

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

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mrs. Debra L. Diaz

Official School Name: Charles G. Emery Elementary School

School Mailing Address: 8600 Somerset Street
 Buena Park, CA 90621-1402

County: Orange State School Code Number: 30664566027510

Telephone: (714) 521-5134 E-mail: ddiaz@bpsd.k12.ca.us

Fax: (714) 562-0541 Web URL: http://www.bpsd.k12.ca.us/

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*: Mr. Greg Magnuson Superintendent e-mail: gmagnuson@bpsd.k12.ca.us

District Name: Buena Park Elementary District Phone: (714) 522-8412

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: Mrs. Barbara Michel

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.

PART I - ELIGIBILITY CERTIFICATION

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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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 6 Elementary schools
 (per district designation) 1 Middle/Junior high schools
0 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 8024

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 4
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	44	56	100
K	42	49	91		7	2	0	2
1	47	49	96		8	4	0	4
2	36	34	70		9	0	0	0
3	34	53	87		10	0	0	0
4	55	50	105		11	0	0	0
5	43	64	107		12	0	0	0
Total in Applying School:								662

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
39 % Asian
3 % Black or African American
39 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
12 % White
6 % 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: 14%

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, 2009 until the end of the school year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	93
(4)	Total number of students in the school as of October 1, 2009	662
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 32%
Total number of limited English proficient students in the school: 214
Number of languages represented, not including English: 12
Specify languages:

Spanish, Vietnamese, Korean, Tagalog, Mandarin, Japanese, Arabic, French, Punjabi, Urdu, Gujarati, and Other not specified.

9. Percent of students eligible for free/reduced-priced meals: 44%
 Total number of students who qualify: 290

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: 8%
 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.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>13</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</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>22</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>7</u>
Support staff	<u>2</u>	<u>18</u>
Total number	<u>29</u>	<u>26</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: 30:1

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	97%	98%	98%	97%	97%
Daily teacher attendance	96%	96%	97%	95%	97%
Teacher turnover rate	30%	11%	6%	11%	6%
High school graduation rate	%	%	%	%	%

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

The 2009-2010 School year teacher turnover rate is due to a reduction in force.

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%

Charles G. Emery School, a 2002 and 2009 California Distinguished School, is proud of its many accomplishments. It received the Title 1 High Achieving Award in 2004, California Business for Education Excellence Award in 2007 and 2009 and recently was awarded the Positive Behavioral Interventions and Supports grant. Its greatest accomplishment, however, lies in its diligent persistence to improve learning for all students. This is evidenced in the significant growth in API and AYP both on a school-wide and subgroup basis. Our mission statement, "*Emery School is a community of learners. We are here to become great thinkers, scholars and citizens.*" reflects the rigor of the instructional program, the emphasis on student achievement and involvement with parents and the community at large.

The strength of Emery is partially due to a diverse student body that is comprised of 39% Hispanic, 39% Asian, 12% Caucasian, 3% African American, 1% Pacific Islander and 6% reporting two or more ethnicities. Approximately 32% are English Language Learners with over 13 languages represented and 44% are Socio-Economically Disadvantaged. Additionally, Emery is fortunate to host three moderate special education classes. As eclectic as their backgrounds may be, all 667 students uniformly engage in a rigorous, interactive standards-based curriculum. This focus has propelled them to exceptional gains on standardized performance tests. Frankly stated, Charles G. Emery School maximizes the potential of all students regardless of their background.

Emery's success is also the result of a high quality teaching and learning environment. The school's 26 teachers, including special education specialists are here by choice, not by chance. Every teacher meets or exceeds the No Child Left Behind standards and is in possession of CLAD/SDAIE certification to meet the needs of second language learners. It takes very little time to understand the commitment these teachers make daily to the students they serve. Classrooms are rich with student engagement as teachers deliver a rigorous comprehensive curriculum in all the California Content Standards from academics to physical education to the arts. Whether, it is a special education student, English Learner, at-risk child or gifted and talented student, Emery provides a program to meet their needs and to accelerate their learning. Teachers deliver fundamental skills alongside rigorous concepts in the context of a rich student centered environment designed to meet the needs of *all* students. Thus its program extends beyond the classroom door to the school in its entirety as it implements program to meet the diversity of its students.

Another driver of Emery's success is the focused collaboration shared by its leadership and grade level teams. All teachers and administration participate in data-driven instructional decision-making. Grade-level teams meet weekly in formal and informal settings to analyze student data, discuss *Best Practices* in instructional strategies, and monitor and adjust curriculum plans. A result of this practice has led to institutionalizing grade level "SMART" goal Action Plans at every grade level.

Like all effective schools, Emery understands it cannot work in isolation and thus works tirelessly to merge with parents, local businesses and community members to establish an environment where all students are expected to demonstrate high levels of academic proficiency. The strength of the parent, community and home-school relationship can never be underestimated. Emery embraces parent involvement from working in the classroom, to attending meetings, to fundraising, to the parent group, E.A.G.L.E.S. In fact, over 87% of Emery families hold E.A.G.L.E.S. memberships, and a large percentage are actively involved in the school's instructional program. Our "secret" to parental involvement is that we accept what parents can give and strive to make it as meaningful and productive a relationship as possible so our students will succeed. The parent survey conducted last year continues to affirm that we are responsive to the voices of our parents and are serving them and their children well.

