

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal **Mrs. Rose Lock**

Official School Name **Walnut Acres Elementary**

School Mailing Address **180 Cerezo Drive
Walnut Creek, CA 94598-3742**

County **Contra Costa** School Code Number* **07 61754 6004360**

Telephone **(925) 939-1333** Fax **(925) 939-1155**

Website/URL **www.mdusd.k12.ca.us/walnutacres** E-mail **lockr@mdusd.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 _____

Name of Superintendent* **Mr. Gary McHenry**

District Name **Mt. Diablo Unified School District** Tel. **(925) 682-8000**

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson **Mr. Richard Allen**

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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:
- | | |
|-----------|--|
| <u>29</u> | Elementary schools |
| <u>10</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>6</u> | High schools |
| <u>6</u> | Other (Centers/Necessary Small High Schools) |
| <u>51</u> | TOTAL |
2. District Per Pupil Expenditure: \$6,662
- Average State Per Pupil Expenditure: \$6,822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. 6 _____ Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	59	37	96	8			
1	67	34	101	9			
2	54	67	121	10			
3	62	58	120	11			
4	71	48	119	12			
5	66	64	130	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							687

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|------------------------------------|
| | 82 % White |
| | 0 % Black or African American |
| | 4 % Hispanic or Latino |
| | 13 % Asian/Pacific Islander |
| | 0 % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5% (2003-2004)

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	692
(5)	Subtotal in row (3) divided by total in row (4)	.052
(6)	Amount in row (5) multiplied by 100	5.2%

8. Limited English Proficient students in the school: 4%
27 Total Number Limited English Proficient

Number of languages represented: 11
 Specify languages: Arabic, Cantonese, Farsi, Filipino, German, Korean, Mandarin, Portuguese, Russian, Spanish, Taiwanese

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 12

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: 8%
57Total Number of Students Served

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

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	
<u> </u> Emotional Disturbance	<u>5</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>42</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </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>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>11</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>37</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 24 to 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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	NA%
Daily teacher attendance	95%	★	★	★	★
Teacher turnover rate	0%	6%	17%	7%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

★District does not keep teacher attendance records.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Walnut Acres Elementary School, in Walnut Creek, California, is situated in a middle and upper middle class neighborhood at the base of beautiful Mount Diablo. A part of the Mt. Diablo Unified School District, which encompasses six cities and a diverse population of 36,000, our school services a K-5 population of 687 students. The ethnic composition is 13% Asian, 4% Hispanic, 82% Caucasian, and 1% other. Fifty-seven students have Individualized Education Plans, while approximately 15% participate in the Gifted and Talented Education (GATE) program. The community is highly educated and many parents are professionally employed. The Walnut Acres Day Care is conveniently located on site.

The school comes alive at 7:30 am. By this time, our custodian has already put in two hours of work surveying and cleaning the campus to ensure it is ready for the day's business. Students arriving by car utilize the drive-through, as four dedicated parent volunteers act as valets to usher them out of family vehicles. Others are safely escorted across a busy intersection by our crossing guard and a parent volunteer, while more arrive through the back gate path. By 7:55 am, all students are lined up and ready to take on the day.

The staff is composed of 41 full and part-time certificated and 22 full and part-time classified personnel who exhibit an exemplary level of teamwork and dedication for the good of all students. Our students are supported by a credentialed librarian, resource specialist, psychologist, speech and language pathologist, vocal music teacher, instrumental music teacher, PE specialist, reading teacher, computer teacher, and a number of paraprofessionals. The school is successful in retaining a very experienced staff and the mix of new and experienced teachers promotes collegial professional exchanges.

There are 29 classrooms along with a library, computer lab, resource room, small reading lab, and a Multi-Use Room. All classrooms and the library have Internet access, with 198 computers on campus for student use.

Students have access to a variety of programs and resources. Our students excel, scoring well above average, on state and district assessments. Music and art are an integral part of Walnut Acres. All students enjoy one hour of vocal music per week and more than half of our 4th and 5th graders are enrolled in band or orchestra. Students perform in evening choral and instrumental music concerts, and the school year culminates in a picnic where all students and staff members perform songs on a chosen theme. Our 5th grade musical is a major production each year with eight community performances. An Art Awareness program presented by trained parent volunteers is offered to all grades. Each spring, student artwork is displayed in an evening art show.

There is a tremendous level of parent involvement at Walnut Acres. Parents support their children by sending them to school ready to learn. They monitor assignments and are actively involved in all classrooms. Parents coordinate large-scale school-wide events and fundraisers. They play an integral role in our daily business and our Parent Faculty Club (PFC).

Our vision statement is a testament to our commitment to a rigorous standards-based education that addresses the needs of the whole child:

Walnut Acres Elementary School strives to promote high academic achievement; enhance our students' physical and emotional well-being by developing a sense of responsibility and respect for one's self; encourage appreciation of individual differences and mutual respect within the school community; promote discovery, creativity, logical thinking and problem solving; and provide ongoing communication within the school community.

