U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

☐	☐	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Nora Ho

Official School Name: Ruskin Elementary School

School Mailing Address: 1401 Turlock Lane
San Jose, CA 95132-2347

County: Santa Clara   State School Code Number: 43693776067177

Telephone: (408) 923-1950 E-mail: nora.ho@berryessa.k12.ca.us
Fax: (408) 937-4846   Web URL: http://data1.cde.ca.gov/dataquest

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Marc Liebman PhD   Superintendent e-mail: Marc.Liebman@berryessa.k12.ca.us

District Name: Berryessa Union Elementary   District Phone: (408) 923-1850

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Khoa Nguyen

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district: 10 Elementary schools
   (per district designation)   3 Middle/Junior high schools
                                           0 High schools
                                           0 K-12 schools
                                          13 Total schools in district

2. District per-pupil expenditure: 7499

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	47	41	88		7	0	0	0
1	43	54	97		8	0	0	0
2	55	50	105		9	0	0	0
3	47	45	92		10	0	0	0
4	73	57	130		11	0	0	0
5	64	47	111		12	0	0	0
						Total in Applying School:		623

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
76 %	Asian
0 %	Black or African American
12 %	Hispanic or Latino
2 %	Native Hawaiian or Other Pacific Islander
5 %	White
5 %	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 2009-2010 school year: 7%

   This rate is 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, 2009 until the end of the school year.	25
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1, 2009	619
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 41%

   Total number of limited English proficient students in the school: 257

   Number of languages represented, not including English: 16

   Specify languages:

   Vietnamese, Mandarin (Putonghua), Cantonese, Spanish, Filipino (Pilipino or Tagalog), Punjabi, Gujarati, Hindi, Korean, Japanese, Assyrian, Urdu, Other non-English languages, Pashto, Bengali, Ilocano

9. Percent of students eligible for free/reduced-priced meals: 24%

    Total number of students who qualify: 148

    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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

    Total number of students served: 52

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

2	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	19	Specific Learning Disability
1	Emotional Disturbance	29	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

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	26	0
Special resource teachers/specialists	0	9
Paraprofessionals	0	2
Support staff	2	12
Total number	29	23

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:   24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	97%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	21%	21%	10%	10%	14%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

The teacher turnover rate is due to the reasons listed below.

2005-2006:   One teacher retired; the second teacher moved closer to her home; the third teacher passed away unexpectedly.

2006-2007:   The K-1-2 SDC teacher was moved to another site in order to free up a classroom for upper grades; the second teacher left the profession.

2007-2008:   One teacher transferred to the middle school; the second teacher retired.

2008-2009:   One teacher took a leave of absence; three teachers retired; one teacher left the district due to declining enrollment; one teacher left the profession.

2009-2010:   As a result of increase in class size, we lost 5 teachers; one teacher retired.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

PART III - SUMMARY

Ruskin School together with students, parents, and community members, will strive to ensure that all students have the skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners as successful, productive and responsible citizens.

Ruskin Elementary School is respectful of its past, proud of its present, and excited about its future. As a three time California Distinguished school honoree, Ruskin has not been content to rest upon past achievements. The characteristics that have brought Ruskin to the forefront of quality education - resilience, inquiry, and innovation are still being utilized to create and sustain a spirit of excellence among our community for the benefit of every student.

Ruskin's humble beginnings can be traced back to the late 19th century when the Berryessa School District opened its doors as a single schoolhouse. It was surrounded by fruit orchards and for many, that schoolhouse represented a field of dreams for a better future. Eventually Berryessa grew to 13 schools. Ruskin was added in 1969. Today, the physical, social, and economic landscape of the community has changed considerably. Ruskin now resides in an area often referred to as the birthplace of the high-tech industry, known to the world as "Silicon Valley."

The seventies was a time when Ruskin had the dubious distinction as the school in Berryessa with the lowest test scores and student achievement. Instruction was free-wheeling and curriculum often reflected the individual interests of the teachers. Ruskin's rise from obscurity began under the direction of one of its early principals. Many teachers credit him with transforming Ruskin into a "magnet for success." He changed the culture of the school by addressing the problem of student under-achievement. Assessments were given to students and results of the assessment data were used to provide interventions. His actions proved to be the earliest examples of what many refer to today as "assessment driven differentiated instruction."

Today the Ruskin community is made up of families who have come to the United States from China, Vietnam, India, and the Philippines within the last 1 or 2 generations. These ethnic groups make up about 85% of the student population with the balance comprised of Hispanic Americans, African Americans, and European Americans. Extended families are common with students having siblings, cousins, and other family as Ruskin students or alumni. Success and belonging are thereby modeled even before children enter kindergarten. Many multicultural events celebrate the diversity that makes Ruskin unique and validate students' sense of identity and belonging.

Ruskin continues to fulfill its goals - students who are global thinkers, future problem solvers and world changers. Teachers routinely use the icons developed by USC educator, Dr. Sandra Kaplan, to aid students in understanding multiple perspectives and ethical issues. The school's focus on student achievement, professional development, and community outreach has promoted a long held belief that every student will succeed at Ruskin.

Ruskin has developed many successful programs to enhance its academic curriculum and foster a sense of belonging and personal competence. These include Chess Club, the annual Student Talent Show, RuskinFIT, an annual "Family Fun Night", and student leadership. Ruskin staff members reached out to form business and community partnerships. This led to the construction of Ruskin's hands-on Science and Computer Lab built with donated dollars generated by staff, parents, and community members. Students have hands-on lessons in Science Lab from kindergarten through 5th grade. This is a unique aspect of being a student at Ruskin.

