

2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

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

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

School Mailing Address 1852 Knob Hill Road
(If address is P.O. Box, also include street address)

San Marcos, California 92069 – 3163
City State Zip Code+4 (9 digits total)

Tel. (760) 290 – 2080 Fax (760) 741 - 7843

Website/URL http://www.knobhillelementary.org Email gorth@sdcoe.k12.ca.us

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

(Principal’s Signature) Date _____

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

Name of Superintendent Dr. Larry Maw
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Marcos Unified School District Tel. (760) 752 - 1299

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

(Superintendent’s Signature) Date _____

Name of School Board
President/Chairperson Mr. Alan Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 9 Elementary schools
 2 Middle schools
 _____ Junior high schools
 3 High schools
 _____ 14 TOTAL

2. District Per Pupil Expenditure: \$6514
 Average State Per Pupil Expenditure: \$7124

SCHOOL (To be completed by all schools)

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

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

4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	75	60	135	7			
1	63	66	129	8			
2	82	74	156	9			
3	88	55	143	10			
4	81	69	150	11			
5	73	76	140	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							862

6. Racial/ethnic composition of 39 % White
 the students in the school: 5 % Black or African American
 49 % Hispanic or Latino
 5 % Asian/Pacific Islander
 2 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 24%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	101
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	110
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	211
(4)	Total number of students in the school as of October 1	883
(5)	Subtotal in row (3) divided by total in row (4)	.2389
(6)	Amount in row (5) multiplied by 100	24

8. Limited English Proficient students in the school: 35%
309 Total Number Limited English Proficient

Number of languages represented: 16

Specify languages: Spanish, Veitnamese, Tagalog, Rumanin, Sero-Croatian, Italian, Mandarin, Arabic, Farsi, Greek, Hungarian, Ilocano, Lebanese, French, Korean, Cantonese

9. Students eligible for free/reduced-priced meals: 48.81 %

432 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

PART III – SUMMARY

School Summary

Knob Hill Elementary School in San Marcos, California is a beautiful school nestled in the rolling hills at the eastern end of San Marcos. Since the school was built in 1988, there has been a consistent focus on the teaching and learning process for our students. The school was recognized as a California Distinguished School in 1996 and was an Honorable Mention school in the 2000 application process, again earning Distinguished School status in 2001. Our mission statement has fueled this success: “We believe that all students can learn. Our commitment is to ensure that each student will acquire the knowledge, skills and attitudes necessary to be successful in school and in society.”

The achievement of Knob Hill Elementary students is directly related to the professionalism of the teaching staff and the school’s assessment and monitoring of students. Three times a year each teacher meets with a school-based team in Essential Skills Conferences to review student performance by individual student name. This school wide focus on student growth and performance is reflected in the school’s comprehensive instructional program. Each grade level has produced an Instructional Focus Timeline that specifies when essential skills are to be taught during the year. Planned Assessments for Student Success (PASS) have been aligned with those timelines and track student performance. Before and after school programs provide support for at risk students.

Knob Hill Elementary is a four track year round school with an approximate enrollment of 860. These students primarily live in modest middle-income houses near the school, or in low-income apartments and a trailer park that are included in the school’s attendance area. Our diverse student population is made up of African American, Native American, Asian, Filipino, Hispanic, Pacific Islander, and Caucasian ethnicities. Thirty-seven classroom teachers, two Special Day Class teachers, a Resource Specialist, and part-time Title I Reading Intervention teachers ensure all students receive a quality education. In addition, a part-time support staff including a school psychologist, a speech and language pathologist, a nurse, and health aide provide service to assist in meeting student and family needs. All students participate in weekly physical education, computer lab, and music lessons that provide critical enrichment outside of the regular curriculum.

Visitors to our school are uniformly pleased with the “family” feeling when visiting the campus. This attitude permeates the school and is reinforced by the school’s Character Counts program, a bimonthly focus on the character themes of responsibility, trustworthiness, respect, fairness, caring and citizenship. Students help ensure the school is a safe learning environment by serving on the school’s Peace Patrol, a non-violent conflict resolution program, and Safety Patrol. This community feeling is further supported through the efforts of our active Parent Club. These members are on the campus daily monitoring fundraising programs and special events, or volunteering in classrooms.