Our staff and parents are the core of a caring community. We share in the commitment for all students to achieve. At the same time, we share the vision for all students to develop socially, emotionally, and physically. Walnut Acres is truly a safe haven for students to grow and excel.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

At Walnut Acres, students' academic performance is monitored closely to determine their proficiency in English/Language Arts and Mathematics. Our Adequate Yearly Progress (AYP) report shows that our students continue to meet and exceed expectations. The Standardized Testing and Reporting (STAR) system reports achievement data for all students and schools in California. STAR utilizes two assessment tools: the California Achievement Test (CAT/6), a nationally normed test, and the California Standards Test (CST), a criterion referenced test aligned with State Content Standards. Both tests are administered to students in grades 2-5 and provide individual and group scores.

The California Department of Education uses the Academic Performance Index (API) to measure the growth of schools and rank schools statewide according to results of student performance on STAR. It is a numeric index that ranges from a low of 200 to a high of 1000. The State has set an API of 800 as a benchmark for all California schools. Walnut Acres' API score has increased from 888 (2001) to 918 (2004) over the last three years which places our school in the top ten percent of all schools statewide.

California Achievement Test/6 (CAT/6): On this nationally-normed test in 2004, a large percentage of our students scored at or above the 50th percentile.

- In 2nd grade, 88% in Reading, 93% in Math.
- In 3rd grade, 80% in Reading, 81% in Math.
- In 4th grade, 79% in Reading, 76% in Math.
- In 5th grade, 80% in Reading, 85% in Math.

California Standards Test (CST): The CST is aligned directly to the state standards. Student performance is reported at five levels: "Advanced," "Proficient," "Basic," "Below Basic," and "Far Below Basic." In 2004, a significant percentage of our students tested at proficient or advanced levels.

- In 2nd grade, 75% of students in English Language Arts, 87% in Math.
- In 3rd grade, 78% of students in English Language Arts, 79% in Math.
- In 4th grade, 80% of students in English Language Arts, 70% in Math.
- In 5th grade, 81% of students in English Language Arts, 82% in Math.

School-wide, only one student scored "Far Below Basic" in English Language Arts and one in Mathematics. Overall, student achievement is shown to be progressing upward through the levels.

Other Measures: Mt. Diablo Unified School District administers several other assessments during the school year to all K-5 students. The Reading Assessment Program (RAP) assesses student knowledge in letters and sounds, concepts of print, decoding, fluency, and comprehension. A district-wide writing prompt is administered three times during the year. The Mathematics Assessment Program (MAP) is administered each year to assess students' ability to solve problems. Walnut Acres students consistently score at the top tier among district schools on these district assessments.

Additionally, teachers at Walnut Acres utilize curriculum-embedded assessments included in the assessment component of the Houghton Mifflin *Reading California* and Houghton Mifflin *Mathematics* Programs. These standards-based assessments are used by teachers to support our standards-based report card.

2. Use of Assessment Data

The Walnut Acres staff examines state, district, and school assessment data for the purpose of (1) measuring student learning; (2) planning and modifying classroom instruction; (3) defining interventions for students needing assistance in meeting standards; and (4) identifying program improvement, staff development, and student performance goals. At the start of each school year, staff examines STAR scores, CELDT scores, district assessment results, and students' prior year report card data. Examination of such data gives staff information to evaluate individual student progress as well as program effectiveness and consistency. Staff is also able to identify those students not meeting grade level standards and develop intervention plans for individual students.

Additionally, this process of assembling and analyzing assessment data helps staff develop school-wide focus and intervention strategies. Each grade level also identifies specific strengths and weaknesses of incoming students. As a result, various instructional practices or programs have been put into place. Some of these are differentiated math groups at grades 4-5, skills groups at first grade, flexible groups at other grade levels. Our "Reach Out" Program, a collaborative delivery model, supports special education and general education students who are at risk of not meeting standards. Data from writing assessments are used to identify students who can benefit from an after school writing intervention class.

Assessment data is also used to qualify students for the Gifted and Talented Education (GATE) program. Almost 15% of our students participate in this program. A differentiation plan is provided for each student to modify or adapt the core curriculum to respond to the needs, interests, and abilities of gifted students.

School-wide data facilitate the identification of improvement goals in our school's Single Plan for Student Achievement. For the past two years, detailed improvement activities have been developed in the areas of mathematics and writing. Funding tied to the Single Plan is directed towards improvement in these two areas. Staff development activities are aligned to these improvement goals.

