

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12CA18**

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

Name of Principal: Mrs. Jayne Nickles

Official School Name: Baldwin Stocker Elementary School

School Mailing Address: 422 West Lemon Avenue  
Arcadia, CA 91007-6902

County: Los Angeles State School Code Number\*: 19642616011134

Telephone: (626) 821-8351 E-mail: jnickles@ausd.net

Fax: (626) 574-3807 Web site/URL: http://bs.ausd.net/

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Joel Shawn Superintendent e-mail: jshawn@ausd.net

District Name: Arcadia Unified District Phone: (626) 821-6640

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Janet Chew

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
(per district designation): 3 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 7594

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	51	40	91		7	0	0	0
1	44	52	96		8	0	0	0
2	55	52	107		9	0	0	0
3	60	48	108		10	0	0	0
4	51	61	112		11	0	0	0
5	47	64	111		12	0	0	0
Total in Applying School:								625

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
84 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
13 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 7%

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

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	19
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	601
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 30%  
 Total number of ELL students in the school: 189  
 Number of non-English languages represented: 24  
 Specify non-English languages:

Spanish, Vietnamese, Cantonese, Korean, Filipino (Pilipino or Tagalog), Portuguese, Mandarin (Putonghua), Japanese, Arabic, Burmese, Hindi, Indonesian, Punjabi, Russian, Urdu, Chaozhou (Chiuchow), Gujarati, Taiwanese, Tigrinya, Bengali, Telugu, Tamil, Marathi

9. Percent of students eligible for free/reduced-priced meals: 11%

Total number of students who qualify: 66

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>4</u>
Total number	<u>29</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Nestled in a quiet residential neighborhood lies Baldwin Stocker School. Its peaceful exterior houses vigorous activity which makes this school a special place for children to learn and grow. Students in kindergarten through fifth grade proudly attend Baldwin Stocker where a highly skilled staff and a dedicated community work to ensure a high standard of excellence. Challenging and engaging work for all students is balanced with opportunities for social and emotional growth.

Baldwin Stocker maintains a history of high scores on the California Academic Performance Index. For the 2010-2011 school year, Baldwin Stocker scored a 969 out of a possible 1,000. This score was accomplished by a student body where 30% of students are identified English Language Learners. In 2010, the school was recognized for its achievements with a California Distinguished School Award.

While Baldwin Stocker is proud of the knowledge students demonstrate on standardized tests in language arts and math, our focus is on developing a broad spectrum of strengths and intelligences in all students. Staff strive to put their best effort forward to assist all students in attaining their full potential.

At Baldwin Stocker, opportunities are provided for students to explore the arts, sciences, technology, as well as social and emotional skills.

In our community, the arts are valued as a key component of education. The Parent Teacher Association (PTA) provides assemblies and field trips, exposing students to dance groups, theater performances, and art museums. Our middle school orchestra and high school dance troupe also perform annually. In third grade, all students receive basic instrumental music instruction on the recorder. Interested students can further pursue the on-site district instrumental music program in the fourth and fifth grades. For students attracted to vocal performance, the school choir meets before school and holds annual performances.

Science and technology are also valued in our community. From Kindergarten through fifth grade, students participate in a hands-on science curriculum. Classes visit NASA's Jet Propulsion Laboratory in nearby Pasadena, California, take nature walks in the local mountains, experience a planetarium, and a menagerie of animals in the cafeteria all thanks to PTA sponsored field trips and assemblies. In 2006, Arcadia's citizens supported technology through the passage of a local Bond Measure, which is providing a new library/media center as well as state of the art classroom technology in every classroom.

Social and emotional skills are a key part of Baldwin Stocker students' education. We utilize the *Character Counts!* education program. Children are provided leadership roles through student council and our peer-conflict resolution group. The counselor supports struggling students with hosted lunch groups and a knitting club. The city has shown its investment in our children by forming the Arcadia Coordinating Counsel, providing necessary outside counseling for families in need.

Our spirit of collaboration and dedication to high achievement for the whole child is what we feel makes us deserving of a Blue Ribbon. We are delighted that our students score well on standardized tests, but what we are truly proud of is how well they achieve in so many different areas. The community of Baldwin Stocker is devoted to our theme of "Working together to make a difference." High expectations are set for all students, and we believe that by collaboratively working together, all students can achieve great things.

We operate under the Arcadia Unified School District's vision that, "All students are provided engaging, meaningful, schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society." As we work to achieve this we are guided by four key questions:

1. What do we want our students to know, do and feel?
2. How will we know when each student has made adequate progress towards meeting these goals?
3. What will we do if each student does not make adequate progress?
4. What will we do for those students who come to us already having mastered these standards (or master them quickly)?

