

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

U.S. Department of Education

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

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

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

School Mailing Address 20151 Amar Road
(If address is P.O. Box, also include street address.)

Walnut CA 91789-5052
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* 19-73460-6108336

Telephone (909) 594-6483 Fax (909) 594-1393

Web site/URL www.walnutvalley.k12.ca.us/westhoff E-mail: wills324@aol.com

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. 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.

(Superintendent's Signature) Date _____

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.

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

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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 9 Elementary schools
 3 Middle schools
 Junior high schools
 2 High schools
 1 Other

 15 TOTAL
2. District Per Pupil Expenditure: \$5,987

 Average State Per Pupil Expenditure: \$6,919

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. 7 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				7			
K	42	37	79	8			
1	45	32	77	9			
2	51	48	99	10			
3	57	41	98	11			
4	54	41	95	12			
5	51	54	105	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							553

[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:
- | | |
|-------------------|----------------------------------|
| 5 | % White |
| 1 | % Black or African American |
| 14 | % Hispanic or Latino |
| 80 | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% Total | |

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

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	553
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 8 %
42 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Mandarin, Cantonese, Korean, Spanish, Chow-Chow, Teo-Chew, Chaozhou, Indonesian
9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 29

10. Students receiving special education services: 7 %
36 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> </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>23</u>	<u>2</u>
Special resource teachers/specialists	<u> </u>	<u>3</u>
Paraprofessionals	<u> </u>	<u>5</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>26</u>	<u>13</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	96 %	95 %	94 %	94 %	96 %
Teacher turnover rate	4 %	8 %	0%	8 %	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - SUMMARY

Our Vision: Westhoff Elementary School is a "child-centered learning community preparing students for a lifelong learning adventure while providing an enriching environment to develop academics, critical thinking, communication and social skills." This vision illustrates our commitment to students as the central focus of our diverse learning community. Our students are the hub supported by dedicated teachers and staff, devoted parents, an involved community and supportive district. We work together to empower students to meet the challenges of our ever-changing world. Above all, we prize the unique worth of each individual.

Our School: Westhoff Elementary School is one of fifteen schools in the Walnut Valley Unified School District. Built in 1989 as a temporary school, construction on its permanent facilities was completed in 2004. This two-story school now consists of 31 classrooms, a multi-media multipurpose room, school office, library, computer lab, and child care facility.

Westhoff's enrollment is approximately 553 K - 5 students. Our students come from predominately upper – middle class homes with two working parents. The student population is approximately 76% Asian, with a small, growing Hispanic population (14%).

Student achievement is high, with 86% of students meeting state standards in reading and 90% meeting standards in math according to the 2006 California Standards Test. The school's Academic Performance Index (API) for 2005 – 06 is 945 (state target is 800 and scores range from 200 to 1000). Westhoff students have shown consistent improvement in achievement with a total gain of 137 API points since 2000. The school has exceeded its state API and AYP goals every year, and we have consistently placed in the top ten percent of California schools. It is a California Distinguished School for 2006 and a California Business Excellence in Education Honor Roll School for 2005 and 2006.

Parent support is very strong at Westhoff. Parents contributed 10,730 volunteer hours in 2004 - 2005 helping in classrooms, school library, computer lab, at home and with school events. The Westhoff Community Club, our parent group, provides over \$60,000 each year to supplement the school's instructional program by providing field trips, assemblies, materials, equipment and support for staff development activities.

The school staff demonstrates its strong commitment to the success of each student by providing a differentiated instructional program for all students. This is accomplished through ongoing assessment, individual and small group instructional settings, and through the use of research based materials, technology, leveled readers and other programs. Students having difficulty in academics, behavior or social interactions receive additional assistance through our Student Success Team, our Elementary Learning Specialist, special education team or intervention programs.

The entire Westhoff Elementary School community is proud to offer a caring, nurturing and multi-faceted school environment dedicated to the success of all students and the district's Mission Statement: Kids First-- Every Student, Every Day.

Part IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: California Standards Test: Westhoff Elementary School participates in the California Standardized Testing and Reporting (STAR) state testing program. Each spring, all second through fifth grade students, including English language learners and special education students, take the California Standards Test (CST). This test measures student achievement towards mastering state standards in English/Language Arts (ELA) and Mathematics. Both tests consist of a series of multiple choice questions based upon California state standards. For the ELA test, fourth grade students also submit a writing sample.

