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

U.S. Department of Education

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

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

Official School Name: **Tustin Memorial Academy**
(As it should appear in the official records)

School Mailing Address: **12712 Browning Avenue**
(If address is P.O. Box, also include street address.)

Santa Ana	**California**	**92705-3465**
City	State	Zip Code+4 (9 digits total)

County: **Orange** State School Code Number: **30-73643-6030696**

Telephone: (714) 730-7546 Fax: (714) 730-7524

Web site/URL: www.tustin.k12.ca.us E-mail: cagopian@tustin.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: _____
(Principal's Signature)

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

District Name: **Tustin Unified School District** Telephone: **(714) 730-7301**

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: **Mr. Jonathan Abelove**
(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)

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
   18 Elementary schools
   5 Middle schools
   0 Junior high schools
   4 High schools
   1 Other (Adult Education School)

   28 TOTAL

2. District Per Pupil Expenditure: $ 8,206.00

   Average State Per Pupil Expenditure: $ 8,288.00

SCHOOL

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 8 Number of years the principal has been in her position at this school.

   N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2006 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	45	53	98	**8**			
1	47	44	91	**9**			
2	56	48	104	**10**			
3	71	46	117	**11**			
4	36	54	90	**12**			
5	42	46	88	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**588**

[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:

66 % White
1 % Black or African American
11 % Hispanic or Latino
22 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

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

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

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

(1)	Number of students who transferred ***to*** the school after October 1, 2005 until the end of the year	3
(2)	Number of students who transferred ***from*** the school after October 1, 2005 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1, 2005	579
(5)	Total transferred students in row (3) divided by total students in row (4)	.020
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 3 %
19 Total Number Limited English Proficient

Number of languages represented: 9
Specify languages: Spanish, Vietnamese, Cantonese, Korean, Philipino, Mandarin, Japanese, Urdu, Other non-English.

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

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: 9 %
51 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.

5 Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	19 Specific Learning Disability
____Emotional Disturbance	27 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	24	2
Special resource teachers/specialists	1	5
Paraprofessionals	1	5
Support staff	4	4
Total number	31	20

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 25:1

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 %	93 %	94 %	94 %	95 %
Teacher turnover rate	12 %	19 %	8 %	18 %	0 %

PART III - SUMMARY

Our entire school community of teachers, staff, students, parents and community partners embraces the vision that "All students will develop a love for learning, read at or above grade level, and meet or exceed grade level standards in a scholarly environment with materials and personnel to support our instructional program." We take pride in preparing every student to face the challenges of the 21st Century. As a Fundamental and GATE Magnet school, Tustin Memorial Academy (TMA) has established itself as a foremost leader in education. We passionately believe that by focusing on the foundations of literacy and mathematics in a character building environment, we will produce strong readers, writers, problem solvers, and responsible citizens. Families choose TMA because of our reputation for high standards of achievement and character development and our dedicated parent involvement philosophy. Our embracing approaches and effective teaching strategies in the fundamental classroom environment, along with our outstanding Resource Specialist Program (Special Education), have been a model for the Tustin Unified School District. In our unique self-contained 1st–5th GATE Magnet classrooms, we provide students with differentiated instruction and intellectual growth through discussion with peers as well as opportunities for rigorous and in-depth exploration. The success of all TMA students is evident in our 2006 API score of 941.

We take pride in our strong sense of community and parental involvement. Our 60 well-organized PTO committees support our teachers and students through innovative programs, facility improvements, and resources. In addition to the daily classroom support and programs such as field trips, Character Counts, Junior Great Books, art and music, PTO support for Technology and Campus Committees have transformed the oldest school in the district into one of the most technologically advanced and inviting campuses. Our 2006 Golden Bell award-winning dads group called HEROES (Helping Enrich the Resources of Every Student) was formed in 2003 to involve fathers in the academic lives of their children. The HEROES group organizes fun "dad" oriented events usually centered around fitness and health. HEROES has raised over $160,000 to-date to directly fund school personnel to help improve achievement for all children. Two kindergarten aides are funded to ensure that all kindergarten classrooms have 3-hour aides to support the teacher and help lower the teacher/student ratio. A reading specialist is funded to work 5 days a week to work with identified At-Risk readers in grades 1-5. A physical education teacher provides physical education instruction to grades K, and 3-5 and is structured in such a manner to reduce class size during Language Arts instruction.