PART IV – Indicators of Academic Success

Assessment Data

As mandated by the State of California, all grades 2-5 Knob Hill students are tested in reading, language, and mathematics on the Stanford Achievement Test, Ninth Edition (SAT/9) and the California Standards Test (CST) as part of the California State Testing and Reporting (STAR) program. The SAT/9 test is a norm referenced standardized test. Students are tested on reading, language, mathematics, and spelling. Scores are reported in percentile rankings (NPR). Results are charted for the years 1999, 2000, 2001, and 2002. Test data for all grades 2-5 students at Knob Hill Elementary are analyzed as a check to ensure that all students are learning the district's core curriculum and meeting or exceeding grade level standards. Results for Knob Hill are disaggregated and reported at each grade level. The subgroups at Knob Hill Elementary designated as significant by the State of California are 1. English Learner (LEP), 2. English Only/Fluent, and 3. Economically Disadvantaged.

The California Standards Tests (CST) are designed to be aligned to the California Content Standards. All students in grades 2-5 at Knob Hill were assessed in reading/language arts and mathematics. Reading/Language Arts CSTs for 2000 and mathematics CSTs for 2000 and 2001 were reported by the State of California as average raw scores only. Reading/Language Arts CST results for the years 2001 and 2002, and Mathematics CSTs for 2002 are reported as a cumulative percent of students who perform in the following categories as defined by the State of California: 1) At or Above Basic, 2) At or Above Proficient, and 3) Advanced. Results for the CSTs are charted for the years 2000, 2001, and 2002.

SAT 9 Analysis of Discrepancies

Dips in Limited English Proficient and Economically Disadvantaged Students are noted in all second grade subtests and in certain other grades and subtests in the 00 – 01 academic year. The Knob Hill Elementary School student population was in a second year of dramatic change with the addition of 33 LEP students and the departure of 45 English language students. This dip in performance can be seen in subsequent years as those new students became acclimated to the school's high expectations for achievement. (Ex. 01- 02 third grade Economically Disadvantaged Students Reading @ 43%tile). A similar change in student population in the 01 – 02 year (+ 17 LEP, -41 English) had a similar effect on second grade Reading / Language Arts scores. It is interesting to note that SAT 9 scores for the 01 – 02 were not as affected by this change in population shift.

CST Analysis of Discrepancies

Data for the 01 – 02 academic year shows all second grade student subgroups and third grade Economically Disadvantaged students having declining achievement in Reading / Language Arts compared to the previous year's students. Three factors contributed to this decline. First, some of this decline can be attributed to changes in student demographics as noted in the SAT 9 analysis. Second, the school's curriculum had not been completely aligned with the California Language Arts Content and Performance Standards adopted in 2001, so many first time test taking students were assessed on some skills without enough preparation. Finally, all students faced the increasingly more difficult nature of the CST as evidenced by the test's augmented items, which were added each year to assess student mastery the new Content and Performance Standards.

PART V – Curriculum and Instruction

Show in one half page how the school uses assessment data to understand and improve student and school performance.

At Knob Hill Elementary School assessment drives instruction so teachers are able to maximize student learning. The staff at Knob Hill Elementary uses a variety of tools to gather data on student performance. In the classroom, teachers use informal measures of student performance on a daily basis to determine if students meet lesson objectives. Additional formal assessments are performed on all students in kindergarten through third grade at trimester marks. Data gathered by teachers includes reading running records with miscue analysis and story retells, phonic inventories, spelling inventories, and student work samples. In fourth and fifth grade, those students performing below grade level expectancies are assessed with similar grade level tools. Data gathered is shared with a team that assists the teacher in brainstorming interventions and available support resources at the school. Primary students referred to Title I services are assessed as they start their intervention to determine appropriate objectives (letter name and sounds, spelling patterns, vocabulary, comprehension, etc.) for their thirty hours of one-on-one tutoring.

Standardized norm referenced test data from annual State mandated assessments are analyzed at the beginning of each school year to determine relative patterns of strengths and weaknesses in student achievement. Grade level teams use this analysis to develop timelines that introduce skills students had the most difficulty with early in the year with practice of introduced skills distributed through the year.