Student scores are reported as falling into one of five categories: Advanced (exceeding standards), Proficient (meeting standards), Basic, Below Basic and Far Below Basic. Scores for subgroups based upon ethnicity, special programs (special education or English Language Development), and socio-economic status (free/reduced lunch program) are considered statistically significant by the state only if the subgroups contain 50 students and 15% of the school's testing population. Based on this state criteria, Westhoff Elementary School has only one statistically significant subgroup: Asian students. Test data from our growing population of Hispanic students, while not considered statistically significant by the state, is generally reviewed on a student by student basis, as the small numbers are more indicative of personal growth in individual students and not statistically reliable enough to generalize trends among a population.

In 2006, 86% of Westhoff second through fifth graders scored at Proficient or Advanced, indicating they are meeting or exceeding state standards in ELA. In math, 90% of Westhoff students were assessed as meeting or exceeding standards. The school's only statistically significant subgroup, Asian students, performed slightly higher: 91% mastering or exceeding standards in ELA and 94% in math. Our growing Hispanic subgroup, while not yet considered statistically significant by the state, shows lower achievement on state testing and consequently, greater participation in intervention programs to remediate skills and narrow the achievement gap. In the four years the CST has been administered, the percent of all students meeting standards has increased an average of 6.5 percentage points in ELA and 11 points in math. During this time period, the percentage of students exceeding standards has risen by 18 points in ELA and 23 points in math.

Academic Performance Index: The state of California takes the annual results of the CST testing and, using a series of mathematical formulas, digests it into the Academic Performance Index (API) score for each school. The API scores range from 200 to 1000, with 800 being the state target for each school. During the six years the API has been computed, Westhoff scores have increased from 808 to 945, placing the school each year among the top ten percent of schools in the state. In addition, Westhoff has consistently exceeded all goals set for Adequate Yearly Progress (AYP) toward the federal No Child Left Behind requirements.

Additional information on California's Standardized Testing and Reporting program may be found online at <http://star.cde.ca.gov/>.

2. Using Assessment Results: Westhoff evaluates each student's success by using standards-aligned assessments from the state, district, school, grade level and classroom to monitor progress, modify instruction and plan curriculum. This comprehensive system includes mandated

state testing and district trimester standards-based benchmarks in reading, writing, math and English language development, which is used to drive instructional decisions.

Disaggregated data from the California Standards Test is used to identify specific standards-based strands where student achievement is less than expected. This information is analyzed by teachers each fall and used for grade level planning to address these weaknesses. Grade levels regularly meet throughout the school year to adjust instruction based on assessment data. This assessment data becomes the basis for school goals and allocation of school financial resources.

Classroom on-demand assessments are a vital part of daily instruction for all students and enable teachers to differentiate instruction to meet student needs. Examples include project-based and curriculum-embedded assessments such as anecdotal records, student work, portfolios, teacher observations, student conferences, journals, cooperative group projects, experiments, concept charts, hands-on activities, small group work, application of rubrics, and student self-evaluations.

Individual student assessment results are used to modify instructional practices to meet student needs. Examples include homogeneous groupings/team teaching, reteaching, small group work, peer tutoring, individual help, student conferences, modified work, guided reading groups, projects, group and individual assignments, additional practice, and referrals for assistance. Assessment results are used to identify special needs students who may benefit from schoolwide intervention programs, such as our Student Success Team, specialists or Positive Actions for Life Success (PALS) Program.

3. Communicating Assessment Results: Westhoff promotes two-way communication with families through many proactive strategies. The primary form for communicating individual student progress is the weekly student folder. This folder contains assignments for the week, graded student work, behavior ratings and teacher comments. The folder goes home weekly and parents sign, add comments, and return it to school the next day.

Student progress is also communicated to parents with report cards, bimonthly summaries, phone calls, email, letters, and conferences. All parents in the school attend a personal conference with the teacher each fall. In addition, parents receive the results of the spring California Standards Testing each August. Assessment results for at risk and special education students are discussed at parent conferences for Individual Education Plans and Student Success Team meetings.

Schoolwide assessment information is communicated to parents through the monthly school newsletter, monthly meetings of the School Site Council (committee of parents and teachers that oversees all categorical spending), monthly meetings of the Westhoff Community Club (parent organization) and parent education nights.

Schoolwide assessment results are shared with the community through the School Accountability Report Card (SARC), newspaper articles with California Standards Testing (CST) results and California Annual Performance Index (API) rankings, and through the district and state websites.

4. Sharing Success: School success is shared with other schools on a regular basis. Teachers and principal serve as facilitators and presenters for site and district-level workshops on technology and instructional strategies. Teachers serve as mentors and coaches for the Beginning

Teachers Support and Assessment Program, the Cal State Teach Program and local university teacher education programs.