As Baldwin Stocker works under these guidelines, we have created many of our own unique traditions. Some are old, like the all-school Holiday program and the third grade Barn Dance. Some are new, like the silent auction now held annually to help fund our programs in times of tight budgets. Some celebrate our students' heritage, like our Chinese New Year celebrations. Some celebrate our students' collective heritage, like our Patriotic Flag Pole ceremonies. One of the greatest testaments to the nature of our community is in our tradition of family. At Baldwin Stocker, you will find students attending the same school their parents did, teachers working at the same school they studied at, and families that know they are part of a powerful community worthy of investment.



### 1. Assessment Results:

In our pursuit of excellence, Baldwin Stocker sets high expectations for all students and teachers. As a high performing school, it is important for all students to show growth in grade level standards, and data from several measures help to determine student progress.

Baldwin Stocker administers the California Standards Test. These assessments measure language arts and math performance in grades two through five, writing in fourth grade, and science in fifth grade. Students are designated as Advanced, Proficient, Basic, Below Basic, or Far Below Basic in each subject area. Arcadia strives to have all students Proficient or Advanced in all areas.

Students who qualify for English Language Development (ELD) services, as determined by the California English Language Development Test, are expected to progress a minimum of one performance level per academic year. The performance levels are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Students are expected to exit the ELD program within four years.

Core curriculum standardized assessments are administered three times a year in the Arcadia Unified School District (AUSD). In Kindergarten through fifth grade, *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is used to monitor progress in reading fluency and comprehension. Students must reach at least the 75<sup>th</sup> percentile of the grade level benchmark to be considered proficient. All students are given a formalized writing benchmark and are expected to score at least 21 out of 36 on the rubric to show proficiency. A math assessment is given to students in grades two through five. Students are considered proficient if they score 70 percent or greater. Teachers use test results to identify areas of strength, target specific growth, and plan appropriate instruction in collaborative groups. Standardized assessments are used to measure the degree to which students are meeting state standards and AUSD's rigorous learning goals.

Each year, California schools are rated by the Academic Performance Index (API) score. Based on the results and the performances of primary subgroups, a score between 200 – 1000 is given. Baldwin Stocker's API has demonstrated a high level of student achievement, increasing from 944 in 2007 to 969 in 2011.

Baldwin Stocker students have achieved a high level of proficiency and these strong scores have steadily improved. In 2007 Baldwin Stocker students already demonstrated high levels of proficiency in both English Language Arts (ELA) and mathematics, and those proficiencies have risen in all grade levels from 2007 to 2011. The largest gains in ELA occurred in the fifth grade where the percentage of proficient students rose from 82% in 2007 to 96% in 2011. Third grade showed the largest gains in mathematics with a rise in proficient students from 86% in 2007 to 95% in 2011.

One of Baldwin Stocker's subgroups is Asian students, and they are consistently showing great achievements. The percentage of Asian students who scored proficient in ELA in all grade levels in both 2007 and in 2011 was equivalent to or greater than the percentages achieved by the general population.

Baldwin Stocker's other subgroup is English Language Learners (ELL), and they have showed the greatest growth. The percentage of ELLs who are scoring proficient in ELA has greatly risen in the five years from 2007 to 2011. Fifth grade students rose from 66% proficient to 88%. The fourth grade, already scoring strong at 87% in 2007, increased to 93% in 2011. The third grade students showed the greatest gain rising from 45% proficient to 78%. In 2007, our ELL students showed an achievement gap greater than 10% in both third and fifth grades. Throughout the last five years, Baldwin Stocker has been addressing this achievement gap and has made significant progress closing the gap in grade three from

29% in 2007 to 3% in 2011 and from 16% to 8% in grade five. We are confident in the programs we have in place, and we will continue to work on making all of our students successful.

One program that we have developed and implemented in this five year period include the Teacher on Special Assignment (TOSA) position that was created to support intervention programs and develop Response to Instruction and Intervention (RtI<sup>2</sup>) models. Working with the classroom teachers, she develops intervention practices to strategically target students not meeting proficiency in ELA. The English Language Development teacher also works to strategically support students by holding before and after school tutoring sessions. Children receive targeted instruction at least twice a week. The groupings, based on teacher input, change approximately every 6-8 weeks.

Another important piece in supporting our students' achievement began three years ago, when Baldwin Stocker changed the school schedule to provide staff designated collaboration time. Teachers use this time to analyze data, problem solve, and address the diverse educational needs of the students. Each grade level develops its own agenda. The principal receives feedback after these meetings that assist her in guiding the instruction at the school.

A third component that contributes to our students' successes is the Core Plus program first implemented by the Arcadia Unified School District in 2010. Core Plus is a flexible, strategic, differentiated Language Arts program. Students are placed in groups that have a particular focus of instruction where differentiation is a key element in providing appropriate instruction to all students. Baldwin Stocker has a high achieving population and programs such as Core Plus address and challenge students at every level.