At TMA, assessment is our roadmap for monitoring student achievement and driving continual school improvement. Our groundbreaking work in the research-based "Dynamic Indicators of Basic Early Literacy Skills", DIBELS, has helped to shape the entire district program. Our vigorous review of annual standardized test data and individual student work is on-going to ensure that all student needs are met. Our student-led conferences empower students to self-assess, set goals, and develop confidence while meeting with their parents and teacher.

Our teachers are committed to providing a standards-based, comprehensive and balanced curriculum to all students. Our teachers continually seek professional development and collaborate through our school and District wide Professional Learning Community to share ideas on best practices for teaching young learners and helping remediate identified at-risk students.

Our belief in the importance of health, physical and emotional well-being of children as a pre-requisite for academic excellence has been the driving force behind our fitness and health strategy. This includes our Wellness Policy as well as our comprehensive physical fitness programs that have won TMA the PRESIDENT'S ACTIVE LIFESTYLE AWARD, the first ever for a California school and 24th in the nation. Through our physical education teacher and curriculum, our family fitness activities and our TMA Jog-a-thon, our students are fit and possess the knowledge and confidence to live healthy lifestyles.

The entire TMA community is proud of our students' exemplary achievements. Our unwavering commitment and devotion to our students as the leaders of tomorrow is represented by our school STAR logo depicting "Special, Talented And Responsible," and motto "Helping Children Reach for the Stars."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Tustin Memorial Academy participates in the California State Assessment System, known as STAR. The STAR assessment system is comprised of a California Content Standards Test which is criterion-referenced. Student results are reported in 5 levels; Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The state standard for all students is to be Proficient or Advanced, and therefore the reporting of Adequate Yearly Progress (AYP) for the purpose of compliance with the No Child Left Behind Act (NCLB) is in terms of the percent of students reaching Proficient or Advanced. The goal for NCLB is 100% Proficient or Advanced by 2014 in both English Language Arts (ELA) and Mathematics. During the last four years of NCLB implementation, Tustin Memorial (school wide) has grown from 80% Proficient or Advanced in 2003 to 84% Proficient or Advanced in 2006 in English Language Arts (ELA) and in Mathematics from 83% in 2003 to 88% in 2006. The goal for this period of time in California is 24% Proficient or Advanced in English Language Arts and 27% Proficient or Advanced in Mathematics. The state reporting is school wide and then by significant subgroup.

Additionally, the percent of students exceeding the state standards has grown in both English Language Arts and Mathematics. The growth of the percent of students exceeding state standards at the advanced level is 8% since 2003 in English Language Arts, and 12% in Mathematics. Therefore, for the 2006 results, 55% of the students in Tustin Memorial exceed the state standards in English Language Arts and 60% exceed the state standards in Mathematics.

Tustin Memorial has one significant subgroup, Asian. The subgroup has shown good growth since 2003 as well. Asian students continue to show excellent growth in English Language Arts with 99% of the subgroup Proficient or Advanced, a growth of 5% since 2003. The Asian subgroup has also made exemplary growth in Mathematics with 99% of the students at Proficient or Advanced in Mathematics.

For NCLB purposes, the State assessment used its Academic Performance Index (API) as the other indicator to demonstrate student success. The API measures where schools began in 1999, and requires them to grow at 5% of the difference between the school's base API and the final target of 800 on an annual basis. Progress by school is reported annually on the California Department of Education website. Each school has a school wide API and each subgroup has an earned API. Tustin Memorial began with an API of 854 and has grown to an API of 941in 2006, a growth of 87 since 1999. The state website for the California Assessment system is STAR@cde.ca.gov.