Prospective teachers and teachers from other schools and districts observe in our classrooms and strategies are willingly shared with others. Recognition in programs such as the California Distinguished Schools and California Business Excellence in Education Honor Roll has created opportunities for Westhoff to share their success with other schools.

The principal shares school programs and activities with other principals at bimonthly principal and monthly instructional leader meetings. Elementary Learning Specialists from all district schools meet on a regular basis to share ideas and programs. Teachers attend districtwide articulation meetings where programs and lessons are shared with other teachers.

Each year the district has a staff development day where elementary schools get together to attend workshops and discussion groups on a specific curricular area. In recent years, areas have included reading and math (hosted by our school). Additionally, Westhoff just completed a technology day with two other schools where teachers had the opportunity to share technology-related lessons and activities.

Our school also has curricular liaisons in the areas of reading, math, social studies, science, drug education, English Language Learners, Gifted and Talented Education, and technology. These liaisons meet monthly to discuss curricular concerns and share program ideas. School representatives also attend an Educators' Network where programs and school events are shared each month with teachers from other schools. Parent representatives from our school attend the Coordinating Council where parents share school events.

Part V – CURRICULUM AND INSTRUCTION

1. Curriculum: Westhoff provides a balanced core curriculum aligned with state standards and focused on every student's success. The district reviews state approved texts in all curricular areas and distributes selected series to school sites for piloting and evaluating alignment to standards. Reading levels, vocabulary and cultural diversity in text/illustrations are considered during the pilot process. Curricular liaisons, staff and parents articulate strengths/weaknesses of each series before sharing feedback with the district, which then determines and adopts the most effective curriculum for our population. After adoption, teachers, specialists and administrators attend publisher's trainings and follow-up meetings to discuss concerns, share lessons/student work, address shortcomings/strengths to ease implementation.

The core of our reading program features strands on reading (word analysis and decoding, comprehension and vocabulary, literary response and analysis), writing (strategies and applications), listening and speaking (conventions, strategies and applications). Although a state approved text is used at each grade level, supplemental programs and materials are widely used to address diverse student needs from at-risk to high achieving students (SRA, Wright Group, Project Read, Bellwork, Spectrum, Sing Spell Read Write). Read-alouds, enriching literature, Reading Counts and book clubs, including accelerated readers, augment our reading curriculum.

Our math program features a differentiated program based upon an ongoing assessment program. Flexible math groups, math centers, and contracts are used to supplement whole class instruction to provide instruction based on student needs. Teachers employ research-based programs such as Marcy Cook Math, Math Their Way, Figure it Out and Mountain Math along with hands-on activities such as manipulatives, models, games, simulations and math journals.

Science instruction also features a hands-on approach using demonstrations, discovery based instruction, projects, experiments, organ models, microscopes, scales, thermometers, aquariums and incubators. The strands of physical science, life science, earth science and investigation are found in each grade level. Emphasis on the scientific method, developing thinking skills and concept attainment are evident in every grade level.

Our social studies program is based upon three core concepts: chronological and spatial thinking (connecting the present with the past and examining history in its context), research and evidence (students gain the tools to research, write and present reports) and historical interpretation (students learn to identify and summarize key events, cause and effect, and identify human and physical characteristics of the people and places they are studying). The instructional program is supplemented with real world experiences such as geological digs, visiting historical sites and the state capital, participating in historical simulations and numerous field trips.

Westhoff's fine arts curriculum consists of a study of music, art, drama, and public speaking. Separate lessons as well as many fine arts activities woven into other curricular areas give our students a well-rounded and complete program. For example, our second grade's weekly enrichment rotation includes the teaching of keyboarding skills, art concepts, character education songs and dances. All grade levels include every student in a fine arts performance for the school community. Classroom instruction is supplemented by district vocal music and instrumental music teachers. A site-based fine arts teacher covers both visual and performing arts in her

program. Westhoff also provides an after school science and fine arts program for interested students and fine arts assemblies are presented throughout the year by the Los Angeles Music Center.

Character education, higher level thinking skills, social skills and physical activities are woven throughout the curriculum areas and demonstrate Westhoff's commitment to developing the whole child academically, socially and personally.

2a. Reading Curriculum (Elementary Schools): Westhoff's reading curriculum is based on the California English-Language Arts Content Standards and uses a state adopted text as a foundation. The expertise of our teachers is reflected in the variety of research based instructional strategies and supplemental materials incorporated into the program to insure all students experience success in all reading skill areas.

