

# 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 Ms. Kathleen McKeown  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2 Deerfield Avenue

Irvine California 92604-3048  
City State Zip Code+4 (9 digits total)

County Orange State School Code Number\*30 73650 6096184

Telephone ( 949) 936-5655 Fax ( 949) 936-5659

Web site/URL http://www.iusd.org/de/ E-mail kmckeown@iusd.org

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. Gwen Gross  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Irvine Unified Tel. ( 949) 936-5000

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. Mike Parham  
(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 \_\_\_\_\_

## **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 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.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:        22   Elementary schools  
       5   Middle schools  
       0   Junior high schools  
       5   High schools  
       1   Other
- 33   TOTAL
2. District Per Pupil Expenditure:      \$7,480
- Average State Per Pupil Expenditure: \$8,288

**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.   1   Number of years the principal has been in her/his position at this school.
- 2   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				7			
K	41	16	57	8			
1	32	28	60	9			
2	22	38	60	10			
3	38	39	77	11			
4	51	40	91	12			
5	52	49	101	Other			
6	59	41	100				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>546</b>

*[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:
- |   |
|---|
| <u>35</u> % White                         |
| <u>5</u> % Black or African American      |
| <u>8</u> % Hispanic or Latino             |
| <u>47</u> % Asian/Pacific Islander        |
| <u>1</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

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: 13 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	48
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	70
<b>(4)</b>	Total number of students in the school as of October 1	546
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.128
<b>(6)</b>	Amount in row (5) multiplied by 100	12.8

8. Limited English Proficient students in the school: 14 %  
76 Total Number Limited English Proficient

Number of languages represented: 28

Specify languages: African dialects, American Sign Language, Arabic, Armenian, Bengali, Cantonese, Farsi, French, Gujarati, Hebrew, Hindi, Indonesian, Japanese, Kannada, Korean, Malayam, Mandarin, Marathi, other Indian dialects, Portugese, Romanian, Russian, Serbian, Spanish, Taiwanese, Tamil, Urdu and Vietnamese.

9. Students eligible for free/reduced-priced meals: 9 %  
Total number students who qualify: 48

10. Students receiving special education services:  $\frac{8\%}{44}$  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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>5</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </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>18</u>	<u>14</u>
Special resource teachers/specialists	<u>    </u>	<u>2</u>
Paraprofessionals	<u>    </u>	<u>13</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>21</u>	<u>36</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 26:1

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	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	94%	96%	96%	91%	93%
Teacher turnover rate	9%	9%	9%	4%	9%
Student dropout rate (middle/high)	-	-	-	-	-
Student drop-off rate (high school)	-	-	-	-	-

## PART III - SUMMARY

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Deerfield Elementary is a K-6 neighborhood school in the heart of Irvine, California. Serving students since 1976 when Irvine was still steeped in its agricultural past, Deerfield has evolved into a unique educational experience that successfully achieves a top-quality education while addressing the challenges and benefits of teaching a substantial number of recent-immigrant students. Deerfield's children hail from countries as varied as Korea, Russia, India, China, Iran, Mexico, and several African nations. Gather all Deerfield families together in one place and you'll hear 29 different languages spoken. Open a classroom door and you'll see students of all skin and hair colors working together, unaware of terms such as "racial tension" and "clashing cultures."

*Our Mission is that Deerfield students will attain high levels of achievement within a safe school environment that is staffed by highly-qualified individuals.* Our vision is to foster success through meeting the academic needs of students with regard to individual learning styles and instructional levels. All students engage in a thinking, meaning-centered curriculum that is challenging, purposeful and promotes active student participation. We focus on state standards and enrich the curriculum through depth, complexity, and differentiation to ensure each student reaches his or her full potential.

While 40% of the student population comes from families where English is not the home language, Deerfield continues to produce Annual Program Improvement (API) test scores above the state, county and even district averages. In the past two years API scores have risen 50 points. The school's Alternative Program for Academically Accelerated Students (APAAS) currently includes students formerly identified as Title I. A well-rounded education encompassing academics, physical education, art lessons, vocal and instrumental music education, and civic duties allows each student to find his or her strengths in a "safe to try" environment. Programs available to assist individual needs include READ 180, Early Intervention Reading Model (EIRM), Title I, Gifted and Talented Education (GATE), a Speech/Language Program, and a Resource Specialist Program (RSP).

