

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mrs. Sarah Rudchenko

Official School Name: Alexander Hamilton Elementary

School Mailing Address:
2089 Rose Villa Street
Pasadena, CA 91107-5078

County: Los Angeles State School Code Number*: 11964881602 1612

Telephone: (626) 396-5730 Fax: (626) 793-7581

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Edwin Diaz

District Name: Pasadena Unified Tel: (626) 396-3600

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Tom Selinske

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|-----------|---------------------|
| 17 | Elementary schools |
| 3 | Middle schools |
| 0 | Junior high schools |
| 5 | High schools |
| 5 | Other |
| 30 | TOTAL |

2. District Per Pupil Expenditure: 8409

Average State Per Pupil Expenditure: 8117

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.

0 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	19	18	37	7	0	0	0
K	35	41	76	8	0	0	0
1	45	40	85	9	0	0	0
2	39	42	81	10	0	0	0
3	48	41	89	11	0	0	0
4	36	33	69	12	0	0	0
5	31	34	65	Other	0	0	0
6	25	31	56				
TOTAL STUDENTS IN THE APPLYING SCHOOL							558

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
10 % Asian
14 % Black or African American
49 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
24 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1.	558
(5)	Total transferred students in row (3) divided by total students in row (4).	0.106
(6)	Amount in row (5) multiplied by 100.	10.573

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 99

Number of languages represented: 15

Specify languages:

Arabic, Armenian, Cantonese, Farsi, Tagalog, French, Japanese, Korean, Mandarin, Other non-English, Romanian, Russian, Spanish, Thai, Urdu

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 304

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 free and reduced-price school meals 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 %

Total Number of Students Served: 48

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>7</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>39</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	95%	95%	95%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	4%	12%	13%	22%	13%

Please provide all explanations below.

Daily teacher is not documented by our district so we estimated the number.

Teacher turnover:

2006-2007 Two teachers recieved promotions within the district

2005-2006 We had a teacher pass away in a car accident mid year and the other two moved out of state

2004-2005 We had five teachers leave to be stay at home mothers

2003-2004 One teacher retired and one recieved a promotion within the district

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Collaboration among parents, community and school is the foundation of Alexander Hamilton Elementary School. Nestled in a historical Pasadena neighborhood, our school has proudly educated generations of students for the past 82 years. Those who visit often remark on the welcoming feeling and the visible dedication to learning that can be seen throughout the school. Every day at Hamilton, personal learning successes are encouraged and celebrated.

A spirit of teamwork and collaboration is at the heart of our school. Together, our committed teachers, dedicated staff members, and energetic parents unite to insure a positive learning environment and success for all. Many of our proudest achievements have been the direct result of this collaborative effort. Our school has been the recipient of many prestigious academic awards such as Title 1 High Achieving School Award in 2006 and 2007, and the California Business for Education Excellence/Just for the Kids-California Honor Roll School for 2008. In 2008, we received the honor of being named a California Distinguished School.

Supporting students is the school's number one priority and extends beyond the school day and across grade levels and job descriptions. Our vision of excellence at Hamilton includes all children. Every day, teachers, parents, and community enrich the lives of all our students by creating a community of curiosity and wonder. We strive to develop enthusiastic and successful learners by providing an environment rich with engaging student centered learning opportunities. Teachers actively discuss student achievement, assessment results, intervention strategies and best teaching practices to help create an academically rigorous program. We recognize the importance of measurement to truly guide our teaching and accurately monitor student success. Through the use of data teams, the dedicated staff reviews the standards and shares creative ideas to develop lessons across grade levels. This use of vertical teaming ensures all rigorous standards are thoroughly being addressed and delivered in dynamic ways.

Parents, staff and community participants are actively involved in the school, providing leadership, support, and a knowledge base from which the students will draw insight and direction in their quest for success. The school maintains a safe, attractive environment in order to promote respect, pride and self esteem for all children and staff. This instructional mission is well supported by a partnership of parents, teachers, and the administration. The editor of the local newspaper succinctly put it "I have never seen anything quite like what the principal, her teachers, her site council of staff and parents, the district and her kids have wrought at Hamilton".

Hamilton subscribes to the philosophy that when parents, teachers, and community work together, great things happen. Our traditional carnival is a highly anticipated event celebrating the students' hard work throughout the school year. This family event, which has a rich history dating back 60 years, is well attended by all. Spirit week is another time we come together and celebrate our academic success.