2. **Using Assessment Results:** TMA's assessment framework, consisting of entry-level, progress monitoring and summative assessments, is the roadmap to achieving student mastery of state standards and links state, district, school, grade-level and classroom assessments. It monitors and evaluates student achievement, guides instruction, and provides early identification of children with special needs. Students are evaluated formally each year using the state assessments of California Standards Test (CST), 4th Grade Writing Test, California Physical Fitness Test, District Writing Test K-5, and CELDT. In August, teachers review individual and grade-level scores to evaluate the progress of every student and measure school wide performance.

Local assessments are used throughout the year to monitor student progress. TMA is a leader in the field of local, state-linked student assessments through our work over the past six years with DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Based on the research of Kame'enui and Simmons (principle writers of the Reading/Language Arts Framework for California Public Schools), DIBELS became our driving force for improving student achievement in reading literacy. DIBELS assess early literacy skills such as initial sound fluency, nonsense word fluency, and reading fluency. Given to all students three times per year, and more often as needed for progress monitoring of at-risk students, it has proven to be a scientifically accurate predictor of reading success.

Teachers also conduct the newly adopted *Math Benchmarks* three times per year to monitor student progress toward content standards mastery and adjust instruction to meet individual student needs. *Math Probes* identify students who will require additional instruction in order to master math standards. All

grade levels administer the *District Writing Test* to measure student achievement against state writing standards.

Teachers use the new District software, Data Director, to manipulate their own classroom assessment results. They disaggregate data by individual student and compare results to very specific state standards that each student has mastered or needs to relearn. Data Director is used with both formal (state) and informal (district/school) assessment. After analyzing data, the District's Response to Intervention Model is followed. Each grade level and individual teacher identifies Intensive, Strategic, and Benchmark students. An intervention plan is developed for each student group in both ELA and Math. Groupings are flexible, with the goal to move all students to at least the Benchmark level.

3. **Communicating Assessment Results:** The TMA staff embraces the critical connection between parent involvement and student success. Parents receive a report of the California Standards Test results (grades 2-5) in the mail in August. Before the start of the school year, academic expectations are communicated to the parents during Back-to-School Night presentations. State and District standards and curriculum content are further explained during these pre-school presentations. Parent conferences are held twice a year, report cards every trimester, and progress reports are given between reporting periods when grades are declining or for students who are not yet proficient. Teachers communicate results of CST, DIBELS, Math Probes, Math Benchmarks, Writing Tests and routine progress monitoring tools during the October parent conferences. Student progress toward meeting grade level standards is communicated to parents on a daily, weekly, and monthly basis using *Friday Folders* that contain completed work with written feedback and individualized student *Friday Reports* from teachers.

Student-led conferences (grades 4 & 5) are conducted each fall. Students are empowered to analyze their prior year assessment results with teachers, identify strengths and weaknesses, and personally present a developmental plan to their parents with their teacher.

School wide test results are posted in the office window, on the school website, presented to the PTO, School Site Council, and TUSD Board of Education and written in the weekly principal communication to the school community in our Friday Flier. A school wide "open door policy" along with teacher e-mail system support an effective, two-way, school-home communication system between teachers, parents, and students. Parents of English learners are provided with translated assessment results and State standards through the district office. Four TMA bilingual teachers serve as on-site interpreters for conferences and school-home communication.

4. **Sharing Success:** TMA teachers provide peer support at the school and district level by serving in leadership roles in a variety of areas. During the district's adoption and implementation of the DIBELS reading assessment program in 2004, TMA teachers volunteered to provide the leadership and training for all district elementary teachers. On a District Staff Development training day, the TMA teachers conducted the training on how to administer the DIBELS assessments to all teachers from 17 elementary school grades K-5. TMA served as the model school to get teachers excited about the assessment and served as a resource to provide follow up support to district teachers. Our nine GATE teachers also serve as trainers for the district GATE Certificate program. Two teachers attended summer GATE training at the State Gifted Conference and provided Year Two GATE training to district teachers enrolled in the District Certificate program.

