

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

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

School Mailing Address 23330 Quail Summit Drive

Diamond Bar CA 91765-3031
City State Zip Code+4 (9 digits total)

County Los Angeles Date: February 9, 2007 SchoolCodeNumber* 1973460

Phone (909) 861-3004 Fax (909) 444-4476

Website/URL www.walnutvalley.k12.ca.us/schools/quailsummit.asp

E-mail jmullen@walnutvalley.k12.ca.us

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

Date February 5, 2007
(Principal's Signature)

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

District Name Walnut Valley Unified School District Tel. (909) 595-1261

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.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Carolyn Elfelt
(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.

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

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

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

All data are the most recent year available.

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

1. Number of schools in the district: 9 Elementary schools
 3 Middle schools
 0 Junior high schools
 2 High schools
 1 Other
 15 TOTAL
2. District Per Pupil Expenditure: 5,987
 Average State Per Pupil Expenditure: 6,987

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. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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	N/A			7			
K	41	32	73	8			
1	39	41	80	9			
2	48	44	92	10			
3	50	49	99	11			
4	43	61	104	12			
5	66	59	125	Other			
6	N/A						
TOTAL STUDENTS IN THE APPLYING SCHOOL →							573

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>16</u> | % White |
| <u>4</u> | % Black or African American |
| <u>16</u> | % Hispanic or Latino |
| <u>64</u> | % Asian/Pacific Islander |
| <u>0</u> | % 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: 1 %

[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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	573
(5)	Total transferred students in row (3) divided by total students in row (4)	.0087
(6)	Amount in row (5) multiplied by 100	.9

8. Limited English Proficient students in the school: 11 %
63 Total Number Limited English Proficient

Proficient

Number of languages represented: 15

Specify languages: Mandarin, Korean, Spanish, Cantonese, Cambodian, Vietnamese, Filipino, Hindi, Punjabi, Gujarati, Urdu, Chaozhou, Indonesian, Shanghai, Khmer,

9. Students eligible for free/reduced-priced meals: 11
Total number students who qualify: 62

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: $\frac{13}{43}$ %
 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>5</u> Autism | <u> </u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>3</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u>1</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>25</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u> </u>	<u>6</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>29</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 23:1

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	98%	98%	98 %	98%	98%
Daily teacher attendance	97%	96%	97 %	96%	97%
Teacher turnover rate	4 %	8%	4%	4%	4%
Student drop-off rate (middle school)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Welcome to Quail Summit Elementary, *A School With A Heart!* So named by a Walnut Valley Unified (WVUSD) board member and former parent, this slogan demonstrates our view that students and families are first and foremost in the heart of every decision.

Quail Summit wholeheartedly embraces WVUSD's mission, *Kids First; Every Student, Every Day* by basing every decision on the question, "Is this best for kids?" This philosophy, along with in depth curriculum planning, proven instructional practices, support programs and strong parent and community ties consistently and dramatically increases student achievement. These factors contribute to our goal to implement effective strategies that help students master the California state standards.

High expectations for academic growth and achievement are demonstrated in fourth and fifth grades by the soaring number of students receiving awards through the Josten's Renaissance Program. Each student with a GPA exceeding 3.0 is individually celebrated on our "Wall of Fame," while the "Quincy the Quail" award encourages every child to increase their GPA each trimester.

Quail Summit received the California Distinguished School Award in 1998 and 2006; a testament to our teachers, staff and students' hard work. Student achievement has increased and thrived every year since the Academic Performance Index was initiated in 1999. We have a long history of excellence attributable to exemplary academic programs and targeted interventions, developed collaboratively by exceptional teachers, Special Education professionals, a focused School Success Team and a committed Leadership Team. State and District standards are the driving force behind all curricular and instructional programs.

We are proud of Quail Summit's reputation for maintaining high test scores, but our success in implementing fine arts, physical arts and performing arts programs that educate the "whole child." is equally important. This reputation is well documented by the number of WVUSD employees, including QS teachers, whose children attend our school.