Emery traditions woven into the fabric of the school also support its academic accomplishments. Students, staff, parents and the community take great pride in Emery traditions that celebrate the achievements of its children. Emery "E" tickets, assemblies, fieldtrips, community certificates are

publicly awarded students as they strive to meet goals both academically and behaviorally. Traditional family nights and annual carnival bring the community together as we celebrate our collective efforts in making Emery a positive learning environment for all. It is this nurturing, inclusive culture that also propels Emery students to success. Visitors often comment on Emery's "personality of place", one that emits a caring, respectful and positive feeling. As one recent visitor declared, "These are the best behaved students I've ever encountered; there must be something in the water!" Such personality doesn't simply emerge by accident. It is intentionally inculcated into the school's environment by all stakeholders and maintained as an institutional vanguard. "Extra Effort Every Day EQUALS Excellence", not a saying, but a way of being!

1. Assessment Results:

Emery School participates in the California State Assessment System known as Standardized Testing and Reporting (STAR). The California Standards Test (CST) is a major component of the STAR program. The CSTs measure student progress toward achieving California's state-adopted academic content standards in English Language Arts (ELA) and mathematics in grades two through six. Student scores are reported in five performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (significantly below state standards). Detailed information regarding the STAR can be found at the California Department of Education website <http://star.cde.ca.gov/>. Based on STAR testing, California schools earn an Academic Performance Index (API) score which measures overall student achievement and achievement of numerically significant subgroups.

API scores of 800 or higher meet state criteria for proficiency. Since 2007, Emery's API has grown 77 points from 802 to 879. Even more significant is the growth made by each of our numerically significant subgroups. Within the past five years, Emery subgroups have grown at a greater rate than the overall school. The English learner (EL) subgroup has grown 94 points with a current API of 864. The Socio-Economically Disadvantaged subgroup has grown 118 points with a current API of 826. The Hispanic subgroup has grown 116 points with a current API of 807. The Asian subgroup showed a smaller growth of 49 points with a current API of 952. These growth points are ranges within the five year period and account for gains and losses within the individual years. They also demonstrate that the gap between subgroups and the entire student body is steadily decreasing at Emery.

The Accountability Progress Reporting (APR) website located at <http://www.cde.ca.gov/ta/ac/ar>, is California's integrated accountability system that reports state API and federal Adequate Yearly Progress (AYP). AYP is measured using a series of annual measurable objectives (AMO). Targets for the AMOs have been established by the federal government and increase annually with all students expected to score at the proficient or advanced level by 2014 per the No Child Left Behind requirement.

Emery exceeded the AMO targets school wide and within the numerically significant subgroups for each of the past five years. Our ELA performance has grown from 56% proficient to 71% proficient, exceeding the 2011 AMO. Subgroups have also continued to meet the AMO growth targets. The ranges in the five year period demonstrate an increase of 21% of English learner students, 27% of Socio-Economically Disadvantaged students, and 30% of Hispanic students at or above Proficiency. Our school wide math performance has grown from 62% to 74% proficient. Again, subgroups have also continued to meet the AMO growth targets. The ranges in the five year period demonstrate an increase of 21% of English learner students, 25% of Socio-Economically Disadvantaged students, and 26% of Hispanic students at or above Proficiency. These subgroup gains affirm that the achievement gap is closing at Emery Elementary School.

In ELA, there continues to be an achievement gap greater than 10 points for Socio-Economically Disadvantaged and Hispanic students. Even though the gap continues to steadily decrease, Emery has taken strategic measures to address this concern. This year is year one of Response to Intervention (RtI), which integrates assessment and intervention within a multi-level prevention program to maximize student achievement. Our district has adopted *Voyager*, a researched-based curriculum which is utilized with identified students for 45 minutes daily. Ongoing assessment is included with this program, allowing fluidity for student transition to higher levels of literacy support. Additionally, the program includes a self-paced, online reading program that all students have access to at school and at home. In addition, data analysis and complimentary grade level Action Plans have included a subgroup focus to closer examine and provide instructional support for the needs of particular groups of students. Lastly, each grade level examines individual student performance. Teachers identify "Triple E" students struggling in their

progress to standards mastery. These students are mentored and given additional academic support to ensure success for all.

Similarly, in math, there continues to be an achievement gap greater than 10 points for Socio-Economically Disadvantaged and Hispanic students. Even though the gap continues to steadily decrease, Emery has taken strategic measures to address this concern. In addition to the core curriculum, a supplemental curriculum has been added that includes spiral review of standards addressed through the year. This provides teachers with an automatic re-teach tool and additional feedback on student standard mastery. Data analysis and corresponding Action Plans have included a subgroup focus to closer examine the needs of particular groups of students in math as well. Math “*Triple E*” students are also targeted for strategic support.