The parent group HEROES (Helping Enrich the Resources of Every Student) earned the 2006 California School Board Association's prestigious Golden Bell Award and the 2005 Orange County Department of Education "Excellent Contributions to Education" award. The County, District, and school use the HEROES program as a model for other schools to help dads get involved in their school and find creative ways to fund additional support for classroom teachers. At the recent Golden Bell Awards luncheon, the TMA principal shared and distributed brochures about the HEROES to principals and Board Members throughout California. TMA's advancement in technology is evident in all classrooms connected to the internet and equipped with the interactive Smart Boards. Local principals and teachers come to visit classrooms to see how these innovative Smart Boards can improve the delivery of classroom

lessons. As a model Magnet school, principals visit TMA to discuss our Magnet and GATE programs and review the lottery admission process.

Our school PTO shares ideas on fundraising, parent-involvement strategies, and student enrichment programs with other district schools through monthly Coordinating Council meetings with all PTO/PTA presidents and the District School Board. Neighboring Title-1 schools are specifically mentored in how to increase parent participation.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** TMA provides all students with a balanced, comprehensive, standards-aligned core curriculum with standards based instructional materials in English Language Arts (ELA), Math, Science, Social Studies/History, Physical Education, and the Arts.

The Houghton-Mifflin English Language Arts series provides an extensive standards-based textbook to meet the needs of all learners. Supplemental instructional materials augment and extend core materials to meet the needs of all students from At-Risk to Gifted and Talented. Support materials for vocabulary development, comprehension activities, and extension activities for English learners are available in the Extra Support Manual. The Challenge Handbook helps to differentiate and enrich lessons for GATE students. Curriculum Pacing Guides are used by teachers for grades K-5 to ensure standards are taught each year.

All teachers, grades K-5, use the Sadlier Oxford Core Math Program and use pacing guides which align standards, benchmark assessments, and activities to ensure students master the required skills for each grade level. Teachers are being trained in math concept instruction by the University of Irvine Math Institute that encourages students to demonstrate math concepts rather than merely memorizing facts. Benchmark assessments allow teachers to remediate specific skills as appropriate. Curriculum is differentiated to accommodate students in the GATE program, English learners, and Special Ed. All students are provided with opportunities for compacted curriculum using pre-testing as a means to assess what children already know. Instruction is modified for challenge and acceleration as necessary. Additional resources such as Math Their Way, Touch Math, Mountain Math, and the Marcy Cook Math program are used to supplement and enhance the instructional program.

The Science curriculum delivers an inquiry based learning approach and is sponsored by the Arnold Beckman Science Foundation. Standards based science kits allow students to learn and experience the scientific process by maintaining science journals in grades 1-5 as they explore geology, life science, astronomy, and habitats. The science curriculum is enhanced with field trips to support units of study and provide a concrete experience for children to connect with classroom learning.

Physical Education and the emotional well-being of children is a prerequisite to academic excellence and has been the driving force behind our fitness and health strategies. The California Physical Fitness Test and the California Healthy Kids Survey results are used to assess fitness and nutrition needs. In 2003 a school Wellness Plan was created and included 1) Hiring a P.E. teacher, 2) Creating a parent and staff Fitness Committee to support school-wide activities such as jog-a-thon, bowling, running club, 3) Addressing health, nutrition, and healthy lifestyle curriculum through the new district Life Skills units, Safe and Drug Free schools, Tobacco use Prevention Education, and Red Ribbon Week.