QS students are known for their outstanding citizenship which is fostered through powerful character education programs such as "Character Champions," Michelle Borba's "Moral Intelligence," and the "Bully Prevention" program. These programs encourage each child to demonstrate empathy, conscience and self control. To bring meaning to these core concepts, students have multiple opportunities to participate in service learning projects within the local community. Involvement in such organizations as Make a Wish Foundation, Heifer International, blankets for the homeless, Toys for Tots and others provides leadership opportunities for Student Council and the Quail Summit Character Crew. In addition, our Conflict Managers Program trains fourth and fifth grade students to help others peacefully resolve conflicts that arise on campus. The result is graduating "good people" who have opportunities and skills to make a difference in their school and community.

Due to outstanding student and faculty citizenship, Quail Summit is a safe haven, a nurturing place where students can learn and grow. Our beautiful new facility, built in 1998, offers instruction within a diverse community that supports education. The parent population is actively involved in their children's education and supports the continued success of the school. Walking our spacious hallways bursting with student work and buzzing with a myriad of activities gives evidence to the spirit of Quail Summit. Our parent volunteers are invaluable in heading up student projects, special events and tutoring sessions. Community Club parents regularly prepare materials and facilitate our numerous fundraising and family centered events such as Spelling Bee, Carnival, Harvest Night and Book Fair. Our amazing parents are truly a vital part of the Quail Summit Family.

Quail Summit's desire to challenge students and staff to reach their highest potential in a culture of compassion translates into a "School With A Heart."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Quail Summit participates in California's Standardized Testing and Reporting (STAR) program, an accountability system that monitors the achievement of all the states public and charter schools. This system is based on state and federal requirements. Accountability Progress Reporting (APR) includes the state Academic Performance Index (API) Base and Growth Reports, the federal Adequate Yearly Progress (AYP) Report, and the federal Program Improvement (P) Report. The API is the cornerstone of the state's accountability requirements to measure the academic performance and growth of schools. It is a numeric index ranging from 200 to 1000. Each school has its own target for growth which depends on scores from the prior year. The target for statewide performance is 800. Quail Summit is proud to report high scores and significant growth each year on the API. Quail Summit's API score was 859 in 2003 while the average statewide score was 692. The following API scores for subsequent years, 2004-875, 2005-900 and 2006-911 document increasing growth over time comparative to state scores, 2004-735, 2005-738, 2006-751. The California Standards Test (CST) in English-Language Arts and Mathematics is administered in Grades 2-5, a science component is given in grade 5 and a writing component is administered to Grade 4. CST scores are reported as one of five performance levels: advanced, proficient, basic, below basic, and far below basic. Performance levels of advanced and proficient are indicated as "at or above proficient" or "advanced" on the Data Display Tables in Part VII-Assessment Results. These scores are used for calculating Quail Summit's API and are used to determine the progress schools are making toward meeting the Federal No Child Left Behind (AYP) requirement that all students score at proficient or above on these tests. The following website provides additional information regarding California's Standardized Testing and Reporting (STAR) program:

<http://star.cde.gov/star2006/AboutSTAR.asp>.

English-Language Arts:

Looking at a four-year comparison, we see significant growth in the percentage of students scoring in the proficient and advanced performance bands. The overall summary of student achievement in English-Language Arts shows an increase of 7% scoring at or above proficient and an increase of 15% scoring in the advanced level. Of the three significant subgroups at QS, the white subgroup showed the most notable increase growing 18% in the proficient and above level and a 29% increase in the advanced level. The Asian subgroup, repeatedly scoring above 900 grew 4% and 15%, respectively. The achievement gap, though narrowing, in the Hispanic subgroup is a concern. Hispanic student scores over the last three years have remained stable in the proficient and above band. The disparity between the Hispanic subgroup and the White and Asian subgroups despite targeted interventions is evident in English-Language Arts.

