

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

Official School Name Cosumnes River Elementary School
(As it should appear in the official records)

School Mailing Address 13580 Jackson Rd
(If address is P.O. Box, also include street address.)

Sloughhouse CA 95683-9704

City State Zip Code+4(9 digits total)

County Sacramento State School Code Number* 34-67314-6033013

Telephone (916) 682-2653 Fax (916) 682-5320

Web site/URL <http://www.egusd.net/Cosumnes/> E-mail mganders@egusd.net

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 February 1, 2007

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

District Name Elk Grove Unified School District Tel. (916) 686-7700

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 1, 2007

Name of School Board

President/Chairperson Ms. Pollyanna Cooper-Levangie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

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

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 81% White
2% Black or African American
12% Hispanic or Latino
4% 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: 7%

[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	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	510
(5)	Total transferred students in row (3) divided by total students in row (4)	.068
(6)	Amount in row (5) multiplied by 100	6.8

8. Limited English Proficient students in the school: 6%
32 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Spanish, Hmong, Punjabi and Filipino

9. Students eligible for free/reduced-priced meals: 8%

Total number students who qualify: 42

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: $\frac{14}{37}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|---|
| <u>2</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | |

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>22</u>	<u>6</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u> </u>	<u>5</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>28</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96%	95%	96%
Daily teacher attendance	97%	96%	96%	97%	96%
Teacher turnover rate	0%	8%	4%	4%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III- SUMMARY

The vision of Cosumnes River Elementary is that “All students will realize their greatest potential.” We believe that establishing high expectations for all students through instructional excellence, providing a safe environment, providing enrichment opportunities, and collaborating with our families and community will allow us to realize our vision.

Cosumnes River Elementary School has the second smallest elementary school student population in the Elk Grove Unified School District (EGUSD). It must also be credited with being the oldest school in the region. It stands near the site of the first school built in the area, the original Rhodes School. This school was built by Jared Dixon Sheldon on the Cosumnes River in the 1840s. It was replaced by the new Rhodes School, constructed in 1872. Today that little school sits nearby in Elk Grove Park. In the fast paced gold rush days where miners filled the banks of the Cosumnes River, there were many school districts formed to provide education for the children of the families that followed the gold. Michigan Bar, Wilson, and Stone House operated until 1947 when they merged as Cosumnes River Elementary. Rhodes School closed the next year and joined the consolidation.

The name, Cosumnes, is believed to come from “ko-sum”, a Miwok Indian word for “salmon”. The Miwok Indians migrated to the area because of the plentiful acorns, salmon and Tule Elk. Fortunately for the Miwok Indians, the early Spanish settlers found the area uninhabitable because it appeared prone to flooding. These early settlers were the first to formally name the river. The words “Rio de Cosumne” appear on a Spanish map as early as 1841.

Today, Cosumnes River Elementary School is located in a rural setting along the Jackson Highway. Looking north out the front windows, one sees the busy highway less than 100 feet from the front door. To the east sit farm houses and barns, and to the south and west are rolling hills, large oak trees and the tree tops along the Cosumnes River.

As you walk through the main hallway and through the back doors, you feel as if you are walking into another world. Gone is the parking lot and sounds of passing cars, and before you is a quaint playground with one of the most beautiful views imaginable. Grassy, rolling hills and majestic oaks are the first things to catch the eye. Wildlife including wild turkeys and coyotes can be seen from time to time.

One constant seen on the Cosumnes River Elementary School campus is the number of parents and community members visible. Classroom volunteers, homework helpers and extended day enrichment coordinators are a few examples of the partnership between school and community.

Cosumnes River Elementary serves students from a vast rural community along with students from the nearby gated community of Rancho Murietta. Of these students, white students make up 81% of our student population. Hispanic students make up 12% of our population while Asian/Pacific Islander (4%), African American (2%), and American Indian/Alaskan Native (1%) make up the rest of our racial/ethnic composition. Spanish, Hmong, Punjabi, and Filipino are the four languages represented by our thirty-two Limited English Proficient students. These students represent 6% of our population. Forty-two students, or 8%, are eligible for free/reduced price meals. Students receiving special education services make up approximately 14% of our population.

From the original one room schoolhouse, to the creative staff and students of today, Cosumnes River Elementary School continues to be a place for children to work and grow. We consider it an “*oasis of academic excellence*”.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: As a school, there are several measures that allow us to track our progress from year to year.

