

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

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

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

School Mailing Address 900 S. Almansor St. (If address is P.O. Box, also include street address)

Alhambra California 91801-4854 City State Zip Code+4 (9 digits total)

Tel. (626) 308-2400 Fax (626) 308-2674

Website/URL http://www.alhambra.k12.ca.us/schools/baldwin.html Email hanacek_lis@alhambra.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. Myrna Rivera (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alhambra City Elementary School District Tel. (626) 308-2255

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 Alhambra Board of Education President/Chairperson Mrs. Barbara Messina (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

1. Number of schools in the district: 13 Elementary schools
 0 Middle schools
 0 Junior high schools
 3 High schools (Comprehensive Ed.)
 3 High schools (Alternative Ed.)
 19 TOTAL
2. District Per Pupil Expenditure: \$7,493 (2000-2001)
 Average State Per Pupil Expenditure: \$6,092 (2000-2001 State Elem. Dist avg.)
 \$6,360 (2000-2001 State avg. all schools)
 \$6,567 (2000-2001 L.A. County avg.)

SCHOOL

(Data is from the California Basic Education Data System, CBEDS, filled out annually in October)

3. Category that best describes the area where the school is located:
 [] Urban or large central city
 [X] Suburban school with characteristics typical of an urban area
 [] Suburban
 [] Small city or town in a rural area
 [] Rural
4. Number of years the principal has been in her/his position at this school. 10 .
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	47	59	106		7	83	77	160
1	63	46	109		8	88	71	159
2	62	55	117		9	–	–	–
3	65	63	128		10	–	–	–
4	68	69	137		11	–	–	–
5	71	71	142		12	–	–	–
6	72	67	139		Other	–	–	–
							TOTAL	1197

(Data is from CBEDS 2002)

6. Racial/ethnic composition of the students in the school:
- 7.3 % White
 0.4 % Black or African American
 30.1 % Hispanic or Latino
 62.2 % Asian/Pacific Islander
 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 13.9 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	101
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	67
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	168
(4)	Total number of students in the school as of October 1	1210
(5)	Subtotal in row (3) divided by total in row (4)	0.1388
(6)	Amount in row (5) multiplied by 100	13.90%

(Data is from CBEDS 2001)

8. Limited English Proficient students in the school: 42.9 %
513 Total Number Limited English Proficient

Number of languages represented: 13.

Specify languages: Burmese, Chiu Chow, Cambodian, Chinese, Cantonese, Indoneasian, Korean, Mandarin, Spanish, Tagalog, Thai, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 66.8 %
799 Total Number Students Who Qualify

10. Students receiving special education services: 9.1 %
109 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>16</u> Hearing Impairment	<u>57</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

(Data is from CBEDS 2002)

	Number of Staff	
	Full-time	Part-Time
Administrator(s)	<u>2</u>	<u>0</u> .
Classroom teachers	<u>49</u>	<u>3</u> .
Special resource teachers/specialists	<u>6</u>	<u>1</u> .
Paraprofessionals	<u>0</u>	<u>29</u> .
Support staff	<u>9</u>	<u>6</u> .
Total number	<u>65</u>	<u>39</u> .

12. Student-“classroom teacher” ratio: 24.4 : 1 .

13. Show the attendance patterns of teachers and students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance rate	96.85%	96.92%	97.26%	97.04%	96.83%
Daily teacher attendance rate	93.2%	91.8%	96.2%	97.8%	98.8%
Teacher turnover rate	11.5%	15.5%	14.8%	12.2%	11.3%
Student dropout rate	0.94%	0.68%	1.19%	0.42%	1.52%
Student drop-off rate	0	3.04%	0	0	1.52%

Teacher turnover rates rose due to changes in student enrollment and the need to shift staff within the district. Teacher attendance rates in 2000 – 2002 reflect the fact that we had a number of teachers out on maternity leave as well as a case of personal injury resulting in extended absences. In 2001-2002 Baldwin’s staff of 71% female / 32% male had an average of 10.5 years of district service.

PART III - SUMMARY

Martha Baldwin Elementary School is located in Alhambra, California, in the San Gabriel Valley. Baldwin's history began in the late 1940's when a young woman named Martha Baldwin took it upon herself to make sure the children of the area had enough to eat and that they had plenty of milk in their diets. She was a leader in organizing volunteers to help children learn to read and later became the founder of our first P.T.A. Her spirit of dedication to children and community continues and grows to this day at our school and we are proud to have her as our namesake.

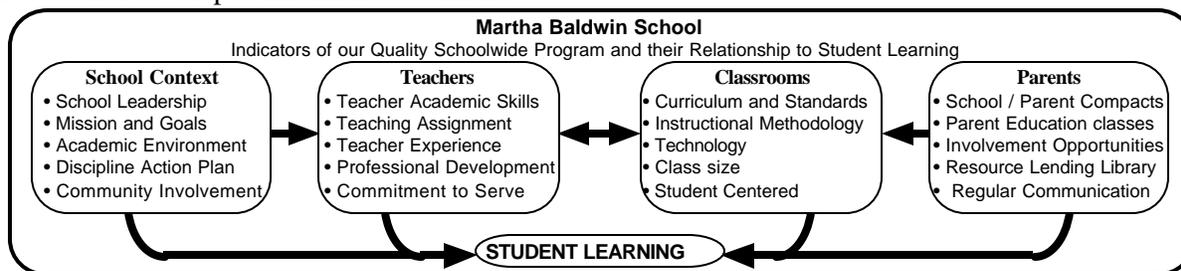
Martha Baldwin Elementary is a K- 8 school with 1213 students and is the largest elementary school in the Alhambra School District. Our diverse student population has an ethnic breakdown of 62.2 % Asian, 30.1 % Hispanic, 5.9% Caucasian, 0.4 % African American and 1.4 % other. Our students speak 13 different languages and our Structured English Immersion program supports their learning in all academic subjects. Our Title I program is coordinated with our bilingual (EIA-LEP), School Improvement Programs (SIP) State Block Grant funds and API growth rewards to utilize all available resources for the benefit of our students.