Enrollment data suggests one reason may be due to the fact that some of our Hispanic students transferred to Quail Summit after the kindergarten year. Another factor may be due to the number students who are Limited English speaking and who fall along the seven year continuum of learning a new language

Mathematics

CST scores show significant progress in mathematics in every grade level and all subgroups school wide. An impressive 85% of students are at or above proficient and 56% of students scored in the advance level as compared to the state performance levels. In 2006, the Asian subgroup scored 96% at or above proficient and 69% at the advanced level. The White subgroup scored 79% at or above proficiency and 51% at the advanced level. Hispanic students scored 62% at or above proficiency and 21% advanced. The disparity, evident in the Hispanic population in English language arts, is not evident in mathematics.

2. Using Assessment Results:

The ultimate use of assessment results is to increase student achievement one student at a time. The critical task of teachers is to understand the next teachable step for every student to move toward proficient and advanced levels in all subject areas. Assessment at the state, district, school and individual classroom level is the driving force behind standards-based instruction at Quail Summit. Assessment results become a powerful tool for identifying areas that need to be further addressed as well as provide specific information to individual teachers and grade level teams when developing goals for the Single Plan for Student Achievement. Each teacher is provided a copy of school-wide assessment results from STAR. The planning begins in August before the school year has begun. At Early in each school year the Data Team comprised of the principal, resource specialist, (RS), and elementary learning specialist (ELS) and Student Success Team (SST) meet to analyze school and grade level reports. Our school wide results are then presented at a full staff meeting to be reviewed and compared with the previous year's results. More specific information is provided by the Data Team to individual teachers and grade level teams for discussion and goal setting. Specific attention is given to students whose scores fall below the proficient level and students who are at risk of retention or have been retained. Recommendations are then made for intervention program participation and appointments are set for the SST to meet with parents and teachers to plan for improved progress.

3. Communicating Assessment Results:

Communicating assessment is an integral part of Quail Summit's strategy to encourage student growth and achievement. The STAR report mailed to parents each year in August, includes student scores and a letter explaining the meaning of the data as it relates to student achievement. Teachers meet with parents in October during parent-teacher conferences to discuss and compare test results to daily classroom performance and to develop collaborative plans. The principal and the Student Success Team schedule meetings with parents of students who have been retained, are at risk of retention and those students for whom targeted interventions may be needed. In addition, disaggregated results are communicated through presentations to the English Learner Advisory Committee (ELAC) and School Site Council (SSC) and Community Club (CC). Student progress is communicated throughout the year through formal and informal parent conferences, trimester report cards, mid trimester progress reports, weekly or monthly teacher newsletters, periodic daily notes, benchmark assessment reports and chapter and unit tests that require a parent signature. State reports such as the Academic Performance Index (API) scores and Adequate Yearly Progress (AYP) are communicated by the California Department of Education on its website and through the local newspaper and media.

4. Sharing Success:

Throughout the Walnut Valley District there are many opportunities for collaboration and articulation for leaders and teachers. Principal meeting and Management Council meeting agendas provide opportunities to share best practices as well as staff development experiences that encourage leaders to share insights and innovations happening at various sites. An articulation component for teachers is consciously included during district-wide staff development days where grade levels across the district share powerful learning practices and successes. A sophisticated structure of teacher liaisons from every school promotes communication among district teachers on various curriculum committees such as, English/Language Arts, math, social studies, science and technology.

Teachers at Quail Summit are active in training other teachers within and outside the district. They host "After School Specials" or model lessons in their classrooms for visiting observers. Several teachers are Support Providers for the Beginning Teacher Support and Assessment program (BTSA) and one of our first grade teachers was hired by the Frosting Literacy Intervention program due to her expertise in reading. University students entering the teaching profession observe QS classrooms each year as part of their coursework taught by the QS Elementary Learning Specialist (ELS). Through a partnership with

California State University, Fullerton fourteen students fulfilled their fieldwork hours in QS classrooms for eight weeks.

Student success is shared through a variety of committees and educational groups such as Community Club monthly meetings, School Site council monthly meetings, English Learners Advisory Committee (ELAC), Educators Network comprised of teacher representatives from each school, and School Board recognition events.