At Hamilton we dedicate ourselves to building the foundation for lifelong learning by thoroughly educating the whole child. Learning is measured by more than memorized facts or results from a test. True learning occurs when students are inspired. As the poet W.B. Yeats once said, "Education is not the filling of a bucket, but the lighting of a fire." All children who come through the doors of Hamilton School have many and varied opportunities for success. Teachers value each child's personal, academic, and social efforts and accomplishments. Setting a foundation which includes the family, community and a respect for others' cultures and beliefs helps us to make our vision a daily reality.

Receiving the nomination for the prestigious National Blue Ribbon School Award is a distinction that our school community proudly celebrates. It is an honor to be recognized as a high-achieving school worthy of this award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each May, Hamilton students in grades two through six participate in the California Standards Test (CST) in language arts and mathematics. Additionally, fourth grade students take a writing component; fifth grade students take a science component. These assessments gauge students' overall knowledge of the rigorous content standards. CST scores are used for calculating each school's Academic Performance Index (API) and Adequate Yearly Progress (AYP). California uses five performance levels to report student achievement on the CSTs: Advanced, Proficient, Basic, Below Basic and Far Below Basic. In order to demonstrate meeting the standard, students' scores must fall into the Advanced or Proficient range. For further information regarding California's State Assessments visit <http://star.cde.ca.gov>.

Some students with Individualized Education Programs, who meet State eligibility criteria, take the California Modified Assessment (CMA), which allows them to demonstrate their knowledge of skills in the California academic content standards. For students who speak a language in addition to English, progress is annually monitored by results on the California English Language Development Test (CELDT). For the past three academic years, Hamilton has met all three Annual Measurable Achievement Objectives for our English Learners, a unique achievement for the Pasadena Schools.

California employs the Annual Performance Index (API) to measure the academic performance and growth of schools. Annually, each school receives a score, ranging from 200 to 1000, based on the results of statewide testing. The API is used to measure academic growth from year to year. In the past five years, Hamilton's API has grown from 751 to 842.

Data shows that Hamilton has consistently made gains across all academic areas. Over the past five years, overall students increasingly achieve proficiency at a steady rate. In language arts, students have shown a 22% growth moving from 36% proficiency in 2004 to 58% proficiency in 2008. Students have made an 18% growth in mathematics moving from 51% proficiency in 2004 to 69% proficiency in 2008, with 46% of those students scoring in the Advanced range. Fourth grade made particular gains over the past five years in writing. In 2004, 11% of students met proficiency standards and in 2008 that percentage grew to 76% showing an overall 65% growth. Fifth grade science scores grew from 11% of students scoring proficiency in 2004 to 61% in 2008.

We have consistently worked towards our goal of closing the achievement gap between our subpopulations and take pride in the fact that all groups consistently make progress. Over the past five years, our African Americans subpopulation has made outstanding gains on the CST in math and language arts. From 2004 to 2008, language arts proficiency levels rose from 30% to 57%, a 27% gain for this subgroup. In Math, the proficiency rose from 36% to 63%, a 33% overall gain! Additionally, Economically Disadvantaged and Hispanic subpopulations have made consistent and steady growth over the past five years.

Grade level disaggregated data shows various trends. Students in grades 2 and 3 have had fluctuating achievement results year to year in both language arts and math, while 4-6 grade students' scores have shown steady growth each year. These trends reveal that our students build skills in grades 2 and 3 and actively apply these concepts, reaching mastery in grades 4-6.

Our goal as we embark upon the road of academic excellence is to create an environment for learning that encompasses rigorous standards, accountability and encourages students to be active participants in their learning process. These same students will be critical thinkers, positive contributors, and productive citizens of the community at large.

2. Using Assessment Results:

Hamilton Elementary uses a multitude of assessment tools to measure students' success, guide classroom instruction, and ensure the best possible teaching practices are taking place. Teachers meet in both grade level and vertical teams weekly to discuss student achievement, test data and best practices as well as areas for growth. Instructional strategies are identified through the variety of assessments used by our teachers.

Annually, the Hamilton team participates in a summer staff development retreat. The teachers are able to connect and plan in ways that go far beyond what could have been accomplished in a staff meeting. Teachers analyze the results from statewide assessments to monitor progress and to plan for individualize instruction. The retreat experience has been so meaningful; the staff feels it is one of the main reasons that our school is so successful. This retreat allows teachers to familiarize themselves with their incoming students even before the school year begins. Teachers return to school enthused and ready to further the learning of all Hamilton students.