A free, democratic nation is one that can offer their children an education of the highest caliber. Martha Baldwin Elementary is dedicated to accomplishing this ideal by adhering to the school vision of providing an environment that fosters academic success, a safe and secure campus, self-esteem building, multicultural awareness and home-school partnerships. Our mission is to implement a student-centered curriculum, where students are empowered and assisted by their teachers to become: self-motivators, observers, investigators, high level thinkers, effective communicators and evaluators, problem solvers, risk takers, cooperative and collaborative workers and culturally literate. Our goals are: To provide options for students that allow them to make choices; To promote high standards and expectations; To promote conflict resolution through peer mediation and positive modeling; To create a middle school identity for our 6th-8th grade students; To bridge the transition between elementary and high school.

Every year our school vision, mission statement goals and action plans are reviewed and revised by staff (Certificated and Classified), Leadership Team, School Site Council, English Language Learners Advisory Committee, School Advisory Committee, PTA, and Student Council. This collaboration results in a shared vision for high student achievement aligned to performance standards.

The staff of Martha Baldwin is talented, dedicated and as diverse as our student body. We have new and veteran teachers working together to create an effective academic program and positive school culture. With strong collaboration from our school district, we provide excellent and varied staff development for all of our teachers. Our support staff includes Title I hourly teachers, an instructional specialist, special education staff, bilingual aides, counselors and classified personnel. We have a dynamic principal and assistant principal team who share a philosophy of love for children, trust in our teachers, true and honest collaboration, relevant professional development, and a positive, "can do" attitude. They work together with our entire staff to make it one effective and nurturing K-8 campus.

We are proud of the academic success that our students have attained. We have steadily improved our overall test scores and have been recognized by the State of California for our gains on the STAR/SAT9 math and reading assessments. Martha Baldwin School employs multiple measures of standards-based achievement as an important part of our accountability system that adequately measures the depth and breadth of what students are actually learning. Students are regularly assessed in the core curriculum using multiple measures, which include the STAR/SAT-9, SABE/2, district reading and writing assessments (grades 1-8), English Language Learner progress profiles, standards-based report cards and other teacher developed informal assessments



PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the test results, explain achievement of subgroups, exclusion groups and alternate assessment methods.

In California, tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. The STAR Program has two components the California Standards Tests and the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9). The Stanford 9 is a nationally normed test, which means that the norm group was representative of students across the nation tested in the same grade at approximately the same time. Thus, scores reported for the Stanford 9 are national percentile ranks (NPR). The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests are criterion referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests. The scores for the California Standards Tests are average scaled scores and the percent of students who scored at each performance level (i.e., advanced, proficient, basic, below basic, and far below basic). The scaled scores are specific to each grade and content areas and are designed to allow accurate comparisons of scores in the same content area and grade level from year-to-year.

Statistically significant subgroups at Baldwin include Asian and Hispanics as well as those identified as socioeconomically disadvantaged. The state of California defines a “numerically significant ethnic or socioeconomically disadvantaged subgroup” as a subgroup “that constitutes at least 15 percent of a school’s total pupil population and consists of at least 30 pupils.” Also the State Board of Education has adopted an additional criterion. If a subgroup defined by ethnicity or socioeconomic disadvantage constitutes at least 100 pupils, i.e., at least 100 pupils with valid scores, that subgroup is “numerically significant” and required to demonstrate comparable improvement, even if it does not constitute 15 percent of the school population. With the recent inclusion of all English language learners in the testing population, we have been able to track and compare their assessment data as well. All identified subgroups at Baldwin have shown consistent and sustained growth in assessment results over the last 4 years of data. The disparity between our highest achieving subgroup and our lowest has been reduced in almost all areas and across most grade levels.

All students enrolled in grades 2–8 in school on the day testing begins were required to take these tests. This now includes English learners, regardless of the length of time they have been in California schools or their fluency in English, and students with disabilities who receive special education services unless specifically exempted by their IEP. Parents can also submit written requests prior to the test date to have their children exempted from any part or all of the tests. At Baldwin we have a significant special education population being serviced on our site including two Resource Specialist Program (RSP) teachers, two Special Day Classes for Hearing Impaired (HI) and students with moderate to severe disabilities who are in full-inclusion settings. Alternate assessments include HI versions of the SAT9 as well as modifications in the presentation (large print, dictation, transcription) of the standard assessment tools.

2. Show how the school uses assessment data to understand and improve student and school performance.

Martha Baldwin School strives to achieve a coordinated system in which standards, assessment, accountability and curriculum are aligned. Our well-supported student achievement is based on rigorous academic standards aligned to the state standards and serves as the foundation for our curriculum. The district’s outside Research and Evaluation contractor provides assistance in data collection and statistical analysis and prepares an annual Accountability Review report, which is presented to and reviewed by our school Leadership Team, members of the district Instructional Division, and a district evaluator. This document allows us to review student performance from the prior year, and plan for the coming years’ instructional and intervention needs. Our district Board of Education has established measurable “School Effectiveness Criteria” which must be met each school year. With the assistance of the district, progress towards meeting these objectives is measured and reviewed annually. These assessment results are reviewed with the teachers, staff, and parents during our faculty meetings, Back to School Night, School

Site Council, English Learner Advisory Council and the Title I Annual Meeting. Schoolwide, our teachers examine these data for strengths and weaknesses for individual students, grade levels, and schoolwide content areas, so they can best target the needed skills in their daily lessons. Teachers continually adjust instruction and modify their curriculum delivery to help every student reach or exceed standards. Teachers plan individually and network both within and across grade levels to create quality work that is stimulating and motivating to students, as evidenced by a myriad of products and exhibitions. An example of our data-driven intervention focus includes our socio-economically disadvantaged subgroup, which on the 1999 Academic Performance Index (API) scored a 639. These students were identified and additional intervention assistance was made available through Title I classroom services and our extended day program. This group's current API score of 711, received special state recognition. The API is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800.