The Social Studies/History curriculum consists of using the Harcourt Brace textbook, district and teacher created materials. To support textbook concepts field trips such as missions, ranchos, and local city landmarks help to reinforce historical concepts by providing real life experiences. History comes alive with the Walk through California, Walk through the Revolution, Re-enactment of Colonial Days, and plays such as Thirteen Colonies, Rumpus in the Rainforest, and the Gold Rush. The fourth grade over-night experience on a 19th Century sailing ship provides real life experiences of the past.

The Visual and Performing Arts are integrated into the instructional program with Meet the Masters Art program, John Yeiser music, performances by Orange County Performing Arts, grade level performance plays and musicals, and the school orchestra and band. Popular, on-campus foreign language classes are offered after school for students grades K-5. Several levels of Spanish, Chinese, Japanese, and French give children an opportunity to begin learning a second language at an early age.

2a. **Reading (Elementary Schools):** The focus on literacy at TMA is evident in our school wide vision for all children to read at or above grade level by grade three. Resources, materials, training, and additional personnel are all aimed at reading literacy. TMA teachers have embraced DIBELS (Dynamic Indicators of Basic Early Literacy Skills) since 1993, and use the research based benchmarks as an early

way to identify student needs and Student Study Team meetings. Students and parents understand grade level benchmarks and discuss DIBELS results at conferences. This common vocabulary is important for all stakeholders and shows that DIBELS has been accepted in the community. Weekly lesson planning and benchmark assessments ensure that grade level standards are embedded in the lesson with assessments included to ensure student mastery of skills.

The standards-based English Language Arts program is delivered through explicit, systematic instruction using the Houghton Mifflin reading series. Whole-group, small-group, and individualized instruction is employed according to need. Directed lessons to a whole group for a specific skill, guided reading in a small group, or individual conferences are all approaches used in the reading program. Using State CST and DIBELS data, teachers select appropriate supplemental materials for not yet proficient students, English learners, and students with disabilities. Read Naturally audio tapes and booklets, DIBELS, Progress Monitoring, Reading Counts Comprehension, Leveled Readers, and Write Source writing books assist in getting students to content mastery. Novel unit study guides provide in-depth literature and character analysis for GATE students. The Junior Great Books program is a long standing complement to the core curriculum for grades 1-5. The Reading Specialist teacher works with identified At-Risk students to provide additional time and support of grade level skills with additional resources in a smaller group setting. The Special Education Resource teacher provides grade level standards through alternative instructional methods for identified students. Our diverse approach of reading instruction provides universal access to rigorous standards for all students. The curriculum, primary and supplemental resources, along with an early detecting system of struggling readers, is why TMA students are so successful.

3. **Additional Curriculum Area:** TMA provides all students with a well-balanced, comprehensive, standards-aligned core curriculum. With science as a curriculum focus, TMA uses an inquiry-based program which makes science come to life for children. The Arnold and Mabel Beckman Foundation formed a partnership with the Tustin Unified School District to ensure and promote quality science education at the elementary level. All teachers have received training in the specific grade level standards based science kits. Kits such as kindergarten: Animals Two by Two, grade 2: Balls and Ramp, grade 5: The Human Body provide students with exciting hands-on science lessons by taking children through the scientific process. Students maintain a science notebook where they record predictions, data, and questions. Lessons are complemented with video clips to accompany the standards based concepts through downloaded United Streaming short features. Butterflies coming out of their cocoon or balls and ramp demonstrations are easily shown in any classroom through the internet connection and television set. All families are taught the importance of science through our fun-filled Family Science Nights. Students in grades 1-5 participate, at different levels, in the Astounding Inventions with the top winners going on to the local Junior College at the Irvine Valley Astounding Inventions Competition. All grade levels attend at least one field trip to complement their field of study by going to places such as Science Discovery Museum, Newport Back Bay, Astronomy Exhibits, and Kellogg House culminating with 5th graders attending five days in the local San Bernardino Mountains at Outdoor Science Camp. As an indicator of success in the field of science instruction, test scores on the 2006 California Standards Test for 5th graders has increased 14% points with 74% of our students scoring at or above grade level proficiency. Another indicator of student success in science is shown with 26% of the 5th grade students scoring at the advanced level on the CST.