While Emery School has continued to narrow the achievement gap, it is the **goal** of the school to close the gap.

2. Using Assessment Results:

At Emery Elementary School, data analysis is an integral component utilized to assess and ensure student learning. District Benchmarks are administered and analyzed four times throughout the school year. Results are disaggregated into grade level, class room, subgroup, and student levels by staff to deepen their understanding of student performance and to inform instruction. Teachers collaborate in order to scrutinize these results and formulate the re-teach and monitoring plan for identified students or student groups, comparing progress from one benchmark to the next.

Emery has developed its own instrument for Data Analysis which includes state and federal expectancies. Emery exceeds the federal AMO’s, so *trajectory targets* were created for both English Language Arts and Mathematics. Grade level teams compare individual student benchmark performance to their state test results to best monitor and ensure student progress. Every student falling below a CST proficient level is identified, as well as CST proficient or advanced students who fall below their respective ranges on the benchmarks. This continuing mapping of scores provides a clear roadmap of student progress, or lack of, for the entire year. It is used not just at the grade and class level, but on an individual level as a part of the Student Study Team (SST) process. Detailed subgroup information is increasingly incorporated into these plans. English Learners were initially identified within the analysis form by simply denoting their EL status. It now includes the specific CELDT level. In addition, scaled scores are now included, which is another indicator of the growth staff is making in the understanding and utilization of data. A deeper understanding of data and individual student performance has led to a higher quality in the instructional program at Emery school.

Emery has also developed a site specific action plan component which complements the above – mentioned analysis. Through work with the Leadership team, action plans have become much more strategic, identifying two to four standards with the weakest grade level performance. These plans have evolved to include timelines for re-teaching, materials for the re-teach, as well as timelines for a skill specific post assessment. **There has been a clear shift in focus towards regular use of formative assessment to guide instruction rather than relying predominately on summative data to make reactive decisions.** Teachers no longer wait for data to be given, but rather create opportunities for the data they need to deliver, deliberate, meaningful instruction to all students.

3. Communicating Assessment Results:

Communication of academic performance is a priority at Emery School. Results of student academic assessments are shared on both a formal and informal basis through various forms and languages. Examples of formal communication structures include stakeholder meetings with staff, School Site Council, Title I, English Language Advisory Committee and the Home School Organization. School wide and subgroup results are discussed at these meetings with input solicited for inclusion in the School Plan for Student Achievement. Dialogue of progress towards the accomplishment of school goals and AMO

performance targets are ongoing as these committees meet with the principal throughout the school year to discuss progress, analyze results and make program recommendations for student improvement. The School Accountability Report Card also reports academic achievement scores and is available online and at school. Attention and focus to this formal communication structure supports Emery's drive for continued growth and closing of the achievement gap.

Both formal and informal communication is ongoing for reporting individual student progress as well. Parent-teacher conferences are held annually at which time teachers in grades K-6 meet to discuss student progress and the school's Teacher-Student-Parent Compact. Report cards at all grade levels are standards based and include benchmark/standard proficiency results to inform students and parents of progress towards grade level competency. Action plans are in place at each grade level to support struggling readers and mathematicians and are shared and discussed with parents via the Student Study Team and classroom teacher process. The IEP process also fosters discussion and a plan of action for academic achievement amongst the specialists, parents, general education teacher and principal as they work collaboratively to develop the IEP learning goals. Emails, phone conferences and parent meetings are other examples of informal communication systems in place to keep parents abreast of student progress and to ensure the continued culture of an open door policy.

School and classroom newsletters also keep parents informed of Emery's learning expectations and accomplishments. Our electronic marquee allows the school to publicly announce its academic gains as well as its achievement goals. Back-to School, Open House and family nights are also used as opportunities to communicate Emery learning expectations and results with the community. The Tele-Parent phone messaging system allows the principal and teaching staff to communicate on a school-wide, individual and grade level basis.

"Emery School is a community of learners. We are here to become great thinkers, scholars and citizens."
Our schools mission can only be accomplished through *all* stakeholders working together with clarity and purpose.

4. Sharing Lessons Learned:

The academic success of Emery students has been recognized and shared at a variety of state and local levels. As a California Distinguished School and a Title I High Achieving School, Emery's success has been communicated locally, statewide and federally. In fact, Charles G. Emery School's Signature Practices can be viewed at www.closingtheachievementgap.org. This website contains our Distinguished School's application detailing strategic practices that are driving forces behind our success in student achievement both school wide and in the closing of the achievement gap. This information is available to all schools and is coordinated through the California Distinguished School's program. Subsequently, viewers have contacted the school to speak with staff as well as schedule visitations to discuss and observe these practices.

