2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Mr. William Michael Bertrand
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address   1901 East Vine Avenue
(If address is P.O. Box, also include street address.)

West Covina	California	91791-3248
City	State	Zip Code+4(9 digits total)

County   Los Angeles   State School Code Number* 16650946023535

Telephone (626) 931-1790   Fax   (626) 931-1795

Web site/URL http://www.wcusd.org/vine/welcome.ht E-mail   wbertrand@wcusd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

                                        Date
_____   _____
Principal's Signature

Name of Superintendent   Dr. Liliam Castillo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   West Covina Unified School District   Tel. (626) 939-4600

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

                                        Date
_____   _____
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1.   Number of schools in the district:

8	Elementary schools
2	Middle schools
0	Junior High Schools
1	High schools
2	Other
13	TOTAL

2.   District Per Pupil Expenditure: 5029

       Average State Per Pupil Expenditure: 4743

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 are
       [X]   Suburban
       [ ]   Small city or town in a rural are
       [ ]   Rural

4.   1   Number of years the principal has been in her/his position at this school.

            5   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
Pre K	0	0	0	7	0	0	0
K	38	42	80	8	0	0	0
1	38	42	80	9	0	0	0
2	60	36	96	10	0	0	0
3	46	52	98	11	0	0	0
4	52	43	95	12	0	0	0
5	45	51	96	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							545

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
14	%	Asian or Pacific Islander
4	%	Black or African American
68	%	Hispanic or Latino
14	%	White

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 yea ____5____ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	545
(5)	Total transferred students in row (3) divided by total students in row	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: ___12___ %

___64___ Total Number Limited English Proficient

Number of languages represented ___8___

Specify languages: Cantonese, Japanese, Korean, Mandarin, Spanish, Tagalog, and Vietnamese

9. Students eligible for free/reduced-priced meals ___43___ %

Total number students who qualify: ___232___

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: ___7___ %

                                                        ___40___ Total Number of Students Serve

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

2	Autism	1	Orthopedic Impairment
0	Deafness	1	Other Health Impairment
0	Deaf-Blindnes	8	Specific Learning Disabilit
0	Emotional Disturbanc	28	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	23	2
Special resource teachers/specialist	3	0
Paraprofessionals	0	5
Support Staff	7	2
Total number	34	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___23___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	96 %	96 %
Daily teacher attendance	95 %	96 %	95 %	96 %	96 %
Teacher turnover rate	0 %	1 %	0 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Vine Elementary School sits proudly in the city of West Covina, which is part of the vast San Gabriel Valley. A greeting is extended to the community from the marquee that affirms 'Vine School where school pride is justified.' Old Glory waves a warm welcome to all, with the majestic San Gabriel Mountains serving as a serene backdrop to our school. There is an air of excitement as staff, students, and families proceed up Eagle's Way for our morning 'Celebrate Success' assembly. In unison, voices are raised to recite the Pledge of Allegiance; a patriotic song rings out, followed by the Word of the Week, the recitation of the Vine School pledge, and finally recognition of children who have earned Eagle Awards for exhibiting academic and social behavior based on the six pillars of character. The spirit of excellence is evident. Vine School is the place to be. Our common vision works to ensure that our focus is on our students. Vine Elementary is committed to the development of all students to become effective, successful life-long learners. We are dedicated to the tasks of ensuring all students meet or exceed grade level proficiencies through a relentless approach to instruction in a safe and caring environment.

Vine School's success is due to the diligence of our team, comprised of staff, parents, and students. Vine School celebrates a culturally diverse student population. We strive to educate the whole child, and work tirelessly to ensure that each and every student, regardless of their socioeconomic background, language proficiency, or ethnicity receives a solid, standards-based education. Multiple opportunities to demonstrate mastery of the standards are provided to all students. Classrooms are alive with stimulating units of study that integrate all subject areas. Assemblies rich in culture, along with stimulating field trips imbedded in content areas are provided to all students and serve to support student learning.

For children to be successful, they must feel safe and comfortable in their surroundings. We are extremely fortunate to be housed in a beautifully modernized campus. Every classroom is equipped with up to date computers linked to the internet. We have an amazing World of Reading library and media center, which is a haven to thousands of books just waiting to be devoured by our students. This nurturing environment helps to ensure that students at Vine meet or exceed proficiency standards. Vine's Academic Performance Index score of 850 for the spring of 2007 gives concrete evidence of excellence in student achievement.

From after school tutoring to enrichment activities, all students are encouraged to reach their full potential. The supportive staff, concerned parents, and involved community members work together to ensure student growth toward excellence. Our school motto, Vine eagles soar above the rest, serves to underscore our expectations for continued student success as well as to acknowledge student efforts and accomplishments.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Vine Elementary School has long ranked as the top elementary school in the West Covina Unified School District. Our commitment to academic excellence is reflected in our students' consistent high performance on state-wide assessments. We strive to provide all our students with the tools necessary for them to be successful academically by district, state and national standards.

Vine participates in the California State Assessment System (STAR). This system measures student success via a criterion-referenced assessment known as the California Standards Test (CST). The CST is administered to elementary students in the second through fifth grades. All students are assessed in English Language Arts (ELA) and Mathematics. In addition, fourth grade students participate in the writing assessment portion of the test and fifth grade students participate in the science section. Information regarding this testing system can be found on the state web site: STAR.cde.ca.gov. In addition to the CST, third grade students are administered the CAT 6 Language Arts and Math norm- referenced tests. The West Covina Unified School District administers benchmark assessments triennially to elementary students in all grades (kindergarten through fifth) in both Language Arts and Math.

The CST reports student results in five categories. Students whose scores indicate they are making or exceeding grade level expectations are identified as proficient or advanced. Students below grade level are identified as basic, below basic or far below basic. Students identified as proficient must answer 75% of the questions correctly. The results are also disaggregated into significant subgroups of students. Vine's significant subgroups are: Hispanic, White, and Socioeconomically Disadvantaged (SED) students.

In examining our school's assessment results we can see continuous growth in both English Language Arts and Mathematics. In 2002, 45% of our students scored proficient or advanced in English Language Arts; whereas by 2007, the numbers had increased to 65%. Similarly, in Mathematics, 58% of our students scored in the proficient or advanced categories in 2002 and the numbers increased to 71% by 2007. There was a slight drop in both ELA and Math scores in 2005, but we made up for the drop and exceeded the 2004 scores by 2007. When we examine our significant subgroups, we find that, while each subgroup is performing above district and state expectations, there is a discrepancy between our white students and our Hispanic and SED students. The fact that the percentage rates of proficient Hispanic and SED students are nearly identical suggests overlap between the two groups. Still, it is clear the achievement gap exists between our white and Hispanic students and we must center our efforts on closing the gap.

Results from the CAT 6 assessments serve to underscore the numbers of students scoring above the 50th national percentile ranking. Our data indicates that over the last four years more students have moved into this percentile because of the increase in their overall scores. Our district benchmark assessments are aligned to the California standards. These assessments are an excellent indicator of how well students are mastering the standards. The results help teachers to determine which skills and strategies require further support for student success.

2. **Using Assessment Results:**

Assessment and accountability serve as a foundation for our structure at Vine School. We believe that we are accountable for the success of our students and work hard to create a solid backing, as we are determined that no child will fall through the cracks. As a staff, we review CST, California English Language Development Test (CELDT), and benchmark data to monitor the progress of our students as well as inform and drive instruction. Analysis of student data is central to the school culture of continuous improvement, and drives how we effectively allocate resources to meet the needs of all students. We assess frequently to ensure that our students receive immediate support when necessary, and that teachers' standards-based instructional lessons and activities meet the needs of all students. Teachers use formal and informal assessments daily, weekly, quarterly and annually. In the classrooms, one may look to find the walls and tops of desks exhibiting authentic student work in a variety of formats. This work serves as another tool to assess students' mastery of standards. Multiple measures are aligned with standards, state frameworks, and other 'best practices' in education. Teacher observations, teacher created tests and quizzes, and Open Court assessments are all used to measure the progress of students. During independent work time, teachers meet with individuals and small groups to immediately meet the needs of students requiring additional support, via pre-teaching and re-teaching strategies. Triennial benchmark assessments are administered district-wide in Language Arts and Math. Our

Instructional Support Specialist uses Edusoft software to amass data from the assessment results and review it with teachers at grade level meetings. By studying our annual CST data we have the opportunity to assess how well students responded to our lessons, as well as how successful they were in mastering state standards. When assessment data indicates students are struggling with concepts and standards being taught, teachers develop interventions to help move students toward mastery.

3. **Communicating Assessment Results:**

Communication between Vine School and the community is ongoing and vital. We believe that families must be informed partners in students' efforts to achieve mastery of state content standards. As such, we work to keep them informed throughout the year as to how our students are progressing. Academic success is shared via our 'Celebrate Success' morning assemblies, school and classroom newsletters, 'Star Student' assemblies, official California Standards Test result reports, special meetings, semi-monthly 'Coffee With the Principal' meetings, progress reports, report cards, and parent conferences.

Teachers communicate successes and concerns regularly with parents through frequent telephone conferences and informal as well as formal parent-teacher conferences throughout the year. Students are encouraged to participate in these conferences to become more active participants in analyzing their own efforts in mastering state standards. While CST, WCUSD benchmark, and CELDT results are mailed home to parents, they often provide the basis for discussions at conferences. In addition, a strong sense of parent-teacher teamwork is supported by the use of weekly Life Folders. This weekly assessment of academic progress and behavior provides two-way communication between teachers and parents to express encouragement, ask questions, or voice concerns.

At Vine we make use of the school, classroom, and grade level websites, to assist us in sharing our successes with the families and the wider community. Internet users accessing our website can find our API and AYP information included in our accountability report card. Our School Site Council (made up of parents, teachers and the principal) as well as our Leadership Team (comprised of grade level teacher representatives and the principal) frequently discuss our successes and how best to present them to our community. Often times our local newspaper, the San Gabriel Tribune, will publish articles related to our students' academic, artistic, and philanthropic successes.

4. **Sharing Success:**

Achieving success in school is a remarkable feat for many students. Sharing our successes takes the same diligence and hard work as our students put forth to achieve their success. It is much easier to congratulate our own and be done with it. At Vine we understand the importance of publicizing our accomplishments. Successes, great and small, are celebrated as they occur.

Student work is displayed throughout the school. In addition, we display student work at the district office for district employees, community members, and visiting officials to see. Our students participate in many community sponsored programs such as the National PTA Reflections program, the Los Angeles County Fair Educational Expo, and the East San Gabriel Valley Reading Council's Young Authors Contest. We recognize their efforts via newsletters, our web site, assemblies, board meetings, and press releases.

Whole school success is shared at district-wide principal meetings and Board of Education meetings. Principals working together as a professional learning community learn from one another's successes and translate what they have learned into practice at their individual sites.

Our teachers collaborate with their peers and colleagues from other schools at district-wide staff development opportunities. Vine plays host to university students enrolled in education programs who observe in our classrooms as well as those fulfilling their student teaching requirements. Each year the office is inundated with phone calls from these students seeking the opportunity to observe at Vine.

The academic success of Vine students is recognized far and wide. In addition to the various methods identified, word of mouth also plays an important role in the sharing of our success. As such, parents from neighboring communities, and some quite far away, vie for spots for their children on our rosters. Many parents apply for intra and inter district permits hoping to secure a place at Vine School for their children.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Student success is our primary goal at Vine. As such, we work to maintain a comprehensive standards-based curriculum that meets the needs of all of our students and helps them to master the state content standards. Staff takes time during grade level articulation to discuss the curriculum and assess how students are responding to it. The West Covina Unified School District provides all schools with English Language Arts (ELA) and Mathematics pacing guides aligned to the state standards. These guides steer our staff in determining the scope and sequence of our instructional delivery as well as outlining specific objectives and performance indicators which students are expected to achieve.

The SRA/Open Court Reading (OCR) program is the tool we use to help all our students build capacity in ELA. Successful implementation of this research-based reading program is dependant on Vine's commitment to improving classroom teaching and increasing student reading performance. Open Court provides specific instructional strategies and skill development in the areas of: phonics, comprehension, vocabulary, writing, inquiry and investigation, and assessment. Students also participate in Reading Counts, an interactive computer program which enhances literacy learning.

Houghton Mifflin Mathematics California Edition is the foundation for our mathematics instruction. Each student has a student text and practice book. We purchased the full spectrum of the program so teachers have re-teach and challenge materials as well as English Learner support materials and assessment guides. We supplement the program with Houghton Mifflin's Math Steps in grades 2 through 5 and Mountain Math in grades 1 through 5. First through fifth grade students also participate in 'daily bite' activities centered on math problems and ELA strategies.

The Harcourt Science series has been in use by our school for the last seven years. This series stimulates curiosity and student inquiry, integrates powerful support for reading and science literacy, and reaches all learners through numerous components and strategies for differentiated instruction. Students engage in activities and experiments grounded in all three of the scientific disciplines: life, earth, and physical. Scientific knowledge is supported and extended through field trips to science museums and zoos. Our fifth grade students participate in Outdoor Science school where they spend a week entrenched in hands-on science lessons.

Our newly purchased social studies program is the Scott Foresman California Edition which is designed to help ensure that history and social studies are incorporated into a typical school day. The research-based program blends printed text, and digital and activities-based instructional methods which are focused on state standards. We have the full compliment of the program which includes a classroom library set of literature books, classroom sets of leveled readers, a big-book formatted atlas, and the Digital Pathways technology component. This exciting online component allows students to access the student text, support materials, interactive learning tools, and classroom assignments from any computer at school or at home.

Visual and performing arts are an integral component of the educational experience. At Vine we provide students ample opportunities to explore and engage in the arts. All students in grades kindergarten through 5 experience standards-based art lessons with a roving art teacher. Each grade level stages a performance that ties the visual and performing arts standards with either science or social studies standards. Students in grades 3 through 5 participate in the Vine chorus and Theatre Workshop. In addition, many of our students are recognized for their visual and performing art work annually via the Los Angeles County Fair and the PTA reflections contest.

Successful students are healthy students, and the SPARK physical education program plays an integral role in the development of physical fitness, cardiovascular endurance, and muscular strength. The SPARK program is standards-based and integrates dance components from the Visual and Performing Arts standards. Teachers work to make explicit connections between P.E. and science curriculum (connecting diet and exercise), as well as our character education program (activities and sportsmanship).

2a. **(Elementary Schools) Reading:**

The Open Court Reading program is a standards-based, well balanced curriculum. It is researched-based and supports the systematic, explicit instruction for teaching phonemic awareness and phonics. Vine teachers provide a balance of direct instruction, guided practice, and application of skills via extensive

reading of decodable text and authentic literature. Comprehension is built through effective strategies and skill instruction including a second reading of the text during which teachers model specific comprehension skills. A rich vocabulary supports the development of the writing process. Because not all students learn at the same pace, the workshop time, which is built into the two hour ELA instructional block, provides teachers an opportunity to differentiate instruction. Workshop items and procedures are introduced to the whole group during direct teaching time. Students are then released to work independently or in collaborative small groups. Teachers work with small groups of individual students to address specific areas of need. A Concept/Question Board serves as a place for students to ask questions, make predictions, and find answers that will help give them a better understanding of the unit theme.

In support of the ELA program, each year all of our students participate in a PTA sponsored assembly entitled the Imagination Machine. Actors from this theatrical troupe use engaging and fun activities to teach the fundamentals of storytelling and writing. Students work on creating stories which are then submitted to the troupe. Several months later the troupe returns to the school to perform stories they have dramatized. This is a wonderful opportunity for our students as it provides them with an authentic audience for whom to write and the opportunity to see their stories come to life.

3. **Additional Curriculum Area:**

History Social Studies - Vine staff is very excited to implement the new Scott Foresman California Edition social studies curriculum. This activity-based program is aligned to state standards and brings history to life for our students. Grade appropriate leveled readers ensure equal access for all students to content, vocabulary, comprehension skills and tools for success. The Digital Pathways component offers exciting possibilities for re-teaching opportunities and self assessment. Teachers use this component to list class assignments and provide assessment opportunities. Students may explore video clips corresponding to the units of study, which provide them the opportunity to see actual footage of historic sites such as Philadelphia, Jamestown, and the missions along el Camino Real. Interactive vocabulary games engage students in vocabulary building. An interactive CD-Rom titled Mind Point Game Show provides engaging comprehension activities.

Working with our Parent Teacher Association, grade level representatives select a grade specific assembly for students. These assemblies serve to provide an additional level of support as students learn about our country's formation. Students learn the importance of community, how the gold rush influenced the expansion of the west, and how traders and explorers ventured into uncharted territories in the frozen tundra. These assemblies serve to take conceptual ideas and turn them into solid, hands-on experiences for our students.

Additionally, Vine staff weaves the Visual and Performing Arts standards into the social studies experience via grade level performances. Grade levels work to mount a performance for the entire school. These performances are steeped in the social studies curriculum and help all students to learn about community and historic events and people.