3. Communicating student performance.

Ongoing and frequent communication keeps our school community informed of our students' performance and achievement. Annual STAR and CELDT reports for each student are mailed to parents. At School Site Council and Parent Faculty Club meetings, school test data, the state Academic Performance Index Report (API) and the Adequate Yearly Progress Report are presented and explained by the principal. This information is also accessible to parents and the community through the school website and newsletters, as well as the local newspaper.

The School Accountability Report Card, updated annually, is posted on the district website. Copies are available for distribution from our school office.

Teachers communicate student progress with parents through our standards-based report card three times a year. They meet with parents (and students in many cases) after the first trimester to review student progress towards end of the year standards. Almost 100% of our parents attend these parent-teacher conferences. Ongoing communication between school and home also includes progress reports, daily communication logs, telephone calls, notes, emails, and conferences.

4. Sharing successes.

The Walnut Acres community welcomes opportunities for professional dialogue and collaboration. Our teachers frequently participate in district-wide staff development activities. Teachers represent our school in various curriculum committees at the district level where they share effective instructional practices. Our administrators share successful programs with other schools during regular administrative meetings. At the beginning of the school year, our principal served on a panel to discuss the California Distinguished School selection process during the district's Leadership Institute.

Our staff participates in staff development activities with other schools at the beginning of each school year as well as during the school year. Many of our teachers also attend a variety of district-sponsored classes and workshops to share best practices, instructional strategies, and materials. Some of our teachers have also been presenters of these workshops on standards-based report cards, reading and math assessments, and textbook adoption.

Each year, some of our teachers serve as master teachers for student teacher education programs from St. Mary's College, Chapman University, Phoenix University, and California State University, Hayward.

A planned articulation meeting attended by the sixth grade teachers at our local middle school and fifth grade teachers from all the feeder schools takes place each spring. This opportunity allows the staffs to understand our respective expectations and allows our teachers to better prepare their students for the transition to middle school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum.

Walnut Acres provides a well-balanced, standards-based K-5 curriculum. Our goal is for students to acquire an in-depth understanding of concepts that facilitate their ability to apply this knowledge to the world outside the classroom. To address this goal for all students, teachers use a variety of resources and strategies to implement, expand, and enrich our curriculum. Instructional materials, aligned to state standards, are adopted by the district. The district and site select supplementary materials to enhance the already rich curriculum.

In 2003, the district adopted Houghton Mifflin’s *Reading California*, a comprehensive research-based language arts program with integrated instruction in reading, writing, listening, and speaking. It includes “universal access” components to meet diverse student needs. Literacy skills are emphasized in all content areas with the focus on building fluency and comprehension. This district-adopted curriculum is supported and enriched by an extended literature list for each grade level. Our writing program consists of daily writing instruction following the Houghton Mifflin program in conjunction with the Six Trait Writing strategies, emphasizing the key qualities of good writing. School-wide writing activities and assessments focus on the types of writing identified by standards at each grade level. Students write in composing forms such as persuasive, narrative, summary, and expository writing. They respond to literature through the use of both structured organizers and less structured journal entries. Spelling instruction focuses on phonetic patterns, word structure and is embedded in formal and informal writing activities. Students across all grade levels have regular opportunities for oral presentations. Teacher read-aloud time is a favorite among our students.

The goal of our mathematics program is to help students become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. A comprehensive mathematics curriculum is delivered through Houghton Mifflin *Mathematics*, our district-adopted series. This standards-based text is enriched by supplementary materials such as Mountain Math and use of hands-on strategies.

Science instruction at Walnut Acres follows the district’s hands-on science curriculum, which is also guided by California Content Standards. Physical, life, and earth sciences are taught at each grade level and instruction emphasizes investigation and active learning based on the scientific method. Field trips to the Oakland Zoo, Lindsey Wildlife Museum, Heather Farm, Sacramento Delta by boat, and the world-renowned Lawrence Hall of Science provide students opportunities to experience and appreciate their world and environment. A school-wide science fair is a highlight each year.

The social studies curriculum, based on state content standards, facilitates students’ development as responsible and contributing citizens of our society. Standards are addressed at each grade level through the use of our textbook series by Harcourt Brace and a variety of hands-on experiences. Field trips at every grade level take our students into our neighborhood, community, city, and our state capital. Mayflower Day, Harvest Festival, an interactive walk across California, and a colonial simulation bring history to life for our students. Students engage in daily review and discussion of current events utilizing a variety of resources such as their daily newspaper, *Time for Kids*, *Scholastic News*, and the Internet. A school-wide character education program, Character Counts, supports our students’ social and emotional development.

The arts provide opportunities for students’ creative expression across the curriculum at all grade levels.

Teachers provide direct instruction in art and parent volunteers supplement the art program by presenting lessons in art history and works of masters. Students receive music instruction for 30 minutes two times a week. A large majority of fourth and fifth grade students also elect to take instrumental music (band or orchestra) twice a week.