Emery teachers also share expertise and knowledge as they participate on school and district committees sharing best practices to support professional development throughout the district. Focused, sustainable, professional development is a priority of the Buena Park School District. Both district and site employ a coaching model to ensure sustainability. Examples of this coaching model include areas in Technology, Response to Intervention, Student Study Team, PBIS, EL, Step Up to Writing, data analysis and strategic planning, as well as general curricula support. Professional development within BPSD and Emery is not a *one shot deal* but is planned, purposeful and collegial emphasizing collaboration and this sharing of successful practices and expertise. Evidence of the quality and commitment to this priority has resulted in awards, most recently Golden Bells for both GATE (Gifted and Talented Education) and ELD (English Language Development) programs which Emery teachers share in alongside the district.

Dialogue at bimonthly District principal and Instructional Leadership Council meetings also provide opportunities to share successes with colleagues. As well, Governing Board members and district staff visit classrooms throughout the year to see first hand the practices in place to support learning. Emery is

provided the opportunity to address the Governing Board on achievement results, successful practices and improvement efforts throughout the year.

Success stories are shared daily amongst the Emery teachers as they discuss ways to enrich the instructional program to meet the needs of all learners. Collaboration, in grade level, PBIS, SSC or Leadership meetings, during trainings or informally in the hallways, is rich with teachers sharing ideas, practices and strategies proven successful with students. Perhaps our biggest success stories are shared daily with our students in the classroom, on the playground, at school assemblies and community gatherings as we celebrate their achievement and empower them with the academic, social and meta-cognitive skills necessary for them to share their *own* success stories.

1. Curriculum:

Buena Park School District provides the students of Emery with state approved curriculum, which is a starting point for instruction at Emery. State blueprints enable teachers to collaborate to develop an effective scope and sequence of instruction best suited to knowledge acquisition. As part of regular formal assessment, grade level teams utilize district adopted ALS Benchmarks to monitor standards mastery and student progress at regular intervals. A yearly correlation study to the CST blueprints allows any gaps in emphasis of instruction to be addressed to better prepare students for the specific needs required of the standards at their grade level. All teaching staff is trained in and utilizes Direct Interactive Instruction, (DII), the *single most efficient, effective, and research-based approach to closing the achievement gap*. www.actionlearningsystems.com. This teaching framework, along with high quality curriculum and regular assessment to address shortfalls allows Emery to deliver a comprehensive, rigorous body of information to each and every student.

English Language Arts is a focus area for our school. Houghton Mifflin Reading and Language Arts program is used for grades K-6. In addition, supplementary reading materials and novels enhance comprehension and develop literary analysis skills. Step-up To Writing promotes success in all genres of writing across all curricular areas. All classes, grades K-6 avail themselves in one of two computer labs on site to utilize software completes the writing process through publication.

Response to Intervention, (RtI), has quickly become an integral addition to the core curriculum. *Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems*. This framework added an additional structure to regularly assess and an opportunity to instruct based on ability and specifically demonstrated need. Utilizing the Cambium Learning Group Voyager, a reading intervention program as well as Ticket to Read, a computer based reading program, students' individual needs are addressed and monitored within a personalized program.

Emery has addressed language development with a daily 30 minute ELD rotation. Teachers use Houghton Mifflin Reading, Hampton Brown Avenues and Ballard & Tighe Carousel to enhance learning. Use of Specially Designed Academic Instruction in English (SDAIE) and Cross-cultural Language Acquisition Development (CLAD) strategies facilitate learning for this special population. This rotation, is based on formal California English Language Development Test (CELDT) scores, and allows for small group instruction in the students' own language development level while allowing English Only students to enrich their studies through literature circles, book talks and advanced English lessons.

Mathematics incorporates the Harcourt Math program for grades K-5 and Glencoe McGraw Hill series for sixth graders. These core programs are supplemented with Excel Math, Mountain Math and Accelerated Math to greater attend to the individual needs of students and struggling learners. DII strategies are present in all classrooms engaging all students in the rigors of the program. Upper grade opportunities are in place for an accelerated mathematics program in an effort to answer every student's specific need.

The adventure of history comes to life through the interactive use of materials and lessons. Scott Foresman and Holt Reinhart Winston texts make students historians who question and analyze historical events. Teachers use technology, hands-on projects, presentations and live productions/recreations to make history a realistic learning experience. The *Walk Through* program used in grades four through six injects each student into the living grade level history curriculum and breathes life into the standards.

“Scientific progress is made by asking meaningful questions and conducting careful investigations.” Harcourt Science is the instrument that serves as the basis for this ongoing interactive investigation. Critical thinking skills are developed as students hypothesize, question, test, analyze and evaluate

concepts in their respective grade level standards in each of the three scientific domains. Weekly Bluebird Walks are a unifying Emery tradition in which SDC, RSP, EL, and General Education students work together to compile data and observations on a native Southern California Blue Bird Species. Data gathered in our annual Healthy Kids Survey drives our instruction in Health and nutrition through such programs as *Dairy Council Nutrition Program*, *Too Good for Drugs*, *Red Ribbon Week*, *Julie's Story*, and *Just Around the Corner*.