Classrooms clustered in pods allow for team teaching and make for comfortable surroundings that can never be called sterile and uninspiring and support another tenet of our vision, that all Deerfield students engage in a thinking, meaning-centered curriculum that is challenging, purposeful and promotes active student participation. The very look of the school's interior is that of a beehive of learning. Student artwork adorns the corridor walls, and the vibrant, high-circulation library and state-of-the-art computer lab are nestled smack dab in the school's center, incorporating both the past and the future in child education.

At Deerfield we recognize the changing nature of education and society, and we can witness a way of life where "diversity" evolves into a word with only positive connotations. One can discover how seeing to an individual's needs and ensuring that indeed no child gets left behind produces astounding results--even when that individual doesn't initially speak the same language or have access to all of the advantages society has to offer.

Every student who graduates from Deerfield Elementary is prepared to meet the increasingly multicultural, ever-changing world. The Deerfield family takes tremendous pride in allowing its children to start their lives with such a remarkable experience.

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

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### **1. Assessment Results:**

Deerfield participates in the state assessment system. The Academic Performance Index (API) is the cornerstone of that system, measuring the academic performance and growth of schools. It is a numeric index that ranges from 200 to 1000, with a statewide performance target of 800. The testing component of the assessment system is the California Standardized Testing and Reporting (STAR) program. The STAR program includes California Standards Tests (CST), which are norm-referenced tests, the California Achievement Test - 6 (CAT- 6), a standardized test given only at grade 3, and the CAPA, an alternative assessment for severely handicapped students. At Deerfield all students in grades 2-6 are tested annually through the STAR program. No students at Deerfield have taken the CAPA in the past three years.

The CST tests assess mathematics and English language arts (ELA) in grades 2-6. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaches state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding CST results for each grade and proficiency level can be found at the California Department of Education Web site at <http://dq.cde.ca.gov/dataquest/>.

CST results are used to measure Adequate Yearly Progress (AYP) as well as to determine the California API. In 2005-2006 Deerfield once again met its AYP goals in ELA and math, school wide as well as in our two “numerically significant subgroups”—Asian and White (not of Hispanic origin) (hereafter called “White”). High student achievement is also reflected in the school’s API score. For 2005 – 2006, Deerfield’s API score of 907 demonstrates strong student achievement and reflects an astonishing 50 point growth over the past two years (2003-2004 = 857; 2005-2006 = 907). Both Asian and White students easily met improvement targets. Although students in both subgroups exceeded the 800 benchmark, Asian students at Deerfield have historically tested higher than White students, their high scores driven in particular by our Alternative Program for Academically Accelerated Students (APAAS) classes (grades 4, 5 and 6), which are heavily Asian. The gap between the two subgroups, however, is narrowing. In 2003-2004 Asian students scored 919 to White students 848—a 71 point gap. In current testing, Asian students improved to 945 and White students to 915, reducing the gap to 30 points.

Analysis of CST scores by subject and grade level shows equally impressive results. Comparing 2003-2004 vs. 2005-2006 grade level data in ELA, all of our grades have shown an increase in the percentage of students scoring Proficient plus Advanced (Proficient +). Increases ranged from five to 23 percentage points, depending on the grade level. Our Asian students continued to make gains (from 2 to 10 points), while our White students gains ranged from four to 26 points. The percentage of students scoring at the Advanced level in ELA has also jumped in the past two years. A remarkable 60% of our 4<sup>th</sup> grade students scored at the Advanced level, with grades two (58%), six (54%) and five (49%) close behind.

With the exception of third grade, math scores on the CSTs have also shown tremendous growth for all students, with nine to eighteen percentage point increases in the number of students scoring at Proficient +. Our Asian students continue to achieve high scores, ranging from 88% to 96% Proficient +. Our White students have made impressive gains, ranging from a seven point to a whopping 30 point improvement in math. The percentage of students at the Advanced level in math is even more astounding than in ELA. A full 76% of our second grade students scored at the Advanced level, followed by grades four (60%), five (57%), six (54%) and three (36%).

### **2. Using Assessment Results:**

Deerfield teachers know the importance of applying the principles of professional learning communities in using in-depth analysis of STAR (CST), California English Language Development Test (CELDT), AYP and API data, as well as district and classroom data, to drive curriculum, instruction and programs that ensure individual students' success. Data analysis and teacher collaboration are a continuous practice throughout each school year. We begin the year meeting in grade level teams, including special education support staff and site facilitators for specific programs (e.g., Early Intervention Reading Model (EIRM), Read 180, English Language Development (ELD), Title I) to analyze assessment data to identify the learning needs of students, to determine program needs, and to plan instruction and interventions. Grade level teams articulate between grade levels to evaluate student progress toward proficiency in the standards and ensure continuity across grade levels. Grade level teams and specialists then write specific goals and action plans to best address the varied needs and achievement levels of their students. At the same time, these professionals also establish school wide goals. The principal then meets with district curriculum coordinators and the assistant superintendent of curriculum and instruction to share perspectives on data analysis and to target areas of instruction and program needs. As a part of this process, IUSD disaggregates CST results by intervention type, and program modifications are made based on that analysis to determine the effectiveness of interventions.