Federal accountability requirements measure the academic success of a school or district according to how well it meets common performance targets called Adequate Yearly Progress (AYP). California's accountability requirements measure the academic success of a school based on how much it improves annually, as reported through the Academic Performance Index (API). Schools are required to meet AYP and API targets schoolwide and for each significant subgroup.

An elementary school must meet AYP targets in three areas: a Test Participation Rate of 95% in English Language Arts (ELA) and Math, proficiency rates (percentage of students scoring at the Advanced or Proficient level on the California Standards Test) of 24.4% in English Language Arts and 26.5 % in Math, and a minimum API score of 590.

The API growth in elementary schools is based on performance on the California Standards Test (CST) and the California Achievement Test, Sixth Edition (CAT/6) in grade 3 only. Each school and significant subgroup achieves a score between 200 and 1,000. The five levels of performance for each student include: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Each student is given a numeric value based on their level of performance. The state's target for each school and significant subgroup is to achieve a score of 800.

Cosumnes River Elementary School's most recent AYP results (2006) show a 99% participation rate. The percentage of students who were proficient or higher was 76.4% in English Language Arts and 84.6% in mathematics. We are very proud of our improvement in both English Language Arts and in Math. The most recent assessment results show an increase in English Language Arts from a proficiency rate of 67.1% in 2004 to 73.8% in 2005, to our current level of 76.4%. In Mathematics the proficiency rate has increased from 77.3%, in 2004 to 81.9% in 2005, to the current level of 84.6%.

The Cosumnes River Elementary staff and community are equally proud of recent API growth. Our API score in 2004 was 876. In 2005, our API score reached 896. 2006 results showed an increase to a score of 908. This marked the first time a school in the Elk Grove Unified School District has surpassed 900.

Cosumnes River Elementary School is a small rural school. Our only statistically significant group included in our accountability reports (API and AYP) has been students identified as white. During the reporting period from 2003-2006, our Hispanic group has not been considered a significant subgroup, but the percent at or above proficient has improved by 25.9% in English Language Arts and by 27.6% in mathematics.

More information on AYP and API is available on the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ar/index.asp>.

2. Using Assessment Results: All teachers at Cosumnes River Elementary School use a wealth of assessment information to drive instruction. Specifically, our teachers thoroughly review Standardized Testing and Reporting (STAR) student data with both a grade level and individual student score focus. These results are compared to classroom pre-assessments. Staff then set out to create action plans and goals for identified areas. Results are also used during cross-grade level articulations. Additionally, the Mid-Year Progress Assessment of Standards (MYPAS), created by the Elk Grove School District is also used to analyze mastery of key standards in reading, writing, and Math.

Both formal and informal assessments are used to differentiate instruction with a focus on disaggregating the data by student characteristics including language, gender, ethnicity, socioeconomic status, disability, and gifted and talented status.

Movement goals are aggressively targeted. Specifically, 100% of far below basic students were targeted for improvement as compared to the district's goal of 20%. Our staff and community have the shared responsibility to:

- Instill essential skills necessary for each student to experience academic and social success.
- Provide a safe and nurturing environment that fosters responsible citizenship.
- Model and develop respect for diversity while recognizing commonality.

Integral to the Cosumnes River Elementary School plan is the conceptual idea that we are a small rural school fed by a suburban community. Thirteen of our twenty-five teachers live in the community. This truly speaks to the foundation of our vision of "family". Stakeholders are committed to all students reaching and sustaining proficient levels, beginning with high expectations of student responsibility, organizational skills, and accelerated learning. Our school provides many opportunities in ELA, Math, and various extension activities which help prepare our students for the California High School Exit Exam (CAHSEE).

3. Communicating Assessment Results: Cosumnes River Elementary School provides ongoing, consistent communication about results with students, parents and the community in a variety of ways. Annual STAR results for individual students are mailed to parents during the summer. CST scores, the Academic Performance Index, and Adequate Yearly Progress results are presented and explained during the State of the School Address at Back to School Night in September. Data is further discussed with parent and community groups including PTA, School Site Council, and Parent/Principal Coffee Klatches. During these discussions, recent data is shared and new goals are established. As a school, our goal of moving students from the Far Below Basic, Below Basic, and Basic levels into the Proficient level or higher have been aggressive.

Performance data is also available to parents through our school newsletter, our school website, the Elk Grove Unified School District website, our school accountability report card, and local newspapers.