As outlined in the State of California physical education requirements, students are regularly engaged in vigorous physical activity through the use of *Coordinated Approach to Child Health program (CATCH-PE)*. *Governors Challenge* and *Running Club* serve to infuse the culture of the school with the value of regular exercise, fitness, and healthy living.

Visual and Performing Arts are vital to the complete Emery student. Students participate in a variety of programs such as *Meet the Musicians*, *Instrumental Music Program*, *Patriotic Program*, Disneyland Band, Holiday Program, Orange County Philharmonic, *Meet the Masters*, *Reader's Theater*, "My Mom Deserves a Diamond" poetry contest, and the Parent Volunteer poetry reading.

2. Reading/English:

Our ELA program is based on current research and best practices, exemplifies a thinking, meaning-centered curriculum, and supported through our district curriculum, Houghton Mifflin. This reading curriculum is based on universal access to ensure all students are strengthening their reading development. Along with the text book, students have leveled readers, extra support, language support, and above grade level materials to strengthen their reading comprehension skills.

In addition to grade level stories, core literature is available to all students to transfer reading skills from short text to chapter books. This allows students to not only learn to read, but move from text to context. Literature circles, whole class, and small groups continue to support the student within their ability range. In addition, to foster the love of reading and model good reading habits, Emery incorporates reading buddies throughout the grade levels including the SDC classes. Technology also supports the students in advancing their reading skills. *Ticket to Read* allows students to read expository text and use their higher-level thinking skills to strengthen comprehension. Emery's library is an extension of our classrooms providing a literature-rich environment. Students can find books in all genres and different languages. It also supports the curriculum to allow students to strengthen their research skills. Our *Accelerated Reading (AR)* program is an independent reading program based on vocabulary and reading comprehension skills. Students are assessed and placed within a reading range to choose books to meet their interest level. Computer-based assessment checks for comprehension and vocabulary. Goals are reassessed every six weeks to ensure continued growth and reading interest.

Reading is a life skill that needs to be acquired through a variety of systematic processes. Struggling students are identified early in their school career and supported strategically. This is accomplished through comprehensive, research-based programs such as *Read Naturally*, *Early Reading Intervention* and *Voyager*. Under the umbrella of RtI, students are universally screened three times a year to determine and monitor appropriate interventions. *Read Naturally* allows students to practice and monitor their fluency skills which research has shown increases reading comprehension. *Voyager* allows our struggling students to work in small homogenous groups to take an intensive, strategic approach to accelerate reading acquisition.

3. Mathematics:

The state approved and adopted Mathematics curriculum for Kindergarten through fifth grades is *Harcourt*. The Mathematics framework consists of Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, Probability, and Mathematical Reasoning. Students learn through direct instruction, hands-on experiences, step-by-step models, and both guided and independent

practice. Specifically with students who are not proficient, there is an emphasis on a re-teach and mini-lesson review.

Excel, *Mountain Math*, and *Accelerated Math* are supplemental curricula used with students performing below grade level. *Excel* focuses on spiral review of grade level standards to help struggling students master content while constantly reviewing the preceding skills. *Mountain Math* is a daily review of grade level standards. *Accelerated Math* not only can be used with struggling students, but also with advanced students, due to its personal assessment of individual students' abilities and strengths and self-pacing rigor.

This year, sixth grade adopted *Glencoe McGraw Hill* curriculum, which has a large emphasis on algebra. This aligns with and reflects matriculation with our junior high school curriculum, allowing students to enter with a strong algebraic background. Also, those sixth grade students who are cognitively ready for algebra participate in a pre-algebra program using the seventh grade materials. This will allow them to enter junior high as advanced algebra students rather than pre-algebra students. Using these various curricula and resources help teachers to engage students in solving meaningful and challenging problems, learning and using multi-step strategies in both numeric equations and real world situations, help students develop depth and understanding in the various math strands, and on-going learning, success, and love for mathematics.

4. Additional Curriculum Area:

The BPSD Mission Statement states “*all students are provided with the educational, social and technological skills needed to successfully experience and contribute to the world around them.*” To that end, BPSD developed and implemented technology standards for kindergarten through sixth grade based on the International Society for Technology Education (ISTE) technology standards. Emery students receive direct instruction in technology skills beginning in kindergarten. Utilizing the computer lab as a starting point, students receive instruction in basic technology concepts such as learning the components of a computer, using the keyboard, formatting a paragraph using Word, and inserting a picture from a picture file along with the responsibilities of digital citizenship. Throughout the school year, students continue to receive technology instruction in which application and synthesis of technology standards becomes the focus within the curriculum. As an example, in kindergarten students are taught to insert a picture from the picture file and write a sentence about the picture. By the end of primary and the beginning of upper grade, students are researching and writing papers to include PowerPoint presentations, spreadsheets, and tables.