Our plan for analyzing district data (described below) is very similar to our plan for state data, with the same personnel examining data each trimester and making recommendations for student, classroom, grade level, or program alterations and staff development needs.

Scores for English Learners (ELs) re-designated as fluent are subject to additional scrutiny. State, district and classroom data is analyzed at 12-, 24-, and 36-month post redesignation intervals, with additional services offered as appropriate.

District EIRM, CORE+, and Read 180 mentors monitor student scores and program trends to determine teacher coaching and program adjustments. The principal reports this information to the School Site Council, English Learner Advisory Committee, and PTA and on the Deerfield website ([iusd.k12.ca.us/de/](http://iusd.k12.ca.us/de/)). Teachers inform parents with progress reports and conferencing.

### **3. Communicating Assessment Results:**

CST scores are annually mailed to parents and include an explanation of their child's results. Local newspapers publish school assessment information and provide school rankings by counties. Throughout the school year, Deerfield uses multiple communication methods to inform our students, families, and community about student progress. School wide CST and district assessment results are communicated to parents through Deerfield's School Accountability Report Card, and the Single Plan for Student Achievement and are shared at School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) meetings, as well as to the community through local newspaper articles and the Deerfield website. Standards based report cards indicate student progress each trimester and include content standards for each grade level. Rubric scores indicate progress toward each standard on all K-3 report cards, while upper-grade report cards reflect student achievement on standards based curriculum. A parent may also access his or her own child's district assessment scores and report cards online. In addition, phone calls, emails, personal notes home, and work folders provide on-going informal feedback on student progress and achievement. At parent conferencing in November, teachers report progress toward proficiency (based on state, district, and ongoing testing) and develop student goals. An additional parent conference in March is designed to review progress and adjust goals. Interpreters are provided for our non-English-speaking families at all conferences as needed. The principal uses our automated telephone message system frequently to keep all of our families informed of school information and events.

#### **4. Sharing Success:**

The Deerfield community welcomes opportunities to participate in professional dialogue and collaboration, to share best practices and new insights regarding student achievement, and to maintain relationships with the community. Our principal shares new insights into student achievement at bi-monthly principal's meetings and Deerfield teachers dialog at the district level by serving on committees in all curricular areas. Teachers also share effective instructional practices at district level meetings for our specialized reading programs, i.e., Read 180, CORE +, EIRM, as well as for targeted populations, i.e., English Learners, GATE, APAAS, Special Education, and Title I. Our kindergarten teachers meet with local preschool teachers and administrators to facilitate best practices at the preschool level and the transition to kindergarten, and sixth grade teachers hold articulation meetings with teachers from our local middle school. Teachers act as mentors for new teachers through the Beginning Teacher Support and Assessment (BTSA) program.

Deerfield maintains strong relationships with the community. Teachers share best practices as they mentor student teachers from five local universities. All community members are encouraged to attend PTA sponsored programs, such as our recent presentation by Jim Trelease. We use various media to publish our successes, innovations, and new learning. Our newsletters, which include ideas to support learning as well as essential information on school events, are published monthly for all students and are also available on our website. Our local weekly paper, the Irvine World News, regularly publishes articles about test scores, school honors and school programs.

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

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### **1. Curriculum:**

In keeping with Deerfield’s quest for each child to reach his/her full potential, teachers provide every one of their students with a comprehensive, appropriately challenging curriculum that has been aligned with the California Content Standards and the IUSD Essential Standards. State-adopted, research-based standards-aligned instructional materials, class assignments, homework, and culminating activities/projects are all designed to incorporate these core standards so that all children at all grade levels have equal access in every academic area.

The Houghton-Mifflin language arts series forms the nucleus of our language arts program. This series was selected because it is state approved, research-based, meets the core standards for language arts, includes a substantial number of assessment opportunities, reflects our diverse student population, and provides supplementary materials for high achieving students, students not yet proficient (SNYP), and EL students.