## **2. Using Assessment Results:**

Baldwin Stocker works with the Arcadia Unified School District to identify and implement a variety of universal screenings in order to collect effective assessment data for guiding instruction and intervention. In addition to the California Standards Test (CST) and California English Language Development Test (CELDT), the school implements a variety of assessments. All students are monitored using DIBELS. This includes implementation of the Daze reading comprehension screening in grades three through five. Further assessment in reading comprehension is implemented in grades two through five using the *Scholastic Reading Inventory*. District math and writing assessments are given and are currently being reevaluated and updated. As a result, Baldwin Stocker will likely begin using assessments from *The Action Learning Systems* in the 2012-2013 school year.

The goals of administering these assessments are to inform and guide effective instruction. We work to ensure that no child "falls through the cracks" and that all children are being challenged to their full potential, showing constant growth.

The assessments listed above are a cornerstone of Baldwin Stocker's Response to Instruction and Intervention model. The district employs a Teacher on Special Assignment to work at each school site, and in collaboration with each other, to develop and implement an RtI<sup>2</sup> model. This enables Baldwin Stocker to provide solid instruction in every classroom for every student, utilize universal screenings, and provide research-based interventions and progress monitoring for struggling students.

At the beginning of each school year, staff development time is dedicated to analyzing assessment results on Data Day. The principal and TOSA gather data and present teachers with results of multiple measures of achievement. This data tracks individual students, grade levels, and the whole school both at a single moment in time, and through years of history. At-risk students are identified. Teachers work as individuals, in grade level teams, and as a school to learn from this data and develop personal, grade level, and school-wide goals. The school-wide goals impact programming decisions and are shared with parents through the school plan at a School Site Council meeting.

Assessment data is key to the Core Plus program at Baldwin Stocker. The Core Plus program designates a time for each grade level, from first through fifth grades, to focus on differentiated Language Arts instruction. For 30-45 minutes four days a week all teachers in a given grade level, the TOSA, part-time intervention teachers, and the Resource Specialist Program focus on providing smaller group, individualized instruction at the grade level. Each fall, much time is spent using assessment data to guide the creation of the groups in which students will be placed. Throughout the year student progress is monitored and the groupings remain fluid, based on student needs. Teachers utilize weekly grade level collaboration time on early release days to reevaluate and adjust groupings based on the latest assessment data and observations.

Some teachers are piloting electronic student response systems in their classrooms. This technology provides teachers immediate feedback as students use hand held devices to instantly respond to questions. Student answers are used to guide instruction. Later this year, Baldwin Stocker will begin using Pearson's Inform data analysis technology to increase the organization and accessibility of assessment data.

Families are involved in the school and the educational process in many ways, including through specific efforts to keep parents informed of their students' progress. Parents are annually notified of their students' assessment results on both the CST and CELDT. Following each academic trimester, families receive information through their students' standards-based report card, reflecting a myriad of both formal and informal assessments and observations.

In an effort to constantly improve communication, Baldwin Stocker will begin using Power Teacher Gradebook and its Parent Portal feature in the 2012-2013 school year. This will allow families to view assessment data and report cards via the Internet throughout the school year.

Students and their families are invited to participate in student-led conferences. During student-led conference weeks, Baldwin Stocker is on a minimum day schedule, allowing families and teachers time to share goals students have set, their key assessment results, and a portfolio of work. Nearly 100% of our families participate.

In the spring of each year students, families and teachers gather for the Curriculum Showcase. Baldwin Stocker has designed this night for students and all of the people who support them to view and celebrate the efforts of their work throughout the school year.

### **3. Sharing Lessons Learned:**

Collaboration and evaluation are part of the creative, strategic process teachers at Baldwin Stocker use to refine, then share lessons and ideas with each other, within the district community, and even internationally.

Teachers have many opportunities to share via intra-district blogs, wikis, committees, and professional development days. Blogs and wikis enable discussion of concepts and sharing of ideas or issues with the superintendent, support staff, and others. All teachers are able to post effective lessons or professional training online which everyone across the district can access any time.

Dialoguing among grade level groups with each elementary school in our district during professional development days is another way new strategies and effective methods are shared. Some staff members are trained as teacher-trainers in *Thinking Maps*, *Write from the Beginning*, and new technologies. These teacher-trainers then educate colleagues in new and effective instructional methods.

Teachers participate in district curriculum committees to collaborate and design effective lessons and integrate hands-on curriculum across content areas. Also, the Curriculum and Instruction Committee

meets regularly with teacher representatives from each school and administration to discuss issues and share concerns and successes from each school site.

Baldwin Stocker's TOSA receives ongoing training in intervention strategies and shares best practices with other District TOSAs. What she learns from these colleagues is shared and implemented with the school staff. The TOSA also coaches, provides model lessons, collaborates with teachers to develop curriculum, and suggests modifications for struggling students.