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

Parent involvement is a critical element of our schoolwide program and can be seen through participation in our Title I Parent meetings, the district Title I/EIA-LEP/ Parent Conference, our School Site Council (SSC), volunteering at school and the utilization of Title I School-Parent Compacts. These Compacts are an important part of our parent conferences, where the primary stakeholders in the student's education can clearly identify each other's roles and responsibilities. At our annual Title I parent meeting assessment results are shared and parents are given information on the grade level standards for their children. Parents are informed of their child's progress through regularly scheduled communication with the teacher. Back to School night and our parent conferences, which are scheduled early in the first trimester, are key opportunities for parents to gain an understanding of the grade level standards and classroom. K-5 teachers use a "Friday Folder" to send completed work and progress reports home each week. Our 6-8 students utilize a customized planner, made available by our school, to record assignments and carry teacher feedback to their parents. At the end of each trimester students in grades 1-5 take home our computerized standards based report cards, which have received praise from parents and teachers for the focus they give to our student evaluations and the information they get about how students are meeting the standards. A specialized ELD standards-based report card is used for our ELL students, and is available in multiple languages to promote awareness of performance expectations. Presentations at school board meetings and articles in the local papers allow community wide access to student performance data and opens channels of communications for ways to partner with the school.

4. Describe how the school will share its successes with other schools.

Achievement that is not shared is short lived and not true success. The only real form of success is one founded on the notion of shared outcomes and sustainable performance. At the heart of sharing success is the opportunity to make a difference. At Baldwin school we are excited about the opportunity to make a difference. Awards distinguish our school as a steward to educate students, parents, community and all other interested stakeholders. Our goal is to communicate the No Child Left Behind theme that we have established for our school community. A high tech PowerPoint presentation that we developed for the California Title I Achieving school conference will continue to be used as a vehicle to get information to others. Our Baldwin school web site along with the district web site will also be used. Publicity will be achieved through the use of the community newspaper "Around Alhambra". We will look forward to the opportunity to showcase our success as we will welcome visitors from all levels to experience the rich and family atmosphere of what is Baldwin School.

PART V – CURRICULUM AND INSTRUCTION

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

Martha Baldwin provides for its students a program that is based upon a solid, specific, shared core curriculum that helps students establish strong foundations across all the subject areas. Our students have access to the district and state standards aligned curriculum. The core curriculum and state standards are implemented in all classrooms as evidenced by the standards checklist, samples of student work, teacher lesson plans, observations, class organization list, the school plan and Program Quality Review findings.

Our teachers develop challenging and engaging curriculum, instruction, and assessments that are aligned to district and state standards. They are also involved in the selection of instructional materials and textbooks, as are our parents. Articulation of expectancies begins with our pre-school community, weaves across the grade levels into our middle grades and continues through high school. During the summer we offer a Pre-K academy to prepare our future students for the Baldwin experience. Our K-8 teachers meet monthly to articulate and plan so that the curriculum is relevant to the student's life, community, workplace and world. Our goals of helping students reach our expectancies from pre-school to 8th grade directly contribute to high school graduation and beyond. We are very excited about our new Kindergarten Through College Project This year our parents participated in a series of parent workshops aimed at literacy and early college expectations.

Martha Baldwin's **Language Arts** program reflects a well balanced literacy approach. The Partners in Print program, facilitated by parents, has assisted parents of pre-school, kindergarten and first grade students to help their children become confident successful readers. This early intervention has strengthened our literacy program and nurtured our students into becoming lifelong readers.

In the area of **Mathematics**, teachers utilize the state standards as well as district curriculum guides to move students toward the mastery of grade level expectations. Teacher articulation between grade levels insures the development of content knowledge, comprehension skills, application of basic skills and problem solving. Their instructional delivery models emphasize practical applications of math in real life situations, the use of manipulatives, direct skill development activities, and appropriate drill and practice.

The Martha Baldwin **Social Science** program embodies four goals: Knowledge and cultural understanding, demographic understanding, civic values, and skills attainment with an emphasis in social participation. A Specially Designed Academic Instruction in English (SDAIE) approach is used to facilitate the delivery of information to our students. Limited English Proficient students, as well as our English only students, benefit greatly from this methodology.

Our **Science** program embraces the belief that students should actively experience science rather than passively read about it. Our teachers regularly utilize instructional delivery models, including whole class multi-level direct instruction, small lab groupings, hands-on manipulative, targeted mini-lessons and independent student research projects.

Martha Baldwin School recognizes **Visual and Performing Arts** as an essential core instructional area. Our K-3 students receive Music and Art from their classroom teacher using engaging instructional materials. The 4th grade students receive two 50-minute blocks a week for music and art from the district music and art teachers. Students in grade 4-8 have the opportunity to participate in the instrumental or choral program. Our 6-8 graders may participate in music, dance, drama, and art during their elective period.

The Martha Baldwin **Health** program is based on the effective implementation of an age appropriate and culturally sensitive curriculum. It emphasizes healthy lifestyles and the development of personal-social skills and links with our **Physical Education** program to provide a good balance between motor skill development, physical fitness, self-image, social behavior and recreation. Students in grades 5-8 receive instruction from district physical education teachers.