McGraw-Hill Mathematics is our district-wide math adoption in grades K-6. This selection is fully aligned to the state standards for mathematics, is state approved, research-based and provides teachers with both a comprehensive program and supplemental materials and strategies for high achieving, SNYP, and EL students. In addition to the McGraw-Hill materials, students have access to math games, activities, and lessons in class, in Title I extended day/year programs, and at home through the McGraw Hill website ([www.mhschool.com](http://www.mhschool.com)).

Classroom teachers teach science standards for grades K-3, while grades 4-6 have two additional 60-minute weekly lessons with the district science specialist. Hands-on, developmentally appropriate experiments are emphasized, such as collecting and observing earthworms (1st), analyzing “mystery powder” to determine the different properties of matter (5th), and a wilderness hike to study ecological and survival skills in the San Bernardino Mountains (6th). Furthermore, students are encouraged to participate in scientific explorations such as the district-sponsored Ask a Scientist Night, Science Fair, and the Astounding Inventions Program.

Deerfield has adopted The Great Body Shop health curriculum for addressing health, substance/sexual abuse, and violence prevention issues. Research has shown that this curriculum has a positive impact on health attitudes, knowledge, and behavior. The program includes monthly bulletins for parents and family homework to reinforce concepts taught in the classroom. Month-long topics range from “Keeping Healthy and Clean” (kindergarten) to “I Like Your Attitude” (third grade) and “Eat Smart, Look Great” (sixth). As part of our focus on the whole child, healthy food choices such as salad and fruit bars are offered at school-sponsored activities.

All students receive physical education. Our district adaptive physical education specialist provides services to special education students as needed. To learn the importance of exercise and physical fitness, students are also invited to participate in our bi-weekly Lunch Time Activities Program and in after-school activities such as the Harvest Cup Soccer Tournament, the Irvine Hoops Classic, Irvine Junior Games, and in the curriculum-related the Fitness Club.

Please see Part V, # 2, Reading, for a discussion of how curriculum is chosen at Deerfield.

Please see Part V, # 3, Additional Curriculum Area, for a discussion of the arts curriculum at Deerfield.

## **2. Elementary Schools Reading:**

During the school year, representatives of the Deerfield staff actively participate in district-level K-6 curriculum committees, pilot potential textbook adoptions, and participate in the textbook selection process. To be selected textbooks must be state approved, research-based, comprehensive, appropriately challenging, meet the core standards for the curricular area, include a substantial number of assessment opportunities, reflects our diverse student population, and provides supplementary materials for high achieving students, students not yet proficient (SNYP), and EL students. Deerfield selected the Houghton-Mifflin language arts series as the basis of our language arts program because it met all of the above criteria. However, Deerfield teachers greatly enrich reading instruction at all levels through a variety of reading instructional strategies.

The Early Intervention Reading Model (EIRM) is key to our young readers' success. Struggling readers become far more successful when carefully taught the same fundamental reading skills as all successful readers but with more instructional time, more precisely sequenced teaching, and immediate feedback during learning (Simmons and Kame'enui, 1998). All of these strategies are incorporated in EIRM. Kindergarten and first-grade SNYP (including students with disabilities and ELs) receive an extra 30-minute "dose" of small group systematic and explicit instruction in phonemic awareness, connection to print, pattern recognition, and phonics. Evidence of EIRM success is reflected in 90% of our kindergarten and 93% of our first grade students meeting benchmarks in ELA last June.

In grades two and three teachers implement the strategies of the district's CORE+ program, which include analysis of data, very targeted differentiated instruction, additional teaching strategies, and district mentor coaching.

The READ 180 program, which is taught by our 50% Title I teacher, is a comprehensive research-based reading intervention program designed to meet the needs of upper-grade students who are not yet proficient in ELA. Read 180 utilizes teacher-directed instruction, computer software, audio books, and paperbacks. Software that provides assessment and differentiated instruction at every level was one of the key factors in adopting this program. As students progress, the content level changes accordingly, and the software checks comprehension continuously.

English Learners are an integral part of Deerfield's student population. Teachers utilize specialized instructional materials (provided by the publishers) and strategies to work with students. For example, reading comprehension for a second-grade student at a Beginning ELD level would be to listen to a story and respond with a few words, while a student at the Early Intermediate level would read the story and respond in simple sentences.