Throughout the academic year, teachers utilize six week benchmark assessments for language arts, district math quarterly exams, various writing prompts and weekly teacher created assessments to drive individual instruction and alter instructional practices. Resource teachers and instructional aides meet daily with targeted students in small groups to provide supplemental support to meet their diverse learning needs.

Using the inquiry protocol process, our staff dedicates weekly meetings to assess student work across grade levels, analyze assessments to guide instruction, plan learning goals for academic growth, and share instructional strategies to ensure continuing student success. Our district computer based data analysis systems, Edgenuity and Data Director, enable teachers to disaggregate student assessment information across a variety of subgroups. Schoolwide trends are explored in vertical data teams to ensure continuity across all areas of instruction.

3. Communicating Assessment Results:

Hamilton strives to create a welcoming environment where teachers, staff, parents, community members and students can communicate openly and respectfully. Everyone working together makes our school a positive and dynamic place to learn. Students benefit from this collaborative effort and receive a well rounded education.

Our school maintains very high standards for academic performance and seeks to form positive relationships with families. To ensure that parents are informed, schoolwide performance information is distributed to all parents. At the beginning of the academic year, each family receives the Hamilton Handbook which includes the content standards and assessment methods used within each grade level. Connect-Ed is a readily used phone messaging system the school employs to keep families informed. Hamilton's website is portal to which the community at large can view current campus achievements, access district information and view results from standards based assessments.

Teachers send home weekly progress reports, in addition to quarterly report cards, to keep parents abreast of student achievement throughout the year. Each Fall, teachers hold parent teacher conferences to discuss areas of strength and set goals for areas of progress for the year. Language translators are available to keep the lines of communication open. In addition, teachers inform parents of upcoming story themes and skills, so they can further reinforce these activities at home. Grade level standards are visibly posted in classrooms and explained to both parents and students.

With a common understanding of the purpose and results of assessments, parents and teachers form a true partnership that leads to student success. Students greatly benefit from this collaborative effort put forth by teachers, parents and the community at large.

4. **Sharing Success:**

Hamilton teachers know that keeping secrets of success benefits no one; therefore we have joined forces with other schools to share strategies and pedagogy that assist all our students in becoming lifelong learners.

As a means of sharing our success to a broader audience, Hamilton's principal and resource teacher regularly share successful strategies and instructional leadership techniques at monthly district wide meetings. In addition, at the beginning of the year principal's advance, several staff presented Hamilton's educational philosophy, which feeds the relationship between parent, student, staff and community.

On the many tours Hamilton hosts, people often leave with a smile on their face and a renewed outlook of the future of the public educational system. While we are happy this shift is taking place in the minds of visitors, we know this feeling needs to spread across Pasadena Unified Schools. Our district has approximately 30% of school age children enrolled in private schools and has struggled with declining enrollment due to the high cost of living. Hamilton, however, has managed to increase our enrollment and have attracted many neighborhood families back into the public school system. As a result, Hamilton initiated a partnership with another school within the district. In meetings at both schools, teachers, administrators and principals collaborate with each other to share best practices to use in classrooms, as well as ways to get parents and the community more involved with schools. Hamilton has also been honored to meet with teachers and administrators from other schools to observe the activities within our regular school day.

Hamilton's teachers also garnered the attention of local media with Teacher of Excellence awards every other year for the past twelve years. In an editorial from our local newspaper, The Pasadena Star News, confirmed the quality of Hamilton's educational program when they wrote: "I take my hat off to all the teachers, administrators, volunteers, and parents who are making this ... great program. If you want to see what happens when everyone works together, this is as good as it gets."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Hamilton cultivates childrens' love of learning through artistic, imaginative, and academic avenues. We actively teach our children to embrace the wonder of the world in which they live. In support of our goal, teachers provide a comprehensive, standard based instructional program that meets the needs of all students. Hamilton utilizes state adopted core instructional curriculum programs that are specified by the district. Instruction is built on a strong foundation provided by our core curriculum. Hamilton provides additional offerings in physical education, music, technology, and a hands-on art program.

Open Court Reading (OCR) is utilized as our primary language arts program. OCR includes themes by grade level that are incorporated into reading and other curriculum modules. Instructional areas of emphasis include decoding, comprehension, inquiry and investigation, and writing. It also includes spelling, vocabulary, grammar usage and mechanics, penmanship, and listening and speaking skills.