Describe how the school community communicates student performance, including assessment data, to parents, students, and the community.

Knob Hill Elementary teachers communicate student performance to parents and students in an ongoing manner throughout the school year. At Back to School Night parents learn about individual classroom communication plans including weekly progress reports, mid-term progress reports, and trimester report cards. This ongoing communication and monitoring encourages active partnerships between the teachers and parents. At the first trimester mark teachers meet with every student's parent to discuss work habits, effort, and academic achievement progress toward grade level expectancies. Information from classroom assessments is shared at this time. Students receive immediate and specific feedback during lessons and have many opportunities for peer and self-evaluation. For example, students use rubrics to determine the appropriate use of voice, conventions, content and organization in their written work. Students are publicly recognized for academic accomplishments in math, reading, and citizenship at weekly school-wide Flag Ceremonies. Parents and community members are invited to these celebrations of achievement.

Annual standardized test data are disaggregated and presented to the public at Governing Board meetings in the summer of each year. This data is discussed and individual student sub groups are identified with their performance levels. Student performance on state mandated testing is also reported to the community in local papers, and through a district newsletter. At the beginning of each year, parents are mailed their child's standardized test scores from the previous year. This notice comes with a short narrative about student strengths and weaknesses, national comparison rankings, and student performance on California Standards Test items.

Describe in one-half page how the school will share its success with other schools.

Knob Hill Elementary School shares its successes with other elementary schools in the district at monthly Elementary Principal Council discussions. These monthly meetings focus on critical instruction and supervision issues and are attended by the director of Testing and Elementary Curriculum Services, and the Assistant Superintendent of Instructional Services. In addition to these formal sharing opportunities exemplary practices are shared in informal discussions with other elementary principals both within and outside of the district.

Knob Hill Elementary School is proud of its track record in serving students from a diverse background.

The school will work closely with the District office and the San Diego County Office of Education to advertise our successful programs and student interventions, and to serve as a demonstration / model school for others to visit and emulate.

Describe in one page the school’s curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.

Knob Hill Elementary is a community of learners that is diverse in every way. Our guiding belief is that all students can meet and exceed the high standards we set. To do this we have a staff highly trained in delivering instruction so the curriculum is engaging and accessible to our full range of learners, from Gifted and Talented to Special Needs students and for our second language learners. Teachers use the principles of the Essential Elements of Instruction (E.E.I.), as based on the Madeline Hunter Model, to design and implement learning opportunities for students based on their individual needs and learning styles.

Knob Hill teachers use the state content standards to ensure that all students receive a comprehensive, balanced educational program. The last three years the district Literacy Curriculum and Mathematics Curriculum has been aligned to the state's content standards. This curriculum supports the district's vision in promoting higher-level critical thinking as well as knowledge and application of the basic skills for success. Knob Hill Elementary School's reading/language arts program reflects a balance between the skills and practice necessary to promote effective readers and a literature base so that students can enjoy reading classic stories and build a foundation for personal writing and reading in the future.

Knob Hill Elementary School uses California state adopted literacy series in English and Spanish as well as state adopted materials for students participating in Structured English Immersion and Transition language arts instruction. These materials are based on current research from the National Reading Panel. The language arts program emphasizes phonemic awareness, systematic explicit phonics, and instruction in specific reading comprehension strategies and skills. Spelling instruction focuses on words with patterns and high frequency words. Students' also receive instruction in the structure of the English language, research skills, and oral language.

Knob Hill Elementary School's teachers use California adopted mathematics textbooks integrated with conceptual activities to ensure a deep understanding of mathematic ideas. Real life situations, direct skill development and problem solving strategies are woven throughout the mathematic strands. In addition science and social studies are taught thematically using a variety of reading and writing activities.

Knob Hill Elementary School students also have weekly, direct instruction in the fine arts and physical education to cultivate a well rounded person. A citizenship curriculum has been developed that teaches character development. Teachers also include their students in service learning projects that support learning community involvement projects such as food drives, our ongoing partnership with a neighborhood retirement community, and peer tutoring.