Baldwin Stocker has been privileged to share some of our most successful strategies internationally as well. Several teachers were selected by the local Japanese Business Association to visit schools in Japan in order to observe and teach English lessons to students. American and Japanese teachers and students are able to share in an enriching cross-cultural educational experience. To further the international connection of sharing and contribution, Baldwin Stocker has been host to a principal from Shanghai. Her purpose was to observe our instructional methods and take them back to her school in China.

A study session was held by the Arcadia Unified School District Board of Education to gain an understanding of effective, differentiated instruction. Representatives from elementary, middle and high schools engaged in vertical sharing. Baldwin Stocker presented how first graders can engage in higher order thinking skills.

Baldwin Stocker is devoted to sharing our most successful strategies with each other, within our district, and within our school wide community.

#### **4. Engaging Families and Communities:**

At Baldwin Stocker Elementary, family support and engagement are considered essential to student success. The presence of parent volunteers on campus has allowed parents and teachers to work together to encourage student achievement. Throughout the year families are provided with opportunities and strategies to partner in their students' learning. We believe that a student is successful at school when both the school and their families are working together.

Student-led conferences are held to give children an opportunity to share with families their academic successes, challenges, and goals. Students are active participants during this process.

Curriculum Showcase is an annual event held each spring. A comprehensive display of student work allows families and community members to gather and celebrate the academic achievements of Baldwin Stocker students.

Well attended family reading and math nights, hosted by our TOSA as well as classroom teachers, teach families how to assist their child with reading and math. This makes learning at home more meaningful and engaging.

Teachers keep parents abreast of what is happening in their classroom through various means of communication. Many classrooms send home weekly newsletters. School and classroom websites keep families connected to the classroom. Families can access online textbooks, teacher recommended web links, podcasts, wikis, blogs, and other resources for enrichment.

The Parent Teacher Association of Baldwin Stocker hosts many family nights throughout the year including movie, game, bingo and restaurant night. Teachers and families attend these events to interact and build community with one another.

Parent involvement is evident throughout the day. Volunteers assist with small groups in the classroom, preparing materials for teachers, volunteering in the school garden, and chaperoning field trips. All of these experiences strengthen the connection that families have with our school.

The relationships among family, community and teachers are essential. All stakeholders are welcomed and engaged while working towards student success.

### 1. Curriculum:

With our community specifically in mind, Baldwin Stocker's curriculum is selected to meet the needs of students while aligning with both the California State Standards and the Arcadia Unified School District Standards.

An important component of curriculum design is providing students with cross-curricular thinking models from Kindergarten through fifth grade. *Thinking Maps* are used to form and communicate the thought process. Students use Bloom's Taxonomy and Depth and Complexity Icons to challenge themselves to delve into deeper level cognition. Also, for individual content area instruction, Baldwin Stocker routinely combines and enhances individual curriculum programs and other resources to provide students a variety of ways to access material which keeps in mind the district vision that "all students are provided engaging meaningful schoolwork that . . . challenges them to think and reason."

The Language Arts curriculum focuses on developing independent readers and thinkers. Students are expected to implement reading strategies, read a wide range of genre, and develop critical thinking skills. The *Six Traits of Writing* and *Write from the Beginning* provide consistent language, instruction, and rubrics for writing. The PTA often sponsors assemblies from authors. One author so engaged with the students in the reading and writing process, that she dedicated her book to the students of Baldwin Stocker.

Problem solving and reasoning skills are heavily emphasized in the math curriculum. In addition to the textbook, instruction is supplemented with manipulatives and technologies available in our new Classrooms of the Future. Differentiated instruction provides the necessary support to ensure student success.

Baldwin Stocker teachers combine many resources to deliver science instruction. Students are expected to be actively involved in experiments and have opportunities to engage at a deeper level through a variety of resources. For instance, using LEGOs to study simple machines in second grade and robotics in fourth grade provides further constructivist hands-on learning. Students also benefit from many science related field trips and assemblies.

One of the primary goals of the social studies curriculum is to make it relevant to our students' lives. Students have access to online materials and teachers enrich instruction utilizing multimedia clips. Field trips to historical sites and a chance to role-play on a replica 1830's ship further enhance the curriculum.

A variety of materials create the visual and performing arts curriculum. Visual arts instruction kits provide teachers ideas and materials needed for quality instruction. Third graders participate in precorder and folk dance instruction. Fourth and fifth graders have the opportunity to enroll in the district on-site sponsored instrumental music program. Students may also join the school chorus and/or participate in the PTA sponsored Reflections art contest.

Students are expected to be actively engaged during physical education and learn recreational sports. The health curriculum reinforces making healthy decisions and equipping students with the tools to make good choices. Students also tend to the school garden, emphasizing healthy eating habits learned in the classroom.