Sharing school successes through the District Newsletter is promoted by the district publicity coordinator who visits schools upon request to photograph events and document awards and successful endeavors. In addition, the local newspapers are contacted to share information such as Distinguished School Award recipients and Blue Ribbon Nominees.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Here at QS, we provide students with powerful, meaningful and challenging curriculum based on State Content Standards aligned to the National Standards. State Frameworks are published to guide school districts, and textbooks are approved by the State Board of Education. Quail Summit staff is dedicated to providing every student with comprehensive, balanced and standards-based curriculum. Curriculum content is reviewed by teachers, parents, and district committees. State and District standards, state adopted texts, and current research for best practices provide the structure for curriculum decisions. Differentiation of instruction to address students' individual needs is present in each lesson. Articulation opportunities both within and across grade levels is ongoing to assure a sound foundation that is fluid from school to school. Curriculum for ELL, GATE and special needs students is embedded in Quail Summit's full inclusion program. Equal access to powerful curriculum is provided to every student within the regular education program.

English Language Arts

At Quail Summit, balanced literacy is the key component in language arts instruction incorporating modeled, shared, guided, independent and cooperative reading presented in flexible groupings. Writing is integrated as a response to reading selections, taught explicitly through identified writing domains and is utilized in all content areas.

The following programs and instructional strategies are part of the overall instructional program:

- Scholastic Reading Counts
- Houghton-Mifflin Publishers Language Arts Program K-5
- Project Read
- Step Up to Writing
- Junior Great Book
- Daily Oral Language
- Literacy Circles
- Learning Centers
- Guided Reading
- D.E.A.R. time
- Reader's Workshop

Mathematics

Computation and problem-solving skills are key components of mathematics instruction at Quail Summit. Basic concepts are taught using concrete examples and manipulatives before pencil/paper practice. Application of basic operations is reinforced as students engage in mathematical investigations such as, "Math Their Way" (Mary Cook) and Math Exemplars. Quail Summit uses the following programs and instructional strategies to address the mathematical strands of number theory, measurement, geometry, patterns and functions, statistics and probability, logic and algebra.

- Math manipulatives, white boards, calculators, computer programs
- Flexible grouping for differentiated instruction
- Harcourt Math Publisher's program
- Benchmark assessments
- Accelerated math in grades four and five
- Excel Math
- Math Exemplars- math investigations
- Daily Mountain Math

In addition to English Language Arts and Mathematics, other core curriculum areas are taught through a student-centered approach using active learning practices and hands-on activities. State adopted texts are utilized to stimulate research on approved websites. Inquiry based learning is provided in social studies and science and other curricular areas. When applicable, primary source documents and realia are used for effective teaching. Classroom instruction is supported by field trips and assemblies, guest speakers and technology. Vocal, band and instrumental music are taught by specialists who collaborate with classroom teachers to present musical plays and orchestral presentations. Art appreciation is taught by a highly qualified art docent through the Meet the Masters program, a highlight each year at Quail Summit. Students and teachers attend assemblies featuring master artists and their work. Teachers create a work of art in the artist's style preparing them to teach the technique to their own students. Our Physical Education program, taught by highly trained specialists, focuses on health, fitness and social skills. Classroom teachers supplement the instruction throughout the week. Technology is successfully integrated into our curriculum using the iMac computer lab for instruction and practice as well as computers in each classroom. Lessons using the LCD projectors in every classroom and interactive tablets when applicable bring the Internet into the classroom as a learning tool.

2a. Reading Curriculum:

The staff at Quail Summit believes reading fluency with accurate comprehension is key to student success in all content areas. Quail Summit embraces a balanced literacy approach to reading emphasizing meaning-centered instruction that includes teacher guided and self-selected reading material. Because comprehension is fundamental to success in all content areas, the works of Ellin Keene, Mosaic of Thought and Debbie Miller, The Power of Retelling are being embraced by our staff Their researched strategies suggest that the use of metacognition (thinking about thinking) helps students infer meaning. Also, research shows that providing students reading time in the classroom at the student's independent level is critical for developing life long readers. Each day Quail Summit students participate in an uninterrupted session of reading for pleasure. Not only do children read at school but participate in family home reading programs.