Houghton Mifflin Math includes high-interest activities which engage students and differentiated instruction that address the needs of all learners. At each grade level, the program focuses the development of conceptual knowledge, problem solving, and vocabulary expansion to help students' master key concepts. Holt Mathematics, in sixth grade, develops a foundation for algebra while strengthening problem solving skills.

The science curriculum is designed to stimulate curiosity and student inquiry. It integrates support for reading and science literacy, reaches all learners through numerous components and strategies for differentiated instruction, reinforces learning through exciting visuals and electronic components, and provides inquiry-based hands-on learning to make science real. Our social studies program blends printed text, digital, and activity-based instructional methods. It provides a complete digital curriculum with online books, video, assessment and interactive learning tools.

Through our movement education program, students learn a variety of different sports and general physical fitness techniques. These sessions encourage lifelong health, while developing gross and fine motor coordination skills. The program goes beyond basic exercises, and includes activities such as kickball, jump ropes, parachute, volleyball, tumbling, bowling and scooter pulls. This program helps to promote healthy lifestyles and keep our students physically fit, but they also keep our students engaged in the curriculum, as all students learn through different channels.

Our music program incooperates singing, musical notation, hands on lessons and monthly concerts provided by the Pasadena Symphony. Weekly instrumental lessons are provided for students in grades three through six. Our art program introduces fine arts from around the world and major concepts of art. Each year, an artist-in-Residence with the Armory Center for the Arts has integrated arts with the curriculum. This unique partnership has allowed students to expand their creativity, and stimulate their desire for academic excellence.

Students at Hamilton visit the computer lab weekly to extend classroom learning. A school family has generously funded a full time credentialed computer lab teacher and built the 32 station computer lab with hardware and software. Students create computer based projects that incorporate both National Technology Standards as well as grade level standards. In the lab, students learn proper typing techniques and create projects that are connected to classroom learning.

To maintain our high standards, teachers use a variety of methods to meet the instructional needs of all students. Topics are not just covered through textbooks, but are actively uncovered through exploration and real world experiences. For example, first graders study the life cycle by watching butterflies hatch before their very eyes. Learning is also reinforced with many opportunities for hands-on activities. Educational field trips are abundant

at Hamilton. We strive to expose our students to all the educational experiences our community has to offer. Fourth grade students travel to the local mountains to study the local plants and wildlife. Fifth grade students travel to the Griffith Observatory to see astronomy in action.

2a. (Elementary Schools) Reading:

Hamilton fully implements the state and district adopted, research based, reading and language arts program. To provide a seamless transition from grade to grade, teachers systematically present concepts and strategies that build upon one another. Reading strategies are practiced and developed across all grade levels providing students many opportunities to master standards and become efficient and successful readers.

Teachers teach children essential reading skills through the use of explicit, direct instruction in a whole group setting, guided practice in small groups, and independent practice with individual assistance as needed. Across all grades, student progress is monitored through weekly OCR tests, fluency assessments, and Reading Lions assessments. Using this data, Hamilton teachers identify and provide a variety of support services for students below grade level. Our schoolwide goal is to encourage all students to become confident readers and independent thinkers.

Young students receive explicit instruction in phonemic awareness, decoding, and literacy concepts which provides them with the essential building blocks necessary to develop a solid foundation in reading. These students are exposed to lively read-aloud literature selections, interactive phonics instruction, and colorful decodable books that are practiced in the classroom and at home. Across grade levels, students complete investigative, computer based integration projects, which incorporate their grade level unit theme. Fifth grade is currently working on solar system newsletter which directly ties to their reading unit on astronomy.

Walking into any Hamilton classroom, one would see an environment rich with print, content vocabulary, and student work. To instill a love of reading, teachers immerse their students in multi-sensory approach to learning which incorporates song, poetry, and movement. Hamilton students celebrate reading by dressing as their favorite book characters and participating in a week long literacy celebration. Our school librarian annually transforms our library into magical lands with themed decorations. Last year, students with overdue books “walked the plank” under the supervision of Captain Jack Sparrow.

3. Additional Curriculum Area:

Four years ago, a team of teachers, administration and parents worked together to create a Math, Science and Technology Academy within our school. The goal of the academy is to create critical thinkers who will be ready to enter the digital world of the 21st century. In grades kindergarten through third we begin by providing a strong science foundation, which is a necessary building block for the upper grade academy. In grades four through six, the heart of the academy begins. Teachers team teach and specialize in two of the four main subject areas.