Describe in one half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Knob Hill’s reading curriculum focuses directly on reading strategies and skills, and is aligned to the California State Content and Performance Standards for Language Arts. Embedded in the curriculum is a solid foundation in phonemic awareness and phonics, leading to our emphasis on teaching comprehension strategies i.e. (summarize, decoding, monitor/clarify, evaluate, question, predict/infer, and visualize). This helps ensure students gain meaning from text. Our students are taught specific grade level skills through a variety of teaching methods such as leveled reading groups independent reading, one on one tutoring, guided reading, read alouds, story mapping, oral discussion, and vocabulary development. Included within our comprehensive program are ‘primary language’, ‘structured English immersion’, and ‘transition’ components for our second language learners. We expect all students to develop proficiency using effective reading strategies to become successful life long readers.

District lead teachers and instructional specialists developed our literacy curriculum and resource binders using California subject frameworks, and later, California Content and Performance Standards. Based on research including 90-90-90 schools Knob Hill Elementary has chosen to emphasize reading, writing, and math instruction in the school, to use frequent assessment of students progress with multiple opportunities for improving performance, to have an emphasis on writing across our curriculum, and to use external achievement data to support growth claims. Our program has proven to be successful providing opportunity for all students to learn to read and enable them to 'read to learn' so they can be successful in middle school, high school, college and on into their future.

Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

At Knob Hill Elementary we believe that a complete language arts program should include regular and frequent writing instruction and activities. Knob Hill staff uses writing as a tool to integrate all curricular areas. We devote thirty-five to forty-five minutes daily to provide direct writing skill instruction and engage students in a writer's workshop to apply learning. A typical writer's workshop at Knob Hill begins with teacher modeling, followed by students articulating ideas. Then students write while teachers conduct short focused conferences culminating with students sharing their published work. During these writing workshops, students learn the importance of organization, critical thinking, and writing to persuade, inform, and entertain. The read/write connection reinforces word recognition and vocabulary development, requires higher order thinking to synthesize thoughts, and supports good oral language conventions.

An essential part of Knob Hill Elementary School's Mission Statement is our commitment that all students acquire fundamental skills to succeed in a global society. Effective communication skills are increasingly important in our fast paced information society. Dedication to writing and its benefits ensure student success in today, and tomorrow's, world.

Describe in one half page the different instructional methods the school uses to improve student learning.

The research of Madeline Hunter on the Essential Elements of Instruction (EEI) at the UCLA Lab School forms the foundation of Knob Hill Elementary School's core instructional techniques and strategies. Teachers use this methodology to plan and implement instruction. We select learning objectives at the students' correct level of difficulty then connect the learning to students' prior knowledge and interests. Teachers model important concepts, ensure students' active participation, and follow up with closure activities to cement students' learning. In keeping with high expectations for student achievement, Knob Hill Elementary is committed to an uninterrupted time block each morning for language arts instruction with regrouping to meet individual needs. Teachers at Knob Hill Elementary use assessment data to diagnose student learning difficulties. Lessons are developed based on task analysis of important objectives to ensure student learning is appropriately scaffolded.

Struggling readers receive additional one-on-one or small group instruction through the Title I program, our Volunteer Mentor Program and OASIS cross generation tutors. Students with special needs have Individual Education Program Plans and receive intensive systematic remediation and reinforcement of the skills and strategies needed for meeting our high standards. Students identified as GATE receive differentiated curriculum and instruction.

All teachers are trained in essential elements of instruction. Classroom management, curriculum content, human relations and development, planning, and use of materials and technology are the elements which guide our use of instructional methods to improve student learning. We use the results of assessment to plan and adjust learning opportunities for students. Teachers use a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress. Instruction begins by connecting learning to students' prior knowledge, life experiences, and interests. Through the use of technology, graphic organizers, and realia Knob Hill teachers differentiate instruction for student needs.

Knob Hill teachers establish and articulate goals to improve student learning across our diverse student population. Activities support the learning goals and are logically sequenced to clarify content and concepts. We give struggling readers additional instruction through the Title I program, Mentor Program, and cross grade tutoring, which provide individual remediation and reinforcement of essential reading skills. Students with special needs receive intensive systematic teaching and practice to learn skills and strategies needed for meeting our high standards.

Describe in one half page the school's professional development program and its impact on improving student achievement.

