

**U.S. Department of Education****September 2003****2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Mr. Leonard Judd  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Twin Oaks Elementary School  
(As it should appear in the official records)School Mailing Address 1 Cassou Road  
(If address is P.O. Box, also include street address)

<u>San Marcos</u>	<u>California</u>	<u>92069-9831</u>
City	State	Zip Code+4 (9 digits total)

Tel. ( 760 ) 290-2588 Fax ( 760 ) 752-3155Website/URL www.twinoakselementary.org E-mail ljudd@sdcoe.net

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 \_\_\_\_\_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 Mrs. Sharon Jenkins  
(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 \_\_\_\_\_*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:      9   Elementary schools  
   2   Middle schools  
   \_\_\_\_\_ Junior high schools  
   3   High schools  
   \_\_\_\_\_ Other (Briefly explain)
- 14 TOTAL
2. District Per Pupil Expenditure:    \_\_\_\_\_ \$6,672 \_\_\_\_\_  
     Average State Per Pupil Expenditure:    \_\_\_\_\_ \$7,124 \_\_\_\_\_

**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.   5.5   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
<b>K</b>	92	67	<b>159</b>	<b>7</b>			
<b>1</b>	73	79	<b>152</b>	<b>8</b>			
<b>2</b>	85	81	<b>166</b>	<b>9</b>			
<b>3</b>	92	70	<b>162</b>	<b>10</b>			
<b>4</b>	58	87	<b>145</b>	<b>11</b>			
<b>5</b>	58	81	<b>139</b>	<b>12</b>			
<b>6</b>				Preschool Special Day	23	15	38
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>961</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>36.2</u> % White                         |
| <u>1.8</u> % Black or African American      |
| <u>56.9</u> % Hispanic or Latino            |
| <u>4.4</u> % Asian/Pacific Islander         |
| <u>0.7</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                           |

7. Student turnover, or mobility rate, during the past year: 19 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	98
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	76
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	174
<b>(4)</b>	Total number of students in the school as of October 1	921
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1889
<b>(6)</b>	Amount in row (5) multiplied by 100	19%

8. Limited English Proficient students in the school: 37.8 %  
348 Total Number Limited English Proficient  
 Number of languages represented: 7  
 Specify languages: Spanish, Hungarian, Farsi, Chinese Vietnamese, Serbian, and Turkish
9. Students eligible for free/reduced-priced meals: 52.3 %  
482 Total Number Students Who Qualify

If this method does not produce 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.

10. Students receiving special education services: 13.7%  
127 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>22</u> Autism	<u>9</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>61</u> Speech or Language Impairment
<u>13</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>2</u>
Classroom teachers	<u>34</u>	<u>6</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>24</u>	<u>23</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>65</u>	<u>34</u>

12. Average school student-“classroom teacher” ratio: 25:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	96%	95%	96%	95%
Daily teacher attendance	98%	97%	98%	97%	97%
Teacher turnover rate	4%	6%	4%	2%	0%
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate					

## **PART III - SUMMARY**

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Twin Oaks Elementary School (TOES) is beautifully located in the picturesque Twin Oaks Valley of San Marcos. This relatively new school has established a consistent focus on the teaching and learning process for our students. The school was recognized as a Title 1 Achieving school in 2002 and 2003. It was also recognized as a California Distinguished School in 2002. Our mission statement has fueled our success. We believe that all students can learn and that academic excellence is the standard, diversity is valued, and all students will reach their full potential as students and as people.

The staff began in the spring of 1998 as a group from all over the district. Our first challenge was to develop a positive rapport with parents uncomfortable with the school's diversity. The staff, however, was united by the vision of "achievement for all" and motivated to meet the challenges of winning over the community and creating an educational environment that would meet the needs of all students. This enthusiastic, positive, creative, dedicated staff set about facing these challenges and the myriad tasks required to open a school with the hard work, team spirit, and flexibility that are very much who we are today.