In the Science component, students participate in 90 minute labs to develop a deeper conceptual understanding. Our science labs guide students through the scientific method of inquiry and experimentation. Students develop a strong sense of inquiry through various classroom experiments. The capstone of the science lab is the annual Spring Science Fair, complete with official judges from the Jet Propulsion Laboratory (JPL) and the California Institute of Technology (CalTech). Through the labs, the teachers are able to provide both challenge and reteach opportunities to ensure success for all. Science is also incorporated into PTA sponsored events such as Parents Night Out, where parents get a night off and students participate in the themed activities. This year, an astronomer from Pasadena City College set up a telescope for families to observe the night sky during our annual Science, Math and Art (SMART) night .

Many of our teachers have college and graduate degrees in the sciences and through the team teaching model they are able to use their strengths and expertise to promote student achievement. In Science, our 5th grade teacher holds both an undergraduate and graduate degree in Science. Fifth graders improved from 17% Proficiency to 61% Proficiency in science since the academy has begun. It is clear that teacher's enthusiasm for subjects has made a positive impact on student learning. Exposing our students to the wonders of science allows them to learn about the world around them and create important connections across the curriculum.

4. Instructional Methods:

We recognize that each child is a unique learner and our staff works diligently to maximize academic experiences. Since not all students are alike, differentiated instruction provides our students with multiple options for acquiring information and understanding concepts. Teachers adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Hamilton recognizes that students learn through various learning styles therefore a variety of approaches used during instruction to ensure student understanding. Teachers utilize SDAIE techniques, Total Physical Response, photographs, realia, and mind maps. In order to ensure academic success our classrooms are arranged to provide for cooperative learning, peer tutoring and small group instruction.

Underperforming students are quickly identified by classroom teachers and interventions such as pre-teach and re-teach lessons are rapidly put in place. School wide, we use the Student Success Team (SST) process to support students and set specific goals for both school and home. Underperforming students also receive a teacher buddy from another grade level. These teachers encourage and motivate their buddies by monitoring and praising academic improvements.

Our English Learner population is supported through daily ELD and supplemental instruction individually and in small groups. Students who are new to this country and do not speak English, receive additional weekly English instruction through our new comers group.

Through individual study projects, GATE students engage in projects requiring more depth and complexity under the pedagogy of a highly qualified GATE certified teacher. Special education students receive much needed skills for adaptive learning from specialized teachers. These students have mainstreaming opportunities in various subjects based on their individual needs.

Teachers are highly invested in every student and care deeply them. Regardless of whose class they are in, each teacher feels a sense of responsibility to insure that each child reaches their fullest potential.

5. Professional Development:

Continuous professional development is a hallmark of Hamilton teachers. We advocate lifelong learning, and accordingly, it is common to see teachers observing and modeling lessons in their classrooms. New and mentor teachers alike benefit from peer modeling and are able to continually build their content and instructional knowledge to ensure students master their grade level standards.

Annually, our district sponsors three staff development days and summer institutes where teachers are offered a variety of opportunities in curriculum, teaching strategies, and methodologies. These trainings provide additional opportunities to learn our newly adopted curriculum while emphasizing content standards. Just recently, ten of our teachers voluntarily attended two Saturday workshops on a supplementary writing program.

Weekly professional development meetings have focused on collaborative vertical data teams which analyze assessment data. Data teams provide an opportunity for analysis of student achievement data and provide collaboration time to discuss best practices. This information is then used to implement intervention programs

and guide academic support. For example, when the math data team noticed that students across all grade levels were struggling with math number sense standards, the team created supplemental lessons. After implementing the lessons, scores were analyzed again and improvement was evident.

Providing teachers with ample support is a priority at our school. Administration and resource teachers actively seek out teachers to observe and assist with their classroom instruction. Teachers meet with the resource specialist teacher to share classroom assessments and teacher observation data. Additionally, a district math coach is assigned to our school site to demonstrate lessons and work with teachers to develop creative ways to deliver meaningful instruction.

Our school is committed to addressing the educational needs of our diverse student body. Fundamental to these endeavors is a faculty that is actively involved and accountable for their own professional development to promote superior instruction so that all students achieve success.