The development of RuskinFit, the school's health and fitness program, marked another turning point in Ruskin's history. This program encourages children to exercise and include good nutrition in their life-long skill sets. Prior to its inception, a majority of students sat idly by during their lunch and recess periods, often eating unhealthy foods. Today, students' physical activity is encouraged by providing additional play equipment, recording minutes of physical activity, and by staff and parent volunteers who model and encourage physical activity. Test scores continue to rise and absenteeism has dropped. Ruskin has won several awards from the California Governor's Fitness Challenge and local media outlets have written articles about the success of the RuskinFIT program.

Ruskin looks to its future during a time when California is hard hit by today's economic downturn, with no end in sight to budget cuts and dwindling resources. The school's vision places emphasis on resilience, and we hold to our commitment to educate the whole child as respectful, responsible, and resilient individuals.

The nomination for National Blue Ribbon is an honor that acknowledges the journey of this community, from obscurity to national recognition. Thank you for recognizing that great things can and will happen when school leadership, staff, students, parents and the community collaborate together as a **TEAM.**

"**T**ogether, **E**veryone **A**chieves **M**ore!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The <u>C</u>alifornia <u>S</u>tandards <u>T</u>ests measure the degree to which students are achieving the content standards adopted by the State Board of Education. California uses five performance levels to report student achievement on the CSTs: advanced, proficient, basic, below basic, and far below basic. The performance levels for each grade and subject area are based on scale scores that range between 150 and 600. The score dividing the basic scores from below basic is 300 for every grade and subject area. The score dividing basic scores from proficient scores is 350 for every grade and subject area. The target is for all California students to score at proficient or above in order to meet the standards.

Ruskin Elementary School's Performance trends over a five year period on the CSTs reflect an upward trend in students achieving proficient and above on the California Standards Test in both English Language Arts and Math. The percentage of Hispanic students scoring proficient or above was significantly lower than overall percentages while Asian students scored significantly higher than all other subgroups. In almost all subgroups, except Special Education, scores are higher in Year 5 than in Year 4. Scores began to climb in Year 3 and this growth has continued on an upward trend. Overall test scores are much stronger in ELA than Math.

Over a five year period, English Language Learners reflected a decline of 9% in those scoring proficient and above in Math, and an increase of 7% proficient and above in ELA. Hispanic students' scores revealed an increase of 13% of those scoring proficient and above in Math, and those scoring proficient and above in ELA increased 9%. Special Education Students made significant gains, demonstrating 30% proficient and above in Math and 23% proficient and above in ELA.

In the most recent year's data, a comparison between the test scores of all students and the test scores of subgroups revealed an achievement gap. Discrepancies in Math include Socio-economic Disadvantaged Students with an achievement gap of 17%, Hispanic or Latino Students with an achievement gap of 35%, and Special Education Students with an achievement gap of 25%. Discrepancies in English Language Arts include the Hispanic or Latino Student subgroup with an achievement gap of 32% and Special Education Students with an achievement gap of 31%.

In closing the achievement gap, Ruskin School has been involved in district, site, and off site professional development. Staff has utilized a variety of strategies gleaned from professional development. The **Cycle of Inquiry** assisted staff in understanding and disaggregating test scores.   The disaggregation of test scores brought to our attention, an achievement gap of 10 percentage points or more in math and reading for the Hispanic and Special Education subgroups. The Socioeconomic Disadvantaged subgroup also reflected an achievement gap but only in math. As a result of these findings, an **after school extended day program** was implemented 3x weekly for 1 hour each day in grades 1-5 for small groups (15 students or less). Math was the focus for all grade levels except grade 2, whose test scores reflected a greater need for an English Language Arts focus.   During the regular school day, students in grades 2-5 are placed in **flexible compartmentalized math groups**, based on skill ability within grade levels. This configuration allowed staff to work with a lesser range of abilities.   It also permitted staff to provide **targeted, focused instruction** for the identified subgroups. In addition, Ruskin has a partnership with Independence High School's Teaching Academy where seniors are taught to be future teachers. Four days a week for 45 minutes, each senior works with whole group, small group or one-on-one. The seniors have been teamed with specific individuals from our targeted subgroups and given specific skills and concepts, based on assessments.

Staff has participated in ALL (<u>A</u> <u>L</u>ook at <u>L</u>earning) training and is using **form and function** across curricular areas to better support ELL students with oral and written language. A dedicated period of instruction for implementing Form and Function sentence frames are used to provide access to key

concepts and vocabulary in all core curriculum areas. **Leveled questions** based on Bloom's taxonomy are implemented for students at their language level. In addition, Kaplan's model of **differentiated instruction** with the use of icons has helped all students develop comprehension skills. Some classrooms have utilized tiered instruction and assignments. **Reteaching and formative assessments** have become a part of the regular routine in all classes and the extended day program.   Some Special Education Students receive help in the Special Day Class while others require support from the Resource Specialist. Parent volunteers assist students one-on-one or in small groups with needed skills. There is much support for not only our subgroups but for all students.

For additional information on state assessment results, please visit Website URL:
http://data1cde.ca.gov/dataquest

2. Using Assessment Results:

A wide variety of assessments are used and analyzed in order to meet the needs of all students. District designed trimester assessments are given in English Language Arts, math and writing. Formative assessments include end of the chapter and theme tests from the adopted text series in core curriculum areas.