The 7-8 elective program offers a multitude of experiences for our students. Spanish and Chinese as a **Foreign Language** are offered. A natural language approach is used to create an optimal learning environment to facilitate the acquisition of target language skills.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Martha Baldwin School fully implements the Alhambra School District's adopted Balanced Literacy Program, which is based on the *California English/Language Arts Standards*, the *California English Language Development Standards*, and the *California State Framework for English/Language Arts*. It reflects a student-centered, comprehensive approach to literacy development. A language arts program by definition implies an integration of listening, speaking, reading and writing and must accomplish the following: Engage students intensively in listening, speaking, reading and writing, Maintain a balance of strong literature and language-rich activities, Incorporate organized and explicit skills instruction in phonemic awareness, sound-symbol relationships, phonics, decoding, word-attack skills, spelling and the structure of the English language, Include the study of literature and other high quality materials, Promote independent student reading of high quality materials, Communicate a clear sense of common values and goals that respect diversity, Emphasize cultural heritage through language and literature, Include ongoing assessment and evaluation to ensure accountability and guide instruction, Provide a powerful early intervention program that helps students at risk to succeed

The Balanced Literacy Program is based on a strong belief that all students, regardless of home language or socioeconomic background, can and must have equal access to literacy. Alhambra's Block Model delivery system assigns time allocations for shared reading, guided reading, word work, and writing. Appropriate grouping models, materials, and teaching strategies are identified for each block so that a standards-based English Language Arts and/or English Language Development curriculum is provided to all students. Each student's experience and culture is recognized and celebrated in the process.

The Balanced Literacy Program is responsive to a wide range of proficiency levels for English language learners, ELL, ranging from Beginning to Advanced Fluency. The Structured English Immersion Program for ELL students at the Beginning and Early Intermediate levels focuses on assisting students in achieving "reasonable fluency" in English as rapidly and effectively as possible as measured by the District's English Language Development Progress Profile. English Language Development instruction addresses listening, speaking, reading and writing standards, is delivered "overwhelmingly" in English, and includes strategies that make English comprehensible to students. Primary language support is provided as available through an instructional aide. ELL students at the Intermediate through Advanced levels as well as redesignated fully fluent students and native English speakers focuses on assisting students in meeting language arts standards in reading, writing, listening and speaking in addition to using English effectively for social and academic purposes. Instruction is delivered in English using appropriate instructional strategies.

3. Describe 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.

The Martha Baldwin School Science program embraces the belief that students should actively experience science rather than passively read about it. This program emphasizes the development of concepts and an understanding of the connections among the disciplines of science. Teachers regularly utilize instructional delivery models including whole class multi-level direct instruction, small lab groupings, hands-on manipulatives, targeted mini-lessons and independent student research projects. Appropriate technology, used to supplement direct instruction, is integrated whenever possible into the science program. A District Science Site Chair Committee meets twice per school year, with site level representation, to address issues related to the science program. The district core instructional materials are the Macmillan/McGraw Hill Science Series. This series is designed to involve students in the hands on application of basic scientific principles to real life situations. Our K-6 teachers also utilize a series of hands on science kits developed by Linda Poore, a science consultant that supplements and enhances our student's enthusiasm for science. In 2002 our middle grade science teachers applied for and received a California State Middle School Demonstration Program grant, providing \$50,000 per year for four years. The focus of this science grant is staff development, the use of technology, and creating links to higher science education and industries such as NASA's Jet Propulsion Laboratory, Lockheed and also small companies that have a need for graduates skilled in the sciences. Students are regularly asked to integrate science into their mathematics and language arts programs. One such example of a cross-curricular, project based learning activity, is our very successful upper grade Science Fair where individuals or pairs

of students collect and interpret numerical data and then present it in multiple formats to their peers and the community. Written research reports on science topics, people or events are routinely worked on and supported by the language arts teacher. The successes in our Science program exemplify the active pursuit of our school mission to implement a student-centered curriculum, where students are empowered and assisted by their teachers to become: self-motivators, observers, investigators, high level thinkers, effective communicators and evaluators, problem solvers, risk takers, cooperative and collaborative workers and culturally literate.

4. Describe the different instructional methods the school uses to improve student learning.

Martha Baldwin Elementary School strives to provide *all* of its students with instruction of the highest quality and offers a broad range of intervention strategies that are used to help students meet grade-level standards. Our well-supported student achievement is based on rigorous academic standards aligned to the state standards and serves as the foundation for our curriculum. Martha Baldwin employs multiple measures of standards-based achievement as an important part of our accountability system that adequately measures the depth and breadth of what students are actually learning. We are successfully implementing a Title I schoolwide program using multiple sources of federal, state, and local funding to plan and put into action comprehensive reforms that benefit all students. Identified students receive intervention services in Language Arts and Math through a variety of approaches: in-class, teaming and extended day services. Using the Alhambra school district's core curriculum, five specialist teachers, funded by Title I, provide a 30-minute "second dose" four times a week during Language Arts periods within the regular classrooms. This coordination allows Baldwin to significantly reduce the student-teacher ratio during the shared and guided reading or writing sections of the four block model Language Arts period. A special Title I Read 180 computer lab is utilized for students to receive specialized instruction with software that keeps track of their reading progress and identifies skills they need for academic success. A range of programs, including Scholastic's Read 180 software program, which is based on Vanderbilt University research data, are used to meet the cognitive, language, and reading needs of students with identified disabilities as well as other disadvantaged learners. In Mathematics, lessons are designed so that students are constantly being exposed to new information while practicing skills and reinforcing their understanding of information introduced previously. Diagnostically trained Title I teachers and paraprofessionals provide a period of moderate intervention in the classroom to support the skills development of those students most at risk. When necessary, students receive additional interventions during the extended day Baldwin Enrichment Program. Our faculty has high expectations for achievement, and shares with all stakeholders our vision and hope for all of our students. The most dramatic impact due to the state standards has been that our classroom practices have become more content-driven and more focused on what students need to know. Students are engaged in work that requires higher-level thinking skills and are actively involved in project based learning, where they do something with what they learned — make a graph, organize results into a table, or maintain a work portfolio. These opportunities further develop the students' metacognitive skills needed for lifelong learning. Our students' cultural based learning systems are recognized and addressed through the use of flexible grouping, cooperative learning and differentiated instructional models.