Assessments and student mastery of technology standards are both formative and summative in nature as students move through the spectrum of Bloom's Taxonomy. Summative assessments are included within the district technology and assessment plan and are administered at each grade level throughout the year. Formative assessments are also conducted at each grade level with grade level teams determining the projects in which students demonstrate mastery integrating the six areas of the technology standards. One such example is our fourth grade students who collaborate and research the impact of growth in California from presidios, missions, pueblos, and ranchos producing a storyboard using their critical thinking and decision making technology skills.

Technology enhances the overall experience of each child and supports Emery's School-wide Behavioral Expectation: *Emery School is a community of learners. We are here to become great thinkers, scholars, and citizens.* Our focus is on learning and being learners in all areas, including self, academics, and community, which encompasses the whole child.

5. Instructional Methods:

The dedicated staff at Emery School gives life to our mission statement, *Emery School is a community of learners. We are here to become great thinkers, scholars and citizens.* Through our instructional methods we have created a culture that prepares students for success. Utilizing standards-driven instructional

strategies for all learners including K-6 and special education students, the curriculum is made accessible for all students to achieve.

Using a variety of instructional methods enhanced by the collaborative process we ensure student achievement. We support them individually through standards-based instruction and guide their education with data collection and analysis. Research-based practices, such as scaffolding, flexible groupings, heterogeneous and homogenous groupings, whole and small groupings, cooperative, peer modeling/tutoring and individualized instruction are conducted with differentiation as a key component.

Our moderate Special Day Classes strongly emphasize language, pre-academic, self-help, social, and motor-development skills. Our students with autism receive instruction supported by Discreet Trial Training (DTT) and intensive behavioral and academic support through visual cues. This year our struggling Kindergarten students are receiving 30 minutes of intensive reading instruction through a RtI model along side appropriately leveled Special Day Class students. This program is evidence of our ever-evolving process of delivering targeted instruction by differentiating appropriate research-based instructional methods.

ELD students receive core curriculum instruction supported by SDAIE and CLAD strategies. Non-proficient students are supported through interventions that target their proficiency based on their CST and CELDT scores. These students are taught with the supplemental curriculum, *Avenues* and *Carousel*, which strengthen their reading and vocabulary skills. After school tutorial and *Saturday School* have supported these students requiring additional instructional intervention by teaching academic language proficiency and providing homework help.

All encompassing is our ability to provide universal access by applying research-based methods to ensure all students are accessing their education to the best of their abilities. Teachers accommodate all learning styles by differentiating instruction and teaching to all modalities of learning styles.

Proficient/Advanced students participate in lessons geared for extension and enhancement of the core curriculum. Teachers accelerate learning for GATE and high-achieving students utilizing Depth and Complexity icons, compacting the curriculum, and providing tier assignments and independent study projects which support higher level thinking skills.

6. Professional Development:

Emery's professional development is the foundation upon which we build our community of learners. Through our Professional Learning Committee (PLC's) we learn, collaborate and instruct both teachers and paraprofessionals the most effective strategies to enhance the achievement of all students. Over the course of last five years we have received and collaborated on programs and frameworks such as Response to Intervention (RtI), Direct Interactive Instruction (DII), Positive Behavior Intervention and Support (PBIS), English Language Development (ELD), Data Analysis, CATCH PE, and GATE.

With RtI our skills of collaboration are most acutely displayed. Using a coaching model through video and experts, teachers are exposed to the most effective methods of instructional delivery. On-going constant improvement is made in real time utilizing technology and the most effective learning achievement leaders.

Our seven member PBIS implementation and training team has received nearly 500 hours of training whose intent is to train, establish, and implement a system framework of a positive cultural shift to Emery School. This team has distilled this training into collaborative opportunities during staff meetings to begin this ever-evolving process. This cultural shift is dependent upon the input and contribution of every certificated staff member and paraprofessional.

Emery's ELD program has been supported through district, school and grade level collaborative trainings. These practices have resulted in the improvement of the scores and achievement of our targeted

population. This program is a direct reflection of our collaborative culture where students are not only moving up in the achievement spectrum, but also moving out of the ELD program as they become English proficient.

Other programs such as CATCH PE and GATE training have been an on-going professional development opportunity using experts within these fields. District training, colloquiums and site coaching have allowed the staff to embrace and implement effective strategies within the classroom environment.

Data Analysis has been an important tool for the implementation of our effective instructional programs. Training through Action Learning, tech leads, and our leadership team have provided each teacher with the understanding that data plays a key role in the targeting of our instructional practices. With this understanding that teachers are able to collaborate with their peers on up-to-date data, they are able to administer relevant and focused instruction to all students.

7. School Leadership:

The Emery principal is committed to creating an environment of shared leadership, recognizing that all staff members are contributing forces necessary to building a quality learning environment. To this end, she has worked to build a culture of shared decision-making and responsibility that is predicated upon data, professional development and collaboration. Informed, data driven decision making aligned with the school's mission has become embedded into the school's culture as she has put leadership structures in place to focus and empower the school stakeholders on the identified school priorities.