In five years the school has grown from 700 to nearly 970 students. Our attendance area is socioeconomically mixed, ranging from abject poverty to upper middle class. Our population is culturally and ethnically diverse. The student body consists of 57% Hispanic, 37% white, 3% Asian, and 2% African American. The majority of our Hispanic population speaks Spanish as their primary language. Fifty-two percent of our students ride the bus to school and 55% receive free or reduced lunch.

During the 1997-98 school year, TOES was in the planning stages. With students coming from two district schools, the administrators and teachers began the task of bringing the community together in support of this new school. Staff held informational meetings in the homes of interested parents, brainstorming sessions were held at school sites, and the vision was developed and refined through the process of shared decision-making. From these meetings, many of the parent leaders emerged and have helped to shape the school. A result of this close working relationship has been that parents have grown to appreciate the strengths that cultural diversity brings to a school and have taken pride in our development.

Our students also shared in a variety of decisions about our new school including selecting our school mascot and colors. The first year saw the meshing of students and staff into a new environment where new friendships were forged and new traditions established.

In a short time, we have accomplished a great deal. The community is positive and involved. Students are happy, secure and dedicated to doing their best. Our emphasis on respect and hard work is readily apparent to all visitors and our commitment to the pursuit of excellence for all students has generated outstanding results. Our students have achieved excellent academic growth each year and have earned financial bonuses and awards for these achievements. We have established a process for continual growth and will always strive to find ways to improve. This positive dedication of the entire school community ensures that the Twin Oaks Coyotes will continue to move forward in the years to come.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Assessment Results**

The state of California tested all grade 2-5 students in reading, language arts, and mathematics on the Stanford Achievement Test, Ninth edition (SAT/9) from 1998-2003 and then the California Achievement Test, Sixth Edition (CAT/6) in 2003, and the California Standards Test (CST) as part of the California State Testing and Reporting (STAR) program. The SAT/9 and CAT/6 are norm referenced standardized tests. Students are tested on reading, language, mathematics and spelling. Scores are reported in percentile rankings (NPR). The results from 1999 have been charted. Test data for all grades is analyzed

yearly by grade level teams and Program Improvement Plans are developed based on strengths and weaknesses determined from this process. These plans drive staff development, purchase of materials, and instructional approaches. Results for TOES are disaggregated and reported at each grade level. The subgroups at TOES designated as significant by the state of California are: 1) English Learner, 2) English Only/Fluent, and 3) Socioeconomically Disadvantaged.

The California Standards Test (CST) is aligned to the California Content Standards. All students in grades 2-5 are assessed in reading/language arts and mathematics. Reading/Language Arts have been reported starting in 2001 and Mathematics has been reported starting in 2002. Data is reported as a cumulative percent of students who perform in the following categories as defined by the state of California: 1) Advanced, 2) Proficient, 3) Basic, and 4) Below Basic, and 5) Far Below Basic. Subgroups are reported as the percent Proficient or Above.

Each year all California schools receive an Academic Performance Index (API) Score and Growth report. The API is based on a combination of the SAT9/CAT6 and the CST scores. Scores are reported by school and by significant subgroups within the school. A subgroup is considered significant when there are 100 or more students in this group. The significant subgroups for TOES are: 1) Socioeconomically Disadvantaged, 2) Hispanic/Latino, and 3) White. The state establishes goals for each school and each subgroup at the school and schools are expected to make annual progress. A score of 800 is the expectation established for all schools. The API is also used to determine if a school has met the Adequate Yearly Progress (AYP) requirements.

During Twin Oaks' five years of operation, the school has established a pattern of continual growth for all students. The school has exceeded the AYP requirements each year for all students and all subgroups and API results have improved dramatically. The total school API has improved 159 points to 790. The Hispanic/Latino subgroup's score has improved 201 points to 708, the Socioeconomically Disadvantaged subgroups has risen 192 points to 723, and the White subgroup has grown 144 points to 879. All groups have shown growth every year and the Socioeconomically Disadvantaged and Hispanic/Latino (mostly English Learners) students have narrowed the gap significantly. The best interpretation of these scores is that Title 1 students are making large gains but not at the expense of other students. With a population that is over 50% socioeconomically disadvantaged and close to 40% English Learners, these scores demonstrate the success of the school's programs and strategies. All students are learning!

The API is the best measure of overall achievement because it includes both the CST and SAT9/CAT6 results. CST results have improved each year with our 4<sup>th</sup> and 5<sup>th</sup> graders showing the best results. An analysis of this data shows that the students who have been at TOES the longest do the best.

### **Assessment Analysis and Program Improvement**

Assessment results strongly guide our planning, modifications of curriculum, and daily instruction. Grade-level teams analyze state test results at the beginning of the year to determine relative strengths and weaknesses. Grade-level teams use this analysis to develop a program improvement plan for the year with timelines for instruction. Each teacher meets with the principal two times each year to discuss students who are below grade level in reading. Title 1 reading and math teachers provide additional instruction to Title 1 students. Students are regrouped for language arts and math instruction to receive instruction at the appropriate level. Students who have shown mastery of material are enriched while those who need extra time receive remediation.

Teachers use a variety of methods to accurately determine each student's progress toward mastery of state standards. These methods include literacy portfolios, interim assessments, district writing tests, teacher-generated tests, and teacher observations. Literacy portfolios contain individual running records, rubric-scored writing samples, a phonics assessment, and a spelling assessment. Students are assessed each trimester. Portfolios are passed on each year so teachers can begin planning academic instruction before the school year begins. Interim assessments measure student mastery of district language arts and math standards. The results of these assessments are recorded by teachers and discussed with the

principal. These school wide assessments, in addition to individual teacher assessments and observations, create a means by which student and school progress toward achieving the standards is measured and communicated.

Grade-level teams meet monthly, and on staff-development days, to discuss the effectiveness of current instructional programs and practices. Suggestions are made and programs are altered to best meet the students' needs and further ensure mastery of standards.

### **Communicating Results**

Twin Oaks teachers communicate student performance to parents and students in an ongoing manner throughout the year. At Back to School Night, parents learn about individual classroom communication plans including weekly progress report, mid-term progress reports, and trimesterly report cards. This ongoing communication and monitoring encourages active participation between teachers and parents. At the end of the first trimester, teachers meet with every student's parents to discuss academic achievement, work habits and effort. Information from classroom assessments is shared at this time. All site notices and reports are translated into Spanish and a translator is available for parent-teacher conferences.

Students receive immediate and specific feedback during lessons and have many opportunities for self evaluation. They use rubrics to evaluate their progress while identifying their strengths and weaknesses. Students are publicly recognized for accomplishments at bi-weekly school-wide awards ceremonies. Parents and community members are invited to these celebrations of achievement.

All state test results are sent to parents with a short narrative about student strengths and weaknesses, national comparison rankings, and student performance on California Standards Test items. Teachers discuss these results with parents when requested. School and district results are presented to the public at Governing Board meetings. All results are published in the newspaper and the district's newsletter for the community's benefit.

### **Sharing Our Success**

Twin Oaks Elementary School shares its successes with other elementary schools in the district at bi-monthly administrative council meeting. These meetings focus on critical instruction and supervision issues and are attended by the Assistant Superintendent of Curriculum and Instruction and the Director of Testing and Curriculum. In addition to these formal sharing opportunities, successful practices are shared in informal discussions with other principals both inside and outside the district. Several years ago, the TOES staff developed and implemented a highly successful after school Homework Club. This was shared with other district schools and was implemented by each of these schools. Other schools have also implemented changes to their Title 1 programs based on our programs.

Last year the principal presented our successful practices at the Title 1 Achieving Schools Conference to nearly 600 educators. We have also hosted several visits from schools that are interested in our success and we have talked on the phone to several more schools. Our teachers present at district workshops and play an active role in the district's curriculum and instruction development and implementation.

We have always been open and will continue to share our experiences and practices with all interested educators. Twin Oaks is proud of its accomplishments in serving students from diverse backgrounds and will work with the San Diego County Office of Educators to publicize and share our program.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **The School's Curriculum**

At Twin Oaks Elementary we believe that all students can meet and exceed the high standards we have established provided they receive clear, effective instruction and are given the necessary time. To do this, we have a staff highly trained in delivering instruction so that 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.

Twin Oaks teachers use the state content standards to ensure that all students receive a comprehensive, balanced educational program. The district's Literacy Curriculum and Mathematics Curriculum have been recently aligned to the state's standards. This curriculum supports the district's vision of promoting higher-level critical thinking as well as knowledge and application of the basic skills needed for success. Our reading 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. We emphasize the essential reading skills of decoding, prior knowledge, vocabulary, and comprehension with fiction, non fiction, and functional text.

The district uses a California state adopted literacy series in English and Spanish, as well as state adopted materials for students participating in Structured English Immersion. 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.

Twin Oaks teachers have developed the school's spelling program based on spelling research. The emphasis is on spelling correctly in writing. The program is designed around high frequency words, spelling rules, and "no excuse" words which should never be misspelled. Students are held accountable for spelling in the everyday writing, not just on spelling tests.

Teachers use state adopted mathematics textbooks integrated with conceptual activities to ensure a deep understanding of mathematic concepts. Hands-on activities, real life situations, direct skill development and problem solving strategies are woven throughout the mathematic strands.

Science and social studies content standards are taught using state adopted instructional materials. A thematic approach is used and these subjects complement instruction in reading, writing, and mathematics.

Students receive weekly, direct instruction in the fine arts from classrooms teachers and our music specialist. Art and music appreciation are taught by volunteer art and music docents. Students receive regular physical education instruction from our physical education specialists. Our Coyote Character program teaches character development and our Student Council spearheads our school's involvement in annual community service projects. Our library and computer lab support our full academic program.

### **Reading**

We believe that reading is the most important skill taught in elementary school and that the students who read the most, read the best. Consequently, our students are engaged throughout the day in a reading a variety of material. Our Accelerated Reading Program is designed to encourage students to read outside school and students are rewarded for their achievements. Our reading curriculum focuses directly on reading strategies and skills aligned to California State Content Standards. Embedded in the curriculum is a solid foundation in phonemic awareness and phonics, mastery of sight words, decoding strategies, and an emphasis on comprehension strategies. This helps ensure students gain meaning from text. Because students learn differently, we teach 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 English learners. We expect all students to develop proficiency using effective reading strategies to become successful readers.

Following research including 90-90-90 schools, Twin Oaks has chosen to emphasize reading, writing, and math instruction, to use frequent assessment of student progress with multiple opportunities for improving performance, and to emphasize writing across the curriculum. Our approach has proven successful, providing all students the opportunity to learn to read effectively so that they are able to 'read to learn' as they move through school and then into their future.

## **Writing**

At Twin Oaks, we believe that to be successful in life students must be able to read well and communicate both orally and in writing. Consequently, our students are regularly engaged in a variety of speaking and writing activities. Our district has recently implemented a comprehensive writing program for all K-5 students. Each grade teaches several types of writing and by fifth grade students are expected to write five paragraph persuasive essays, responses to literature, narratives, and comprehensive research reports. Each trimester, students complete a formal writing assessment that is scored using a standardized rubric. Students receive directed instruction and write in all curriculum areas. Students are engaged in writer workshops and regularly work through the writing process of editing and rewriting to bring selections to publication quality. Through this process, students learn the importance of organization, critical thinking, and writing to persuade, inform, and to entertain. Our structured Speechmasters program provides the oral language component of our language arts curriculum. This read/write/speak connection reinforces word recognition and vocabulary development, requires higher order thinking to synthesize thoughts, and supports good oral and written language convention.

An essential part of our Mission Statement is our commitment that "all students will acquire the knowledge, skills, and attitudes to be successful in school and in a global society." Effective communication skills are vital to success in our information society and our entire language arts program is dedicated to ensuring that students master these essential skills.

## **Instructional Methods**

The research of Madeline Hunter at the UCLA Lab School on the Essential Elements of Instruction (EEI) forms the foundation of Twin Oaks' core instructional techniques and strategies. Teachers use this methodology to plan and implement instruction. Learning objectives are selected at the students' correct level of difficulty and connected to students' prior knowledge and interests. Teachers' model concepts, ensure students' active participation, and follow up with closure activities to cement students' learning.

We value and are committed to high expectations for all students. We maintain a morning block of interrupted classroom time for language arts and students are regrouped in math and language arts to meet their instructional needs. Teachers use assessment data to diagnose students learning difficulties and lessons are developed based on task analysis of important objectives to ensure that learning is appropriately taught.

Students who struggle in reading or math receive a "second dose" of instruction from our Title 1 teachers. This instruction is delivered in small groups and focuses on essential reading and math skills. After school Homework Club, which is staffed by teachers, provides additional support for students and their academic needs. Special needs students have Individual Education Plans and receive intensive systematic remediation and reinforcement of the skills and strategies needed to meet our high standards. Gifted and Talented students are clustered and receive differentiated curriculum and instruction from trained GATE teachers.

Essential Elements of Instruction, classroom management, curriculum content, human relations and development, planning, and use of materials and technology are the components that guide our use of instructional methods to improve student learning. Assessment results are used to plan and adjust instruction and we emphasize student active involvement in their learning. All teachers are trained in differentiating instruction for students and lessons are planned to cater to a variety of students needs. Through the systematic use of pre-assessment, strong instructional methodology, and post assessment, students receive an education that is challenging and appropriate.

## **Professional Development**

Professional development focuses on preparing teachers to help students achieve standards. Our Strength and Weakness study determines the professional development goals for each grade level and is used to evaluate the previous year's staff development. Categorical monies are used to fund the staff development goals for the year.

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.

Administrators in the district have been working with a consultant for fifteen years on teacher evaluation techniques, improving student reading performance, and the Essential Elements of Instruction (EEI). All teachers have received extensive instruction in EEI. Teachers received feedback on regular lesson observations with areas identified for reinforcement and refinement.

Instructional Specialists provide training to support teachers on improving student achievement. Over the past few years, teachers have received training in phonics, guided reading, decoding, inference skills, questioning techniques, vocabulary, spelling, independent reading, main idea, critical thinking strategies, math problem solving and writing. Each year all teachers attend mandatory trainings that target standards-based teaching. Ongoing student performance data is used to analyze the effectiveness of our staff development plan.

**TWIN OAKS ELEMENTARY SCHOOL**

**1999-2003 ACADEMIC PERFORMANCE INDEX (API) RESULTS**

	1999	2000	+/-	2001	+/-	2002	+/-	2003	+/-	TOTAL GAINS
<b>ALL STUDENTS</b>	631	690	+59	713	+23	772	+59	790	+18	+159
<b>HISPANIC</b>	507	576	+69	628	+52	684	+56	708	+24	+201
<b>WHITE</b>	735	805	+70	812	+7	856	+44	879	+23	+144
<b>ECONOMICALLY DISADVANTAGED</b>	531	601	+70	635	+34	696	+61	723	+27	+192

**Twin Oaks Elementary School  
California Standards Test (CST)**

Scores reported based on available State data: 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.

<b>Grade 2</b>	02-03	01-02	00-01
<b>Language</b>	% Students	% Students	% Students
At or Above Basic	75	78	61
At or Above Proficient	37	46	37
At Advanced	11	11	10
# of students tested	159	133	135
% of total students tested	100	93	96
# of students excluded	0	1	0
% of students excluded	0	.007	0
<b>English Learner (LEP)</b>			
At or Above Basic	56	53	33
At or Above Proficient	7	21	11
At Advanced	1	0	2
<b>English Only / Fluent</b>			
At or Above Basic	91	92	77
At or Above Proficient	61	59	51
At Advanced	19	16	14
<b>Economic Disadvantage</b>			
At or Above Basic	64	65	47
At or Above Proficient	16	36	21
At Advanced	5	6	3
<b>State Scores</b>			
At or Above Basic	68	63	61
State Mean Score (Scaled)	332.3	324.1	44.3/75
At or Above Proficient	36	23	32
At Advanced	12	9	10

<b>Grade 3</b>	02-03	01-02	00-01
<b>Language</b>	% Students	% Students	% Students
At or Above Basic	78	66	69
At or Above Proficient	43	54	48
At Advanced	18	16	10
# of students tested	139	129	136
% of total students tested	100	96	88
# of students excluded	0	0	1
% of students excluded	0	0	.007
<b>English Learner (LEP)</b>			
At or Above Basic	58	44	24
At or Above Proficient	16	21	14
At Advanced	4	7	2
<b>English Only / Fluent</b>			
At or Above Basic	92	76	89
At or Above Proficient	62	55	62
At Advanced	28	20	13
<b>Economic Disadvantage</b>			
At or Above Basic	68	44	51
At or Above Proficient	27	22	29
At Advanced	9	7	5
<b>State Scores</b>			
At or Above Basic	63	62	59
State Mean Score (Scaled)	323.9	323.5	43.3/75
At or Above Proficient	33	34	30
At Advanced	10	11	9

**Twin Oaks Elementary School  
California Standards Test (CST)**

Scores reported based on available State data: 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.

<b>Grade 4</b>	02-03	01-02	00-01
<b>Language</b>	% Students	% Students	% Students
At or Above Basic	82	83	83
At or Above Proficient	53	50	45
At Advanced	27	16	16
# of students tested	139	146	150
% of total students tested	100	92	92
# of students excluded	0	0	1
% of students excluded	0	0	.006
<b>English Learner (LEP)</b>			
At or Above Basic	61	63	58
At or Above Proficient	22	21	6
At Advanced	0	6	3
<b>English Only / Fluent</b>			
At or Above Basic	92	93	90
At or Above Proficient	68	64	56
At Advanced	40	20	20
<b>Economic Disadvantage</b>			
At or Above Basic	71	71	75
At or Above Proficient	36	30	34
At Advanced	13	12	7
<b>State Scores</b>			
At or Above Basic	74	71	66
State Mean Score (Scaled)	339.0	332.9	48.6/90
At or Above Proficient	39	36	33
At Advanced	15	14	11

<b>Grade 5</b>	02-03	01-02	00-01
<b>Language</b>	%Students	%Students	Raw Score/Possible
At or Above Basic	89	86	67
At or Above Proficient	51	47	25
At Advanced	12	14	7
# of students tested	146	159	126
% of total students tested	99	99	97
# of students excluded	1	1	0
% of students excluded	.006	.006	0
<b>English Learner (LEP)</b>			
At or Above Basic	74	68	42
At or Above Proficient	14	11	2
At Advanced	0	0	0
<b>English Only / Fluent</b>			
At or Above Basic	96	92	81
At or Above Proficient	67	58	38
At Advanced	17	19	11
<b>Economic Disadvantage</b>			
At or Above Basic	81	76	57
At or Above Proficient	36	32	13
At Advanced	5	9	4
<b>State Scores</b>			
At or Above Basic	72	71	66
State Mean Score (Scaled)	332.0	327.7	47.6/90
At or Above Proficient	36	31	28
At Advanced	10	9	7

**Twin Oaks Elementary School  
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

<b>Grade 2</b>	02-03	01-02	00-01
<b>Math</b>	% Students	% Students	Raw Score/Possible
At or Above Basic	79	81	42.9/65
At or Above Proficient	53	57	
At Advanced	27	27	
# of students tested	159	137	137
% of total students tested	100	96	98
# of students excluded	0	1	0
% of students excluded	0	.007	0
<b>English Learner (LEP)</b>			
At or Above Basic	63	62	36.6/65
At or Above Proficient	24	30	
At Advanced	1	12	
<b>English Only / Fluent</b>			
At or Above Basic	92	93	46.7/65
At or Above Proficient	75	73	
At Advanced	47	36	
<b>Economic Disadvantage</b>			
At or Above Basic	69	69	37.2/65
At or Above Proficient	33	41	
At Advanced	9	19	
<b>State Scores</b>			
At or Above Basic	76	68	42.6/65
State Mean Score (Scaled)	356.7	342.7	
At or Above Proficient	53	43	
At Advanced	24	16	

<b>Grade 3</b>	02-03	01-02	00-01
<b>Math</b>	% Students	% Students	Raw Score/Possible
At or Above Basic	83	68	43.3/65
At or Above Proficient	61	49	
At Advanced	22	18	
# of students tested	139	133	147
% of total students tested	100	99	95
# of students excluded	0	0	1
% of students excluded	0	0	.006
<b>English Learner (LEP)</b>			
At or Above Basic	72	44	33.4/65
At or Above Proficient	42	31	
At Advanced	12	11	
<b>English Only / Fluent</b>			
At or Above Basic	90	80	48.0/65
At or Above Proficient	73	58	
At Advanced	28	22	
<b>Economic Disadvantage</b>			
At or Above Basic	76	49	38.9/65
At or Above Proficient	50	28	
At Advanced	15	11	
<b>State Scores</b>			
At or Above Basic	71	65	42.2/65
State Mean Score (Scaled)	344.3	331.6	
At or Above Proficient	46	38	
At Advanced	19	12	

**Twin Oaks Elementary School  
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

<b>Grade 4</b>	<b>02-03</b>	<b>01-02</b>	<b>00-01</b>
<b>Math</b>	% Students	% Students	Raw Score/Possible
At or Above Basic	86	84	43.0/65
At or Above Proficient	64	58	
At Advanced	37	24	
# of students tested	139	149	156
% of total students tested	100	94	96
# of students excluded	0	0	1
% of students excluded	0	0	.006
<b>English Learner (LEP)</b>			
At or Above Basic	74	63	32.9/65
At or Above Proficient	37	24	
At Advanced	9	6	
<b>English Only / Fluent</b>			
At or Above Basic	92	93	46.2/65
At or Above Proficient	78	74	
At Advanced	51	33	
<b>Economic Disadvantage</b>			
At or Above Basic	78	72	38.8/65
At or Above Proficient	48	41	
At Advanced	16	6	
<b>State Scores</b>			
At or Above Basic	72	67	39.3/65
State Mean Score (Scaled)	343.6	332.4	
At or Above Proficient	45	37	
At Advanced	18	13	

<b>Grade 5</b>	<b>02-03</b>	<b>001-02</b>	<b>00-01</b>
<b>Math</b>	% Students	% Students	Raw Score/Possible
At or Above Basic	87	87	36.9/65
At or Above Proficient	59	59	
At Advanced	14	23	
# of students tested	145	160	127
% of total students tested	99	99	98
# of students excluded	1	1	0
% of students excluded	.006	.006	0
<b>English Learner (LEP)</b>			
At or Above Basic	78	69	30.2/65
At or Above Proficient	32	36	
At Advanced	0	8	
<b>English Only / Fluent</b>			
At or Above Basic	90	91	40.4/65
At or Above Proficient	71	65	
At Advanced	20	27	82
<b>Economic Disadvantage</b>			
At or Above Basic	82	77	33.4/65
At or Above Proficient	45	40	
At Advanced	8	15	
<b>State Scores</b>			
At or Above Basic	61	59	34.6/65
State Mean Score (Scaled)	332.1	322.5	
At or Above Proficient	35	29	