5. Describe the school's professional development program and its impact on improving student achievement.

Adults working collectively within a school have a positive effect on student learning and school quality beyond their contributions as individual administrators, teachers and support staff. As a K–8 school, Baldwin prides itself on its atmosphere of "community and family." Our multicultural and linguistically diverse population of students and staff reflects our nation's heritage of accepting and embracing all people.

Each year our teachers focus their professional growth on the achievement of state standards. They write personal growth targets to the California Standards for the Teaching Profession. Accountability Report results (SAT 9, Multiple Measures, School Effectiveness Criteria) are used to identify areas of focus for staff development. Based on identified needs our weekly shortened Thursdays support not only preparation time for teachers, but opportunities for networking and collaboration time through staff meetings and staff development. Twenty-one hours of paid professional development time are used yearly

for in-services. Based on an analysis of assessment data this time is used for training in: standard based instruction, standard based report cards, technology, first aid, research based balanced literacy and writing rubrics. Current professional development training opportunities include: ELD literature unit in-services, 4-8 core literacy, SAT 9 improvements by Jim Cox, mathematics professional development workshops, science standards, and early intervention strategies. Our classified staff also takes pride in staying current with new innovative practices. They attend workshops such as Developing a Partnership (DAP) and conferences or district training to strengthen their skills.

New teachers are interviewed and selected by our principal. Individuals are chosen who share our passion and vision for learning. The district provides extensive support for new teachers including: Pre-Interns, Interns, and Beginning Teacher Support and Assessment (BTSA) programs. These provide ongoing support to new staff by teaming them up with experienced colleagues. Our school mentors and grade level buddy system also assist new teachers in classroom management strategies, grouping structures, and students' placement.

Collaboration at Martha Baldwin is exceptional. Staff members and parents work closely to create a united school culture. Baldwin's professional culture encourages creativity, entrepreneurship and innovation. This ongoing professional inquiry creates a community of learners that is committed to implementing a quality schoolwide program for all students.

This spirit of dedication to children, families and the community, which began 60 years ago with Martha Baldwin's example, continues and grows to this day at our school.

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 2

Test California Standards Test

Edition/publication year Primary 2

Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES (average correct)		48.5/75	43.9/75		
TOTAL					
At or Above Basic	71%	72%			
At or Above Proficient	42%	40%			
At Advanced	15%	11%			
Number of students tested	123	133	134		
Percent of total students tested	96%	96%	95%		
Number of students excluded	5				
Percent of students excluded	4%				
SUBGROUP SCORES					
1. English Language Learners Mean Correct		50.0/75	44.8/75		
At or Above Basic	70%	78%			
At or Above Proficient	35%	42%			
At Advanced	12%	12%			
2. Economically Disadvantaged Mean Correct		48.0/75	43.3/75		
At or Above Basic	67%	73%			
At or Above Proficient	32%	38%			
At Advanced	8%	12%			
3. Non-Economically Disadvantaged		49.5/75	45.2/75		
At or Above Basic	80%	73%			
At or Above Proficient	64%	45%			
At Advanced	32%	11%			
STATE SCORES Average correct- statewide		44.3/75	43.3/75		
TOTAL					
At or Above Basic	63%	61%			
State Mean Score					
At or Above Proficient	32%	32%			
State Mean Score					
At Advanced	9%	10%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 2

Test California Standards Test

Edition/publication year Primary 2 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES (average correct)		44.9/65	39.8/65		
TOTAL					
At or Above Basic	74%				
At or Above Proficient	46%				
At Advanced	13%				
Number of students tested	126	137	137		
Percent of total students tested	98%	99%	97%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		47.1/65	40.7/65		
At or Above Basic	79%				
At or Above Proficient	51%				
At Advanced	16%				
2. Economically Disadvantaged Mean Correct		45.0/65	39.1/65		
At or Above Basic	70%				
At or Above Proficient	42%				
At Advanced	10%				
3. Non-Economically Disadvantaged		44.8/65	41.2/65		
At or Above Basic	83%				
At or Above Proficient	55%				
At Advanced	19%				
STATE SCORES State average correct		42.6/65	38.1/65		
TOTAL					
At or Above Basic	68%				
State Mean Score					
At or Above Proficient	43%				
State Mean Score					
At Advanced	16%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3

Test California Standards Test

Edition/publication year Primary 3 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average correct		43.2/75	44.8/75		
TOTAL					
At or Above Basic	72%	59%			
At or Above Proficient	43%	27%			
At Advanced	13%	7%			
Number of students tested	138	136	125		
Percent of total students tested	93%	96%	88%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		43.8/75	40.8/75		
At or Above Basic	79%	61%			
At or Above Proficient	50%	30%			
At Advanced	13%	7%			
2. Economically Disadvantaged Mean Correct		42.6/75	44.2/75		
At or Above Basic	70%	56%			
At or Above Proficient	41%	29%			
At Advanced	14%	7%			
3. Non-Economically Disadvantaged		44.6/75	46.1/75		
At or Above Basic	82%	66%			
At or Above Proficient	52%	26%			
At Advanced	12%	7%			
STATE SCORES – Average correct		43.3/75	42.9/75		
TOTAL					
At or Above Basic	62%	59%			
State Mean Score					
At or Above Proficient	34%	30%			
State Mean Score					
At Advanced	11%	9%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3

Test California Standards Test

Edition/publication year Primary 3 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average correct		42.7/65	38.3/65		
TOTAL					
At or Above Basic	79%				
At or Above Proficient	53%				
At Advanced	24%				
Number of students tested	140	139	125		
Percent of total students tested	94%	99%	88%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		44.3/65	38.1/65		
At or Above Basic	91%				
At or Above Proficient	65%				
At Advanced	33%				
2. Economically Disadvantaged Mean Correct		42.0/65	37.5/65		
At or Above Basic	77%				
At or Above Proficient	50%				
At Advanced	24%				
3. Non-Economically Disadvantaged		44.2/65	40.3/65		
At or Above Basic	80%				
At or Above Proficient	57%				
At Advanced	23%				
STATE SCORES Average correct		42.2/65	36.7/65		
TOTAL					
At or Above Basic	65%				
State Mean Score					
At or Above Proficient	38%				
State Mean Score					
At Advanced	12%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test California Standards Test