Reading skills are taught explicitly as well as embedded in fiction, nonfiction works and poetry. The integration of listening, speaking, reading and writing begins in kindergarten and spirals through all the grades. Project Read, a structured phonics-based program in grades K-2 provides students with the tools to decode text for reading fluency. Students who do not demonstrate proficiency on district benchmarks and textbook assessments receive additional support in Project Read taught by an intervention reading teacher. In third, fourth and fifth grade, comprehension intervention is provided for non-proficient students and those who have English as a second language.

There is a widely held belief among QS teachers that there is a strong relationship between reading and writing. The writing process is integrated throughout the reading curriculum evidenced through narrative and expository products. The Step Up To Writing program is the vehicle through which explicit writing conventions are taught. Students who read avidly and write daily become confident learners.

3. Additional Curriculum Area: Social Studies

The Social Studies curriculum is based on the California State Framework using the Harcourt Brace Social Studies series to support innovative and creative teacher instruction. Students study historical curriculum in increasing complexity throughout the grade levels. They are exposed to relevant information in textbooks, on websites and during motivational school assemblies. For example, Benjamin Franklin presents his inventions in full character and colonial dress to fifth grade students. An original traveling printing press demonstrates the first American newspaper. Hands-on experiences using artifacts and primary source materials define meaningful activities experienced by third graders on Native American Day. Students participate in replicating authentic crafts while learning about traditions of Native American tribes. Videos and dramatic representations of other cultures promote appreciation of

diversity and enhance the curriculum. The bi-annual Global Celebration is a school wide event that spotlights students' heritage and culture. As parents and teachers in traditional dress tell stories and share treasured heirlooms, students develop an appreciation for other cultures. Field trips to historic sites such as, The Pilgrim, a period sailing ship, the San Juan Capistrano Mission and Riley Farm's Revolutionary War re-enactment bring authentic to students.

Combining social studies and language arts helps students make connections to historical figures as in the fourth grade presentation of the Wax Museum. During this favorite event, students read and study a biography of a renowned person in history, assume the character's persona and present the character's historical significance to an audience. The Meet the Masters program provides historical connections from an art history perspective to grades K-5. Classroom musicals and grade level plays depict social studies themes to help students internalize social studies concepts. Appropriate websites and educational software are used as an integral part of the social studies program. True to the mission of keeping students' interest and enthusiasm a priority, essential social studies standards and skills are brought to life in dynamic student-centered learning.

4. Instructional Methods:

At Quail Summit teachers provide instruction using a wide array of teaching methods and best practices to facilitate student learning. Allowing students to explore, to discuss, and to take educational risks engages the auditory, visual and kinesthetic learner. Teachers use varied instructional modalities to ensure that students work collaboratively and independently to master grade level standards. Our teachers are prepared with exceptional methods to differentiate instruction tailored to the student's instructional level. Through direct teaching, small group instruction and active participation students experience multiple paths to learning. Varied methods of instruction such as hands-on activities, think alouds, flexible/leveled grouping in reading and math, team teaching, independent projects and group projects are used to meet the different learning modalities of students.

At QS, a highly valued approach, guided inquiry, is emphasized to encourage creativity and critical thinking skills in all areas of the curriculum. Accordingly, QS teachers utilize metacognition (thinking about thinking) to access students' schema (background knowledge) which in turn allows students to make connections to text, create mental images, infer meaning and synthesize knowledge. Cooperative groups especially in science and social studies afford students the opportunity to learn from their peers as well as the teacher. Outside resources such as Frostig Institute for Literacy Intervention attended by QS teachers provides staff with techniques to reach all learners. All strategies used at QS are embedded in a wealth of programs, i.e. Project Read, Comprehension Club, Computer Lab, Chess Masters, Spelling Bee, Global Celebration Day, Reading Counts, and Math Exemplars. Incorporating these strategies into a well-developed instructional program that is built on California State Standards establishes the foundation for powerful learning.