Teachers and staff at Knob Hill Elementary participate in a variety of professional development in-services. All new teachers are part of the Beginning Teacher Support and Assessment Program. This is a two-year induction program to support new teachers by guiding them in the complexities of teaching all students. Support providers give regular feedback to new teachers and demonstrate exemplary lessons in the classroom.

All teachers have also been instructed and are evaluated in the Essential Elements of Instruction (EEI). To promote quality teaching and maximize student learning teachers receive feedback on regular lesson observations with areas identified for reinforcement and refinement. Our Teacher Appraisal System encourages teachers to reflect on student successes and difficulties and how their teaching behaviors promote learning.

Elementary Instructional Specialists provide ongoing training for teachers at grade level meetings and on minimum days to support teachers on improving student achievement. Knob Hill teachers working with Second Language Learners have specialized credentials/certificates and use Specially Designed Academic Instruction in English (Guided Language Acquisition Design, physical response, realia, etc.) These strategies assure all curricular areas are accessible to students.

Teachers participate in after school workshops offered by Elementary Instructional Specialists. Topics discussed include writing, math, struggling readers, and reading assessment.

TEST DATA

KNOB HILL ELEMENTARY STANFORD ACHIEVEMENT TEST, NINTH EDITION (SAT/9)

The Data Display Table follows:

Grade 2-5 Test Stanford Achievement Test, Ninth Edition (SAT/9)
Edition/publication year 99-02 Publisher Harcourt Brace

What groups were excluded from testing?

Why, and how were they assessed?

Pupils exempted by parents (students not tested) 1 Student

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

Grade 2	01-02	00-01	99-00	98-99
Reading				
Total Score	61	59	61	47
# Students Tested	143	142	148	121
% Total Student Tested	98	99	*	*
# Students Excluded	0	1	*	*
% Students Excluded	0	.006	*	*
Eng. Learner (LEP)	23	22	24	22
Eng. Only / Fluent	77	77	67	47
Economic Disadvantage	39	35	47	47

Grade 3	01-02	00-01	99-00	98-99
Reading				
Total Score	57	58	49	48
# Students Tested	141	156	133	142
% Total Student Tested	96	100	*	*
# Students Excluded	2	0	*	*
% Students Excluded	.014	0	*	*
Eng. Learner (LEP)	30	24	30	16
Eng. Only / Fluent	75	70	58	63
Economic Disadvantage	43	49	38	48

Grade 4	01-02	00-01	99-00	98-99
Reading				
Total Score	58	57	47	46
# Students Tested	146	117	149	135
% Total Student Tested	98	100	*	*
# Students Excluded	1	0	*	*
% Students Excluded	.006	0	*	*
Eng. Learner (LEP)	33	21	22	18
Eng. Only / Fluent	68	66	61	59
Economic Disadvantage	45	44	32	46

Grade 5	01-02	00-01	99-00	98-99
Reading				
Total Score	51	47	48	43

# Students Tested	131	149	149	143
% Total Student Tested	98	99	*	*
# Students Excluded	0	0	*	*
% Students Excluded	0	0	*	*
Eng. Learner (LEP)	25	22	14	14
Eng. Only / Fluent	61	56	58	54
Economic Disadvantage	36	33	32	43

*Data not available

Knob Hill Elementary
Stanford Achievement Test, Ninth Edition (SAT/9)
(Reported in Percentile Rankings)

Grade 2	01-02	00-01	99-00	98-99
Math				
Total Score	74	74	82	69
# Students Tested	148	145	148	120
% Total Student Tested	98	99	*	*
# Students Excluded	0	1	*	*
% Students Excluded	0	.006	*	*
Eng. Learner (LEP)	39	36	52	46
Eng. Only / Fluent	85	89	85	80
Economic Disadvantage	55	51	72	69

Grade 3	01-02	00-01	99-00	98-99
Math				
Total Score	78	76	66	57
# Students Tested	139	157	133	140
% Total Student Tested	96	100	*	*
# Students Excluded	2	0	*	*
% Students Excluded	.014	0	*	*
Eng. Learner (LEP)	64	54	55	32
Eng. Only / Fluent	85	83	71	67
Economic Disadvantage	71	71	58	57