Assessments are used to plan reteaching and remediation for students who demonstrate need or challenges. Reteaching lessons are taken from curriculum materials or designed by teachers. Assessment data is used to identify students who may benefit from extended day instructional programs after regular school hours.

An example of an extended day program that is in place is at the first grade level. The first graders have an after school program that serves two groups of students. The first group is a reading comprehension program that promotes the understanding of stories while providing support with writing complete sentences using story vocabulary. The second group is a writing group where the focus is paragraph writing. Students are given support to improve their writings which are assessed each semester by the district.

Star 9 (standardized state tests) are evaluated at the beginning of each school year to identify areas of need. Students' scores are used, along with other measures, to build skill-based groups for math and English language arts. As a result of assessment results, compartmentalized math is in place for grades 2 – 5.

School Site Council evaluates both district and state tests to identify areas of need, to assist with goal setting, and to advise the school of findings. Staff takes the information under advisory, develop goals, and plan action steps which must be taken in order to address needs. Resources are directed accordingly.

Students whose test scores reflect a trend of non-growth or declining results, are referred to the Student Study Team to determine areas of concerns and to look at modifications and/or strategies that can be used in the classroom and/or in the home. If improvement is not seen within 6 weeks, a second SST is scheduled involving the School Psychologist and/or the Resource Specialist to implement additional assessments in order to help the student.

Physical Education testing showed a weakness in endurance and stamina. A running program was initiated and a program to encourage more activity has been developed (Ruskin Fit).

3. Communicating Assessment Results:

Ruskin Elementary is dedicated to the success of its students. Ruskin has an effective system of communicating student performance, including assessment data, to parents, students, and community and

at the same time ensuring their understanding of the data. All teachers communicate with student's parents---in person, by phone, or on Open House night, Back to School night and sending notices home.

Teachers share assessments and performance data with parents and students every trimester during parent teacher conference. However, parents, teachers, and principal conference as often as necessary. After formative assessments are corrected, students along with their teacher, review each question to gain a better understanding of concepts and skills. Students take the Star Reader and Accelerated reader tests on a regular basis, receiving immediate feedback. A report is sent home. SST and IEP team meetings are conducted with parents to make appropriate decisions, modifications and intervention strategies to benefit and meet individual needs of students. Informally, teachers send email updates home to inform parents of student progress and performance i.e., assessments, individual contracts, etc.

The School Site Council (SSC), composed of community members, parents, and staff, representing each grade level, is well-informed of assessment data. They look at assessment trends in English Language Arts, Math, Science, Physical Education, and significant subgroups. SSC uses data to assist with goal setting. Staff develops objectives and action plans. There is on-going review of the school plan and adjustments are made accordingly.

Throughout the school, documents are posted in several languages. Ruskin's website has links to Vietnamese, Chinese and Spanish versions of important documents i.e. Star test results. Ruskin sends home a monthly newsletter, "Ruskin Reporter". Ruskin participates in "Book It" (Pizza Hut) and "Reading is Cool" (San Jose Sharks), which encourage students to read daily and maintain a log of their daily reading minutes. Once books are completed, students take an Accelerated Reader test and receive immediate feedback.

Ruskin has an active website and PTA to further communicate assessment data with the community. Collaboration and communication with parents are on-going through ELAC, SSC, and PTA with an explanation of noted assessment trends and next steps. The Cycle of Inquiry and backward planning has been instrumental in guiding staff to a better understanding of data, in targeting student needs, in developing lesson plans, in reteaching and in retesting. Ruskin strives to ensure that all stakeholders understand the data.

4. Sharing Lessons Learned:

Ruskin has shared successful strategies and best practices within the Berryessa District and beyond its boundaries to the academic community. . Staff has been instrumental in leading, and active in sharing lessons and strategies during district-wide staff meetings, grade level meetings, and professional development days. Teachers utilize district email and committees to highlight strategies and lessons that work i.e., learning songs that aid in understanding concepts, using literature to introduce a lesson, swapping ideas on use of picture dictionaries, map graphing skills and surveys. Houghton Mifflin extension lessons have been distributed through on-line message boards like MAESTROS and Teachers College Message Board (Columbia University).

Ruskin teachers who have attended county and regional workshops and/or learning communities have shared their lesson plans with the Santa Clara County Office of Education Physical Sciences Learning Community, through "Collaborative Teaming" workshops, "B.E.S.T. Training", "Cycle of Inquiry," and "ALL" training.

Staff have also led trainings on the "Use of Icons for Differentiation" for the district's Summer School Program, on GATE certification through Santa Clara University and the Santa Clara County Office of Education, reading strategies at the Asilomar Reading Conference, and on "Best Practices" at the California Distinguished School Award event.

There are a number of teachers who are/have taken teacher credentialing coursework (i.e., San Jose State University), graduate degree level (Master's) classes (i.e., San Jose State University, National University),

or continuing education courses (i.e., San Jose State University, Vanguard University) and shared their practice in those settings. Many grants secured by Ruskin teachers require filing lesson plans on websites i.e., Silicon Valley Education Foundation's Lessonopoly.com. Lessons range from science/math integration with the performing arts to yoga, from colonial music suggesting causes of the American Revolution to character studies using *The Phantom Tollbooth*.

Every year, Ruskin hosts student teachers from San Jose State University and National University as well as Independence High School's Teaching Academy. Ruskin teachers assist aspiring educators in almost all aspects of the teaching profession: lesson planning, instruction, assessment, and evaluation.