Teachers at all grades provide a developmentally appropriate physical education program. Primary instruction emphasizes the development of psychomotor skills and individual participation in a large group activity. Upper grade instruction focuses more on physical fitness, sports, and games. A PE specialist works directly with 4th and 5th grade students and consults with all teachers to align our program to state standards. A noon supervisor runs a skills-based noon league program three days a week for grades 1-5.

2a. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

It is well established in research that learning to read is the most important skill that students develop during their early formal education. Walnut Acres uses the district-adopted language arts series, *Reading California*, published by Houghton Mifflin. This program was adopted after a year-long pilot and adoption process based on the quality of the instructional program, literature, and the program for English Language Learners and as the research-based reading program that best suited to the needs of our students. The skills and strategies in this series are delivered through intensive and systematic explicit instruction and build a strong foundation for reading success. *Reading California* provides for direct instruction in such skills as phonemic awareness, phonics, spelling, vocabulary, fluency, comprehension, grammar, and writing.

The program offers a wide range of assessments, which are ongoing and linked to instruction, school and district improvement goals, state standards, and state assessments. District assessments in reading and writing have been updated to align with this comprehensive program. Information gathered from assessments and student work helps to identify those students experiencing difficulties and requiring intervention. *Reading California* includes "universal access" components, which provide teachers with resources for differentiation. These materials enable teachers to gear their instruction to the needs of English learners, special education students, students with learning difficulties, advanced learners, as well as benchmark students.

Our school follows the state recommended time allocation for language arts instruction. A minimum of 60 minutes is allocated daily in kindergarten, two and one-half hours in grades one to three, and two hours in grades four to five. Extra support instruction and after school intervention address the needs of students experiencing difficulties.

Accelerated Reader, a research-based program, is used school-wide to support our reading program. It increases students' reading fluency and comprehension through independent reading and assessment and allows students to read at their appropriate individual reading level. The use of Six Trait Writing strategies in conjunction with the Houghton Mifflin writing component facilitates the development of students' writing skills.

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

Visual and Performing Arts:

The Visual and Performing Arts Program is a high priority and a source of great pride in the Walnut Acres community. Standards are addressed in weekly music instruction and during cross-curricular classroom activities. Every grade level presents an evening musical performance during the school year for our community, in addition to performing at the annual school picnic in June. Our Parent Faculty Club provides funds for a full-time music teacher, adding another 30 minutes to our students' weekly music instruction.

The music teacher collaborates with classroom teachers to coordinate classroom curriculum with the music program and reinforces Language Arts standards. Each class participates in a monthly "Tapes and Talent Day." Students have opportunities for individual performances and develop listening and speaking skills as they sing, dance, play an instrument, tell a story, or recite a poem for classmates. To develop an appreciation for diversity, students learn songs and folk dances from various countries. Almost 80 fifth grade students have acting or technical roles in our annual musical production of *Annie* this year. The two casts put on eight community performances. Each of these performances lasts close to two hours and they have been deemed to be of professional caliber. A summer theater program, conducted by our music teacher and open to all students in grades 3-5, produces a musical for our community. Planned and impromptu plays, puppet shows, and other productions, which support our core curriculum, take place in classrooms throughout the year.

Third grade students learn to read music and play the song flute in preparation for instrumental music in grade four. Almost 60% of our students in 4th and 5th grade are enrolled in band or orchestra. They perform in a number of school and community concerts.

A school-wide Art Awareness Program supplements classroom art instruction. Parent volunteers introduce students to art history and the works of masters. They direct students in producing their own pieces of art. Every spring, student artwork is showcased at the Walnut Acres' Art Show, attended by the community.

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

Teachers at Walnut Acres use a variety of instructional methods to support students in meeting or exceeding grade level standards. Instructional decisions are based on assessment data and analysis of student work. Teachers select strategies to accommodate student interests, readiness levels, and learning styles. Among these are direct instruction, small and large group instruction, cooperative learning, guided reading, flexible groupings, literature circles, visual aids, hands-on materials, field trips, projects, etc. Increased use of technology supports learning in the classroom. Students have access to computers and the Internet in all classrooms, the library, and the computer lab for research, writing, publishing, and independent practice in curricular areas. Programs such as Accelerated Reader and Mathfacts in a Flash support school wide goals of reading comprehension and proficiency in computational skills. They also enable teachers to monitor ongoing progress tracked by these programs.

The use of a standards-based reporting system requires teachers to utilize a continuous cycle of assessment, instruction, student practice, and assessment. Information gathered also allows staff to identify those students who are at risk and who have special needs. Our "Care Team," made up of the psychologist, principal, resource specialist, speech and language pathologist, occupational therapist, and

teacher meets weekly to review referrals of these students and monitor them on an ongoing basis. Our collaborative learning center, called “Reach Out,” provides extra support to these students in the classroom or in small groups outside the classroom. Preteaching and reteaching are some strategies used to enable these students to have full access to the core curriculum. The “Reach Out” staff includes an additional reading teacher and instructional assistants whose salaries are funded by our Parent Faculty Club.