Grade 4	01-02	00-01	99-00	98-99
Math				
Total Score	61	64	57	49
# Students Tested	149	132	153	136
% Total Student Tested	97	100	*	*
# Students Excluded	1	0	*	*
% Students Excluded	.006	0	*	*
Eng. Learner (LEP)	42	38	32	26
Eng. Only / Fluent	69	71	68	59
Economic Disadvantage	52	56	42	49

Grade 5	01-02	00-01	99-00	98-99
Math				
Total Score	66	59	57	42
# Students Tested	131	152	149	144
% Total Student Tested	98	99	*	*
# Students Excluded	0	0	*	*
% Students Excluded	0	0	*	*
Eng. Learner (LEP)	45	30	24	19
Eng. Only / Fluent	73	67	66	50
Economic Disadvantage	55	38	40	42

*Data not available

Knob Hill Elementary
Stanford Achievement Test, Ninth Edition (SAT/9)
(Reported in Percentile Rankings)

Grade 2	01-02	00-01	99-00	98-99
Language				
Total Score	59	62	69	63
# Students Tested	149	144	149	121
% Total Student Tested	98	99	*	*
# Students Excluded	0	1	*	*
% Students Excluded	0	.006	*	*
Eng. Learner (LEP)	20	21	20	31
Eng. Only / Fluent	77	82	76	80
Economic Disadvantage	37	39	50	63

Grade 3	01-02	00-01	99-00	98-99
Language				
Total Score	68	69	64	54
# Students Tested	142	157	131	143
% Total Student Tested	96	98	*	*
# Students Excluded	2	0	*	*
% Students Excluded	.014	0	*	*
Eng. Learner (LEP)	43	42	43	23
Eng. Only / Fluent	83	77	74	68
Economic Disadvantage	55	62	53	54

Grade 4	01-02	00-01	99-00	98-99
Language				
Total Score	62	61	59	55
# Students Tested	153	131	155	135
% Total Student Tested	98	100	*	*
# Students Excluded	1	0	*	*
% Students Excluded	.006	0	*	*
Eng. Learner (LEP)	45	30	37	30
Eng. Only / Fluent	69	70	69	65
Economic Disadvantage	55	50	46	55

Grade 5	01-02	00-01	99-00	98-99
Language				
Total Score	62	60	57	47
# Students Tested	153	153	149	144
% Total Student Tested	98	99	*	*
# Students Excluded	0	0	*	*
% Students Excluded	0	0	*	*
Eng. Learner (LEP)	36	33	24	22
Eng. Only / Fluent	65	68	66	55
Economic Disadvantage	47	46	40	47

*Data not available

Knob Hill Elementary
Stanford Achievement Test, Ninth Edition (SAT/9)
(Reported in Percentile Rankings)

Grade 2	01-02	00-01	99-00	98-99
Spelling				
Total Score	52	50	55	41
# Students Tested	149	145	149	122
% Total Student Tested	98	99	*	*
# Students Excluded	0	1	*	*
% Students Excluded	0	.006	*	*
Eng. Learner (LEP)	22	22	22	24
Eng. Only / Fluent	66	68	61	53
Economic Disadvantage	34	32	41	41

Grade 3	01-02	00-01	99-00	98-99
Spelling				
Total Score	53	54	55	46
# Students Tested	141	157	149	142
% Total Student Tested	96	98	*	*
# Students Excluded	2	0	*	*
% Students Excluded	.014	0	*	*
Eng. Learner (LEP)	32	34	45	23
Eng. Only / Fluent	67	62	58	56
Economic Disadvantage	43	48	46	46

Grade 4	01-02	00-01	99-00	98-99
Spelling				
Total Score	57	55	45	41
# Students Tested	153	130	155	136
% Total Student Tested	98	100	*	*
# Students Excluded	1	0	*	*
% Students Excluded	.006	0	*	*
Eng. Learner (LEP)	35	22	21	20
Eng. Only / Fluent	66	65	59	52
Economic Disadvantage	46	45	30	41

Grade 5	01-02	00-01	99-00	98-99
Spelling				
Total Score	48	50	50	43
# Students Tested	132	153	149	145
% Total Student Tested	98	99	*	*
# Students Excluded	0	0	*	*
% Students Excluded	0	0	*	*
Eng. Learner (LEP)	28	27	14	19
Eng. Only / Fluent	57	57	61	51
Economic Disadvantage	34	39	37	43

*Data not available

KNOB HILL ELEMENTARY
CALIFORNIA STANDARDS TESTS

The Data Display Table follows.