Classroom assessment results are communicated to parents and students by individual teachers. Teachers also communicate with parents through classroom newsletters, phone calls, emails, progress notes, communication logs, homework logs and during parent conferences.

4. Sharing Success: The Elk Grove Unified School District has made a priority of having schools collaborate with one another. At the administrative level, district articulation days and bi-monthly principal meetings are held. The agendas for these meetings are created with input from all instructional leaders. Most recently, administrative cohort groups have had opportunities to lead Elementary Management meetings. The cohort groups share best practices with leaders from other cohorts. Our school board is also in the process of meeting with each regional articulation team to discuss the Achievement Gap. During these meetings, principals from high schools, middle schools, and elementary schools are provided with opportunities to share strategies used in the district's ongoing effort to close the achievement gap.

Cosumnes River Elementary School is given numerous opportunities to share successes during a variety of district professional development opportunities. During Trainer of Trainer (TOT) in-services, teachers

from each site articulate on previously identified areas of need. Investigating Student Learning (ISL) monthly meetings allow teachers from common grade levels to create Math curriculum. District English Language Advisory Committee meetings allow schools to share strategies for meeting the needs of our growing English Language Learner students. Gifted and Talented Education (GATE) Advisory Committee meetings provide opportunities for schools to share successes in meeting the needs of our high achieving students.

Successes are also shared through our Beginning Teacher Support and Assessment (BTSA) Program. In this program, experienced teachers are paired with beginning teachers. Several staff members at Cosumnes River Elementary School participate in this program, both as beginning and experienced teachers.

PART V- CURRICULUM AND INSTRUCTION

1. Curriculum: The California Reading/Language Arts and Math Framework provide a blueprint for organizing instruction so that every child meets or exceeds the content standards. The Elk Grove Unified School District has adopted rigorous standards in Reading/Language Arts, Math, Science and History/Social Science. Cosumnes River Elementary School teachers excel at keeping the focus on teaching their grade level standards. This allows a smooth transition between grade levels

Reading/Language Arts: All grade levels utilize the Open Court 2002 series. Curriculum includes systematic and explicit instruction for encoding and decoding language acquisition. Curriculum is supplemented as needed to help students meet or exceed grade level standards. Standards and benchmarks are aligned with activities. Each class offers “workshop” opportunities during their Language Arts block. During workshop, students can complete independent projects or receive individual or small group help on specific concepts in reading and writing.

Mathematics: Scott Foresman California Math was written specifically to meet the California Content Standards in Mathematics, with contributions from leading mathematics educators from across the nation. The program includes *Math Background for Teachers* in every chapter. Every lesson supports new teachers and refreshes the skills of experienced teachers. *Universal Access* for all students is provided with the core program and through support materials including daily Specially Designed Academic Instruction in English (SDAIE) lessons, charts, games, manipulatives, *Reading Strategies for Problem Solving*, and *Multilingual Handbook*. The *Standards-based Diagnosis and Intervention System* is organized by content strands across grade levels and integrated into the *Teacher's Edition* to provide access to content in previous grades.

History/Social Science: All students receive instruction in *Knowledge and Understanding*, *Democratic Understanding and Civic Values*, and *Skills Attainment and Social Participation* using a variety of approaches. Teachers use a combination of the History/Social Science series, our Open Court program, field trips, and literature books to bring history alive.

Science: At Cosumnes River Elementary School, a science resource teacher provides science instruction to all students in fourth through sixth grade. Our science teacher has created a curriculum that is aligned with California’s rigorous Science standards. Each child in grades 4-6 receives three one-hour periods of science per week. Using a hands on investigative approach, the three disciplines of science: *physical science*, *earth science* and *life science*, are delivered. Students in kindergarten through third grade receive standards based science instruction from their classroom teacher.

Physical Education/Health: The Elk Grove Unified School District’s Board of Education recently adopted a wellness policy that promotes healthy eating and physical activity for all students. Students at Cosumnes River Elementary School receive instruction in physical education and health from enthusiastic physical education resource teachers as part of their instructional day. Each classroom receives a minimum of two days per week of physical education. The focus of the instruction is a combination of physical fitness and skill development.

Fine Arts: Art Club, Drama, Oral Language, and band are all after school programs. Teachers at Cosumnes River deliver Fine Arts instruction using a variety of methods. Art is taught through English Language Arts and Social Studies. In both cases, the district adopted curriculum contains art opportunities that are woven into each lesson. Teachers routinely have students in teacher-created art activities.