Baldwin Stocker understands it is important for the 21<sup>st</sup> century student to be fluent in the use of technology. The Classroom of the Future technology provides ample resources for students to refine

these skills. They are able to explore programs such as interactive websites, E-books, blogs, wikis, and other computer-based programs.

Baldwin Stocker carefully selects research-based curriculum used to support struggling students through the RtI<sup>2</sup> model. Some materials used include Phonics for Reading, REWARDS, Math Facts, and Road to the Code. Our goal is to choose curriculum to meet the needs of individual students, instead of making students fit the needs of the curriculum.

## **2. Reading/English:**

Baldwin Stocker uses the Houghton Mifflin series and its supplemental materials as a starting point for reading instruction. Texts are not scripted, since quality instructors can be confidently relied upon to provide effective lessons.

Teachers deliver students a combination of phonics and whole-language instruction. Baldwin Stocker understands that a balanced approach is necessary to meet the individual needs of all students. There is a focus on differentiated instruction, assuring all students can excel at their maximum potential.

Much time and many resources are dedicated to professional development. Teachers, Kindergarten through fifth grade, are trained in Reciprocal Teaching, *Thinking Maps* (organizational charts), Depth and Complexity Icons (differentiation tools), and Bloom's Taxonomy. As students progress through the grades, they benefit from a consistent approach and familiar academic language.

In addition to professional development, teachers have many resources and practices to draw upon including the school library, computer-based Accelerated Reader program, literature circles, and cross-age reading buddies. Core-literature is used by teachers to expose students to quality writing. Teachers rely on each other to fuse all of these resources and hone their instructional strategies. Time to collaborate is provided on weekly early-release days, and is regularly spent discussing language arts instruction and the progress of students.

Teachers also collaborate on Core Plus instruction. Core Plus is an instructional time when grade level teams in first through fifth grades work with support staff to provide students smaller group, differentiated, language arts instruction 30-45 minutes, four days a week. All students are given instruction designed for them whether they are performing above grade level, below grade level or somewhere in between.

In keeping with our RtI<sup>2</sup> model, all students' decoding skills are regularly monitored using DIBELS. In the upper grades, the focus on reading comprehension grows. Fourth grade teachers use the Comprehension Toolkit program to deliver focused instruction on non-fiction comprehension. In the upper grades DIBELS' Daze and the Scholastic Reading Inventory assessments are used to monitor comprehension.

In coordination with the Teacher on Special Assignment who oversees the RtI<sup>2</sup> model, struggling students are placed in smaller, skill specific groups during Core Plus instruction time. Research based programs are used with these students. Classroom teachers, and many support providers, work to monitor these students' progress. Additional services including before and after school programs, one-on-one interventions, and pullout support are provided as needed.

## **3. Mathematics:**

Baldwin Stocker students perform well in mathematics. The greatest challenge is concurrently engaging and furthering the learning of students who have already mastered grade level standards, meeting the needs of those at grade level, and supporting and remediating students working below grade level. Baldwin Stocker successfully meets this challenge.

Assessment guides Baldwin Stocker's math instruction. Benchmark tests are administered twice a year for grades two through five. Students take pre- and post-tests to reflect their knowledge. Technology is instrumental in meeting the math instructional needs of all students. Interactive whiteboard resources, supplemental websites and on-line textbooks support students at all levels of mastery.

*Think Central*, an electronic component of the instructional materials, is an interactive instructional tool used as a part of daily math instruction. It offers models that chunk textbook lessons, are animated, and provide virtual manipulatives that are engaging to all students. Students interact with *Think Central* by using the whiteboard's stylus to show their work as they engage with the day's lesson.

Teachers use *Easiteach*, a computer-based teaching tool of widgets. These widgets, such as number lines and place value charts, help emphasize and reinforce mathematical principles and skills. Understanding increases as students and teachers manipulate widgets during instruction. Materials shown on the interactive whiteboard may be "captured" and linked to the classroom website. This allows students to later access notes from classroom instruction at home. On classroom webpages, teachers provide students with links to the on-line textbook and supplemental math websites that support instruction.

The on-line textbook offers both intervention links for struggling students and enrichment links for those who have mastered the standards and wish to apply their learning. It offers engaging math games that reinforce instruction and tools that students use to create math presentations.

Teachers provide students with hands-on math manipulatives during instructional time, ensuring that all students are engaged and learning. Math skills are promoted school-wide through "Math Bees" where students have the opportunity to demonstrate their knowledge. Families attend "Math Nights" where students and parents engage with math, making it fun and promoting the importance of math within the community.

Students who are not meeting grade level standards are provided extra support by the Teacher on Special Assignment. Some groups meet within the school day, while others meet before or after school. Classroom teachers provide extra support during recess or after school for students who need additional instruction.

#### **4. Additional Curriculum Area:**

The heart of our mission statement demands that, "all students are provided engaging, meaningful, schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society." This approach is exemplified in our science and technology education.

Baldwin Stocker combines a variety of science programs in order to provide engaging and meaningful work for our students. Scott Foresman Science text is used in collaboration with hands-on, experiment-based science kits designed by Linda Poore. Teachers emphasize the scientific method, which challenges students to achieve a higher level of reasoning and thinking. In second grade, students use LEGO bricks to build and study simple machines. In fourth grade, students use LEGO MindStorms to design and program their own robots as they study this growing field of science and technology.

Integrated into all instruction, especially science, is technology. All teachers utilize Classroom of the Future technology which includes ceiling mounted projectors connected to DVD players, laptops, document cameras, and interactive whiteboards while providing sound through microphones and ceiling mounted speakers. Students and teachers access online multimedia resources through *Brain Pop* and *Discovery Learning Online*. The eBook Scott Foresman text can be accessed online or with a CD. Students create PowerPoint presentations on the periodic table in the computer lab, share experiment results using microphones, and bring science notebooks to the document camera to show findings.

All this technology is supported by two District LITE (Leader Integrating Technology in Education) techs. The LITEs are staff members, supported by the District, trained to trouble shoot technology problems. The LITEs are also available to provide coaching, modeling, and instruction. Monthly “Tech Talk” tips are provided by the LITEs at staff meetings.

The PTA works with the school to support meaningful work that will encourage students to be lifelong learners by funding science related field trips and assemblies. When fifth graders study astronomy they visit NASA's Jet Propulsion Laboratory in nearby Pasadena. Fourth graders hike the local mountains, second graders visit the Huntington Gardens, and first graders visit the aquarium during their studies of life science. Recent assemblies have included a traveling planetarium and a miniature zoo.

Through a hands-on approach, in conjunction with technology, students are engaged in their scientific studies and are developing deep understanding. They take ownership of this hands-on learning and understand how science works in the real world.

## **5. Instructional Methods:**

Our dedicated staff employs a differentiated approach to teaching using a universal access design which enables students to demonstrate mastery. Instructional materials and activities allow learning goals to be attained by students with diverse abilities and needs.

Core Plus is a flexible, skill-based language arts program designed to help students grow as readers and writers. Each group has a particular focus for instruction, specifically geared toward the needs and skill levels of the students within that group. Some groups address basic reading and writing skills with a focus on phonics and sentence fluency. Other groups concentrate on fluency, vocabulary, comprehension, higher order thinking skills and six traits of writing. Regular, ongoing assessment is done to measure student progress and students are moved among the groups when they are ready.

Differentiation is a key element in providing appropriate instruction to all students. Arcadia has a high achieving population and programs such as Core Plus address and challenge students at every level.

Teachers receive special training in differentiated instruction utilizing strategies and concepts from *Thinking Maps*, *Depth and Complexity Icons*, Bloom's Taxonomy, and *Reciprocal Teaching*. These and other techniques are embedded in classroom instruction, such as extension menus that provide students with activities that delve deeper into the content areas.

Every classroom is equipped with Classroom of the Future technology. Document cameras allow for textbooks, student work, *Discovery Learning Online* videos and instructional materials to be projected for all students to access clearly. Interactive white boards encourage student participation with content through the programs *Easiteach* and *Image Mate*. A clip-on microphone for the teacher and one handheld student microphone enables each student to hear and be heard clearly.

Classroom websites allow access to textbooks online and provide links for learning activities. Wikis are created as a differentiated method for students to demonstrate their learning and share that learning with others. Baldwin Stocker has a media center with 32 computers and two mobile laptop carts containing 32 laptops each, which can be used in any classroom.

Students and teachers are partners who explore academic concepts in order to deepen and extend competence, confidence, creativity, and communication. This is accomplished in an atmosphere that is responsive and tied to the focus of generating knowledge and cognitive engagement.



## **6. Professional Development:**

Teachers at Baldwin Stocker are committed to growing in their craft. This commitment fuels continual professional development, both school-wide and district-wide, directly and positively impacting student achievement.

Professional development allows for shared perspectives, shared tools, and shared language, improving instruction at all grade levels and across all curriculum. As students progress through their education, effective teaching strategies are continually built upon.

Teachers are trained in *Thinking Maps*, to help students structure and glean meaning from their thinking. Primary teachers are trained in *Write from the Beginning (WFTB)*, a developmental writing program, which builds upon *Thinking Maps*. Fourth and fifth grade teachers will receive *WFTB* training within the next two years. Several teachers have received extended training in the above programs. They are available to support staff in effective implementation.

Staff has received training in reciprocal teaching, comprehension strategies, differentiation, and Bloom's Taxonomy. These in-services have provided teachers shared tactics and afford students cumulative skills. Over the next three years our district's focus on effective instruction will further build upon these trainings.