## **3. Additional Curriculum Area:**

Deerfield's accomplishment of its mission is not confined to traditional "academic" subjects. One particularly impressive example of Deerfield's breadth is the fine arts program in which classroom teachers and highly trained specialists in music and art provide students with the foundations for lifelong enjoyment, involvement, and leadership. Music instruction is delivered by grade level, focusing on music appreciation and skill development and is fully aligned with the National Standards and California Content Standards. Above and beyond weekly music by classroom teachers, third grade students receive thirty minutes of music instruction every other week by a district music specialist. In grades 4-6, music specialists provide twice-a-week, 40-minute sessions and students may select to be in the vocal, orchestra, strings, or winds classes. Fifteen to twenty of the orchestra students qualify annually for the IUSD Honor Orchestra, and several others participate in the district's esteemed Honor Chorus and Honor Chamber Strings. Deerfield's talented art specialist provides eight 60-minute lessons each year to all grades,

teaching the styles of such artists as Picasso, O'Keeffe, Matisse, and Van Gogh. The children's masterpieces adorn the multipurpose room and hallways, with selected pieces put on display at the district office, Irvine City Hall, and the Junior Art Gallery of the Laguna Beach Festival of Arts. Deerfield students are also found engaged in architectural renderings, art history lessons, and grade-level stage productions. In the unique Page-to-Stage Program, local high school students perform our students' creative writing stories.

#### **4. Instructional Methods:**

A comprehensive standards-based curriculum is implemented using the California Standards for the Teaching Profession as a blueprint. Teachers utilize a myriad of instructional methods to facilitate student achievement and mastery of the California Content Standards. Balancing direct with inquiry-based instruction and independent with collaborative work, students experience one on one, small group, whole group, and cooperative group instruction. Our focus is on building strong basic, foundational skills while developing high level, critical thinking skills. Striving to ensure successful learning and growth for all students, we implement researched based classroom instruction and intervention strategies, sufficient practice, and purposeful assessment. Teachers regularly differentiate and modify instruction based on students' needs to provide learning opportunities for all students including our students with disabilities, SNYP, ELs, Title I and GATE students. In addition, all of our upper grade teachers have received training on meeting the needs of GATE students, who receive differentiated instruction across the curriculum through the strategies of acceleration, depth and complexity and novelty. All teachers have a Crosscultural, Language and Academic Development (CLAD) or SB395 certification and use Specially Designed Academic Instruction In English (SDAIE) strategies and publisher materials to give standards-based instruction to EL students. ELD instruction is based on the California English Language Development and English-Language Arts Standards for English Learners. They utilize EL support materials that accompany ELA resources to develop English language skills, while supporting the ELA curriculum. Teachers modify classroom assignments and assessments based on the English fluency of each child.

The use of technology as an instructional tool permeates every aspect of the school. This year all students, K-6, are enjoying our new computer lab where, on a weekly basis, our media technician and classroom teacher work collaboratively to teach word processing, research, technology presentation, and problem solving skills. The computer lab is an extension of the library, fulfilling the IUSD mission statement's quest "for students to use technology as a communication and information tool that supports thinking...problem-solving, academic achievement, and their transition to college and career...." Technology is used to deepen the curriculum and access information outside of class. Having computers connected to mounted televisions and Internet access in every classroom, teachers readily use these resources to enhance the curriculum, making it come alive for students. In the spring, our upper grade teachers will have the opportunity to incorporate new mounted LCD projectors into their instructional repertoire.

#### **5. Professional Development:**

Deerfield's state, district and grade level student assessment data is analyzed at both site and district levels in the fall of each new school year. Areas of improvement and strength are identified and shared with parents serving on our ELAC and SSC so that they can provide input regarding program needs and then individual, grade level and school wide goals and action plans are established. This process results in the Single Plan for Student Achievement and is our blueprint for staff development needs.

Deerfield dedicates funds from site level Title I, English Language Development, School Improvement

Program, and special education and combines those with district offerings to support our staff development needs. Staff members attend only research and standards based staff development and are required to formally share new information with colleagues.

Whenever possible, staff members attend professional development activities as teams to encourage collaboration and peer coaching. Our teams may include grade-level teachers, paraprofessionals, the principal, specialists, and yard duty supervisors. In addition, all Deerfield paraprofessionals meet weekly with the Title I Coordinator-ELD Site Representative to broaden their understanding of curriculum, student disorders, school programs, processes, and procedures. They, in turn, share information learned in college courses and program-specific in-services.

Some of the District-sponsored staff development activities in which we have participated in the past two years include best practices in instructional strategies, reading (Strategic Reading Intervention, EIRM, CORE+), writing, math, differentiated instruction (Differentiation GATE ), health (The Great Body Shop), character education (Project Citizen), and analysis of data with technology (IOLA Assessments, PLATO database, ABI Gradebook).