2. Reading: Open Court Reading is a research-based language arts curriculum for students in kindergarten through sixth grade. It was chosen because the program is directly aligned with both State and District Reading/Language Arts Standards, and is grounded in the systematic and explicit instruction of: phonemic awareness, phonics, spelling, word knowledge, comprehension strategies and skills, inquiry, investigation, research strategies and skills, grammar and punctuation skills, writing skills, handwriting, and speaking/listening.

Open Court lessons at all grade levels are organized in a logical and efficient way for teaching children to read and write with confidence. All strategies are arranged from the simplest to the most complex. Because the lessons and skills build in a logical manner, children are able to grasp complex concepts more easily.

Through Open Court Reading, students read a wide variety of genre, including both literature and real world informational text. The program materials are designed to meet the needs of all students as they learn to read and comprehend all selections. Teachers are provided with specially-designed lessons and materials to use with students who need extra support with a particular phonics, comprehension, or language arts skill, are working below grade level and need more intense support, are working above grade level and need accelerated instruction, or are English Learners and need additional support.

In addition to classroom curriculum, Cosumnes River students participate in an Accelerated Reader (AR) program. A pre-assessment is used to determine an “AR” reading level for each individual student. They read, test, and earn points from books in the classroom or school library. Students receive certificates, pencils, and even a special lanyard and medal after reaching twenty-five points.

3. Additional Curriculum Area: The Scott-Foresman Math series was adopted by the Elk Grove Unified School District during the 2000-2001 school year. Chosen especially for its alignment to California Standards, the math program has spiraled into an extremely effective tool for our students. Since its implementation, we have seen a steady rise in our test scores. The components of the program provide many opportunities for students to be successful in the program. The essential math skills are taught and reviewed throughout the year. Students at all ability levels are able to access the core curriculum through a variety of approaches from SDAIE and English Learner strategies, to remedial and accelerated activities. Teachers use “workshop” for math practice that allows them to work with students individually or in small group.

At the beginning of this school year, grade level teams used a combination of grade level math standards, state blueprints for math, released STAR test items, and district adopted curriculum to map instruction for the year.

In preparation for Algebra, sixth grade students “switch” classes for math. While one group of students continue to work on their mastery of sixth grade standards, the Accelerated group focus on standards that will prepare them to be successful in middle school Algebra. The sixth grade team articulates regularly with the middle school math department of our feeder school to identify key skills needed for students to be successful.

Teachers also promote the use of the Scott Foresman online intervention website. For teachers, this website allows them to assign diagnostic quizzes to students and provides links to professional development resources. Students are able to get online homework help, take online quizzes, and improve their skills with learning tools and games.

4. Instructional Methods: As the highest scoring school (as measured by the API) in the EGUSD, our staff begins the year with great expectations of students, classrooms, grade levels, and the school as a

whole. Staff develops and sequences instruction to address diverse learning styles of students. The most common way differentiation is addressed is through ELA, Math, and Science workshop.

All Cosumnes River Elementary School teachers are trained in and offer students a variety of hands on materials or differentiated options within instructional activities. These activities reflect multiple modalities to enable *all* students to engage in the core curriculum in a way that they understand. Teachers at Cosumnes River Elementary School use Open Court ELA workshop time to differentiate and accelerate core curriculum and supplementary materials.

Grade level to grade level articulation continues throughout the students' tenure at Cosumnes River Elementary School. Teachers are aware of incoming students' high performance and continue to provide rigorous curriculum to further student learning. Consistent acceleration beginning in kindergarten has resulted in our sixth grade math students ultimately being able to access pre-algebra programs.

All teachers have high expectations for academic performance, student behavior, and participation in extended day opportunities. This begins before students enter Kindergarten during a six-week opportunity funded by our Parent Teacher Association (PTA). At this time, parents and students are exposed to daily routines, introduced to staff, and given kindergarten standards. As a result, Kindergarten students (and families) begin their experience at Cosumnes River Elementary School fully aware of the high expectations that will follow them throughout their school career on this campus.

5. Professional Development: Cosumnes River Elementary School bases its professional development on the areas of relative weakness identified in the Plan to Achieve Bold Goals. After collaboratively analyzing our site's student achievement data, the staff identifies professional learning resources, site funds, collaborative time, and available experts. We then develop a professional learning plan that addresses collective learning needs, while simultaneously providing differentiated teacher support where needed.