Ruskin's successful strategies have also been shared with state and professional associations. Ruskin representatives have presented workshops on differentiated instruction at the California Association for the Gifted (CAG) conferences in Sacramento and Palm Springs, California; "Schools for Scholars" in St. Louis, Missouri and "Skills Needed for the 21st Century" in Vancouver, British Columbia, Canada, for the National Association of Gifted conferences; and with the International Association for the Gifted in Malaysia.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ruskin's core curriculum is derived from California's public schools' standards. All text book adoptions, assessments, report card documents, and expectations are based on these state standards which are linked to national standards.

Ruskin's English Language Arts (ELA) program's main components are word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies.

The mathematics program is focused on number sense, algebra and functions, measurement, and geometry, statistics, data analysis and probability, mathematical reasoning and problem solving. These strands are begun in kindergarten and developed through 5th grade.

The science curriculum is organized with specific areas of focus in both life and physical science units at each grade level. The scientific method, experimentation, observation, recording and reporting data are skills that are taught and practiced through all grade levels. Science knowledge is reinforced through student science projects presented at the annual "Science Fair", with 80% of Ruskin students in grades K-5 presenting individual projects in the categories of experimentation, demonstrations, collections, and models.

The core curriculum for physical education consists of physical endurance, motor development, aerobic capacity, upper body strength, flexibility, and measurement of body composition.

Instruction is delivered in individual classrooms and organized by grade level. Class sizes range from 24 to 32 students per teacher. Instruction consists of direct instruction, student projects, assigned student reading, small group instruction, instructional assistant support (para-educators) for students with identified need, homework assignments, special education instruction for students with Individual Education Programs (IEPS) and some cross-age tutoring. Students are grouped and instructed according to assessed ability and need, though student placement in classrooms is heterogeneous.

Ruskin strives to challenge all students to excel academically, socially, and physically by providing project-based, hands-on, curriculum integrated field trips, curriculum-based art projects, and inquiry-based education. Differentiated instruction is practiced across curricular areas in order to provide high standards for all students.

Ruskin has a very diverse student population. To celebrate cultural diversity, Ruskin draws on various programs like Arts Attack, Art Express, multicultural assemblies, Project Cornerstone, art docent visits, Water District presentation, Family Fun Night, parent -led art classes, and supplemental multicultural media.

Multicultural Assemblies Ruskin celebrates the diversity of its community by holding multicultural assemblies. These assemblies play an important role of reaching the ever-changing population of students, staff and community members. It also reinforces the importance of understanding and appreciating different cultures, different ways of life and value systems. Students learn about well-known people within Ruskin's diverse ethnic communities and they also perform dances and songs dressed in traditional costumes.

Visual and Performing Arts Ruskin is instrumental in offering music classes to students in grades 3-5. Students may sign up for band or strings where they elect to play percussions, brass, strings, woodwinds,

or flute. Twice a year, a band concert is held for families and friends. Art Express is a City operated program offered to San Jose and Santa Clara County Educators to give their students experience in the visual arts. This program involves field trips to local museums after lessons to focus students' awareness. Art Docent Program is another high interest, enriching, and interactive art educational program which addresses the Visual Arts Standards. An Art Docent visits the classroom and makes a portfolio presentation. The presentation featured 10-12 art works and explores the artists and the elements of visual arts.

Project Cornerstone - Project cornerstone is a program that is run by parents. The teachers sign up for parent volunteers to go to their class once a month. Parents read literature from their culture and do a small project specific to their culture. This program has very positive impact on ELL students. It teaches them reflective thinking, and empowers the students by validating their culture, language, their experiences, and the student themselves. This enriches the socio-cultural experience of both the minority language and majority language students.

The Physical Education, Health, and Nutrition Program Ruskin School's successful fitness program have been reported in local news stories several times. Ruskin has won these Governor's Fitness Challenge awards - Front Runner's Prize in February, 2008, and was the regional winner in 2010. Ruskin students had the honor to help set a Guinness World Record - "Most People Skipping Rope" (multiple locations). The students, along with teachers, staff, and community members jumped. Ruskin holds special school events like "Walk to school Day", "Jump for Heart", "Field Day", "Walk-a-thon" and the "RuskinFit Program" to promote the spirit of Ruskin Fitness. Several teachers at different grade levels teach yoga and jazzercise to their students. The physical education teacher gives physical fitness tests to all the students in grade 3-5. To further train their students, 5th grade teachers take their students to Piedmont High School to run a mile lap. A RuskinFIT garden is planned for this year to further promote Health and Nutrition.

2. Reading/English:

Ruskin's reading curriculum consists of the Houghton Mifflin Basal Reading Program, Literature Focus Units, Literature Circles, and Reading and Writing Workshops. Teachers use more than one approach to teach literacy due to the socioeconomic, ethnic, cultural, and learning diversity of its student population.

Basal Reading Program: Ruskin implements a state-adopted basal reader, Houghton Mifflin. The series contains reading selections along with specific Language Arts learning goals, practice workbooks and related instructional materials at each grade level.

Literature Focus Units: Teachers have created literature units to help students acquire foundational reading skills, including comprehension. For example, when reading *Charlotte's Web*, prior knowledge is accessed. Language of the discipline is introduced. Throughout each and every chapter, the big idea is explored through details, multiple perspectives and ethics. Students discover that the main big idea of the book is relationships. To assist in this discovery, students also learn how to structure paragraphs, summarize and review, make predictions, and pay attention to supporting cues.