5. Professional Development:

Quail Summit has a strong ongoing commitment to professionally develop and train staff members to meet the needs of our diverse student population. The foundation for QS staff development is derived from analysis of state standards, student data collection, current research, as well as program and student needs. Based on findings, school-wide goals are designed, reviewed, written into the Single Plan for Student Achievement (SPSA), and implemented throughout the year. A variety of cutting-edge staff development opportunities are offered through district, school, conferences and workshops aligned with these goals.

Through our district, a majority of staff members have been trained in Debbie Miller retelling strategies as well as deep comprehension techniques from Ellin Keene's research. Other progressive workshops provided by our district featured Michelle Borba, Moral Intelligence and BTSA and Induction training for new teachers. At the school level, full staff training in Guided Inquiry began in August, by UCLA

professor, Albert Jones, to increase student achievement in critical thinking. Teachers and staff members are also encouraged to attend conferences and workshops outside the district. Many of our teachers have attended week-long workshops offered by the Frosting Institute for Alternative Learners in Pasadena, California. Teachers are expected to share the latest research with colleagues at staff meetings and grade level team meetings. An important part of the QS culture is to communicate ideas and share knowledge through various teacher groups, for example, the QS leadership team meets monthly and disseminates critical information to grade level teams.

There is a clear link between targeted staff development and best practices in the classroom. QS staff believes that continued student success and achievement depends upon the inspired and innovative educator.

PART VII - ASSESSMENT RESULTS

Subject **English Language Arts** School Summary Test **California Standards Test**
 Edition/Publication Year **2006** Publisher **Educational Testing Service**

*Revised yearly

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	73	74	69	66
% Advanced	44	43	37	29
Number of students tested	437	465	463	447
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	82	83	80	78
% Advanced	54	54	45	39
Number of students tested	248	257	245	219
White				
% At or Above Proficient	74	71	65	56
% Advanced	49	37	37	20
Number of students tested	70	97	98	117
Hispanic				
% At or Above Proficient	47	52	49	54
% Advanced	18	15	19	18
Number of students tested	66	75	76	72

DATA DISPLAY TABLE

Subject **English Language Arts**
Edition/Publication Year **2006**

Grade **2**

Test **California Standards Test**
Publisher **Educational Testing Service**

*Revised yearly

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	68	76	63	66
% Advanced	32	35	30	30
Number of students tested	99	100	99	97
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	79	77	77	84
% Advanced	38	39	46	42
Number of students tested	56	56	52	50
White				
% At or Above Proficient	70	86	65	43
% Advanced	50	36	29	17
Number of students tested	10	22	17	23
Hispanic				
% At or Above Proficient	36	59	29	39
% Advanced	21	12	0	11
Number of students tested	14	17	17	18

DATA DISPLAY TABLE

Subject **English Language Arts**

Grade **3**

Test **California Standards Test**

Edition/Publication Year **2006**

Publisher **Educational Testing Service**

*Revised yearly

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	67	58	64	61
% Advanced	34	34	28	27
Number of students tested	99	99	120	115
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	74	72	80	73
% Advanced	40	46	41	35
Number of students tested	58	54	64	55
White				
% At or Above Proficient	81	61	54	56
% Advanced	48	39	15	28
Number of students tested	21	18	26	32
Hispanic				
% At or Above Proficient	25	24	39	47
% Advanced	0	0	9	12
Number of students tested	16	17	23	17

DATA DISPLAY TABLE

Subject **English Language Arts**
Edition/Publication Year **2006**

Grade **4**

Test **California Standards Test**
Publisher **Educational Testing Service**

*Revised yearly

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	79	81	75	74
% Advanced	56	53	48	39
Number of students tested	106	135	119	112
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	85	92	85	76
% Advanced	63	69	62	47
Number of students tested	60	78	61	58
White				
% At or Above Proficient	79	62	71	72
% Advanced	68	35	42	28
Number of students tested	19	26	31	25
Hispanic				
% At or Above Proficient	69	59	56	73
% Advanced	31	23	22	33
Number of students tested	16	22	18	15