6. School Leadership:

Our principal utilizes multiple levels of leadership factions to thoroughly monitor the effectiveness of all schools functions. Teachers, community members, and parents are actively encouraged to take on many possible leadership roles offered within the school.

Hamilton thrives by using the school site based leadership model which includes the School Site Council (SSC). Our SSC serves many purposes, but is primarily responsible for monitoring the school's educational functions. The SSC is the place for discussions of academic programs, student enrichment, maintaining and improving the school, long term planning including accounting for changing populations, and methods for establishing and increasing community involvement, as well as utilizing school and district resources. Through this model, teachers, parents, and administration are represented and have an active voice in not only developing our Single Site Plan for Student Achievement (SPSA) but also in following up on specific goals and procedures throughout the year. The SSC formally reviews the school's Site Plan, and allocates discretionary resources from federal and state sources.

The principal treats each teacher as a professional, and therefore allows the staff the freedom to use their unique teaching styles to meet the needs of all students. She inspires a sense of trust amongst the staff which allows teachers the forum to learn and grow. Our staff is organized into both grade level and cross-grade teams to maximize school wide collaboration, student achievement and to ensure best practices are being taught. Staff meetings provide time for open forums to discuss methods for ensuring academic success for all students. Working with the curriculum resource teacher, the cross grade level data teams focus on specific subject areas. The science data team is currently working on ways to fully utilize the hands-on science materials in class. The math data team is reviewing the quarterly math assessments and discussing ways to improve students' achievement and target students who may need additional support. The language arts team is implementing a new school wide writing program P.A.W.S. (People Achieving Writing Success). The physical education team is currently working on evaluating the safety of the outdoor play structures and trying to update outdoor equipment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: N/A

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	54	73	74	60	69
Advanced	25	34	31	17	39
Number of students tested	79	82	54	60	54
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	44	58	76	45	62
Advanced	11	23	29	16	29
Number of students tested	45	43	38	38	42
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	50	61	30	18	71
Advanced	25	33	10	0	38
Number of students tested	20	18	10	11	21
3. (specify subgroup): Hispanic					
Proficient/Advanced	53	72	74	40	69
Advanced	16	24	26	11	29
Number of students tested	38	33	31	38	35
4. (specify subgroup): White					
Proficient/Advanced	68	85	72	80	
Advanced	42	52	36	33	
Number of students tested	19	21	14	15	

Notes:

Subject: Reading
Edition/Publication Year: N/A

Grade: 2 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	53	67	63	43	55
Advanced	18	27	24	15	21
Number of students tested	79	82	54	60	56
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	44	53	66	35	48
Advanced	11	9	24	11	14
Number of students tested	45	43	38	38	44
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	50	61	30	18	57
Advanced	10	11	10	9	22
Number of students tested	20	18	10	11	23
3. (specify subgroup): Hispanic					
Proficient/Advanced	58	57	58	37	40
Advanced	16	9	23	11	16
Number of students tested	38	33	31	38	37
4. (specify subgroup): White					
Proficient/Advanced	63	81	64	66	
Advanced	21	52	21	33	
Number of students tested	19	21	14	15	

Notes:

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: N/A

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	85	73	78	64	52
Advanced	64	45	41	31	13
Number of students tested	72	67	59	55	70
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	82	60	72	61	52
Advanced	55	31	31	23	10
Number of students tested	33	45	39	40	48
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	54		80	54	56
Advanced	27		40	27	17
Number of students tested	11		10	11	23
3. (specify subgroup): Hispanic					
Proficient/Advanced	78	77	75	65	53
Advanced	50	40	28	22	11
Number of students tested	32	30	36	37	36
4. (specify subgroup): White					
Proficient/Advanced	94	89	93		50
Advanced	89	63	64		15
Number of students tested	19	19	14		20

Notes:

Subject: Reading
Edition/Publication Year: N/A

Grade: 3 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	60	37	48	32	35
Advanced	11	9	20	7	3
Number of students tested	70	67	60	55	71
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	54	24	41	24	31
Advanced	6	4	15	4	0
Number of students tested	33	45	39	40	49
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	36		30	18	39
Advanced	0		10	0	4
Number of students tested	11		10	11	23
3. (specify subgroup): Hispanic					
Proficient/Advanced	48	30	36	24	30
Advanced	6	10	11	5	2
Number of students tested	31	30	36	37	36
4. (specify subgroup): White					
Proficient/Advanced	84	58	80		45
Advanced	28	11	33		0
Number of students tested	18	19	15		20