Literature Circles: Across grade levels, students select books to be read independently and/or with buddies. Of importance is that students are reading something that interests them. Consequently, they summarize, learn vocabulary, and make connections.

Reading and Writing Workshops: Students select books to read and topics for writing based upon selected books. Teachers provide guidance and training with the Writing Process which include book reports. Finished written products are shared with classmates. Responses to books are entered into reading Logs and Journals.

A variety of activities and resources further promote literacy.   Daily reading is recorded in a "Ruskin Reads" calendar. Websites like *BrainPop* provide ideas for specific reading skills. Sustained Silent

Reading (SSR) is practiced in every classroom. Oral language activities are a ritual in the lower grades with morning messages, patterns within words, poems of the week, songs, and rhyme games. Form and function is integrated throughout lessons to assist students in all grades with oral and written language.

Students performing below grade level are recommended for the Extended Day After School Program. Specific skills are targeted. Students are taught mini-lessons. Assessment is on-going to ensure students understand reading skills. During class time, struggling students are teamed with volunteers to assist with structural analysis, vocabulary development, comprehension, phonemic awareness, and writing skills in a one-on-one or small group setting. Teachers float from one group to another to assist or provide mini-lessons as needed.

3. Mathematics:

At Ruskin Elementary two mathematic programs are used to teach our diverse student population. Both mathematic programs provide support for ELL students as well as teacher resources that supplement the programs. Macmillan/McGraw-Hill, California Mathematics is used in grades K-2.   This program focuses on math concepts, skills, and problem solving. It uses vertical alignment that provides learners with an articulated, coherent sequence of content. The program ensures that state standards and units of study are introduced, reinforced, and assessed according to student needs with the California Mathematics Standards. The specific focus areas for K-2 are problem solving, money, time, measurement, fractions, and computation. These focus areas provide the foundation for the upper grade mathematic program.

Scott Foresman Addison Wesley, enVisionMATH California is the program used in grades 3-5. enVisionMATH California is built on a strong research base and authored by the nation's top math experts and educators. enVisionMATH California is centered around interactive and visual learning and differentiated instruction to address the specific needs of all students. Scott Foresman Addison Wesley and Silver Burdett Ginn Mathematics programs provide a strong basis for success. The specific focus areas for grades 3-5 are number sense, statistics, data analysis, probability, algebra functions, measurement geometry, and mathematical reasoning.

Instructors use a variety of strategies to foster learning with all mathematic levels.   In the lower primary grades K-2, strategies and practices include: Daily calendar activities (tallying, graphing, patterns, place value, coin value, days of the week, songs, clock skills, number sequence); Manipulatives used to reinforce math lessons (patterns, geometry, addition, subtraction, sorting, graphing, counting); white boards to check for quick comprehension (word problem use, equation writing); Math literature (math stories are read to introduce concepts and reinforce skills); Before and After School Tutoring for short term needs and Extended Day After School for on-going needs.

In the upper primary grades 3-5, strategies include: Compartmentalized math groups based on assessment data where students are placed in flexible skill ability groups; Daily math is given in class to ensure coverage of grade level standards; Before and After School Tutoring is available for students in need; Extended Day After School Program with an emphasis on math; and Supplemental materials are provided to ensure understanding of concepts i.e., manipulatives, student whiteboards, mini quizzes, games, cross curriculum writing to explain how to set up and solve math problems. For all grade levels, parent volunteers assist with one-on-one instruction or small groups.

4. Additional Curriculum Area:

Earth, life, and physical sciences provide ways for understanding the world and everything in it. Math helps us make sense of the information we collect and allows us to make guesses/predictions for things seen and unseen. Math and science also help us learn and appreciate the visual and performing arts. Science is an "across the curriculum" activity. Efforts are made to build a foundation of inquiry. Using the AIMS program,   Kindergarteners are introduced to the language of the discipline. Special projects include observational drawings from multiple perspectives and collecting and using outdoor artifacts to

create a pattern. Students make valuable connections to see the order, design, and beauty of their surroundings.

Every student is provided a 40 minute, once a week hands-on Science Lab. This program allows students of all capabilities and English language fluency to be successful in learning essential science concepts. Weekly labs maximize the engagement of students and help them "see and feel" the concepts thereby deepening understanding and learning. The role of the two Science Associates is to make science concepts relevant and interesting through novelty i.e., bringing information to a personal level. The role of the classroom teachers is to introduce concepts and to reinforce new learning(s). Checking for understanding occurs through class discussions and journal reflections. This feedback assists in the modification of instruction and/or reinforcement of concepts.

The Science Lab is equipped with technology to provide the most optimal learning environment possible. Science Associates prepare materials and gather resources for all labs. Materials are ready when students enter so no class time is wasted in prep. At the conclusion of lab, Science Associates put away materials and prepare for the next class.

Alignment of the standards to the adopted text, classroom lessons and hands-on activities in the Science lab is a result of the STEMS project training provided by the Santa Clara County Office of Education. Each Science lab activity is coordinated with Science standards, the adopted text and the classroom science program. When students learn the Scientific Method, they learn how to gather and use information to come to a conclusion. Not only are Ruskin students learning to think scientifically, they are learning essential thinking skills for all areas of their life. By working individually, with a partner or in collaborative groups, students develop responsibility as well as respect for each other and the scientific processes.