4. **Instructional Methods:** The ability to ensure all students succeed lies in TMA's planning, research, and sharing of best practices to create effective instructional practices. TMA teachers successfully personalize every student's education to meet the needs of all students. Curriculum is differentiated to accommodate students in the GATE program, English language learners, and students enrolled in Special Education. All students are provided with opportunities for compacted curriculum using pre-testing as a means to assess what children already know. Instruction is then modified for challenge, acceleration, or remediation as necessary. In implementing the curriculum, a wide variety of teaching strategies are used

appropriate to the subject matter and specific to the needs of students. These strategies include team teaching, cooperative learning, whole-group, small-group and individualized instruction. Learning centers, role playing, cooperative learning, and simulations play a part in the successful implementation of the program. Methodologies based on Linda Mood-Bell and Slingerlands's 3 Channels of Cognitive Learning (auditory, visual, kinesthetic) are used by teachers to deliver differentiated instruction. The elements of depth and complexity are another way of differentiating lessons for students by adding extension activities that require deductive and inductive reasoning in Gifted and Talented classrooms. English learners regularly receive instruction in English with support from instructional materials embedded in the core curriculum. Teachers use state of the art technologies such as interactive SMART Boards, PowerPoint presentations, video streaming, and educational websites to enhance instructional strategies that not only engage students in the learning process, but make them part of the process. Instructional methods continue to improve over time as demonstrated in our teacher Professional Learning Communities. Teachers collaborate to review pacing guides, share lessons, review student progress, and discuss benchmark data results all aimed at improving student achievement. The classroom environment and management are designed to be flexible and dynamic, maximizing active student involvement and participation in their own learning.

5. **Professional Development:** TMA's long range plan for professional development is established in the School Site Plan and reflects our mission for all students to meet or exceed proficiency standards. Teachers model what it means to be life long learners by setting annual professional development goals, attending training, conferences and workshops, and obtaining post graduate degrees in education. Teachers also augment their training by reading and discussing research-based books on current educational best teaching practices. All extending learning opportunities lead teachers through the process of improving classroom instruction which leads to these three probing questions: What do we want students to learn? How do we know when they are mastering standards? What can we do for students who don't master the standards and for those who have already mastered the standards? From these training sessions, teachers learn current teaching methodologies and strategies in order to deliver a high quality instructional program that addresses the needs of all children in the classroom. The past three years have focused on mathematics. Along with reading and discussing concepts in Liping Ma's Knowing and Teaching Elementary Mathematics, teachers have attended the County Office's Cognitively Guided Instruction and the University of Irvine's Math Institute with the emphasis on students developing a concrete understanding of concepts that leads to more abstract concepts and problem solving. Discussions of the book Strategies that Work by Stephanie Harvey guided teachers to analyze classroom procedures and led to improvements in reading instruction. All teachers attended the district monthly "Writing Wednesdays" training, focusing on the Six Traits of Writing in grade-level specific sessions. The principal routinely attends AB75 approved training such as: John Carr's Framework and Contact Standards Study, research studies of David Chard, Curriculum Calibration by John Antoinette, Building Learning Communities by Rick DuFour and Teacher Supervision Strategies to meet the California Standards for Leadership. The Community of Learners philosophies are fully embraced by school staff as teachers meet as a grade level once a month to discuss assessment data, lesson planning, and student progress especially focusing on at-risk youth. This goal oriented staff development plan keeps the entire staff focused on delivering research-based instructional strategies which has resulted in continued growth of student achievement in the areas of Mathematics and English Language Arts.