Edition/publication year Intermediate 1 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average correct		54.3/90	49.6/90		
TOTAL					
At or Above Basic	82%	85%			
At or Above Proficient	37%	43%			
At Advanced	13%	12%			
Number of students tested	127	121	130		
Percent of total students tested	92%	87%	87%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		52.4/90	44.7/90		
At or Above Basic	78%	88%			
At or Above Proficient	29%	33%			
At Advanced	5%	6%			
2. Economically Disadvantaged Mean Correct		52.3/90	47.7/90		
At or Above Basic	78%	83%			
At or Above Proficient	34%	41%			
At Advanced	12%	11%			
3. Non-Economically Disadvantaged		58.5/90	53.1/90		
At or Above Basic	90%	92%			
At or Above Proficient	42%	50%			
At Advanced	15%	16%			
STATE SCORES Average correct		43.3/90	46.9/90		
TOTAL					
At or Above Basic	71%	66%			
State Mean Score					
At or Above Proficient	36%	33%			
State Mean Score					
At Advanced	14%	11%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test California Standards Test

Edition/publication year Intermediate 1 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		46.3/65	35.6/65		
TOTAL					
At or Above Basic	85%				
At or Above Proficient	54%				
At Advanced	19%				
Number of students tested	130	124	132		
Percent of total students tested	94%	89%	89%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		47.9/65	35.3/65		
At or Above Basic	84%				
At or Above Proficient	51%				
At Advanced	10%				
2. Economically Disadvantaged Mean Correct		44.8/65	34.0/65		
At or Above Basic	84%				
At or Above Proficient	50%				
At Advanced	18%				
3. Non-Economically Disadvantaged		49.5/65	38.4/65		
At or Above Basic	91%				
At or Above Proficient	65%				
At Advanced	24%				
STATE SCORES Average Correct		39.3/65	35.1/65		
TOTAL					
At or Above Basic	67%				
State Mean Score					
At or Above Proficient	37%				
State Mean Score					
At Advanced	13%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test California Standards Test

Edition/publication year Intermediate 2 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		51.8/90	47.2/90		
TOTAL					
At or Above Basic	84%	80%			
At or Above Proficient	33%	34%			
At Advanced	11%	10%			
Number of students tested	129	135	143		
Percent of total students tested	95%	91%	88%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		48.8/90	40.6/90		
At or Above Basic	85%	79%			
At or Above Proficient	18%	21%			
At Advanced	3%	5%			
2. Economically Disadvantaged Mean Correct		50.4/90	46.9/90		
At or Above Basic	80%	73%			
At or Above Proficient	31%	31%			
At Advanced	11%	12%			
3. Non-Economically Disadvantaged		54.3/90	47.7/90		
At or Above Basic	93%	92%			
At or Above Proficient	40%	41%			
At Advanced	12%	6%			
STATE SCORES Average Correct		47.6/90	47.2/90		
TOTAL					
At or Above Basic	71%	66%			
State Mean Score					
At or Above Proficient	31%	28%			
State Mean Score					
At Advanced	9%	7%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test California Standards Test

Edition/publication year Intermediate 2 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		39.5/65	30.6/65		
TOTAL					
At or Above Basic	66%				
At or Above Proficient	25%				
At Advanced	5%				
Number of students tested	128	137	147		
Percent of total students tested	94%	92%	90%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		41.6/65	30.3/65		
At or Above Basic	68%				
At or Above Proficient	25%				
At Advanced	3%				
2. Economically Disadvantaged Mean Correct		37.6/65	29.9/65		
At or Above Basic	64%				
At or Above Proficient	21%				
At Advanced	4%				
3. Non-Economically Disadvantaged		42.5/65	31.8/65		
At or Above Basic	72%				
At or Above Proficient	35%				
At Advanced	9%				
STATE SCORES Average Correct Statewide		34.6/65	28.6/65		
TOTAL					
At or Above Basic	59%				
State Mean Score					
At or Above Proficient	29%				
State Mean Score					
At Advanced	7%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6

Test California Standards Test

Edition/publication year Intermediate 3 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		50.7/90	49.6/90		
TOTAL					
At or Above Basic	78%	76%			
At or Above Proficient	33%	24%			
At Advanced	6%	5%			
Number of students tested	146	146	154		
Percent of total students tested	92%	91%	91%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		45.5/90	41.8/90		
At or Above Basic	69%	64%			
At or Above Proficient	16%	8%			
At Advanced	0%	0%			
2. Economically Disadvantaged Mean Correct		49.5/90	46.7/90		
At or Above Basic	75%	72%			
At or Above Proficient	33%	22%			
At Advanced	5%	5%			
3. Non-Economically Disadvantaged		53.6/90	54.5/90		
At or Above Basic	85%	86%			
At or Above Proficient	33%	30%			
At Advanced	8%	6%			
STATE SCORES Average Correct		50.1/90	47.2/90		
TOTAL					
At or Above Basic	66%	67%			
State Mean Score					
At or Above Proficient	30%	31%			
State Mean Score					
At Advanced	9%	8%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6

Test California Standards Test

Edition/publication year Intermediate 3 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		39.2/65	36.0/65		
TOTAL					
At or Above Basic	72%				
At or Above Proficient	43%				
At Advanced	13%				
Number of students tested	150	149	156		
Percent of total students tested	94%	93%	92%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		40.9/65	39.0/65		
At or Above Basic	78%				
At or Above Proficient	42%				
At Advanced	17%				
2. Economically Disadvantaged Mean Correct		39.2/65	35.2/65		
At or Above Basic	70%				
At or Above Proficient	40%				
At Advanced	12%				
3. Non-Economically Disadvantaged		39.5/65	37.3/65		
At or Above Basic	77%				
At or Above Proficient	50%				
At Advanced	15%				
STATE SCORES Average correct		35.3/65	31.2/65		
TOTAL					
At or Above Basic	62%				
State Mean Score					
At or Above Proficient	32%				
State Mean Score					
At Advanced	10%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 7