Grade 2-5 Test California Standards Test

Edition/publication year 00-02 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed?

Pupils exempted by parents (students not tested)

Number excluded 9

Knob Hill Elementary
California Standards Test (CST)

Reported in either of two ways based on available State data: 1. Average percent of students who perform in each of categories defined by the State of California: At or above basic, At or above proficient, and Advanced, or 2. Average raw score/total possible

Grade 2	01-02	00-01	99-00
Language	%Students	%Students	Raw Score/Possible
At or Above Basic	63	68	48.4/75
At or Above Proficient	43	47	
At Advanced	17	17	
# of students tested	143	142	145
% of total students tested	93	97	
# of students excluded	0	1	
% of students excluded	0	.006	
English Learner (LEP)			
At or Above Basic	13	26	32.0/75
At or Above Proficient	2	4	
At Advanced	0	0	
English Only / Fluent			
At or Above Basic	85	89	50.8/75
At or Above Proficient	61	69	
At Advanced	25	26	
Economic Disadvantage			
At or Above Basic	41	47	42.4/75
At or Above Proficient	17	22	
At Advanced	5	4	
State Scores			
At or Above Basic	63	61	43.3/75
State Mean Score (Scaled)	324.1	44.3/75	
At or Above Proficient	32	32	
At Advanced	9	10	

Grade 3	01-02	00-01	99-00
Language	%Students	%Students	Raw Score/Possible
At or Above Basic	71	69	46.4/75
At or Above Proficient	47	11	
At Advanced	18	17	
# of students tested	141	157	131
% of total students tested	96	97	
# of students excluded	2	0	
% of students excluded	.014	0	
English Learner (LEP)			
At or Above Basic	45	24	37.7/75
At or Above Proficient	14	11	
At Advanced	2	0	
English Only / Fluent			
At or Above Basic	89	84	50.7/75
At or Above Proficient	70	55	
At Advanced	29	23	
Economic Disadvantage			

At or Above Basic	60	57	41.7/75
At or Above Proficient	29	33	
At Advanced	5	15	
State Scores			
At or Above Basic	62	59	42.9/75
State Mean Score (Scaled)	323.5	43.3/75	
At or Above Proficient	34	30	
At Advanced	11	9	

**Knob Hill Elementary
California Standards Test (CST)**

Reported in either of two ways based on available State data: 1. Average percent of students who perform in each of categories defined by the State of California: At or above basic, At or above proficient, and Advanced, or 2. Average raw score/total possible

Grade 4	01-02	00-01	99-00
Language	%Students	%Students	Raw Score/Possible
At or Above Basic	79	77	49.8/90
At or Above Proficient	41	43	
At Advanced	13	13	
# of students tested	145	126	148
% of total students tested	88	91	
# of students excluded	1	0	
% of students excluded	.006	0	
English Learner (LEP)			
At or Above Basic	54	31	36.7/90
At or Above Proficient	10	0	
At Advanced	0	0	
English Only / Fluent			
At or Above Basic	89	89	55.8/90
At or Above Proficient	53	54	
At Advanced	18	16	
Economic Disadvantage			
At or Above Basic	65	64	42.3/90
At or Above Proficient	25	28	
At Advanced	8	7	
State Scores			
At or Above Basic	71	66	46.9/90
State Mean Score (Scaled)	332.9	48.6/90	
At or Above Proficient	36	33	
At Advanced	14	11	

Grade 5	01-02	00-01	99-00
Language	%Students	%Students	Raw Score/Possible
At or Above Basic	73	69	49.2/90
At or Above Proficient	37	25	
At Advanced	5	6	
# of students tested	132	154	150
% of total students tested	95	96	
# of students excluded	0	0	
% of students excluded	0	0	
English Learner (LEP)			
At or Above Basic	47	32	33.6/90
At or Above Proficient	8	0	
At Advanced	0	0	
English Only / Fluent			
At or Above Basic	83	83	53.2/90
At or Above Proficient	48	35	
At Advanced	7	9	
Economic Disadvantage			