PART VII – ASSESSMENT RESULTS

Public Schools

The test data tables demonstrate student progress at Tustin Memorial Academy over a four year period as reported by the California Department of Education. The data tables show Adequate Yearly Progress for the school on the California Content Standards Test. Additionally, grade level results on the California Content Standards Tests are reported in the test data tables. This State Criterion-Referenced Assessment System has been in existence long enough to report 2002 through 2006 results in English Language Arts and Mathematics. Detailed subgroup results are available beginning in 2002. Scores are reported by percent of students performing at five different proficiency levels in both content areas for each year reported. These results are summarized in the data tables as the percent of students Proficient plus Advanced in State Standards and then the percent of students Advanced on State Standards. There is, however an anomaly to this reporting listed below:

- Subgroup scores for Content Standards Tests by grade level and school wide for test years 2003 and 2004 did not report the percent of students Advanced in the state standards.

Grade/California Content Standards Test
English Language Arts

Subject: English Language Arts Grade: 2
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	86	90	85	93
% Advanced	54	58	46	52
Number of students tested	111	91	98	103
Percent of total students tested	97	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	100	95	100
% Advanced	67	73	*	*
Number of students tested	21	15	19	14

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
Mathematics

Subject: Mathematics Grade: 2
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	94	85	92	93
% Advanced	67	47	55	65
Number of students tested	111	91	98	103
Percent of total students tested	97	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	93	95	100
% Advanced	86	80	*	*
Number of students tested	21	15	19	14

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test

English Language Arts

Subject: English Language Arts Grade: 3
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	81	79	85	76
% Advanced	49	46	46	54
Number of students tested	88	97	98	92
Percent of total students tested	100	98	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	100	100	*
% Advanced	67	76	*	*
Number of students tested	18	17	16	*

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
Mathematics

Subject: Mathematics Grade: 3
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	91	79	92	82
% Advanced	67	46	55	54
Number of students tested	88	97	98	92
Percent of total students tested	100	98	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	100	100	*
% Advanced	89	71	*	*
Number of students tested	18	17	16	*

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
English Language Arts

Subject: English Language Arts Grade: 4
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	83	92	77	78
% Advanced	60	72	46	55
Number of students tested	90	104	87	97
Percent of total students tested	100	99	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	94	100	91	100
% Advanced	81	100	*	*
Number of students tested	16	16	11	12

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
Mathematics

Subject: Mathematics Grade: 4
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	85	85	65	75
% Advanced	53	53	26	40
Number of students tested	90	104	87	97
Percent of total students tested	100	99	99	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	94	100	82	100
% Advanced	81	94	*	*
Number of students tested	16	16	11	12

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
English Language Arts

Subject: English Language Arts Grade: 5
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	86	84	82	78
% Advanced	59	51	57	42
Number of students tested	93	85	91	102
Percent of total students tested	99	99	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	80	100	81
% Advanced	77	50	*	*
Number of students tested	13	10	12	21

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
Mathematics

Subject: Mathematics Grade: 5
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	83	59	71	80
% Advanced	52	31	36	31
Number of students tested	93	85	91	101
Percent of total students tested	99	99	100	98
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	100	80	100	90
% Advanced	85	50	*	*
Number of students tested	13	10	12	21

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test
English Language Arts

Subject: English Language Arts Grade: **Total School**
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	84	85	82	80
% Advanced	55	54	48	47
Number of students tested	382	377	385	394
Percent of total students tested	99	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	99	100	97	94
% Advanced	73	75	*	*
Number of students tested	68	58	58	57

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005

Grade/California Content Standards Test

Mathematics

Subject: Mathematics Grade: **Total School**
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year: 2006 Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month -	May	May	May	May
SCHOOL SCORES				
% Proficient and Advanced	88	81	79	83
% Advanced	60	50	46	48
Number of students tested	382	377	385	394
Percent of total students tested	99	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian (specify subgroup)				
% Proficient and Advanced	99	98	94	97
% Advanced	85	74	*	*
Number of students tested	68	58	58	57

* Subgroups reported as Advanced in state standards only not available prior to 2004 – 2005