4. **Instructional Methods:**

At Vine we have our 'EAR' tuned to student achievement by continually focusing on Engagement, Alignment and Rigor. We believe that for students to be successful they must be engaged in the daily lessons in which they participate. At Vine, lessons are aligned with state content standards and provide the necessary scaffolding to assist students in mastery of the standards. In addition, lessons are rigorous, challenging our students to use higher order thinking skills as defined by Vygotsky and Bloom's Taxonomy.

Teachers use a variety of instructional methods to reach all students. While direct instruction is the cornerstone of our delivery, teachers work to differentiate instruction for our diverse population. Project based learning, cooperative grouping, and reciprocal teaching are all strategies Vine teachers employ to ensure that students are engaged in their learning. Flexible grouping in language arts and math allows teachers to target specific students in need of additional supports to master skills and concepts.

Because we understand the importance of early intervention, analysis of student data is central to our culture of continuous improvement. We assess frequently to ensure that our students receive immediate support when necessary and that teachers' standards-based instructional lessons and activities meet the needs of all students. We utilize our Instructional Support Specialist, a credentialed teacher working out of

the classroom, and our bilingual and Title I aides to provide early intervention. In addition, after school intervention classes are provided for students who continue to have difficulty grasping concepts.

5. **Professional Development:**

Student academic success is dependant on teacher preparation. Our school and the West Covina Unified School District recognize the need for on-going, quality, strategic, and targeted professional development. In conjunction with the Instructional Support Specialist and the leadership team, the principal determines professional development protocols and activities for the staff based on the goals and objectives of the school's Single Plan for Student Achievement. The Power of Protocols and Doug Buehl's Classroom Strategies for Interactive Learning offer a variety of interesting and powerful protocols from which we draw. This year we are focusing on Professional Learning Communities and studying Mike Schmoker's Results Now to better focus all discussions and professional development sessions on improved teaching and learning.

We have learned from Results Now that the most effective professional development activities revolve around educators talking with one another about student work and our own teaching practices. We create common assessments and examine the data to come to consensus regarding academic rigor, and what constitutes mastery of the standards. Weekly professional development meetings are held at Vine School. Each month, two sessions are organized by grade level while the other two involve the entire teaching staff. At whole staff professional development, a variety of topics are introduced, studied and discussed. During grade level articulation meetings the examination of data and student work (through the lens of the topics introduced at whole staff development sessions) ensues.

We are a collegial staff, sharing our expertise with one another and working to support our new teachers. Vine is proud of our safe environment where staff members can share best practices and invite comments and suggestions.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 2   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	69	59	52	56	55
% "Exceeding" State Standards					
Advanced	41	22	15	14	18
Number of students tested	90	86	98	99	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	61	42	48	39	50
% "Exceeding" State Standards					
Advanced	27	0	16	5	
Number of students tested	38	43	31	38	28
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	83	92	60	63	68
% "Exceeding" State Standards					
Advanced	50	50	20		
Number of students tested	12	12	15	19	19
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	59	48	51	53	42
% "Exceeding" State Standards					
Advanced	28	13	11		
Number of students tested	61	60	63	53	52
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 3   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	53	53	59	65	47
% "Exceeding" State Standards					
Advanced	20	23	12	15	12
Number of students tested	87	100	98	92	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	41	45	33	59	52
% "Exceeding" State Standards					
Advanced	7	22	6	15	
Number of students tested	44	38	36	27	33
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	79	67	55	88	57
% "Exceeding" State Standards					
Advanced	43	27	20		
Number of students tested	14	15	20	17	21
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	48	50	59	53	38
% "Exceeding" State Standards					
Advanced	15	19	10		
Number of students tested	61	68	49	58	53
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 4   Test California Standards Test