5. Instructional Methods:

Ruskin school has a wide spectrum of student needs, cultural differences, and learning styles. Differentiation is a must. A variety of strategies for differentiated instruction is practiced to better address and manage the diversity of needs.

In various classrooms, Depth and Complexity Icons are used to address needs. These icons consist of identifiable pictures representing words or ideas. Students identify and look for ethics, rules, patterns, big ideas, details, trends, unanswered questions, perspectives, etc. They are related to whatever content is being taught. As teachers plan lessons, they consider how they cross disciplines, as well as examine the language of those disciplines. Through the icons, students are able to develop critical thinking skills.

Flexible grouping patterns based on readiness and ability occur in whole group, small group, or one-on-one instruction. Regrouping occurs often as a result of formative assessment findings. Using the Cycle of Inquiry, teachers collaborate and scaffold activities to ensure student learning and achievement. Student products are tiered.

Parent helpers, Teaching Academy students and college volunteers support students with their learning. Fifth graders are "Big Buddies" to kindergarteners and first graders. They work in pairs reading, writing, problem solving, making projects and performing in plays. Teaching Academy students work in small groups, individually or whole group to support student learning. Based on assessments, modification of instruction occurs in targeted focused instruction with smaller "teacher-student" ratio.

With our low-achieving students, teachers initiate the Student Study Team (SST) process. The referring teachers work with the Resource Specialist (RSP) to address student needs. If recommended, an Individualized Education Program (IEP) is created. Written communication is maintained between all concerned professionals and parents. Caring committed paraeducators are also an integral part of the special education program.

Children whose primary language is not English are screened. ELD and ESL services are provided for students who are classified as Limited or Non-English speaking. Forty five minutes of instructional time is allotted daily. Children are grouped according to their language proficiency level. A specific handbook supplies comprehensive guidance for teachers providing differentiated instruction to students at the stages of English language proficiency. Oral language development activities include total physical response, poems, songs, dialogues, shared storytelling, realia, language experience stories, visual aids, etc. Targeted language skills are directly taught and practiced in a series of lessons. Academic language is explicitly identified and used as a component of reading comprehension which includes vocabulary, grammar and writing skills.

6. Professional Development:

Ruskin is dedicated to the success of all students. In Berryessa School District, 31% of students are identified as **E**nglish **L**anguage **L**earners (**ELL**). Ruskin has 41% ELLs. Learners from diverse multicultural groups and students with disabilities, along with Gifted and Talented (GATE) students continue to present challenges. To meet the dynamic needs of Ruskin's population, professional development is ongoing. It is also an extension of the district's focus on student achievement.

Ruskin and the district have implemented programs to help students master language skills essential for academic success. The ELL plan is designed and monitored by an English Language Advisory Committee (ELAC) made up of staff members, community members and the principal. Last year all staff participated in district professional development in ELD. There is an adopted ELL teaching curriculum implemented daily for all ELL students. This year all teachers are focused on Math and ELD as part of their professional development.

Ruskin **s**taff is engaged in continued educational courses, workshops linked to standards, grade level meetings, and staff meetings. Staff members attend the annual California Association for the Gifted (CAG) conference and other CAG workshops for training in meeting the needs of GATE students. In the year 2008-09, the fourth and fifth grade staff attended yearlong Physical Science Teaching Training by SCCOE (see 2007-2008 Science scores). It provided them with effective teaching strategies in the physical sciences. In the year 2009-10 the entire staff was engaged in district run staff development in various subjects ranging from P.E to Arts. At present several upper grade teachers (grades 4/5) are participating in a three year training program in the study of history called "**BOETAH**" (**B**erryessa, **O**akgrove, **E**vergreen **T**eaching **A**merican **H**istory). Many teachers are participating in the San Jose Writing Projec**t** that will equip them with differentiated teaching strategies for writing.

All new teachers are part of "**B**eginning **T**eacher **S**upport and **A**ssessment", a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) . It is designed to support the professional development of newly-credentialed, beginning teachers.

In summary, Ruskin teachers take an active part in trainings developed at the school site, in District in-service trainings, and in trainings by many educational organizations beyond the district. Professional development is guided by reviewing standards based assessment data and identifying student needs. Goals are developed, and professional development is crafted to reach these goals.

7. School Leadership:

Ruskin's leadership philosophy revolves around collaborative decision-making. Staff input is encouraged and shared at staff and grade level meetings and through emails. At times, the Leadership Team will handle an issue, then present the background and options to their grade level colleagues (or the staff, if mutually agreed upon). It is understood that the principal has the final determination.

The structure of leadership begins with the Leadership Team, comprised of a representative from each grade level K-5. Serving on the Leadership Team is a distinction for teachers who are asked to be the

lead. Other members of the Leadership Team are the principal and the classified staff representative. Information flows from staff through the Leadership Team representative(s) and vice-versa. While some decisions are made solely by the Principal, they are usually considered with staff input.

In addition to the Leadership Team, there are other decision-making groups i.e., the Parent Teacher Association (PTA) (for organizing events). School Site Council (SSC) is one influential leadership group that features a more fair representation of the Ruskin community. Comprised of elected parents, community members, certified and classified staff representatives, plus the principal, the SSC helps to keep the school's focus on goals outlined in the School Development and Improvement Plan (SDIP). Their meetings are data-driven and involve the analysis of the effectiveness of school-wide services and resource allocations.