Walnut Acres has a longstanding tradition of community support. Parents lend their professional expertise to the curriculum by providing presentations on topics such as health and safety, economics, science, journalism, engineering, and the arts.

The library media resources and services support our standards-based curriculum. The librarian teaches research and study skills and trains students in the use of the online public access catalog for access to the collection of books in the library. She also solicits input from teachers on current units of study and assigned projects in order to have materials available.

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

The professional development of our staff supports our school’s commitment to excellence in education. Opportunities are available for all staff to participate in a variety of programs that directly impact teaching and learning. Teachers participate in district sponsored ongoing training in the use of a standards-based report card, assessments, new textbook adoption, differentiation, Six Trait Writing, and other district-wide initiatives.

On site, we use the expertise of an experienced staff to implement an articulated professional development program that supports the goals of our school plan (Single Plan for Student Achievement) and facilitates the implementation of adopted instructional materials. Our shortened Wednesday schedule for students provides time for staff planning and collaboration. At least one Wednesday a month is dedicated to professional conversations on current improvement goals and activities and best practices. A summer professional reading book assigned to all teachers is often the basis of these discussions. Recent books have included Strategies That Work by Stephanie Harvey and Classroom Instruction That Works by Robert Marzano.

Another Wednesday each month is formally dedicated to grade level team meetings where ongoing reviews and adjustments are made to short term plans and the yearlong grade level curriculum matrix. Attention is also devoted to standards-based reporting of student achievement, curriculum planning and assessment, and pacing schedule. Teachers also discuss at-risk students, intervention strategies at their grade level and evaluate the effectiveness of their grade level program. During the year, cross-grade level teams also meet to discuss standards, student achievement, and program articulation. This also includes articulation meetings between our fifth grade teachers and the sixth grade teachers from our middle school as well as our kindergarten teachers with staffs from our neighboring preschools.

Several times a year, teachers are released from the classroom by grade levels or individually to work with the computer teacher to improve their own skills in the use of technology. In addition, teachers attend conferences, seminars, and workshops, which support their individual needs in professional growth.

Clearly, formal staff development provides an important resource for continual professional growth; however, the ongoing informal collaboration and collegial planning sustain our school’s culture of continuous improvement.

PART VII - ASSESSMENT RESULTS

Criterion-Referenced Tests

Subject: English Language Arts

Grade Level: 2nd Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	99	98	100
% At or Above Basic	96	95	92	90
% At or Above Proficient	75	76	68	75
% At Advanced	48	46	28	38
Number of students tested	107	112	104	112
Percent of total students tested	100%	100%	96%	98%
SUBGROUP SCORES:				
Asian				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	100	100	100
% At or Above Basic	100	100	100	85
% At or Above Proficient	73	80	38	77
% At Advanced	64	40	0	54
Number of students tested	11	10	8	13
STATE SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	87	85	85
% At or Above Basic	65	68	63	61
% At or Above Proficient	35	36	32	32
% At Advanced	12	12	9	10

Criterion-Referenced Tests

Subject: Mathematics

Grade Level: 2nd Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month:	May	May	April/May
SCHOOL SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	97	99	96
% At or Above Proficient	87	91	81
% At Advanced	59	65	50
Number of students tested	107	112	107
Percent of total students tested	100%	100%	99%
SUBGROUP SCORES:			
Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	91	90	100
% At or Above Proficient	82	90	88
% At Advanced	55	70	13
Number of students tested	11	10	8
STATE SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	96	92
% At or Above Basic	76	76	68
% At or Above Proficient	51	53	43
% At Advanced	23	24	16

Nationally Normed Assessment Tests

Subject: English Language Arts

Grade Level: 2nd Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002	2000-2001
Test:	CAT/6	CAT/6	SAT/9	SAT/9
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	59	59	59	61
% Scoring At or Above the 50 th NPR	88	88	87	85
% Scoring At or Above the 25 th NPR	97	96	97	97
Number of students tested	108	112	108	112
Percent of total students tested	100%	100%	N/A	N/A
Total Language Scores				
% Scoring Above the 75 th NPR	57	56	68	65
% Scoring At or Above the 50 th NPR	81	79	86	88
% Scoring At or Above the 25 th NPR	94	95	95	96
Number of students tested	108	112	106	113
Percent of total students tested	100%	100%	N/A	N/A
SUBGROUP SCORES:				
Asian				
Total Reading Scores				
% Scoring Above the 75 th NPR	64	50	38	69
% Scoring At or Above the 50 th NPR	100	100	88	85
% Scoring At or Above the 25 th NPR	100	100	100	100
Number of students tested	11	10	8	13
Total Language Scores				
% Scoring Above the 75 th NPR	64	60	25	69
% Scoring At or Above the 50 th NPR	64	70	63	85
% Scoring At or Above the 25 th NPR	91	90	100	92
Number of students tested	11	10	8	13
STATE SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	20	19	26	25
% Scoring At or Above the 50 th NPR	47	46	53	51
% Scoring At or Above the 25 th NPR	68	67	76	73
National Mean Score	603.8	603.3	586.1	584.0
Total Language Scores				
% Scoring Above the 75 th NPR	20	19	31	30
% Scoring At or Above the 50 th NPR	42	41	55	53
% Scoring At or Above the 25 th NPR	70	69	71	69
National Mean Score	602.6	601.1	592.4	591.0

Nationally Normed Assessment Tests

Subject: Mathematics

Grade Level: 2nd Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002
Test:	CAT/6	CAT/6	SAT/9
Testing Month:	May	May	April/May
SCHOOL SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	76	77	75
% Scoring At or Above the 50 th NPR	93	92	94
% Scoring At or Above the 25 th NPR	97	97	99
Number of students tested	108	112	108
Percent of total students tested	100%	100%	N/A
SUBGROUP SCORES:			
Asian			
% Scoring Above the 75 th NPR	82	50	88
% Scoring At or Above the 50 th NPR	82	60	100
% Scoring At or Above the 25 th NPR	91	100	100
Number of students tested	11	10	8
STATE SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	39	37	37
% Scoring At or Above the 50 th NPR	58	57	62
% Scoring At or Above the 25 th NPR	79	78	82
National Mean Score	575.5	574.2	585.7

Criterion-Referenced Tests

Subject: English Language Arts

Grade Level: 3rd Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	99	97	99	100
% At or Above Basic	91	93	91	92
% At or Above Proficient	78	67	75	69
% At Advanced	42	33	38	28
Number of students tested	119	119	112	117
Percent of total students tested	99.2%	100%	98%	98%
SUBGROUP SCORES:				
Asian				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	100	100	100
% At or Above Basic	100	90	93	85
% At or Above Proficient	77	60	93	78
% At Advanced	33	40	21	33
Number of students tested	9	10	14	18
STATE SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	83	84	85	83
% At or Above Basic	61	63	62	59
% At or Above Proficient	30	33	34	30
% At Advanced	9	10	11	9

Criterion-Referenced Tests

Subject: Mathematics

Grade Level: 3rd Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month:	May	May	April/May
SCHOOL SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	98	96
% At or Above Basic	94	91	86
% At or Above Proficient	79	67	70
% At Advanced	58	38	31
Number of students tested	119	119	113
Percent of total students tested	99%	100%	99%
SUBGROUP SCORES:			
Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	92
% At or Above Basic	89	100	85
% At or Above Proficient	77	80	78
% At Advanced	44	50	43
Number of students tested	9	10	14
STATE SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	96	94	91
% At or Above Basic	73	71	65
% At or Above Proficient	48	46	38
% At Advanced	21	19	12

Nationally Normed Assessment Tests

Subject: English Language Arts

Grade Level: 3rd Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002	2000-2001
Test:	CAT/6	CAT/6	SAT/9	SAT/9
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	44	47	65	55
% Scoring At or Above the 50 th NPR	80	74	85	88
% Scoring At or Above the 25 th NPR	92	93	96	98
Number of students tested	119	119	113	116
Percent of total students tested	99%	100%	N/A	N/A
Total Language Scores				
% Scoring Above the 75 th NPR	49	48	67	56
% Scoring At or Above the 50 th NPR	82	73	81	87
% Scoring At or Above the 25 th NPR	97	90	93	97
Number of students tested	119	119	113	117
Percent of total students tested	99%	100%	N/A	N/A
SUBGROUP SCORES:				
Asian				
Total Reading Scores				
% Scoring Above the 75 th NPR	78	40	57	72
% Scoring At or Above the 50 th NPR	100	50	95	94
% Scoring At or Above the 25 th NPR	100	90	95	100
Number of students tested	9	10	14	18
Total Language Scores				
% Scoring Above the 75 th NPR	44	60	71	72
% Scoring At or Above the 50 th NPR	100	70	93	92
% Scoring At or Above the 25 th NPR	100	90	93	100
Number of students tested	9	10	14	18
STATE SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	13	13	22	21
% Scoring At or Above the 50 th NPR	35	34	47	46
% Scoring At or Above the 25 th NPR	62	61	72	70
National Mean Score	617.0	616.7	613.5	612.2
Total Language Scores				
% Scoring Above the 75 th NPR	17	16	27	25
% Scoring At or Above the 50 th NPR	43	42	53	51
% Scoring At or Above the 25 th NPR	69	67	77	75
National Mean Score	615.1	613.9	613.3	611.3

Nationally Normed Assessment Tests

Subject: Mathematics

Grade Level: 3rd Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002
	CAT/6	CAT/6	SAT/9
Testing Month:	May	May	April/May
SCHOOL SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	56	48	69
% Scoring At or Above the 50 th NPR	81	78	84
% Scoring At or Above the 25 th NPR	98	95	93
Number of students tested	119	119	113
Percent of total students tested	99%	100%	N/A
SUBGROUP SCORES:			
Asian			
% Scoring Above the 75 th NPR	33	50	86
% Scoring At or Above the 50 th NPR	89	60	93
% Scoring At or Above the 25 th NPR	89	100	93
Number of students tested	9	10	14
STATE SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	29	28	36
% Scoring At or Above the 50 th NPR	53	52	62
% Scoring At or Above the 25 th NPR	77	76	82
National Mean Score	614.4	613.4	614.2

Criterion-Referenced Tests

Subject: English Language Arts

Grade Level: 4th Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	99	98	99
% At or Above Basic	95	95	95	97
% At or Above Proficient	80	84	79	81
% At Advanced	49	58	51	41
Number of students tested	118	113	128	133
Percent of total students tested	100%	100%	96%	100%
SUBGROUP SCORES:				
Asian				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	100	92	95
% At or Above Basic	100	91	84	95
% At or Above Proficient	82	81	67	74
% At Advanced	36	63	50	42
Number of students tested	11	11	24	19
STATE SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	91	92	90	87
% At or Above Basic	73	74	71	66
% At or Above Proficient	39	39	36	33
% At Advanced	16	15	14	11

Criterion-Referenced Tests

Subject: Mathematics

Grade Level: 4th Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month:	May	May	April/May
SCHOOL SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	99	100
% At or Above Basic	92	94	96
% At or Above Proficient	70	84	78
% At Advanced	31	42	33
Number of students tested	118	113	132
Percent of total students tested	100%	100%	99%
SUBGROUP SCORES:			
Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	100	100	100
% At or Above Proficient	91	73	92
% At Advanced	18	36	46
Number of students tested	11	11	24
STATE SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	97	93	93
% At or Above Basic	73	72	67
% At or Above Proficient	45	45	37
% At Advanced	18	18	13

Nationally Normed Assessment Tests

Subject: English Language Arts

Grade Level: 4th Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002	2000-2001
Test:	CAT/6	CAT/6	SAT/9	SAT/9
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	43	53	70	77
% Scoring At or Above the 50 th NPR	79	82	89	93
% Scoring At or Above the 25 th NPR	92	93	95	98
Number of students tested	118	113	132	129
Percent of total students tested	100%	100%	N/A	N/A
Total Language Scores				
% Scoring Above the 75 th NPR	53	67	63	63
% Scoring At or Above the 50 th NPR	77	88	85	88
% Scoring At or Above the 25 th NPR	93	94	94	95
Number of students tested	118	113	132	133
Percent of total students tested	100%	100%	N/A	N/A
SUBGROUP SCORES:				
Asian				
Total Reading Scores				
% Scoring Above the 75 th NPR	36	36	63	58
% Scoring At or Above the 50 th NPR	73	82	83	74
% Scoring At or Above the 25 th NPR	91	100	83	95
Number of students tested	11	11	24	19
Total Language Scores				
% Scoring Above the 75 th NPR	64	73	75	63
% Scoring At or Above the 50 th NPR	82	91	83	89
% Scoring At or Above the 25 th NPR	91	91	92	95
Number of students tested	11	11	24	19
STATE SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	15	14	26	25
% Scoring At or Above the 50 th NPR	35	35	49	47
% Scoring At or Above the 25 th NPR	63	62	73	71
National Mean Score	627.0	626.6	638.0	635.9
Total Language Scores				
% Scoring Above the 75 th NPR	22	21	27	25
% Scoring At or Above the 50 th NPR	44	43	57	54
% Scoring At or Above the 25 th NPR	66	64	78	75
National Mean Score	631.5	630.3	632.6	630.2

Nationally Normed Assessment Tests

Subject: Mathematics

Grade Level: 4th Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002
Test:	CAT/6	CAT/6	SAT/9
Testing Month:	May	May	April/May
SCHOOL SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	53	71	75
% Scoring At or Above the 50 th NPR	76	86	89
% Scoring At or Above the 25 th NPR	92	93	97
Number of students tested	118	113	132
Percent of total students tested	100%	100%	N/A
SUBGROUP SCORES:			
Asian			
% Scoring Above the 75 th NPR	64	82	79
% Scoring At or Above the 50 th NPR	73	82	92
% Scoring At or Above the 25 th NPR	100	91	100
Number of students tested	11	11	24
STATE SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	29	29	75
% Scoring At or Above the 50 th NPR	49	48	89
% Scoring At or Above the 25 th NPR	72	72	97
National Mean Score	629.6	629.2	668.8