Word analysis, fluency and systemic vocabulary development focus on explicit, direct instruction in decoding, phonemic awareness, phonics and meaning. Reading comprehension is enhanced with supplemental materials such as award winning novels used as core literature books. All teachers have been trained in Debbie Miller's Reading for Meaning comprehension strategies to help students build connections to a deeper level of understanding.

Differentiated activities and strategies build reading skills in analyzing various types of reading through read alouds, shared reading, silent reading, partner reading, guided reading, book clubs and book circles. Supplemental programs include Reading Counts, Mountain Language, Barnell Loft, Sing Spell Read Write, book bags, Spectrum, Signs for Sounds, Project Read and Bellwork. This eclectic approach using a variety of resources and strategies enables us to meet the diverse needs of our students and reflects the dedication of our teachers.

Multiple instructional modifications resulting from reading assessments include homogeneous groupings/team teaching, reteaching, manipulatives, games, small group work, peer tutoring, individual help, student conferences, modified work, additional practice, school wide intervention programs and referrals for assistance. At-risk students needing additional support are offered before school remediation, small group assistance through our Elementary Learning Specialist, Resource Specialist or other interventions through our Student Success Team.

3. Mathematics (Additional Curriculum Area): The strength of Westhoff's math curriculum is demonstrated by 90% of our students meeting or exceeding state standards in math in 2006. As in other curriculum areas, teachers use a variety of instructional strategies and materials to build mastery and real world connections for students.

Math pretests and authentic, on-demand classroom assessments provide teachers with the necessary information to group students so instruction can be tailored to specific needs. Math is differentiated to meet individual student needs with small groups, challenge packets, individual instruction, peer tutoring, pull out assistance and intervention programs. Students needing support in understanding math concepts are grouped together and instruction at a slower pace is reinforced with manipulatives, repetition, games and activities. Other instructional modifications resulting from assessments include homogeneous groupings/team teaching, reteaching, small

group work, peer tutoring, individual help, student conferences, modified work, additional practice and referrals for assistance.

Supplemental programs include Marcy Cook, Math Their Way, Touch Math, Saxon Math, Mountain Math and Bellwork. Fun activities such as Fraction Friday, Pi Day, cooking and games build math interest and connect with students' everyday activities. Technology, real world experiences and simulations enhance instruction to make math real and meaningful to students. This multi-faceted math curriculum, combined with other curricular areas, build the necessary skills to empower students to meet the challenges of our ever-changing world.

4. Instructional Methods: Westhoff teachers excel in using research-based instructional strategies, remedial interventions and opportunities for extension to ensure all students maximize their potential. All classes weave active participation whole-group instruction with small-group interaction such as whole class lessons before guided reading groups. Other strategies include differentiated instruction (multimodal choices or small group work), individualization (Writer's Workshop), simulations (Gold Rush), games (Round the World Math), student self-evaluations, use of rubrics, computer-assisted instruction, differentiated homework (leveled book bags), shared reading and writing, as well as instructional media.

Authentic experiences allow all students access to all curricular areas and real world experiences, such as field trips, service projects and technology are widely used to create connections for students. Technology enhances teaching and learning, with software and online resources supporting instruction, assisting with assessment and providing technology based projects for students to interact with and demonstrate knowledge, creativity and skills. Each grade level completes technology aided projects to enable our students to become competent and comfortable with the uses of technology.

Multiple intervention strategies, based on many assessments, and supplemental modifications are incorporated into our core curriculum to insure that all students experience success. Accelerated opportunities are met in leveled book clubs, homogeneous math groupings offering compacted instruction to above grade level students and our after school Odyssey of the Mind Program for high achieving students.

Strategies used for special needs students include small group intervention, one on one assistance, use of manipulatives to reinforce concepts concretely, graphic organizers, cooperative learning, goal setting, inquiry-based instruction, frequent feedback, modified assignments/homework, homogeneous groupings, guided practice, independent practice and/or referral to Westhoff's Student Success Team. The variety of instructional methods used by Westhoff teachers demonstrate their high level of expertise and their commitment to student learning.

5. Professional Development: Westhoff's professional development maximizes the performance of all staff and increases student achievement. The principal, teachers, library media technician, custodians, office staff and classified staff all participate in training to further develop skills.

Westhoff teachers exhibit a strong professionalism and actively pursue staff development opportunities for themselves and for the whole staff. For example, teachers recently attending a conference initiated all teachers reading and discussing What Great Teachers Do Differently by

Todd Whitaker. Teachers participate both as presenters and learners, with many staff members training other teachers during district workshops and on site.