The Leadership Team comprised of grade level and special education teachers meets bimonthly with the principal to discuss instructional needs and practices, analyze data results, and provide vertical teaming support as it monitors progress of the identified academic priorities. The Student Success Team includes the principal, regular, special education, and support staff. It meets regularly to discuss, monitor and share research based practices for home and school that support students struggling academically or behaviorally. Newly added this year is the Positive Behavioral Intervention and Support Team which is leading the school through a revision of its school-wide behavioral plan. This coaching model instituted by the principal and woven into the leadership fabric is an essential component driving the school towards continued success for *all* students.

The School Site Council comprised of principal, parents, teachers and support staff also plays a vital leadership role. This elected body develops, revises and monitors the School Plan for Student Achievement (SPSA). As well the Council actively seeks input from the school advisory committees and school staff in its efforts to develop, revise and maintain an effective program for *all* learners.

Committed to sustaining a school culture conducive to high expectations for student learning, the principal believes the monitoring of professional development and her role as instructional leader is paramount to achieving and sustaining this goal. She facilitates and monitors teacher Professional Growth Plans, SPSA, and grade level SMART (Strategic & Specific, Measurable Attainable, Results-based and Time bound) goals. Classroom walk-throughs, mini-lessons and staff meetings spent on professional development are a priority of the principal. Teacher observations focus on the goals outlined in the SPSA, instructional practices targeted in professional development and the impact to the quality of instruction. This practice allows the principal to determine the effectiveness of the overall school program.

Shared decision making and responsibility centered on identified school priorities forms the core of the leadership structure at Emery. Emery actively strives to listen, include and respond to its community's voice as it works towards continuous improvement. It is this inclusion model of *all* stakeholders, focused on a *common vision* that continues to *foster and propel academic achievement for all students*.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: CST

Edition/Publication Year: 2003

Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	70	85	69	70	62
% Advanced	42	43	42	38	32
Number of students tested	89	103	122	114	115
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	53	76	41	50	46
% Advanced	32	26	20	17	20
Number of students tested	34	37	46	42	41
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	54	76	45	41	41
% Advanced	20	19	20	3	14
Number of students tested	41	42	50	39	49
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	68	79	70	70	70
% Advanced	34	30	40	35	33
Number of students tested	47	63	77	60	63
6. Asian					
% Proficient and Above	89	91	96	93	88
% Advanced	59	59	68	67	49
Number of students tested	27	44	47	42	43
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: CST

Edition/Publication Year: 2003

Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	67	76	68	57	48
% Advanced	42	36	29	25	18
Number of students tested	89	103	122	114	115
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	53	59	39	33	32
% Advanced	29	20	11	10	10
Number of students tested	34	37	46	42	41
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	51	64	37	26	29
% Advanced	20	21	6	5	6
Number of students tested	41	42	50	39	49
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	62	65	68	50	51
% Advanced	38	21	29	20	17
Number of students tested	47	63	77	60	63
6. Asian					
% Proficient and Above	81	82	96	79	72
% Advanced	67	45	51	43	30
Number of students tested	27	44	47	42	43
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CST