Criterion-Referenced Tests

Subject: English Language Arts

Grade Level: 5th Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	99	99	100
% At or Above Basic	96	95	95	96
% At or Above Proficient	81	76	76	74
% At Advanced	53	32	35	27
Number of students tested	117	133	135	131
Percent of total students tested	100%	100%	100%	98%
SUBGROUP SCORES:				
Asian				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	100	100	95	100
% At or Above Basic	100	92	90	100
% At or Above Proficient	77	71	73	81
% At Advanced	46	29	28	25
Number of students tested	13	24	18	16
STATE SCORES:				
% At or Above Far Below Basic	100	100	100	100
% At or Above Below Basic	87	90	91	88
% At or Above Basic	71	72	71	66
% At or Above Proficient	40	36	31	28
% At Advanced	16	10	9	7

Criterion-Referenced Tests

Subject: Mathematics

Grade Level: 5th Grade

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month:	May	May	April/May
SCHOOL SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	99	100
% At or Above Basic	92	94	93
% At or Above Proficient	70	84	74
% At Advanced	31	42	29
Number of students tested	118	113	135
Percent of total students tested	100%	100%	100%
SUBGROUP SCORES:			
Asian			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	100	100	100
% At or Above Basic	100	100	89
% At or Above Proficient	76	92	72
% At Advanced	38	29	50
Number of students tested	13	24	18
STATE SCORES:			
% At or Above Far Below Basic	100	100	100
% At or Above Below Basic	90	87	90
% At or Above Basic	65	61	59
% At or Above Proficient	38	35	29
% At Advanced	12	10	7

Nationally Normed Assessment Tests

Subject: English Language Arts

Grade Level: 5th Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002	2000-2001
Test:	CAT/6	CAT/6	SAT/9	SAT/9
Testing Month:	May	May	April/May	April/May
SCHOOL SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	54	58	70	66
% Scoring At or Above the 50 th NPR	80	87	92	89
% Scoring At or Above the 25 th NPR	94	96	97	98
Number of students tested	116	133	135	131
Percent of total students tested	99%	100%	N/A	N/A
Total Language Scores				
% Scoring Above the 75 th NPR	58	57	70	62
% Scoring At or Above the 50 th NPR	85	86	90	89
% Scoring At or Above the 25 th NPR	94	97	96	98
Number of students tested	116	133	135	132
Percent of total students tested	99%	100%	N/A	N/A
SUBGROUP SCORES:				
Asian				
Total Reading Scores				
% Scoring Above the 75 th NPR	46	54	61	63
% Scoring At or Above the 50 th NPR	62	83	83	94
% Scoring At or Above the 25 th NPR	85	96	94	100
Number of students tested	14	24	18	16
Total Language Scores				
% Scoring Above the 75 th NPR	31	54	67	69
% Scoring At or Above the 50 th NPR	77	79	83	100
% Scoring At or Above the 25 th NPR	100	96	89	100
Number of students tested	14	24	18	16
STATE SCORES:				
Total Reading Scores				
% Scoring Above the 75 th NPR	20	20	23	22
% Scoring At or Above the 50 th NPR	40	40	46	45
% Scoring At or Above the 25 th NPR	67	66	70	69
National Mean Score	645.1	645.1	650.3	648.8
Total Language Scores				
% Scoring Above the 75 th NPR	21	20	29	28
% Scoring At or Above the 50 th NPR	45	44	55	53
% Scoring At or Above the 25 th NPR	72	71	75	73
National Mean Score	648.3	647.2	643.9	641.8

Nationally Normed Assessment Tests

Subject: Mathematics

Grade Level: 5th Grade

Test: California Achievement Test (CAT); Stanford Achievement Test (SAT)

Edition/Year: Ed. 6 (2000); Ed. 9 (1995)

Publisher: McGraw Hill; Harcourt Brace

	2003-2004	2002-2003	2001-2002
Test:	CAT/6	CAT/6	SAT/9
Testing Month:	May	May	April/May
SCHOOL SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	51	47	73
% Scoring At or Above the 50 th NPR	85	92	93
% Scoring At or Above the 25 th NPR	96	98	99
Number of students tested	116	133	135
Percent of total students tested	99%	100%	N/A
SUBGROUP SCORES:			
Asian			
% Scoring Above the 75 th NPR	31	58	83
% Scoring At or Above the 50 th NPR	85	92	89
% Scoring At or Above the 25 th NPR	92	100	100
Number of students tested	14	24	18
STATE SCORES:			
Total Mathematics Scores			
% Scoring Above the 75 th NPR	20	19	32
% Scoring At or Above the 50 th NPR	50	49	57
% Scoring At or Above the 25 th NPR	72	72	76
National Mean Score	645.5	644.3	654.8