At or Above Basic	66	54	42.1/90
At or Above Proficient	20	8	
At Advanced	0	2	
State Scores			
At or Above Basic	71	66	48.9/90
State Mean Score (Scaled)	327.7	47.6/90	
At or Above Proficient	31	28	
At Advanced	9	7	

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California Standards Test (CST)**

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Grade 2	01-02	00-01	99-00
Math	%Students	Raw Score/Possible	Raw Score/Possible
At or Above Basic	69	46.3/65	44.8/65
At or Above Proficient	53		
At Advanced	32		
# of students tested	148	146	148
% of total students tested	97	100	
# of students excluded	0	1	
% of students excluded	0	.006	
English Learner (LEP)			
At or Above Basic	33	35.1/65	35.5/65
At or Above Proficient	13		
At Advanced	0		
English Only / Fluent			
At or Above Basic	85	52.6/65	46.1/65
At or Above Proficient	71		
At Advanced	46		
Economic Disadvantage			
At or Above Basic	49	39.8/65	41.1/65
At or Above Proficient	35		
At Advanced	14		
State Scores			
At or Above Basic	68	42.6/65	38.1/65
State Mean Score (Scaled)	342.7		
At or Above Proficient	43		
At Advanced	16		

Grade 3	01-02	00-01	99-00
Math	%Students	Raw Score/Possible	Raw Score/Possible
At or Above Basic	84	46.1/65	39.0/65
At or Above Proficient	60		
At Advanced	25		
# of students tested	139	159	131
% of total students tested	95	98	
# of students excluded	2	0	
% of students excluded	.014	0	
English Learner (LEP)			
At or Above Basic	73	40.9/65	34.5/65
At or Above Proficient	41		
At Advanced	11		
English Only / Fluent			
At or Above Basic	91	47.9/65	41.2/65
At or Above Proficient	73		
At Advanced	35		
Economic Disadvantage			

At or Above Basic	79	44.4/65	36.8/65
At or Above Proficient	50		
At Advanced	13		
State Scores			
At or Above Basic	65	42.2/65	36.7/65
State Mean Score (Scaled)	331.6		
At or Above Proficient	38		
At Advanced	12		

**Knob Hill Elementary
California Standards Test (CST)**

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Grade 4	01-02	00-01	99-00
Math	%Students	Raw Score/Possible	Raw Score/Possible
At or Above Basic	76	44.8/65	37.5/65
At or Above Proficient	46		
At Advanced	13		
# of students tested	150	132	154
% of total students tested	91	96	
# of students excluded	1	0	
% of students excluded	.006	0	
English Learner (LEP)			
At or Above Basic	67	35.6/65	29.5/65
At or Above Proficient	24		
At Advanced	2		
English Only / Fluent			
At or Above Basic	79	47.5/65	41.1/65
At or Above Proficient	55		
At Advanced	17		
Economic Disadvantage			
At or Above Basic	68	42.3/65	32.4/65
At or Above Proficient	35		
At Advanced	6		
State Scores			
At or Above Basic	67	39.3/65	35.1/65
State Mean Score (Scaled)	332.4		
At or Above Proficient	37		
At Advanced	13		

Grade 5	01-02	00-01	99-00
Math	%Students	Raw Score/Possible	Raw Score/Possible
At or Above Basic	74	36.3/65	28.5/65
At or Above Proficient	40		
At Advanced	10		
# of students tested	132	154	148
% of total students tested	95	96	
# of students excluded	1	0	
% of students excluded	98	0	

English Learner (LEP)			
At or Above Basic	63	28.7/65	20.8/65
At or Above Proficient	14		
At Advanced	0		
English Only / Fluent			
At or Above Basic	79	38.8/65	30.4/65
At or Above Proficient	51		
At Advanced	14		
Economic Disadvantage			
At or Above Basic	66	30.0/65	23.7/65
At or Above Proficient	28		
At Advanced	2		
State Scores			
At or Above Basic	59	33.8/65	28.6/65
State Mean Score (Scaled)	322.5		
At or Above Proficient	29		
At Advanced	7		