Notes:

Subject: Mathematics
Edition/Publication Year: N/A

Grade: 4 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	80	82	68	45	62
Advanced	61	56	35	17	26
Number of students tested	64	66	48	65	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	75	70	60	34	63
Advanced	50	56	27	12	23
Number of students tested	40	34	33	41	53
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	50			25	28
Advanced	20			19	7
Number of students tested	10			16	14
3. (specify subgroup): Hispanic					
Proficient/Advanced	78	69	66	32	55
Advanced	56	42	25	11	19
Number of students tested	32	33	32	38	36
4. (specify subgroup): White					
Proficient/Advanced	90	90		59	63
75	75	83		24	18
Number of students tested	20	18		17	22

Notes:

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: N/A

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	62	67	56	47	39
Advanced	34	32	29	12	18
Number of students tested	61	66	48	65	77
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	50	68	42	42	40
Advanced	24	21	21	10	17
Number of students tested	38	34	33	41	53
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced	60			26	64
Advanced	0			13	7
Number of students tested	10			16	14
3. (specify subgroup): Hispanic					
Proficient/Advanced	50	48	44	34	33
Advanced	25	24	19	5	14
Number of students tested	32	33	32	38	36
4. (specify subgroup): White					
Proficient/Advanced	79	100		71	46
Advanced	47	39		18	23
Number of students tested	19	18		17	22

Notes:

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: N/A

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	67	64	47	38	40
Advanced	49	38	22	15	14
Number of students tested	73	58	65	75	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	59	53	45	40	29
Advanced	38	24	16	11	5
Number of students tested	39	38	45	54	55
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced		45		8	6
Advanced		18		0	0
Number of students tested		11		12	16
3. (specify subgroup): Hispanic					
Proficient/Advanced	54	52	42	30	31
Advanced	31	19	13	9	9
Number of students tested	35	36	31	34	45
4. (specify subgroup): White					
Proficient/Advanced			58	39	64
Advanced			32	17	23
Number of students tested			19	23	22

Notes:

Subject: Reading
Edition/Publication Year: N/A

Grade: 5 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	60	53	45	40	34
Advanced	24	19	14	15	8
Number of students tested	72	58	65	75	86
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	54	45	37	39	26
Advanced	18	13	4	13	1
Number of students tested	39	38	45	54	56
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced		27		8	12
Advanced		0		0	0
Number of students tested		11		12	17
3. (specify subgroup): Hispanic					
Proficient/Advanced	43	39	32	32	30
Advanced	14	11	3	6	2
Number of students tested	35	36	31	34	46
4. (specify subgroup): White					
Proficient/Advanced	83		69	52	50
Advanced	44		37	26	26
Number of students tested	18		19	23	22

Notes:

Subject: Mathematics
Edition/Publication Year: N/A

Grade: 6 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	67	64	47	38	40
Advanced	9	38	22	15	14
Number of students tested	73	58	65	75	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	59	53	45	40	29
Advanced	38	24	16	11	5
Number of students tested	39	38	45	54	55
2. Racial/Ethnic Group (specify subgroup): English Language Learners (LEP)					
Proficient/Advanced		45		8	6
Advanced		18		0	0
Number of students tested		11		12	16
3. (specify subgroup): Hispanic					
Proficient/Advanced	54	52	42	30	31
Advanced	31	19	13	9	9
Number of students tested	35	36	31	34	45
4. (specify subgroup): White					
Proficient/Advanced		61	44	69	52
Advanced		33	0	38	17
Number of students tested		18	18	16	23

Notes:

Subject: Reading
Edition/Publication Year: N/A

Grade: 6 Test: California Standards Test
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	60	53	45	40	34
Advanced	24	19	14	15	8
Number of students tested	72	58	65	75	86
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	54	45	37	39	26
Advanced	18	13	4	13	1
Number of students tested	39	38	45	54	56
2. Racial/Ethnic Group (specify subgroup): African American					
Proficient/Advanced	73		42	30	8
Advanced	18		0	0	0
Number of students tested	11		12	10	12
3. (specify subgroup): Hispanic					
Proficient/Advanced	43	39	32	32	30
Advanced	14	11	3	6	2
Number of students tested	35	36	31	34	46
4. (specify subgroup): White					
Proficient/Advanced		72	39	50	30
Advanced		39	6	31	3
Number of students tested		18	18	16	23

Notes: