

**REVISED March 2, 2006**

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 3251 Rosecrans Street  
(If address is P.O. Box, also include street address)

San Diego, Ca 92110-4835  
City State Zip Code+4 (9 digits total)

County San Diego State School Code Number\* 37-68338-6039481

Telephone ( 619 )223-8131 Fax ( 619 )523-9338

Website/URL www.sandi.net E-mail vvaldivia@sandi.net

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

\_\_\_\_\_  
(Principal's Signature) Date 1/19/06

Name of Superintendent\* Dr. Carl A. Cohn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Diego Unified School District Tel. ( 619 ) 725-5525

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

\_\_\_\_\_  
(Superintendent's Signature) Date 1/19/06

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

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 1/19/06

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:     113 Elementary schools  
   23 Middle schools/Junior high schools  
   27 High schools  
   39 Other  
   202 TOTAL
2. District Per Pupil Expenditure:     \$6,287.00  
     Average State Per Pupil Expenditure: \$6,643.00

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

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 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
PreK				7			
K	50	37	87	8			
1	35	28	63	9			
2	31	21	52	10			
3	27	21	48	11			
4	21	17	38	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>288</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>31</u> % White                         |
| <u>21</u> % Black or African American     |
| <u>36</u> % Hispanic or Latino            |
| <u>10</u> % Asian/Pacific Islander        |
| <u>1</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

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

7. Student turnover, or mobility rate, during the past year: 39 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	39
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	55
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	94
<b>(4)</b>	Total number of students in the school as of October 1	244
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.3852
<b>(6)</b>	Amount in row (5) multiplied by 100	39

8. Limited English Proficient students in the school: 27 %  
77 Total Number Limited English Proficient  
 Number of languages represented: 11  
 Specify languages: English, Chinese, Gujarati, Japanese, Farsi, Tagalog, Tampango, Portugueses, Spanish, Vietnamese, and "Other".

9. Students eligible for free/reduced-priced meals: 75 %  
 Total number students who qualify: 177

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: 9 %  
27 Total Number of Students Served

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>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>25</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>10</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>34</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	4%	0%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **Part III: Summary**

*"Every student at George Dewey Elementary School can and will learn in a safe, caring environment through a curriculum designed to meet his or her needs."*

Dewey Elementary School is a preparatory school for the 21st Century. No, it doesn't have high-end technology, or a futuristic design, but contained in its antiquated halls are staff, students and a community with their feet planted in today's educational needs as they set their eyes on the future. Dewey's faculty knows that by creating visions for a student's education today, they open the doors to students chosen futures tomorrow.

This preparatory educational design is the heart of Dewey school. The student population is demographically diverse and of predominantly low social-economic status with 80% of the students' parents serving in the Armed Forces. This diversity provides strength through creative synergy and challenges to support families with dual workers and cyclic single parents as spouses are deployed for 6 months to a year.

The faculty at Dewey Elementary understands that facilitating academic achievement for every student in the Dewey community requires creating a school cultural climate that enables all stakeholders to experience success today. This will allow students, parents, staff and community members to envision success for tomorrow. This academic philosophy is built on a foundation dedicated to uniting all educational partners. It provides a forum that encourages academic dialogue as it provides for learning and networking within the community and across to the larger global community. It requires a safe, respectful and supportive atmosphere committed to improving practices and opportunities for each participant.

A normal day at school might see 3 new students enrolled from Japan, 2 student transfers and a ship setting sail with 20 beloved parents gone for a 6 month or more deployment overseas. That's business as usual. At Dewey, we adjust. Students go to counseling groups to deal with their loss, buddy systems pair-up new comers who quickly become old timers and teachers evaluate, plan, and take action based on active classroom research to mold curriculum delivery so that each child can feel empowered.

This is the reality that describes Dewey Elementary School, located in Point Loma, California. Dewey has operated as an elementary school since 1943. The school remains small with an average annual enrollment of 300 students. This fluctuates depending on military housing and staffing requirements. The school has a state sponsored Childhood Development Center (CDC) and children are encouraged to attend to assist with success in the elementary school. Class sizes remain small (maximum of 20 students in primary grades) and creative team teaching is structured to allow upper intermediate classrooms to maintain smaller than average class sizes as well. Staff and parents have committed additional school site funds for push-in teachers and small group tutoring which also contributes to the school's success.

The school's steady progress on the state standardized tests has made the school reach APIs over 800 and given the school a district rank of five stars. These gains cross economic and minority sub-groups, which demonstrates how this philosophy can empower even the most challenging of student populations for their future academic success.

Children at Dewey are empowered through academic advancement to feel valued for their current understanding and envision their future. Dewey Elementary is committed to an elementary educational experience which will equip our students for their 21st century needs.

Dewey Elementary School's philosophy that guides our educational practices cannot exclude the needs of our larger global community and remain successful. Thus, our vision has evolved to include academic dialogue and both partner and mentor relationships with other schools. Dewey community believes and is committed to the belief that our individual success is best accomplished through systemic educational success for all. No Child Left Behind has a larger context than simply individual student and school achievement. Its greater goal is providing both access and equity of educational programs to every child within its network. Dewey community is committed to the belief that our individual success is best accomplished through systemic educational success for all as we continue to strive for improved academics for our independent educational community and our national educational community.

## **Part IV: Indicators of Academic Success**

1. All public school students, in California, in grades 2-11 must participate in the state's Standardized Testing and Reporting (STAR) program. ([www.cde.ca.gov/ds](http://www.cde.ca.gov/ds)). The STAR consists of the following components: the California Standards Test (CST) and the California Achievement Test, Sixth Edition (CAT-6). The CST are criterion-referenced tests and measure how well students are mastering the state-adopted content standards for each grade level. These scaled scores are divided into five performance levels: advanced, proficient, basic, below basic and far below basic, with targets of all students performing at the proficient or advanced levels. The CAT-6 is an achievement test using a nationwide normed reference group. Scores for the Cat-6 are reported in national percentile ranks. In the 2005 school year, only third grade students participated in CAT-6 testing.