With regards to school policies, Ruskin's Leadership Team and the SSC work with the principal to ensure the school site plan is revised yearly through staff and community input, based on the most recent student data, correlated with district goals, and targeted to assist students with the most need. The SSC identifies trends in assessment data. The Leadership Team brings this information back to staff. Staff verifies information and develops objectives and an action plan to improve student achievement.

The maintenance of relationships, business sponsorships and organizational partnerships, is what helps buoy the school despite dwindling resources. Ruskin has a partnership with HP Pavilion which enables parents to volunteer and designate a portion of their earned funds to school services. Ruskin staff also secure funds and materials through grants and voluntary programs.

Non-monetary relationships are maintained with city departments (i.e., police, traffic), non-profit organizations (i.e., Kiwanis' K-Kids Club), and community organizations (i.e., Chinese school). Leadership is a sharing of responsibility by all.   Ensuring focus on improving student performance is at the forefront of Ruskin's Leadership Teams.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 2 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Math Proficient and Above	85	88	87	79	92
Math Advance	63	68	60	61	72
Number of students tested	106	90	119	90	102
Percent of total students tested	24	21	25	20	23
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Math Proficient and Above	72	79	82	68	88
Math Advance	36	37	46	29	73
Number of students tested	25	19	28	28	26
2. African American Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
3. Hispanic or Latino Students					
Math Proficient and Above	53		53	62	45
Math Advance	24		15	31	36
Number of students tested	17		13	16	11
4. Special Education Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
5. English Language Learner Students					
Math Proficient and Above	87	90	93	76	94
Math Advance	62	70	68	55	72
Number of students tested	68	66	85	56	40
6. Asian					
Math Proficient and Above	93	90	95	83	98
Math Advance	74	73	73	67	80
Number of students tested	70	70	84	55	71
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 2 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
ELA Proficient and Above	78	83	76	68	82
ELA Advance	51	44	48	46	46
Number of students tested	106	90	118	90	102
Percent of total students tested	24	21	25	20	23
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ELA Proficient and Above	50	79	54	32	69
ELA Advance	23	21	25	18	23
Number of students tested	26	19	28	28	26
2. African American Students					
ELA Proficient and Above					
ELA Advance					
Number of students tested					
3. Hispanic or Latino Students					
ELA Proficient and Above	29		38	38	27
ELA Advance	18		23	19	27
Number of students tested	17		13	16	11
4. Special Education Students					
ELA Proficient and Above					
ELA Advance					
Number of students tested					
5. English Language Learner Students					
ELA Proficient and Above	80	83	82	61	83
ELA Advance	54	48	53	43	32
Number of students tested	68	66	85	56	40
6. Asian					
ELA Proficient and Above	89	84	86	71	92
ELA Advance	63	50	57	56	49
Number of students tested	70	70	84	55	71
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Math Proficient and Above	87	98	94	74	85
Math Advance	51	83	74	68	60
Number of students tested	106	116	86	111	112
Percent of total students tested	24	27	18	25	25
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Math Proficient and Above	90	100	86	82	80
Math Advance	65	78	59	57	52
Number of students tested	20	27	22	28	21
2. African American Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
3. Hispanic or Latino Students					
Math Proficient and Above		100	90	43	58
Math Advance		60	45	14	25
Number of students tested		10	11	14	12
4. Special Education Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
5. English Language Learner Students					
Math Proficient and Above	94	98	93	84	86
Math Advance	77	91	72	67	50
Number of students tested	69	82	53	48	50
6. Asian					
Math Proficient and Above	96	99	95	92	92
Math Advance	79	90	75	77	68
Number of students tested	72	87	56	75	84
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
ELA Proficient and Above	87	88	82	69	73
ELA Advance	57	57	48	32	37
Number of students tested	94	117	86	111	112
Percent of total students tested	21	27	18	25	25
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ELA Proficient and Above	57	79	59	57	71
ELA Advance	24	32	23	21	24
Number of students tested	21	28	22	28	21
2. African American Students					
ELA Proficient and Above					
ELA Advance					
Number of students tested					
3. Hispanic or Latino Students					
ELA Proficient and Above		82	73	21	58
ELA Advance		27	10	7	17
Number of students tested		11	11	14	12
4. Special Education Students					
ELA Proficient and Above					
ELA Advance					
Number of students tested					
5. English Language Learner Students					
ELA Proficient and Above	86	90	75	67	64
ELA Advance	57	65	42	25	22
Number of students tested	69	82	53	48	50
6. Asian					
ELA Proficient and Above	89	90	82	79	76
ELA Advance	61	66	54	39	40
Number of students tested	71	87	56	75	84
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Math Proficient and Above	80	84	83	74	74
Math Advance	60	65	62	41	56
Number of students tested	120	91	116	119	112
Percent of total students tested	27	21	25	27	25
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Math Proficient and Above	71	70	73	58	64
Math Advance	45	35	46	23	44
Number of students tested	31	23	26	26	25
2. African American Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
3. Hispanic or Latino Students					
Math Proficient and Above			28	53	30
Math Advance			14	20	18
Number of students tested			14	15	17
4. Special Education Students					
Math Proficient and Above				46	25
Math Advance				13	17
Number of students tested				15	12
5. English Language Learner Students					
Math Proficient and Above	63	69	76	67	81
Math Advance	42	42	43	26	55
Number of students tested	24	26	30	34	31
6. Asian					
Math Proficient and Above	88	86	95	82	91
Math Advance	67	69	75	49	75
Number of students tested	94	59	80	87	77
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
ELA Proficient and Above	80	80	76	74	78
ELA Advance	60	56	48	45	57
Number of students tested	120	91	116	119	112
Percent of total students tested	27	21	25	27	25
Number of students alternatively assessed		11			
Percent of students alternatively assessed		3			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ELA Proficient and Above	64	65	62	58	56
ELA Advance	44	35	27	19	40
Number of students tested	36	23	26	26	25
2. African American Students					
ELA Proficient and Above					
ELA Advance					
Number of students tested					
3. Hispanic or Latino Students					
ELA Proficient and Above			29	47	53
ELA Advance			21	7	29
Number of students tested			14	15	17
4. Special Education Students					
ELA Proficient and Above				49	25
ELA Advance				20	25
Number of students tested				15	12
5. English Language Learner Students					
ELA Proficient and Above	50	54	50	65	71
ELA Advance	21	19	17	21	55
Number of students tested	24	26	30	34	31
6. Asian					
ELA Proficient and Above	85	81	82	83	89
ELA Advance	66	59	56	57	73
Number of students tested	94	59	80	87	77
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Math Proficient and Above	77	72	57	62	68
Math Advance	55	48	37	44	50
Number of students tested	100	116	134	114	117
Percent of total students tested	23	27	29	26	26
Number of students alternatively assessed	13				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Math Proficient and Above	58	61	36	46	45
Math Advance	29	36	18	27	30
Number of students tested	24	28	34	26	27
2. African American Students					
Math Proficient and Above					
Math Advance					
Number of students tested					
3. Hispanic or Latino Students					
Math Proficient and Above		27	18	28	10
Math Advance		9	12	6	10
Number of students tested		11	17	18	10
4. Special Education Students					
Math Proficient and Above			23	21	0
Math Advance			8	14	0
Number of students tested			13	14	11
5. English Language Learner Students					
Math Proficient and Above	74	45	35	29	69
Math Advance	42	28	16	19	46
Number of students tested	19	18	31	21	35
6. Asian					
Math Proficient and Above	84	83	73	77	84
Math Advance	66	59	47	58	65
Number of students tested	67	83	94	81	81
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: California STAR Test

Edition/Publication Year: N/A - Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	May	May	May	May
SCHOOL SCORES					
ELA Proficient and above	82	73	68	69	66
Math Advance	51	42	37	46	43
Number of students tested	100	116	134	115	117
Percent of total students tested	23	27	29	26	26
Number of students alternatively assessed	13				
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ELA Proficient and above	77	68	47	42	34
Math Advance	35	25	26	23	19
Number of students tested	26	28	34	26	27
2. African American Students					
ELA Proficient and above					
Math Advance					
Number of students tested					
3. Hispanic or Latino Students					
ELA Proficient and above		54	53	44	50
Math Advance		18	24	22	10
Number of students tested		11	17	18	10
4. Special Education Students					
ELA Proficient and above			23	28	0
Math Advance			0	7	0
Number of students tested			13	14	11
5. English Language Learner Students					
ELA Proficient and above	58	33	48	33	60
Math Advance	21	5	13	19	23
Number of students tested	19	18	31	21	35
6. Asian					
ELA Proficient and above	87	80	80	80	81
Math Advance	57	52	49	57	56
Number of students tested	67	83	94	81	81
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Math Proficient and Above	84	84	80	76	80
Math Advance	61	63	55	52	45
Number of students tested	442	436	468	443	446
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		10			
Percent of students alternatively assessed		2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Math Proficient and Above	67	77	66	64	68
Math Advance	39	47	40	34	49
Number of students tested	121	109	120	113	102
2. African American Students					
Math Proficient and Above		54	59	54	54
Math Advance		31	42	36	27
Number of students tested		14	13	12	12
3. Hispanic or Latino Students					
Math Proficient and Above	49	61	44	46	36
Math Advance	26	29	20	17	24
Number of students tested	50	47	63	66	51
4. Special Education Students					
Math Proficient and Above	63	71	41	41	33
Math Advance	25	24	14	17	24
Number of students tested	40	34	32	50	36
5. English Language Learner Students					
Math Proficient and Above	75	86	81	78	84
Math Advance	63	71	57	56	56
Number of students tested	195	204	207	164	158
6. Asian					
Math Proficient and Above	90	85	90	83	91
Math Advance	71	66	67	62	72
Number of students tested	313	305	318	300	313
NOTES:					

11CA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
ELA Proficient and Above	81	81	76	71	74
ELA Advance	52	48	44	41	46
Number of students tested	442	436	468	443	446
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	22			
Percent of students alternatively assessed	5	5			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
ELA Proficient and Above	88	73	54	47	56
ELA Advance	62	29	25	20	26
Number of students tested	121	109	120	113	102
2. African American Students					
ELA Proficient and Above		61	58	54	54
ELA Advance		23	25	27	27
Number of students tested		14	13	12	12
3. Hispanic or Latino Students					
ELA Proficient and Above	49	64	39	38	40
ELA Advance	28	31	15	14	22
Number of students tested	50	47	63	66	51
4. Special Education Students					
ELA Proficient and Above	50	50	37	33	27
ELA Advance	19	19	14	12	18
Number of students tested	40	34	32	50	36
5. English Language Learner Students					
ELA Proficient and Above	76	81	70	60	69
ELA Advance	48	57	38	30	31
Number of students tested	195	204	207	164	158
6. Asian					
ELA Proficient and Above	87	81	83	79	83
ELA Advance	62	50	55	52	54
Number of students tested	313	305	318	300	313
NOTES:					

11CA3