 to 10 of each school compared to all schools overall. In 2004, Yick Wo earned a statewide rank of 8, as well as a Similar Schools rank of 8 when compared with 100 schools in the state with similar demographics. More information on the API and STAR test results for Yick Wo can be found on the website for the California Department of Education at www.cde.ca.gov/ta/.

On a district level, targets for student achievement are identified and each school is charged with moving a specific percentage of students from the Below Basic to Basic level, and from the Basic to the Proficient level on the California Standards Test. In spring 2004, Yick Wo met and exceeded our growth objectives by moving 53% (out of a targeted 35%) of its students from the Below Basic to the Basic or above level in English Language Arts and 55% (out of a targeted 45%) of its students in Math on the CST.

The school district also sets goals in closing the achievement gap for African American, Latino and English Language Learner students by setting objectives for those students to perform at or above the district average or to show a 5% improvement on the CST for Language Arts and Math. Yick Wo again met that objective in the spring of 2004. More information can be found on Yick Wo's School Accountability Report Card, which is published for all schools in the San Francisco Unified School District at www.sfusd.edu.

In addition to formal assessments, Yick Wo teachers use other measures that do not necessarily yield hard data. They consistently observe, evaluate and monitor daily math and language arts assignments and give immediate feedback. Student work such as written responses to reading material, class and small group discussion, end of unit and summative assessments from the adopted curriculum or individual conferences with students can be used to assess learning and to plan future lessons.

2. School's Use of Assessment Results to Understand and Improve Student and School Performance

The publication of hard statistics such as the STAR test data, district assessment tools, and the information gathered for the School Accountability Report Card by the district's Achievement Assessments Office provide for data-driven decision-making and help guide instructional practices. A data disk is prepared for the school which provides longitudinal data of student performance levels and helps identify student strengths and weaknesses. At the beginning of the school year, Yick Wo teachers examine and analyze disaggregated test data to identify school-wide trends and patterns in student achievement. Teachers then examine individual test data to identify students who are Educationally Disadvantaged, scoring Basic or below on the California Standards Test and in the lower two quartiles in the California Assessment Test in both Language Arts and Math. They also identify African American, Latino and English Language Learners, which are the targeted populations identified by the school district in its efforts to close the achievement gap. After examining the formal assessment data along with their own informal assessments and observations, the teachers identify the specific learning needs of their students based on the State and District's Content and Performance Standards, and develop individualized Action Plans that will guide instruction. The Action Plans are reviewed and modified with the principal and outline specific strategies that the teachers will utilize to move students forward and to ensure academic success. Teachers, as individuals, in grade level clusters and with previous year teachers, create educational and behavioral plans to fill gaps and weaknesses as evidenced by student performance. The Action Plans are considered living documents that must align to the Content and Performance Standards, and must be reviewed and modified continuously throughout the year based on student assessments, student work samples and teacher observations.

3. Communication of Student Performance and Assessment Data to Parents, Students and the Community

Formal assessment data is communicated to the school community first through the elected School Site Council, which is the main governing body of the school that is comprised of teachers, support staff, parents and other community members. The SSC has the responsibility of articulating, overseeing the implementation, and monitoring of the Academic Site Plan and school budget. The Site Plan is developed based on program needs and priorities identified through assessment data as well as other achievement information, and parent and staff surveys. All assessment reports are shared with the SSC at the beginning of the school year and modifications to the Academic Site Plan are made accordingly. The School Accountability Report Card (SARC) including demographic information and assessment data over a three-year period, is published and distributed, as well as posted on the school district website.

Additionally, a parent education workshop to analyze assessment data is presented early in the school year as individual reports are mailed to parents by the district's Achievement Assessments Office. The workshop explains the purpose of the STAR test program, as well as other district assessments, and assists parents in interpreting test results. Translators are always provided for all parent meetings and conferences.

Teachers also review students' individual assessment data with parents during parent-teacher conferences, where they identify individual strengths and weakness and to share Action Plan strategies. The information shared with parents include reports from the CST and CAT 6 for grades 2-5, as well as the Brigance Screening for grades K-1, the Assessment of Basic Comprehension for grades 1, and the California English Language Development Test for English Language Learners. The formal assessment data, along with teachers' informal observations, student work samples, summative tests, writing rubrics, student self-assessments and reflections, and other assessment tools, are utilized to set student achievement goals and to monitor progress.

Information is regularly communicated to parents via the bi-weekly "Thursday Notes." Community Meetings are conducted two times a year in the spring to communicate information regarding student performance, program implementation, the allocation of resources and budgetary issues.

4. Sharing Successes

Yick Wo School takes every opportunity to share its successes with other schools and the community at large. Our school is a Teacher Development School, which works in partnership with university teacher preparation programs in the area such as San Francisco State University, the University of San Francisco, St. Mary's College and City College of San Francisco. Most of our teachers serve as master teachers for developing and beginning teachers - guiding them and sharing successful practices. Under supervision, the student teachers have an opportunity to develop and refine their instructional practices and reflect upon their experiences. Teachers from neighboring schools as well as administrative candidates and interns visit the school regularly to observe and collaborate with site teachers. Some of our special education teachers are involved in the Autism Task Force and act as teacher leaders, conducting inservices and workshops in their model classrooms for other teachers, paraprofessionals and parents. Other site teachers have served as Support Providers for new teachers in the district's Beginning Teacher Support and Assessment Program (BTSA). The faculty has clustered with other neighboring schools for professional development activities, allowing opportunities for networking and collaboration.

Yick Wo also conducts events that reach out to the neighboring community, parents and other schools. Every year the school participates in the School Enrollment Fair, which provides an opportunity for individuals in the community to talk to teachers and parents, and for the school to showcase student work. The published yearbook and annual poetry anthology are also displayed. Student illustrations and writings have also been published in the San Francisco Chronicle as well as the California Poets-in-the-Schools annual anthology. The annual Fall Carnival provides an opportunity for outreach and community-building. Additionally, the school is now working on a web-site development project with a volunteer software engineer to update our web-site to allow individual student links in order to highlight their accomplishments and work. The elected Student Council organizes social and community events and act as ambassadors for the school.

The Yick Wo community takes pride in celebrating our school and its students and takes every opportunity to share its successes and work towards community improvement.

PART V – CURRICULUM AND INSTRUCTION

1. School's Curriculum

All Yick Wo students have access to a rigorous core curriculum that is based on the State and District's *Content and Performance Standards*. Teachers collaborate with the students' previous teachers, in grade level teams, and utilize assessment information to plan their academic program and maximize the students' learning opportunities.

Due to the high population of ELL students, there is an important emphasis on English Language Arts. There is a strong language development program in each classroom and all classes are involved in activities that promote literacy. The Houghton Mifflin Reading Program provides a balanced approach to reading. In addition to implementing the adopted standards-based reading curriculum, teachers utilize other supplemental materials such as novels and literature in different genres to motivate students and enhance the core curriculum.

Yick Wo was established as an alternative school with a strong emphasis on science. The district-adopted Full Option Science System (FOSS) provides a hands-on approach to science. It is supplemented with the Harcourt Brace Science Program to ensure the teaching of a standards-based curriculum. Teachers have also been trained through the City Science Program, a collaboration between SFUSD and UCSF, and they have acquired skills to teach units of study in physical, earth and biological sciences applying scientific process techniques. Science is often integrated into other subject areas and promotes the teaching of critical thinking skills and inquiry-based learning activities. Teachers use community resources as laboratories for scientific study. The Health curriculum also includes safety, prevention and personal responsibility. There is also an Outdoor Education program in the upper grades with planned camping adventures.

Teachers at Yick Wo value the hands-on, mind-on approach to teaching math and science. The district's adopted Harcourt Brace Math curriculum emphasizes computational and procedural skills, conceptual understanding and problem-solving and reasoning. The curriculum is enhanced with additional hands-on and manipulative activities to reinforce skills. Teachers use supplemental materials and replacement units to balance the students' conceptual understanding with basic skills acquisition.

The Social Studies core curriculum is the McGraw-Hill History/Social Science Program which integrates social science themes with literature, skills development in other curriculum areas, and enrichment activities. Field trips are a priority in the school and are highly valued as an extension of classroom activities. The experiences are thoughtfully planned to enrich the core content areas, expand students' experiential background, and are utilized as a vehicle to generate oral and written language activities. Technology is incorporated into most content areas including research and publishing.

The core curriculum is purposefully enhanced by a strong enrichment and arts program. Each student in our school participates in a comprehensive creative arts program that includes music, visual and performing arts and poetry. Arts education is an integral part of the total curriculum and is scheduled for all students at Yick Wo. Our vision is that arts education, when presented in challenging and engaging ways, will enable all students to be creative and expressive individuals. They will be able to communicate and demonstrate cultural knowledge in different styles and modalities. The creative arts program includes visual and studio arts, the Adventures in Music program, a Poet-in-Residence program for all grades, Orff Schulerwerk Music for grades K-3, vocal and instrumental music for grades 4-5, Performing Arts Workshop for the special day classes, and Dance-in-the-Schools for grades 2-3. Yick Wo also provides the services of a consultant from the YMCA to work with the teachers in enhancing the core P.E. curriculum to emphasize cooperation, physical fitness and team sports.

The vision of the school has been to educate the whole child. In spite of the budget crisis, the entire Yick Wo community has been dedicated to maintaining our vision to provide a high quality, comprehensive program that has allowed our students to thrive and succeed.

2. Reading Curriculum

Due to the high population of ELL students, there is an important emphasis on Reading and English Language Arts at Yick Wo. Because 46% of students are classified as ELL and come from homes in which English is not the primary language, and 30% of students are identified as EDY based on test data, there has been an expressed need by the school community to place special emphasis on the language arts curriculum—listening, speaking, reading and writing.

The district's adopted Houghton Mifflin Reading Program fully integrates the California standards and provides a balanced, spiraling approach to reading that emphasizes strong phonics instruction in the early grades, and skills development, comprehension, writing, and continuous assessment throughout all grade levels. The teachers utilize various components of the program to provide differentiated instruction based on student learning needs. For example, a special component of the reading curriculum provides additional support activities for ELL students. They pre-teach and, if necessary, re-teach skills to those students in order to enable them to access the core curriculum. The program emphasizes Universal Access time in which direct instruction in small groups provide specific learning activities for students requiring extra support as well as for students with higher abilities as outlined in the Challenge Handbook.

All classes provide a print-rich environment, encourage the use of teacher read-alouds, SSR, peer or cross-grade level reading buddies, and are involved in various other activities that promote literacy. Teachers also utilize other supplemental materials to motivate students and enhance the adopted materials that include the use of leveled reading books, the SRA Reading Lab program, Junior Great Books, novels and literature in different genres, and Sprint Books for Intervention. Students are involved in literacy groups, learning centers and writing workshops. Support by paraprofessionals, volunteers and tutors are provided as well as a half-time Reading Recovery teacher who assesses and provides early intervention to first grade students.

3. Science

Yick Wo was established as an alternative school with a specific emphasis on Science. A strong Science curriculum enhances the goal of providing a hands-on and minds-on approach to learning. Teachers have been well trained as science teachers through the City Science program, a collaboration between SFUSD and UCSF. Over the years, Yick Wo teachers have acquired skills to teach units of study in physical, earth and biological sciences applying scientific process techniques. They have the resources of medical students to assist with health education lessons and UCSF scientists to help with experiments such as growing bacteria. Science is often integrated into other subject areas and promotes the teaching of critical thinking skills and inquiry-based learning activities. Teachers use resources such as the school garden, the Arboretum, the Academy of Sciences, the SF Zoo, Fort Funston, Ardenwood Farms and the Exploratorium as laboratories for scientific study. The teachers work in collaboration with scientific and environmental organizations such as the NASA Ames Research Center and the San Francisco League of Urban Gardeners.

The 3rd-5th grade teachers are involved in professional development through the Jason Project, a comprehensive study of "Rainforests at the Crossroads." The teachers attend trainings with researchers who also provide support in their classroom activities. The unit incorporates the study of geography, human history, topography, ecosystems, rainforest mammals, and global environmental change. The Jason Project curriculum is aligned to meet state and federal standards and assessment strategies, and links students with other classes world-wide through the internet and exchanges of information and products.

A strong Outdoor Education Program provides our inner city students the opportunity to experience the outdoors with project-based learning and field trips, culminating in a four-day camping adventure for the 4th and 5th graders. It is a project in which the teachers and parents collaborate to provide a comprehensive outdoor learning experience. Students pitch tents, plan and cook meals, explore and are involved in planned activities that integrate all curriculum areas—science, math, reading, writing, health, drama, Social Studies, art and music. Many experiences in the primary grades prepare the students for the outdoor experience in the upper grades. At Yick Wo, there is a strong connection established between Science learning and real-life experiences.

4. Different Instructional Methods to Improve Student Learning

Yick Wo values the hands-on, minds-on approach to teaching. Teachers are diligent about using the best teaching materials to insure that the core curriculum is taught and learned. They look beyond the resources provided by the district-adopted curriculum and research and utilize supplemental materials to balance the students' conceptual understanding with basic skills acquisition. Higher-order thinking skills are intentionally integrated into the core curriculum with emphasis on critical thinking skills through a thinking, meaning-centered curriculum.

In addition to delivering the core curriculum through district adopted materials, the teachers at Yick Wo are encouraged to plan and implement thematic units of study in order to effectively and efficiently provide students with a balanced curriculum. Content standards are taught through integrated activities in Math, Science, Social Studies and Art with a strong emphasis on English language arts development. For example, a 4th grade class studying California missions will read information in the adopted text, but also do additional research using other resources including the library and the internet. After going on a field trip to Mission Dolores, the students work in teams to design, measure and build a replica of a California mission. They will also work with the art consultant to paint and design props for their missions using ceramics and sewing. They will then prepare reports and give presentations of their research and products to other classes.

The school also believes that creativity is best nurtured by a comprehensive arts program. In addition to a rigorous academic program, the school has been able to provide additional learning experiences for our students to allow them to develop creativity, self-expression and strengthen different modalities for learning. Each student in our school participates in a comprehensive creative arts program that includes vocal music, visual arts, Orff music, performing arts and poetry. The academic and arts programs are well-supported by human and technical resources through the use of parent and community volunteers, a computer lab, and school library.

5. Professional Development Goals

The concept of professionalism is highly valued at Yick Wo School. The Principal regards each teacher as a member of a very important profession. Continuous improvement and development is an expectation of all who teach and work at Yick Wo School. All members of the staff have been participating in a variety of professional development activities in order to broaden their base of knowledge, to improve teaching skills and make strategic plans. After studying educational standards and analyzing student assessment data, teachers write professional development plans to address their individual needs as well as the needs of their students. The professional development plans follow the criteria and guidelines set in the documents, *Professional Growth Planning Guide* and the *California Standards for the Teaching Profession*. The teachers also attend the district's Professional Development Institute, which is a series of workshops in different areas that is offered three times a year by the various district departments. Teachers choose their own professional development activities based on their area of need or interest.

After close examination of assessment data, the school staff has identified the development of a comprehensive writing program as an area for school-wide improvement. Collaboratively, we have examined the writing standards and rubrics used in the California Standards Writing Test and other assessment tools such as the Houghton Mifflin Summative Tests, and have identified student writing goals. In grade level groups, we are currently developing rubrics and benchmarks, demonstrated by anchor papers and student work samples, which will be appropriate for our students and will also elevate the expectations for student performance. The next steps will be to develop strong instructional strategies to strengthen the development of writing skills. This will involve intensive training from the Bay Area Writing Project or other training programs, as well as the collaboration of teachers to develop best practices.

Teachers are encouraged to share their professional skills with other educators. Yick Wo is a Teacher Development School which works with university teacher preparation programs. Acting as a master teacher to developing or beginning teachers allow the Yick Wo teachers to reflect on and improve their own teaching practices and to enhance their own development as professionals.

PART VII – ASSESSMENT RESULTS

The Standardized Testing and Reporting (STAR) program includes both the California Standards Test and the California Assessment Test-6. Prior to 2002 the Stanford Achievement Test-9 was used, which was then replaced by the CAT6.

The California Standards Test is the state criterion-referenced test that is administered to students in grades 2-5 in English Language Arts and Math. The students in 4th grade also take the CST Writing Test. The results are based on how well students achieve identified state-adopted standards, not how student results compare with the results of other students. Students are given a raw score based on how many items the student answered correctly. The raw score is converted to a scaled score, which is then used to determine performance levels of Far Below Basic, Below Basic, Basic Proficient, and Advanced. The target set by the California Department of Education under No Child Left Behind is for all students to reach the Proficient or above level. The ranges of the scaled scores on the CST range from 150 – 600 for each test, with 300 set as the Basic level and 350 as Proficient.

The CAT6 is a norm-referenced test that is designed to measure student achievement in comparison to a national norm group in skills commonly found in state and district core curricula. 2003 is the first year that the CAT6 had been administered, so longitudinal records do not yet exist. The CAT6 scale scores range from 1-999 across all tests.

Yick Wo Elementary School				
California Standards Test - English Language Arts Grade 2				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	13	15	10	8
% At or Above Proficient	39	53	25	40
% At or Above Basic	93	88	71	79
% At or Above Below Basic	96	98	94	92
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	39	40	39	38
Percent of total students tested:	93	98	87	97
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	30	58		
Number of students tested	30	31		
Socio-Economically Disadvantaged				
% At Advanced	11	15	4	0
% At or Above Proficient	30	48	24	36
% At or Above Basic	89	85	76	77
% At or Above Below Basic	93	96	96	86
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	12	27	25	22
STATE SCORES				
% At Advanced	12	12	9	10
% At or Above Proficient	35	36	32	32
% At or Above Basic	65	68	63	61
% At or Above Below Basic	87	87	85	85
% At or Above Far Below Basic	100	100	100	100

Yick Wo Elementary School				
California Standards Test - English Language Arts Grade 3				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Advanced	11	10	13	13
% At or Above Proficient	40	31	50	45
% At or Above Basic	72	71	76	71
% At or Above Below Basic	96	95	87	95
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	38	42	38	38
Percent of total students tested:	95	89	93	95
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	43	35		
Number of students tested	28	31		
Socio-Economically Disadvantaged				
% At Advanced	7	4	7	9
% At or Above Proficient	41	29	55	35
% At or Above Basic	73	75	77	65
% At or Above Below Basic	92	93	84	100
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	27	28	27	23
STATE SCORES				
% At Advanced	9	10	11	9
% At or Above Proficient	30	33	34	30
% At or Above Basic	61	63	62	59
% At or Above Below Basic	83	84	85	83
% At or Above Far Below Basic	100	100	100	100

Yick Wo Elementary School				
California Standards Test - English Language Arts Grade 4				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	17	14	13	14
% At or Above Proficient	48	49	56	39
% At or Above Basic	84	89	89	78
% At or Above Below Basic	94	98	98	89
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	42	43	46	28
Percent of total students tested:	91	98	94	88
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	56	52		
Number of students tested:	32	31		
Socio-Economically Disadvantaged				
% At Advanced	15	10	9	0
% At or Above Proficient	50	42	51	27
% At or Above Basic	81	84	87	63
% At or Above Below Basic	93	97	96	81
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	26	31	33	11
STATE SCORES				
% At Advanced	16	15	14	11
% At or Above Proficient	39	39	36	33
% At or Above Basic	73	74	71	66
% At or Above Below Basic	91	92	89	87
% At or Above Far Below Basic	100	100	100	100