Our Trainer-of-Trainers team is supported at the District level through a series of release days during which District experts provide focused professional learning support to site TOT teams. The content of the District training is determined through a careful analysis of the areas of professional learning needs identified by the elementary sites. In turn, our TOT Team customizes the District training so that it is carefully aligned with our macro- and micro-curriculum.

Following the Student Information System Web (SISWEB) program update training, teachers regularly access data which provides fingertip information about specific grade levels, individual classrooms, and individual students. Data includes information from the California Standards Test, CAT/6, and MYPAS, as well as our electronic report card. This data allows us to quickly modify instruction in ELA, Math, and Science. Additionally, English Learner student learning is differentiated effectively by (Crosscultural, Language and Academic Development (CLAD) and SDAIE certificated staff members. We truly believe that the professional development activities offered at Cosumnes River Elementary School have played a key role in the increase of our student achievement as evidenced by our API.

PART VII - ASSESSMENT RESULTS

Cosumnes River Elementary School California Standards Test – English Language Arts Grade 2			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	76	81	69
% At Advanced	49	45	39
Number of students tested:	75	76	59
Percent of total students tested:	98	100	100
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0
SUBGROUP SCORES			
Hispanic			
% At or Above Proficient		58	
% At Advanced		17	
Number of students tested:		13	

Cosumnes River Elementary School California Standards Test – English Language Arts Grade 3			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	83	72	65
% At Advanced	50	41	28
Number of students tested:	80	62	66
Percent of total students tested:	99	98	94
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0
SUBGROUP SCORES			
Hispanic			
% At or Above Proficient	64		
% At Advanced	29		
Number of students tested:	15		

Cosumnes River Elementary School California Standards Test – English Language Arts Grade 4			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	63	72	63
% At Advanced	27	35	41
Number of students tested:	64	60	69
Percent of total students tested:	99	97	100
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0

Cosumnes River Elementary School California Standards Test – English Language Arts Grade 5			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	76	79	68
% At Advanced	42	47	35
Number of students tested:	62	68	60
Percent of total students tested:	98	99	97
Number of students alternatively assessed:	0	0	1
Percent of students alternatively assessed:	0	0	2

Cosumnes River Elementary School California Standards Test – English Language Arts Grade 6			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	81	69	72
% At Advanced	52	37	28
Number of students tested:	67	59	54
Percent of total students tested:	100	98	98
Number of students alternatively assessed:	0	0	1
Percent of students alternatively assessed:	0	0	2

Cosumnes River Elementary School California Standards Test – Mathematics Grade 2			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	81	90	83
% At Advanced	61	70	49
Number of students tested:	75	76	59
Percent of total students tested:	99	100	100
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0
SUBGROUP SCORES			
Hispanic			
% At or Above Proficient		69	
% At Advanced		31	
Number of students tested:		13	

Cosumnes River Elementary School California Standards Test – Mathematics Grade 3			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	87	81	85
% At Advanced	61	56	63
Number of students tested:	80	61	66
Percent of total students tested:	99	97	94
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0
SUBGROUP SCORES			
Hispanic			
% At or Above Proficient	60		
% At Advanced	27		
Number of students tested:	15		

Cosumnes River Elementary School California Standards Test – Mathematics Grade 4			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	67	71	70
% At Advanced	44	43	29
Number of students tested:	64	60	69
Percent of total students tested:	99	97	100
Number of students alternatively assessed:	0	0	0
Percent of students alternatively assessed:	0	0	0

Cosumnes River Elementary School California Standards Test – Mathematics Grade 5			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	84	82	68
% At Advanced	63	60	43
Number of students tested:	62	68	60
Percent of total students tested:	98	99	97
Number of students alternatively assessed:	0	0	1
Percent of students alternatively assessed:	0	0	2

Cosumnes River Elementary School California Standards Test – Mathematics Grade 6			
	2005-2006	2004-2005	2003-2004
Testing Month	April/May	April/May	April/May
SCHOOL SCORES			
% At or Above Proficient	91	85	74
% At Advanced	48	49	41
Number of students tested:	67	59	54
Percent of total students tested:	100	99	98
Number of students alternatively assessed:	0	0	1
Percent of students alternatively assessed:	0	0	2