DATA DISPLAY TABLE

Subject **English Language Arts**
Edition/Publication Year **2006**

Grade **5**

Test **California Standards Test**
Publisher **Educational Testing Service**

*Revised yearly

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	76	77	75	64
% Advanced	50	44	42	19
Number of students tested	133	131	125	123
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	86	87	76	80
% Advanced	66	57	49	32
Number of students tested	82	69	68	56
White				
% At or Above Proficient	63	74	71	51
% Advanced	27	39	29	5
Number of students tested	22	31	24	37
Hispanic				
% At or Above Proficient	55	63	72	55
% Advanced	20	21	33	14
Number of students tested	20	19	18	22

DATA DISPLAY TABLE

Subject Mathematics
Edition/Publication Year 2006
*Revised yearly

School Summary

Test California Standards Test
Publisher Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	85	83	71	84
% Advanced	56	54	44	36
Number of students tested	437	465	463	447
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	96	93	84	83
% Advanced	69	70	63	52
Number of students tested	248	257	245	219
White				
% At or Above Proficient	79	69	61	56
% Advanced	51	36	29	24
Number of students tested	70	97	98	117
Hispanic				
% At or Above Proficient	62	53	45	40
% Advanced	21	23	14	11
Number of students tested	66	75	76	72

DATA DISPLAY TABLE

Subject **Mathematics**
Edition/Publication Year **2006**
*Revised yearly

Grade **2**

Test **California Standards Test**
Publisher **Educational Testing Service**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	81	86	68	71
% Advanced	53	63	44	42
Number of students tested	99	100	99	97
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	91	94	83	86
% Advanced	68	71	67	58
Number of students tested	56	56	52	50
White				
% At or Above Proficient	80	87	65	56
% Advanced	40	64	35	26
Number of students tested	10	22	17	23
Hispanic				
% At or Above Proficient	50	53	35	56
% Advanced	7	24	6	28
Number of students tested	14	17	17	18

DATA DISPLAY TABLE

Subject **Mathematics**
Edition/Publication Year **2006**
*Revised yearly

Grade **3**

Test **California Standards Test**
Publisher **Educational Testing Service**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	94	80	71	75
% Advanced	61	49	43	53
Number of students tested	99	99	120	115
Percent of total students tested	100	100	100	97
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	98	93	86	95
% Advanced	69	67	61	75
Number of students tested	58	54	64	55
White				
% At or Above Proficient	91	66	58	72
% Advanced	67	44	23	47
Number of students tested	21	18	26	32
Hispanic				
% At or Above Proficient	82	59	52	29
% Advanced	19	18	22	12
Number of students tested	16	17	23	17

DATA DISPLAY TABLE

Subject Mathematics
Edition/Publication Year 2006
*Revised yearly

Grade 4

Test California Standards Test
Publisher Educational Testing Service

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	87	81	75	66
% Advanced	67	60	48	31
Number of students tested	106	135	119	112
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	95	96	97	78
% Advanced	75	77	74	43
Number of students tested	60	78	61	58
White				
% At or Above Proficient	84	58	77	56
% Advanced	68	35	48	12
Number of students tested	19	26	31	25
Hispanic				
% At or Above Proficient	69	59	50	47
% Advanced	38	41	16	0
Number of students tested	16	22	18	15

DATA DISPLAY TABLE

Subject **Mathematics**
Edition/Publication Year **2006**
*Revised yearly

Grade 5

Test **California Standards Test**
Publisher **Educational Testing Service**

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Proficient	80	76	60	53
% Advanced	47	43	35	18
Number of students tested	133	131	125	123
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% At or Above Proficient	97	90	71	75
% Advanced	63	62	49	30
Number of students tested	82	69	68	56
White				
% At or Above Proficient	59	74	42	41
% Advanced	23	29	8	11
Number of students tested	22	31	24	37
Hispanic				
% At or Above Proficient	50	42	44	27
% Advanced	20	5	11	5
Number of students tested	20	19	18	22