Bimonthly staff meetings, district training, staff development days, off site conferences and online training provide staff development in current research based strategies. Goals are based on assessment data and surveys. For example, our school participated in intensive staff development with the Early Intervention for School Success Program based on analyzing reading scores on the California Standards Test, with the effect of greatly increasing scores. Our school district offers numerous opportunities, both mandatory and optional, throughout the year for developing skills.

New teachers are provided additional support with the Beginning Teacher Support and Assessment Program and are assigned an individual Support Provider who meets and assists them regularly throughout the year, as well as staff development activities geared specifically for them. Experienced teachers are also provided opportunities, such as the district sponsored Leadership Seminar, which meets monthly to develop teacher leaders at each site.

PART VII - ASSESSMENT RESULTS

Table 1
Westhoff Elementary School
Grade Two Reading

Testing month May	2005-2006	2004-2005	2003-2004	2002-2003
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	87	84	75	78
% "Advanced" on State Standards	57	44	39	43
Number of students tested	100	78	97	109
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	92	86	78	83
% "Advanced" on State Standards	65	46	45	52
Number of students tested	75	63	73	86
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	50	*	62	*
% "Advanced" on State Standards	17	*	8	*
Number of students tested	12	7	13	9

Grade Two Mathematics

Testing month May	2005-2006	2004-2005	2003-2004	2002-2003
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	92	97	89	85
% "Advanced" on State Standards	71	74	62	61
Number of students tested	100	78	97	109
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	99	97	93	92
% "Advanced" on State Standards	76	81	69	70
Number of students tested	75	63	73	86
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	50	*	69	*
% "Advanced" on State Standards	33	*	39	*
Number of students tested	12	7	13	9

* less than 10 students

Table 2
Westhoff Elementary School
Grade Three Reading

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	86	78	81	81
% "Advanced" on State Standards	44	42	38	43
Number of students tested	81	100	119	110
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				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	91	84	89	83
% "Advanced" on State Standards	48	45	44	35
Number of students tested	64	77	92	86
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	*	38	54	*
% "Advanced" on State Standards	*	15	8	*
Number of students tested	9	13	13	8

Grade Three Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	92	93	88	85
% "Advanced" on State Standards	64	69	61	48
Number of students tested	81	422	119	110
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				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	95	96	96	92
% "Advanced" on State Standards	70	78	71	59
Number of students tested	64	77	92	86
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	*	77	54	*
% "Advanced" on State Standards	*	31	8	*
Number of students tested	9	13	13	8

* less than 10 students

Table 3
Westhoff Elementary School
Grade Four Reading

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	89	89	85	74
% "Advanced" on State Standards	68	63	60	34
Number of students tested	101	133	105	105
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				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	91	95	89	85
% "Advanced" on State Standards	67	71	64	47
Number of students tested	76	105	73	79
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	75	54	*	55
% "Advanced" on State Standards	42	23	*	18
Number of students tested	12	13	7	11

Grade Four Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	89	91	88	70
% "Advanced" on State Standards	77	74	55	30
Number of students tested	101	133	105	105
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				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	91	96	95	82
% "Advanced" on State Standards	80	84	70	37
Number of students tested	76	105	73	79
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	75	69	*	27
% "Advanced" on State Standards	50	31	*	18
Number of students tested	12	13	7	11

* less than 10 students

Table 4
Westhoff Elementary School
Grade Five Reading

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	82	87	72	85
% "Advanced" on State Standards	55	48	38	32
Number of students tested	139	107	104	106
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				
% "Proficient" plus "Advanced" on State Standards	90	92	81	85
% "Advanced" on State Standards	65	58	45	37
Number of students tested	108	73	77	74
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	40	*	55	*
% "Advanced" on State Standards	27	*	18	*
Number of students tested	15	9	11	7

Grade Five Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month May				
SCHOOL SCORES*				
% "Proficient" plus "Advanced" on State Standards	85	86	73	74
% "Advanced" on State Standards	61	63	30	32
Number of students tested	139	107	104	106
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				
1. Asian				
% "Proficient" plus "Advanced" on State Standards	92	96	82	81
% "Advanced" on State Standards	70	79	36	41
Number of students tested	108	73	77	74
2. Hispanic				
% "Proficient" plus "Advanced" on State Standards	60	*	45	*
% "Advanced" on State Standards	7	*	9	*
Number of students tested	15	9	11	7

* less than 10 students