Edition/Publication Year: 2003

Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	71	79	76	68	73
% Proficient	46	50	49	33	43
Number of students tested	106	112	108	111	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	50	66	69	52	58
% Proficient	29	31	31	12	36
Number of students tested	48	41	48	42	36
2. African American Students					
% Proficient and Above					
% Proficient					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	59	61	55	55	50
% Proficient	22	34	21	6	26
Number of students tested	41	44	38	47	34
4. Special Education Students					
% Proficient and Above					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	63	81	75	66	73
% Proficient	39	51	44	36	42
Number of students tested	59	63	61	64	55
6. Asian					
% Proficient and Above	84	95	93	82	92
% Proficient	70	74	74	57	58
Number of students tested	43	42	43	44	36
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	53	61	51	38	53
% Advanced	20	19	23	8	22
Number of students tested	106	113	108	111	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	38	50	33	12	44
% Advanced	6	7	8	7	17
Number of students tested	48	42	48	42	36
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	32	47	29	15	29
% Advanced	7	13	5	0	18
Number of students tested	41	45	38	47	34
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	42	64	44	39	51
% Advanced	10	20	18	9	20
Number of students tested	59	64	61	64	55
6. Asian					
% Proficient and Above	72	81	63	59	75
% Advanced	30	33	37	16	33
Number of students tested	43	42	43	44	36
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	80	86	73	75	66
% Advanced	61	63	49	38	36
Number of students tested	105	103	100	104	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	73	88	51	64	41
% Advanced	44	32	19	19	21
Number of students tested	48	40	37	36	29
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	64	79	56	64	47
% Advanced	40	34	20	22	18
Number of students tested	45	29	41	36	38
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	71	92	83	72	73
% Advanced	37	66	57	38	38
Number of students tested	35	50	53	50	55
6. Asian					
% Proficient and Above	97	93	95	91	86
% Advanced	86	86	78	66	54
Number of students tested	36	42	37	35	37
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	78	80	66	60	65
% Advanced	48	50	39	36	26
Number of students tested	105	102	100	104	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	65	70	46	39	48
% Advanced	33	25	19	17	14
Number of students tested	48	40	37	36	29
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	64	66	54	42	47
% Advanced	29	17	17	22	16
Number of students tested	45	29	41	36	38
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	63	76	66	50	62
% Advanced	26	34	43	32	18
Number of students tested	35	50	53	50	55
6. Asian					
% Proficient and Above	94	88	78	80	78
% Advanced	64	64	59	60	27
Number of students tested	36	42	37	35	37
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	71	80	58	52	47
% Advanced	51	54	30	19	20
Number of students tested	100	89	101	111	108
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	63	69	40	28	36
% Advanced	32	17	9	3	8
Number of students tested	41	32	35	33	50
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	42	37	43	32	33
% Advanced	15	27	16	8	7
Number of students tested	26	33	37	38	45
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	68	79	51	45	35
% Advanced	32	50	22	15	13
Number of students tested	31	39	41	47	46
6. Asian					
% Proficient and Above	95	94	82	69	74
% Advanced	74	80	44	31	43
Number of students tested	43	36	34	36	23
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-groups at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient or Above	73	69	64	52	49
% Advanced	39	38	31	19	18
Number of students tested	99	90	101	112	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient or Above	59	53	43	33	36
% Advanced	34	19	14	3	10
Number of students tested	41	32	35	33	50
2. African American Students					
% Proficient or Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient or Above	42	61	51	37	31
% Advanced	8	18	19	11	7
Number of students tested	26	33	37	38	45
4. Special Education Students					
% Proficient or Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient or Above	42	56	51	43	28
% Advanced	16	21	15	11	11
Number of students tested	31	39	41	47	46
6. Asian					
% Proficient or Above	86	78	79	61	70
% Advanced	53	53	47	22	35
Number of students tested	43	36	34	36	23
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	75	61	63	45	61
% Advanced	49	33	22	19	22
Number of students tested	84	37	104	100	109
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	55	36	52	32	44
% Advanced	36		15	8	4
Number of students tested	33	36	27	51	45
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	49	47	45	30	40
% Advanced	23	18	12	7	2
Number of students tested	35	38	33	44	45
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	57	46	62	26	39
% Advanced	29	21	12	13	22
Number of students tested	21	38	34	38	23
6. Asian					
% Proficient and Above	100	83	81	86	83
% Advanced	81	54	34	38	58
Number of students tested	31	35	32	21	36
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-groups at our school and we have less than 10 in each grade level.					

11CA32

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2003 Publisher: Educational Testing Service

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Above	77	70	69	52	61
% Advanced	40	35	26	15	24
Number of students tested	83	98	104	101	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	61	43	59	37	47
% Advanced	24	22	19	4	2
Number of students tested	33	37	27	51	45
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	65	51	58	39	47
% Advanced	18	18	6	2	13
Number of students tested	34	39	33	44	45
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	48	52	53	32	43
% Advanced	19	10	9	8	17
Number of students tested	21	29	34	38	23
6. Asian					
% Proficient and Above	87	94	75	71	83
% Advanced	58	51	34	38	47
Number of students tested	31	35	32	21	36
NOTES: The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

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					
% Proficient and Above	74	79	69	62	62
% Advanced	50	51	39	30	31
Number of students tested	514	533	555	560	562
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient and Above	61	70	53	46	45
% Advanced					
Number of students tested	217	187	184	202	195
2. African American Students					
% Proficient and Above					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient and Above	56	69	51	45	43
% Advanced					
Number of students tested	199	192	194	199	208
4. Special Education Students					
% Proficient and Above					
% Advanced					
Number of students tested					
5. English Language Learner Students					
% Proficient and Above	73	81	72	61	60
% Advanced					
Number of students tested	263	273	271	274	235
6. Asian					
% Proficient and Above	94	92	90	84	85
% Advanced					
Number of students tested	171	189	176	164	147
NOTES: The California Department of Education reports percent Advanced on a grade level basis. It does not report percent Advanced on a schoolwide or subgroup basis. Thus the percent Advanced reflects the percent Proficient and Advanced as reported by the CDE. The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.					

11CA32

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					
Proficient and Above	71	73	64	52	56
Advanced	38	35	29	21	22
Number of students tested	514	533	555	558	562
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	58	59	44	31	41
Advanced					
Number of students tested	217	187	184	201	195
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	53	60	44	30	37
Advanced					
Number of students tested	199	192	194	198	208
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above	65	71	61	48	50
Advanced					
Number of students tested	263	273	271	273	235
6. Asian					
Proficient and Above	86	87	81	73	81
Advanced					
Number of students tested	171	189	176	164	147
<p>NOTES: The California Department of Education reports percent Advanced on a grade level basis. It does not report percent Advanced on a schoolwide or subgroup basis. Thus the percent Advanced reflects the percent Proficient and Advanced as reported by the CDE. The state of California does not report data for the Special Education students and the African American students because they are not a numerically significant sub-group at our school and we have less than 10 in each grade level.</p>					

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