Professional development at Deerfield is equipping a highly skilled staff, which is reflected in our stellar student performance. For 2005 – 2006, Deerfield’s API score of 907 demonstrates strong student achievement and reflects an astonishing 50 point growth over the past two years (2003-2004 = 857; 2005-2006 = 907).

## PART VII - ASSESSMENT RESULTS

### Public Schools

State Criterion Referenced Tests  
State Testing and Reporting (STAR) tests

Subject ELA Grade 2 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	91	73	68
% Advanced performance level	58	30	41
Number of Students Tested	67	60	66
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	93	83	91
% Advanced performance level	63	48	50
Number of Students Tested	27	23	32
White			
% Proficient plus Advanced performance level	88	75	62
% Advanced performance level	64	21	43
Number of Students Tested	25	28	21

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject ELA Grade 3 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	59	58	51
% Advanced performance level	22	33	23
Number of Students Tested	67	75	79
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	70	90	66
% Advanced performance level	33	48	36
Number of Students Tested	27	31	33
White			
% Proficient plus Advanced performance level	61	45	57
% Advanced performance level	21	31	20
Number of Students Tested	28	29	30

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject ELA Grade 4 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	84	83	68
% Advanced performance level	60	58	42
Number of Students Tested	103	95	69
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	91	93	81
% Advanced performance level	79	71	52
Number of Students Tested	47	42	21
White			
% Proficient plus Advanced performance level	85	82	69
% Advanced performance level	55	56	45
Number of Students Tested	33	34	29

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject ELA Grade 5 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	71	74	66
% Advanced performance level	49	42	30
Number of Students Tested	100	96	74
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian	82	78	79
% Proficient plus Advanced performance level	61	65	46
% Advanced performance level	49	40	24
Number of Students Tested			
White			
% Proficient plus Advanced performance level	76	84	61
% Advanced performance level	55	30	28
Number of Students Tested	29	37	36

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject ELA Grade 6 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	78	69	65
% Advanced performance level	54	45	24
Number of Students Tested	103	102	74
Percent of Total Students Tested	100	100	98
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	79	88	69
% Advanced performance level	63	60	25
Number of Students Tested	52	40	32
White			
% Proficient plus Advanced performance level	86	64	67
% Advanced performance level	54	38	30
Number of Students Tested	35	45	30

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject Math Grade 2 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	92	85	81
% Advanced performance level	76	50	52
Number of Students Tested	67	60	65
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	96	100	100
% Advanced performance level	89	65	72
Number of Students Tested	27	23	32
White			
% Proficient plus Advanced performance level	92	82	85
% Advanced performance level	72	50	50
Number of Students Tested	25	28	20

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject Math Grade 3 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	63	69	64
% Advanced performance level	36	41	38
Number of Students Tested	67	75	80
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	70	90	85
% Advanced performance level	56	68	59
Number of Students Tested	21	31	34
White			
% Proficient plus Advanced performance level	64	66	56
% Advanced performance level	32	28	33
Number of Students Tested	28	29	30

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject Math Grade 4 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	82	75	64
% Advanced performance level	60	49	41
Number of Students Tested	103	96	69
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	96	88	90
% Advanced performance level	81	69	76
Number of Students Tested	47	42	21
White			
% Proficient plus Advanced performance level	88	68	62
% Advanced performance level	55	41	34
Number of Students Tested	33	34	29

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject Math Grade 5 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	74	62	65
% Advanced performance level	57	41	30
Number of Students Tested	100	96	74
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	88	83	88
% Advanced performance level	78	58	50
Number of Students Tested	49	40	24
White			
% Proficient plus Advanced performance level	76	57	64
% Advanced performance level	55	32	28
Number of Students Tested	29	37	36

State Criterion Referenced Tests  
 State Testing and Reporting (STAR) tests

Subject Math Grade 6 Test California Standards Test (CST)

	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May
<b>School Scores</b>			
% Proficient plus Advanced performance level	80	77	68
% Advanced performance level	54	49	36
Number of Students Tested	103	102	74
Percent of Total Students Tested	100	100	98
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Subgroup Scores</b>			
Asian			
% Proficient plus Advanced performance level	94	98	85
% Advanced performance level	67	73	47
Number of Students Tested	52	40	32
White			
% Proficient plus Advanced performance level	86	71	56
% Advanced performance level	49	38	33
Number of Students Tested	35	45	30