Test California Standards Test

Edition/publication year Advanced 1 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		55.8/90	53.6/90		
TOTAL					
At or Above Basic	75%	77%			
At or Above Proficient	38%	36%			
At Advanced	7%	6%			
Number of students tested	147	149	122		
Percent of total students tested	84%	90%	95%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		50.1/90	46.2/90		
At or Above Basic	62%	71%			
At or Above Proficient	20%	18%			
At Advanced	0%	2%			
2. Economically Disadvantaged Mean Correct		53.8/90	52.6/90		
At or Above Basic	72%	75%			
At or Above Proficient	37%	30%			
At Advanced	8%	3%			
3. Non-Economically Disadvantaged		59.0/90	55.8/90		
At or Above Basic	87%	78%			
At or Above Proficient	44%	44%			
At Advanced	7%	10%			
STATE SCORES Average Correct		52.2/90	51.9/90		
TOTAL					
At or Above Basic	65%	65%			
State Mean Score					
At or Above Proficient	33%	32%			
State Mean Score					
At Advanced	7%	9%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 7

Test California Standards Test

Edition/publication year Advanced 1 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

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MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		40.2/65	31.2/65		
TOTAL					
At or Above Basic	75%				
At or Above Proficient	41%				
At Advanced	12%				
Number of students tested	153	149	116		
Percent of total students tested	87%	90%	90%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		40.0/65	29.4/65		
At or Above Basic	68%				
At or Above Proficient	29%				
At Advanced	10%				
2. Economically Disadvantaged Mean Correct		40.3/65	29.8/90		
At or Above Basic	73%				
At or Above Proficient	38%				
At Advanced	12%				
3. Non-Economically Disadvantaged		40.1/65	34.4/90		
At or Above Basic	82%				
At or Above Proficient	51%				
At Advanced	13%				
STATE SCORES Average Correct		33.8/65	27.9/65		
TOTAL					
At or Above Basic	60%				
State Mean Score					
At or Above Proficient	30%				
State Mean Score					
At Advanced	6%				
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test California Standards Test

Edition/publication year Advanced 2 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		55.8/90	52.1/90		
TOTAL					
At or Above Basic	81%	79%			
At or Above Proficient	41%	37%			
At Advanced	11%	8%			
Number of students tested	152	119	121		
Percent of total students tested	97%	90%	92%		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct		49.4/90	41.9/90		
At or Above Basic	65%	68%			
At or Above Proficient	15%	14%			
At Advanced	2%	2%			
2. Economically Disadvantaged Mean Correct		56.2/90	49.6/90		
At or Above Basic	80%	78%			
At or Above Proficient	34%	41%			
At Advanced	8%	6%			
3. Non-Economically Disadvantaged		55.0/90	55.5/90		
At or Above Basic	85%	82%			
At or Above Proficient	53%	28%			
At Advanced	16%	14%			
STATE SCORES Average Correct		52.0/90	50.9/90		
TOTAL					
At or Above Basic	66%	67%			
State Mean Score					
At or Above Proficient	32%	32%			
State Mean Score					
At Advanced	10%	9%			
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test California Standards Test

Edition/publication year Advanced 1 Publisher Harcourt Educational Measurement

Data Limitations: California published cut-offs for basic, proficient and advanced in only the past 2 years (2002 & 2001) in Language Arts, and only in 2002 for Math. Therefore "mean number correct" figures were used, by necessity, for 2001 and 2000 in math and Language Arts as the only figures available. The data for "mean number correct", was added in under "scores".

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

MATH – 8th scores were not available from the state in this format

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES Average Correct		NA			
TOTAL					
At or Above Basic	82%				
At or Above Proficient	37%				
At Advanced	3%				
Number of students tested	108				
Percent of total students tested	69%				
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. English Language Learners Mean Correct					
At or Above Basic	83%				
At or Above Proficient	35%				
At Advanced	4%				
2. Economically Disadvantaged Mean Correct					
At or Above Basic	81%				
At or Above Proficient	34%				
At Advanced	3%				
3. Non-Economically Disadvantaged					
At or Above Basic	86%				
At or Above Proficient	43%				
At Advanced	3%				
STATE SCORES					
TOTAL					
At or Above Basic	54%				
State Mean Score					
At or Above Proficient	20%				
State Mean Score					
At Advanced	2%				
State Mean Score					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 2 Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	59	59	48	44	42
Number of students tested	123	133	134	135	121
Percent of total students tested	98.4	99.3	100	99.3	100
Number of students excluded	2	1	0	1	0
Percent of students excluded	1.6	.7	0	.7	0
SUBGROUP SCORES					
1. Hispanic	47	45	31	27	27
2. Asian	61	65	55	47	48
3. ON Free/Reduced Lunch Program	49	56	44		
4. NOT ON Free/Reduced Lunch Program	72	62	57		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	67	68	71	54	53
Number of students tested	126	137	138	140	123
Percent of total students tested	98.4	99.3	100	99.3	100
Number of students excluded	2	1	0	1	0
Percent of students excluded	1.6	.7	0	.7	0
SUBGROUP SCORES					
1. Hispanic	46	38	40	36	28
2. Asian	79	82	80	64	68
3. ON Free/Reduced Lunch Program	65	66	71		
4. NOT ON Free/Reduced Lunch Program	76	68	72		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 3