*Aggregate data not available for groups less than 11

Yick Wo Elementary School				
California Standards Test - English Language Arts Grade 5				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	33	17	13	15
% At or Above Proficient	66	54	36	47
% At or Above Basic	94	91	79	88
% At or Above Below Basic	100	93	92	98
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	39	46	30	41
Percent of total students tested:	100	94	88	98
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	71	50		
Number of students tested:	34	28		
Socio-Economically Disadvantaged				
% At Advanced	26	15	6	6
% At or Above Proficient	68	48	18	39
% At or Above Basic	93	90	71	89
% At or Above Below Basic	100	93	95	100
% At or Above Far Below Basic	100	100	100	100
Number of students tested:	31	33	17	18
STATE SCORES				
% At Advanced	16	10	9	7
% At or Above Proficient	40	36	31	28
% At or Above Basic	71	72	71	66
% At or Above Below Basic	87	89	91	88
% At or Above Far Below Basic	100	100	100	100

*Aggregate data not available for groups less than 11

Yick Wo Elementary School				
California Standards Test - Mathematics Grade 2				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	31	53	15	
% At or Above Proficient	64	83	61	
% At or Above Basic	95	96	82	
% At or Above Below Basic	100	100	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	39	40	39	39
Percent of total students tested:	93	98	87	100
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	57	87		
Number of students tested:	30	31		
Socio-Economically Disadvantaged				
% At Advanced	30	52	12	
% At or Above Proficient	59	81	64	
% At or Above Basic	92	93	76	
% At or Above Below Basic	100	100	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	27	27	25	
STATE SCORES				
% At Advanced	23	24	16	
% At or Above Proficient	51	53	43	
% At or Above Basic	76	76	68	
% At or Above Below Basic	96	96	92	
% At or Above Far Below Basic	100	100	100	

Yick Wo Elementary School				
California Standards Test - Mathematics Grade 3				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	47	38	34	
% At or Above Proficient	84	74	71	
% At or Above Basic	92	86	95	
% At or Above Below Basic	100	100	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	38	42	38	39
Percent of total students tested:	95	89	93	98
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	93	81		
Number of students tested:	28	31		
Socio-Economically Disadvantaged				
% At Advanced	52	43	37	
% At or Above Proficient	89	68	74	
% At or Above Basic	96	82	93	
% At or Above Below Basic	100	100	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	27	28	27	
STATE SCORES				
% At Advanced	21	19	12	
% At or Above Proficient	48	46	38	
% At or Above Basic	73	71	65	
% At or Above Below Basic	96	93	91	
% At or Above Far Below Basic	100	100	100	

Yick Wo Elementary School				
California Standards Test - Mathematics Grade 4				
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% At Advanced	52	60	40	
% At or Above Proficient	76	74	83	
% At or Above Basic	93	86	92	
% At or Above Below Basic	100	95	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	42	43	47	32
Percent of total students tested:	91	98	96	100
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
% Proficient and Above	91	81		
Number of students tested:	32	31		
Socio-Economically Disadvantaged				
% At Advanced	58	55	45	
% At or Above Proficient	77	71	87	
% At or Above Basic	92	81	90	
% At or Above Below Basic	100	94	100	
% At or Above Far Below Basic	100	100	100	
Number of students tested:	26	31	33	14
STATE SCORES				
% At Advanced	18	18	13	
% At or Above Proficient	45	45	37	
% At or Above Basic	73	72	67	
% At or Above Below Basic	97	93	93	
% At or Above Far Below Basic	100	100	100	