Baldwin Stocker is undergoing modernization. Classrooms have been transformed into "Classrooms of the Future." Ongoing technology trainings allow teachers to become increasingly competent in using the technology available to them. This enhances their instruction.

Teachers at Baldwin Stocker meet on a weekly basis to collaborate with grade level colleagues, school-wide specialists, and support staff. They take their learning, apply it to their instruction and then work with peers to discuss their challenges and successes, look at student work, share ideas, and further increase student achievement.

The staff of Baldwin Stocker consists of motivated educators who seek out additional learning. Teachers pursue advanced degrees, additional certifications and credentials, and attend conferences and workshops. They travel to other countries to learn of other educational systems. Baldwin Stocker educators participate in the Beginning Teacher Support and Assessment program, to further expand and refine their professional skills. Teachers model for students what it means to be a lifelong learner.

Through this continual honing of skills, teachers provide students with rich educational experiences. These experiences provide the solid foundation of learning, which will follow them through their educational careers.

## **7. School Leadership:**

We are a Professional Learning Community at Baldwin Stocker Elementary School. School leadership is based on shared decision making. Teachers, parents, and the principal are committed to providing a supportive learning environment where meeting student needs is at the forefront of academic success. Our principal fosters an environment where staff input is valued, decisions are made in a collegial manner, and staff are trained on innovative teaching practices.

Each grade level team meets on a weekly basis to discuss achievements and challenges within the grade level. Data is shared and grade level goals are created to ensure that all students are successful. Teachers are provided this time to share and strengthen lessons to best meet the needs of students. Collaborative, vertical meetings among grade levels provide opportunities to learn how we can help students achieve and maintain success.

The school leadership team is comprised of the principal, representatives from each grade level, and support staff. The team meets on a monthly basis to discuss the instructional needs of the school. Each grade level representative speaks on behalf of the team and takes back questions pertaining to student needs as a discussion piece for the next grade level meeting.

On School Site Council, parents are encouraged to become leaders alongside teachers, staff members and the principal. School Site Council meets on a monthly basis and works collectively to support Baldwin Stocker's vision and goals for student achievement. This is reflected in the Single Plan for Student Achievement which they approve.

The Student Study Team is comprised of the principal, classroom teacher(s), parents and other student support specialists as needed. All participants work together to meet the individual needs of a particular student. Brainstorming sessions are utilized to ensure that stakeholders are given an opportunity to share how to support individual student success.

The concept of support and leadership begins at the very top with the Arcadia Board of Education. These dedicated individuals participate in "Board Study Sessions" and information items. Various aspects of the educational experience are studied in depth by the Board through presentations from teachers and administrators. Site visits following these sessions are Focused Board Visits, in which two Board members, the Superintendent, and other administrators, come to a school to see the program in action. Baldwin Stocker has hosted the Board on several occasions, most recently to help the Board understand the RtI<sup>2</sup> program.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing Systems (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	95	93	89	88	86
Advanced	81	81	73	75	66
Number of students tested	110	118	100	120	91
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	88	84	81	69	73
Advanced	53	68	69	31	55
Number of students tested	17	19	16	13	11
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1	1	2	1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	7	6	3	8	9
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	7	7	6	5
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	98	97	93	82	80
Advanced	78	88	67	74	45
Number of students tested	55	60	27	27	20
<b>6. Asian</b>					
Proficient plus Advanced	97	96	92	92	92
Advanced	87	89	75	81	73
Number of students tested	92	96	88	99	71
<b>NOTES:</b>					

12CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing Systems (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	81	81	90	86	74
advanced	54	53	52	50	33
Number of students tested	110	116	98	117	90
Percent of total students tested	100	98	98	97	97
Number of students alternatively assessed	2				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	65	67	69	69	46
advanced	29	44	19	23	27
Number of students tested	17	18	16	13	11
<b>2. African American Students</b>					
Proficient plus Advanced					
advanced					
Number of students tested	2	1		2	1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
advanced					
Number of students tested	6	6	2	8	9
<b>4. Special Education Students</b>					
Proficient plus Advanced					
advanced					
Number of students tested	2	8	7	6	6
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	78	83	82	84	45
advanced	44	48	26	44	5
Number of students tested	55	60	27	25	20
<b>6. Asian</b>					
Proficient plus Advanced	82	85	91	87	79
advanced	55	57	54	55	34
Number of students tested	92	94	86	99	71
<b>NOTES:</b>					

12CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing Systems (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	96	96	95	87	89
Advanced	85	88	89	77	75
Number of students tested	112	107	113	91	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	2	2			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	81	96	93		
Advanced	69	70	73		
Number of students tested	16	23	15	9	9
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	1	1	
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	6	5	6	4
<b>4. Special Education Students</b>					
Proficient plus Advanced			86		
Advanced			57		
Number of students tested	5	5	16	9	9
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	98	97	93	91	94
Advanced	88	83	85	67	74
Number of students tested	57	29	27	21	31
<b>6. Asian</b>					
Proficient plus Advanced	99	97	96	92	93
Advanced	88	89	93	83	81
Number of students tested	95	94	98	72	93
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing Systems (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	91	98	95	88	90
Advanced	83	89	86	62	66
Number of students tested	112	106	110	89	112
Percent of total students tested	100	99	97	97	98
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	1	2			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	75	96	80		
Advanced	63	77	53		
Number of students tested	16	22	15	9	9
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	1	1	
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	3	3	5	6	4
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	6	4	7	9	9
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	93	93	92	81	87
Advanced	88	76	67	33	47
Number of students tested	57	29	24	21	30
<b>6. Asian</b>					
Proficient plus Advanced	94	98	95	89	90
Advanced	87	91	87	68	67
Number of students tested	95	93	97	72	92
<b>NOTES:</b>					

12CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing System (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	92	94	85	86	89
Advanced	80	81	63	66	67
Number of students tested	109	111	92	123	131
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	1			
Percent of students alternatively assessed	4	1			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	82	77	69	86	
Advanced	67	65	54	64	
Number of students tested	27	17	13	14	9
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	1		1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					73
Advanced					55
Number of students tested	2	4	8	5	11
<b>4. Special Education Students</b>					
Proficient plus Advanced					67
Advanced					33
Number of students tested	7	6	7	8	15
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	88	91	76	92	86
Advanced	72	62	43	60	57
Number of students tested	25	21	21	37	35
<b>6. Asian</b>					
Proficient plus Advanced	96	97	89	92	93
Advanced	84	87	69	73	72
Number of students tested	94	97	75	101	107
<b>NOTES:</b>					

12CA18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standards Test (CST)

Edition/Publication Year: annual Publisher: Educational Testing System (ETS)

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	96	96	90	85	82
Advanced	77	77	73	50	54
Number of students tested	108	110	88	122	129
Percent of total students tested	99	99	95	99	98
Number of students alternatively assessed	4	1			
Percent of students alternatively assessed	4	1			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	92	88	77	71	56
Advanced	54	63	62	29	44
Number of students tested	26	16	13	14	9
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	1	1	1		1
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced					64
Advanced					36
Number of students tested	2	4	8	5	10
<b>4. Special Education Students</b>					
Proficient plus Advanced					47
Advanced					27
Number of students tested	3	5	7	8	15
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	88	100	80	76	66
Advanced	54	55	55	38	34
Number of students tested	24	20	20	37	35
<b>6. Asian</b>					
Proficient plus Advanced	96	98	92	86	83
Advanced	80	80	78	57	56
Number of students tested	93	97	73	101	107
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	94	94	90	86	88
Advanced	82	83	75	72	69
Number of students tested	331	336	305	334	334
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	7	4	0	0	0
Percent of students alternatively assessed	3	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	83	86	81	80	79
Advanced	63	67	65	55	62
Number of students tested	60	59	44	36	29
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	4	3	3	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	83	81	75	63	62
Advanced	58	50	44	47	45
Number of students tested	12	16	16	19	24
<b>4. Special Education Students</b>					
Proficient plus Advanced	60	61	65	52	65
Advanced	26	22	37	34	34
Number of students tested	15	18	30	23	29
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	96	95	88	88	87
Advanced	81	81	66	66	60
Number of students tested	137	110	75	85	86
<b>6. Asian</b>					
Proficient plus Advanced	97	96	92	92	92
Advanced	86	88	80	78	75
Number of students tested	281	287	261	272	271
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	May	May	May
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	89	91	91	86	82
advanced	71	72	70	53	52
Number of students tested	330	332	296	328	331
Percent of total students tested	99	98	96	97	97
Number of students alternatively assessed	7	3	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	79	84	75	74	59
advanced	49	62	43	30	34
Number of students tested	59	56	44	36	29
<b>2. African American Students</b>					
Proficient plus Advanced					
advanced					
Number of students tested	4	3	2	3	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	73	77	60	73	53
advanced	73	38	46	21	28
Number of students tested	11	13	15	19	23
<b>4. Special Education Students</b>					
Proficient plus Advanced	54	35	33	48	43
advanced	9	11	19	8	26
Number of students tested	11	17	21	23	30
<b>5. English Language Learner Students</b>					
Proficient plus Advanced	86	88	84	79	68
advanced	64	56	48	38	31
Number of students tested	136	109	71	83	85
<b>6. Asian</b>					
Proficient plus Advanced	90	93	92	87	84
advanced	74	75	73	59	53
Number of students tested	280	284	256	272	270
<b>NOTES:</b>					

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