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	49	41	39	41	28
Number of students tested	141	138	132	131	149
Percent of total students tested	98.6	99.3	100	100	100
Number of students excluded	2	1	0	0	0
Percent of students excluded	1.4	.7	0	0	0
SUBGROUP SCORES					
1. Hispanic	31	32	30	26	20
2. Asian	56	45	42	45	29
3. ON Free/Reduced Lunch Program	43	38	35		
4. NOT ON Free/Reduced Lunch Program	59	44	47		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	76	66	65	55	42
Number of students tested	141	140	133	131	150
Percent of total students tested	98.6	99.3	100	100	100
Number of students excluded	2	1	0	0	0
Percent of students excluded	1.4	.7	0	0	0
SUBGROUP SCORES					
1. Hispanic	37	38	38	21	19
2. Asian	88	82	80	71	57
3. ON Free/Reduced Lunch Program	70	64	72		
4. NOT ON Free/Reduced Lunch Program	82	69	61		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 4

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	51	57	47	37	36
Number of students tested	134	126	13	154	133
Percent of total students tested	97.8	100	100	100	100
Number of students excluded	3	0	0	0	0
Percent of students excluded	2.2	0	0	0	0
SUBGROUP SCORES					
1. Hispanic	45	44	40	18	20
2. Asian	56	61	50	44	38
3. ON Free/Reduced Lunch Program	51	50			
4. NOT ON Free/Reduced Lunch Program	52	67			

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	73	65	52	47	43
Number of students tested	134	129	136	155	140
Percent of total students tested	97.8	100	100	100	100
Number of students excluded	3	0	0	0	0
Percent of students excluded	2.2	0	0	0	0
SUBGROUP SCORES					
1. Hispanic	56	42	42	17	22
2. Asian	79	75	75	64	54
3. ON Free/Reduced Lunch Program	72	58	48		
4. NOT ON Free/Reduced Lunch Program	72	78	62		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 5

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	50	48	34	36	37
Number of students tested	131	141	156	156	104
Percent of total students tested	96.3	98.6	100	99.4	100
Number of students excluded	5	2	0	1	0
Percent of students excluded	3.7	1.4	0	.6	0
SUBGROUP SCORES					
1. Hispanic	37	30	28	23	23
2. Asian	56	56	42	37	38
3. ON Free/Reduced Lunch Program	47	44	29		
4. NOT ON Free/Reduced Lunch Program	61	52	42		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	62	60	48	50	48
Number of students tested	131	144	160	156	109
Percent of total students tested	96.3	98.7	100	99.4	100
Number of students excluded	5	2	0	1	0
Percent of students excluded	3.7	1.3	0	.6	0
SUBGROUP SCORES					
1. Hispanic	34	20	20	18	18
2. Asian	73	79	69	65	66
3. ON Free/Reduced Lunch Program	58	52	44		
4. NOT ON Free/Reduced Lunch Program	69	71	68		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 6

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	51	45	46	44	47
Number of students tested	154	157	161	117	117
Percent of total students tested	98.7	100	100	100	100
Number of students excluded	2	0	0	0	0
Percent of students excluded	1.3	0	0	0	0
SUBGROUP SCORES					
1. Hispanic	31	35	32	18	31
2. Asian	59	51	51	47	50
3. ON Free/Reduced Lunch Program	45	41	38		
4. NOT ON Free/Reduced Lunch Program	57	51	50		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	66	64	66	59	63
Number of students tested	156	160	162	120	121
Percent of total students tested	98.7	100	100	100	100
Number of students excluded	2	0	0	0	0
Percent of students excluded	1.3	0	0	0	0
SUBGROUP SCORES					
1. Hispanic	27	35	25	18	35
2. Asian	84	80	78	71	76
3. ON Free/Reduced Lunch Program	63	61	59		
4. NOT ON Free/Reduced Lunch Program	72	68	73		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 7

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	50	51	42	47	48
Number of students tested	161	155	127	119	120
Percent of total students tested	99.4	100	99.3	100	100
Number of students excluded	1	0	1	0	0
Percent of students excluded	0.6	0	.7	0	0
SUBGROUP SCORES					
1. Hispanic	35	37	33	29	28
2. Asian	55	57	53	50	55
3. ON Free/Reduced Lunch Program	45	45	37		
4. NOT ON Free/Reduced Lunch Program	62	58	56		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	62	70	57	60	58
Number of students tested	161	154	124	121	123
Percent of total students tested	99.4	100	99.2	100	100
Number of students excluded	1	0	1	0	0
Percent of students excluded	0.6	0	.8	0	0
SUBGROUP SCORES					
1. Hispanic	36	31	33	27	25
2. Asian	72	84	82	71	77
3. ON Free/Reduced Lunch Program	58	68	50		
4. NOT ON Free/Reduced Lunch Program	70	71	70		

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in Reading and mathematics.

Grade 8

Test Stanford Achievement Test – 9 edition (SAT9)

Edition/publication year Form T

Publisher Harcourt Educational Measurement

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

In 2002, Deaf and Hard of Hearing (DHH) students excluded by their IEPs were included in the count in addition to those excluded by parent request. In all other years exclusion numbers are for parent request only. The DHH students have always been assessed using an approved alternate assessment program based on student needs and IEP goals.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	52	51	45	54	45
Number of students tested	156	124	124	117	130
Percent of total students tested	98.7	97.6	99.2	99.2	100
Number of students excluded	2	3	1	1	0
Percent of students excluded	1.3	2.4	.8	.8	0
SUBGROUP SCORES					
1. Hispanic	47	36	25	34	37
2. Asian	55	61	50	57	47
3. ON Free/Reduced Lunch Program	44	51	38		
4. NOT ON Free/Reduced Lunch Program	64	50	49		

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
SCHOOL SCORES					
Total Score	66	64	62	73	64
Number of students tested	156	126	124	117	130
Percent of total students tested	98.7	97.7	99.2	99.2	100
Number of students excluded	2	3	1	1	0
Percent of students excluded	1.3	2.3	.8	.8	0
SUBGROUP SCORES					
1. Hispanic	37	33	18	33	35
2. Asian	75	80	79	86	76
3. ON Free/Reduced Lunch Program	62	63	58		
4. NOT ON Free/Reduced Lunch Program	67	66	65		