*Aggregate data not available for groups less than 11

Yick Wo Elementary School			
California Standards Test – Mathematics Grade 5			
	2003- 2004	2002- 2003	2001- 2002
Testing Month	April	April	April
SCHOOL SCORES			
% At Advanced	64	37	10
% At or Above Proficient	87	67	62
% At or Above Basic	100	80	78
% At or Above Below Basic	100	93	97
% At or Above Far Below Basic	100	100	100
Number of students tested:	39	46	31
Percent of total students tested:	100	94	91
Number of students excluded:	0	0	0
Percent of students excluded:	0	0	0
SUBGROUP SCORES			
Asian			
% Proficient and Above	91	71	
Number of students tested:	34	28	
Socio-Economically Disadvantaged			
% At Advanced	61	39	12
% At or Above Proficient	90	70	53
% At or Above Basic	100	82	71
% At or Above Below Basic	100	91	95
% At or Above Far Below Basic	100	100	100
Number of students tested:	31	33	17
STATE SCORES			
% At Advanced	12	10	7
% At or Above Proficient	38	35	29
% At or Above Basic	65	61	59
% At or Above Below Basic	90	87	91
% At or Above Far Below Basic	100	100	100

*Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Reading Grade 2**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	51	51	51	56
Number of students tested:	39	40	39	37
Percent of total students tested:	93	98	87	95
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	45	50		
Number of students tested:	30	31		
Socio-Economically Disadvantaged				
National Percentile Rank	47	47	50	52
Number of students tested:	27	27	25	22
STATE SCORES				
National Percentile Rank	43	43	52	50

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Reading Grade 3**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	49	41	56	58
Number of students tested:	38	42	36	37
Percent of total students tested:	95	89	88	93
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	53	39		
Number of students tested:	28	31		
Socio-Economically Disadvantaged				
National Percentile Rank	46	34	50	49
Number of students tested:	27	28	27	23
STATE SCORES				
National Percentile Rank	39	39	47	46

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Reading Grade 4**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	51	46	62	62
Number of students tested:	42	43	44	27
Percent of total students tested:	91	98	90	84
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	52	45		
Number of students tested:	32	31		
Socio-Economically Disadvantaged				
National Percentile Rank	47	42	57	40
Number of students tested:	26	31	31	11
STATE SCORES				
National Percentile Rank	39	39	50	47

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Reading Grade 5**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	63	57	56	61
Number of students tested:	39	46	29	39
Percent of total students tested:	100	94	85	93
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	65	55		
Number of students tested:	34	28		
Socio-Economically Disadvantaged				
National Percentile Rank	59	50	37	52
Number of students tested:	31	33	16	16
STATE SCORES				
National Percentile Rank	42	42	46	45

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Mathematics Grade 2**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	70	82	74	86
Number of students tested:	39	40	39	38
Percent of total students tested:	93	98	87	97
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	67	86		
Number of students tested:	30	31		
Socio-Economically Disadvantaged				
National Percentile Rank	67	81	71	83
Number of students tested:	27	27	25	23
STATE SCORES				
National Percentile Rank	58	56	62	59

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Mathematics Grade 3**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	79	73	86	83
Number of students tested:	38	42	36	36
Percent of total students tested:	95	89	88	90
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	84	79		
Number of students tested:	28	31		
Socio-Economically Disadvantaged				
National Percentile Rank	83	72	86	82
Number of students tested:	27	28	27	23
STATE SCORES				
National Percentile Rank	56	55	64	61

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Mathematics Grade 4**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	73	80	84	78
Number of students tested:	42	43	45	30
Percent of total students tested:	91	98	92	94
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	80	83		
Number of students tested:	32	31		
Socio-Economically Disadvantaged				
National Percentile Rank	72	75	86	77
Number of students tested:	26	31	31	13
STATE SCORES				
National Percentile Rank	51	50	58	54

* Aggregate data not available for groups less than 11

**Yick Wo Elementary School
Mathematics Grade 5**

	CAT/6		SAT-9	
	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
National Percentile Rank	86	75	75	84
Number of students tested:	39	45	30	40
Percent of total students tested:	100	92	88	95
Number of students excluded:	0	0	0	0
Percent of students excluded:	0	0	0	0
SUBGROUP SCORES				
Asian				
National Percentile Rank	89	82		
Number of students tested:	34	28		
Socio-Economically Disadvantaged				
National Percentile Rank	84	75	66	85
Number of students tested:	31	33	16	17
STATE SCORES				
National Percentile Rank	49	48	58	55

* Aggregate data not available for groups less than 11