Edition/Publication Year   Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	64	76	65	56	56
% "Exceeding" State Standards					
Advanced	30	39	27	21	21
Number of students tested	96	92	100	99	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	57	73	62	37	46
% "Exceeding" State Standards					
Advanced	28	20	24	13	
Number of students tested	37	33	34	38	41
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	79	70	75	50	59
% "Exceeding" State Standards					
Advanced	29	50	50		
Number of students tested	14	20	16	22	22
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	60	77	59	52	51
% "Exceeding" State Standards					
Advanced	25	32	16		
Number of students tested	68	48	61	58	69
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (ELA)   Grade 5   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	71	66	55	59	42
% "Exceeding" State Standards					
Advanced	25	33	19	23	9
Number of students tested	95	95	99	101	111
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	68	60	52	47	41
% "Exceeding" State Standards					
Advanced	3	30	12	18	
Number of students tested	34	35	42	38	39
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	81	88	56	78	48
% "Exceeding" State Standards					
Advanced	29	60	22		
Number of students tested	21	16	18	18	23
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	69	55	48	45	36
% "Exceeding" State Standards					
Advanced	19	19	10		
Number of students tested	48	60	61	66	61
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 2   Test California Standards Test

Edition/Publication Year   Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	73	68	67	67	69
% "Exceeding" State Standards					
Advanced	43	40	36	29	38
Number of students tested	90	86	98	99	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	68	58	68	58	68
% "Exceeding" State Standards					
Advanced	32	26	26	21	
Number of students tested	38	43	31	38	28
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	83	83	67	68	74
% "Exceeding" State Standards					
Advanced	58	75	47		
Number of students tested	12	12	15	19	19
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	66	63	63	62	62
% "Exceeding" State Standards					
Advanced	31	28	30		
Number of students tested	61	60	63	53	52
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	72	71	82	82	58
% "Exceeding" State Standards					
Advanced	38	43	47	47	23
Number of students tested	87	99	98	92	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	64	68	72	78	68
% "Exceeding" State Standards					
Advanced	26	42	47	52	
Number of students tested	44	37	36	27	33
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	86	73	80	100	67
% "Exceeding" State Standards					
Advanced	57	60	45		
Number of students tested	14	15	20	17	21
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	67	70	80	72	49
% "Exceeding" State Standards					
Advanced	31	34	39		
Number of students tested	61	67	49	58	53
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	64	73	70	58	65
% "Exceeding" State Standards					
Advanced	40	53	43	28	32
Number of students tested	96	91	100	99	103
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	57	56	76	58	54
% "Exceeding" State Standards					
Advanced	31	47	50	24	
Number of students tested	37	32	34	38	41
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	64	80	75	55	77
% "Exceeding" State Standards					
Advanced	57	60	56		
Number of students tested	14	20	16	22	22
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	60	64	66	52	55
% "Exceeding" State Standards					
Advanced	31	47	30		
Number of students tested	68	47	61	58	69
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test California Standards Test

Edition/Publication Year Updated Annua   Publisher   Educational Testing Services

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	69	68	51	59	46
% "Exceeding" State Standards					
Advanced	38	36	27	17	11
Number of students tested	95	95	98	101	111
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	53	60	49	63	46
% "Exceeding" State Standards					
Advanced	25	30	24	13	
Number of students tested	34	35	41	38	39
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	81	88	61	72	48
% "Exceeding" State Standards					
Advanced	0	53	33		
Number of students tested	21	16	18	18	23
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	63	57	43	48	38
% "Exceeding" State Standards					
Advanced	27	25	16		
Number of students tested	48	60	61	66	61
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA)   Grade 3   Test California Achievement Test

Edition/Publication Year 6   Publisher CTB/McGraw-Hill

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score	57	52	62	61	54
Number of students tested	87	100	97	92	91
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	43	46	49	60	52
Number of students tested	44	38	49	27	33
2. White	75	57	49	67	33
Number of students tested	14	15	49	17	21
3. Hispanic	53	49	55	52	50
Number of students tested	61	68	49	52	53
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (E)   Grade 3   Test California Achievement Test

Edition/Publication Year 6   Publisher CTB/McGraw-Hill

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score	50	54	51	58	53
Number of students tested	87	100	97	92	91
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	41	46	43	53	43
Number of students tested	44	38	43	27	33
2. White	66	63	43	71	59
Number of students tested	14	15	43	17	21
3. Hispanic	47	53	51	53	45
Number of students tested	61	68	49	53	53
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 3   Test California Achievement Test

Edition/Publication Year 6   Publisher CTB/McGraw-Hill

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
Total Score	73	67	72	77	62
Number of students tested	87	100	97	92	91
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	65	62	63	77	64
Number of students tested	44	38	63	27	33
2. White	86	67	63	84	70
Number of students tested	14	15	63	17	21
3. Hispanic	68	63	65	59	55
Number of students tested	61	68	49	59	53
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					