Dewey Elementary students performed well on the CST. In spring 2005, 71% of all students tested at proficient or advanced levels in English Language Arts, and 83% performed at proficient or advanced levels in mathematics. No student at Dewey scored Far Below Basic in English Language Arts (ELA) or mathematics as set by the state. In looking at our proficient or advanced students, although our students score high in second grade, we notice a slight decrease in overall achievement levels in third grade as the academic testing demand increases. Then, a corresponding rise in scores again in fourth grade as students become accustomed to the more rigorous curriculum in the upper elementary grades. Across all grade levels, mathematics continues to be our strongest academic area.

School wide our desegregated sub-group information shows the following: The African-American sub-group population achieved 93% proficient or advanced in ELA and 100% proficient or advanced in math. This group is Dewey's highest achieving sub-group. Our Hispanic sub-group population shows achievements of 67% proficient or advanced in ELA and 77% proficient or advanced in math. The Socio-Economically Disadvantaged sub-group earned 66% proficient or advanced in ELA and 82% proficient or advanced in math. English Language Learners (ELL) sub-group tested at 62% proficient or advanced in ELA and 81% proficient or advanced in math. Lastly, our White sub-group population scored 61% proficient or advanced in ELA and 79% proficient or advanced in math. Our White sub-group's lower performance in ELA at the proficient and advanced levels leads the staff to recognize the need for further staff introspection and intervention for this population.

At our ethnically balanced high performing school, we noticed that all sub-groups in all grade levels tested are strongest in the area of mathematics as previously mentioned. Although, all students are not as strong in English Language Arts, no group falls into the significantly below district and state required academic performance levels.

Having noticed a pattern of decreasing achievement levels for our third grade students, we planned and implemented intervention strategies designed to support these students. We were pleased to see that these strategies and interventions have had the effect of increasing student achievement over time, as witnessed by the rising scores at the next grade level, fourth grade.

Dewey staff recognizes that while we are decreasing our achievement gaps across all sub-groups, we need to continue focusing and concentrating our planning and intervention efforts for continued academic growth and advancement for every child in our learning community.

The state of California also assesses and reports Academic Performance Index (API) scores which measures school progress towards meeting state goals by analyzing the number of students performing at or above proficient levels. In evaluating school progress, the API considers the multiple factors of socio-economic levels, ethnicity, mobility, percentage of ELL students, percentage of credentialed and advanced credentialed teachers, and parent education level as self-reported. In reviewing our API scores, Dewey Elementary has increased our API from 786 to 886 over four years and our similar schools ranking (which compares 100 similar schools from across the state) increased from 8-10 to 9-10. Dewey is ranked at the highest level in the similar schools category and we are and will continue to strive to attain the highest level in overall state achievement.

2. In keeping with the school vision of ensuring each individual student receives the foundation necessary to achieve academic success for their chosen future, assessment that effectively monitors and evaluates student achievement becomes the “Golden Key” to opening these doors for our children. Prior to the beginning of each school year, Dewey’s staff, the School Site Council and Site Governance Team, review all data from the state STAR testing program, national AYP reports, API results, CELDT testing data and district-wide measures: DRA, Math Benchmarks and Site-based grade level writing prompts that will be used to guide our instructional planning.

Utilizing these multiple measures, staff then asks these core questions for each student: Where is the student currently at, with respect to state standards of proficiency? Where does the student need to go next, whether it is movement from basic to proficient or proficient to advanced? How do we get them there? What skills, strategies and support measures need to be planned for each student, daily, monthly and over a year’s course of study? The answer to these initial, essential questions provides the skeletal framework necessary to ensure adequate, incremental and reliable assessment benchmarks will be met.

Next, collaborative grade level teaming and school wide adopted curriculum planning can then be implemented in all classrooms. Our three-week or 5 week for upper students planning asks that staff look at student case studies to create profiles for small group instruction, individual instruction and whole group direct teacher best practice. Daily monitoring occurs in all classrooms through use of conferring notes, small group guided reading anecdotal records and staff developed skill checklists. These have impacted state standards to reflect the incremental skills necessary to achieve the “overachieving rigorous” year-end expectations, writing portfolios, reading and writing response logs, science, math and social studies journals and in-class formal quizzes and tests. Three-week plan cycles and monthly projects, both individual and group, provide a part of the necessary authentic classroom data that grade-level teams can then cross-analyze to guide curriculum instructional changes for classroom practices.

All staff carefully review, on a cyclic basis, all grade levels, ethnic, gender, language and sub-groups within the Dewey learning community. We identify any gaps in student achievement and educate ourselves, parents and community members on research-based best practices designed to support these focus areas. Using this continual cycle of implementing strategies, monitoring student work and scrutinizing results, ensures that we can quickly implement changes necessary to ensure success for all.

3. Because Dewey Elementary is primarily a small community based school, it enables all stakeholders the opportunity to collaborate in ensuring the school vision is adequately framed and consistently implemented. Our learning community has multiple formal and informal opportunities to communicate and validate the school mission. Under the leadership of the school administrator, School Site Council, Governance Team, and Student Support teams, the SSP can be carefully implemented and monitored. Both district and state oversight through benchmark assessments enable these leadership groups to coordinate and monitor all aspects of our School Site Plan. Vertical teaming within the Point Loma Cluster further enhances our ability to effectively monitor our student population as they articulate to the middle schools, junior high and high schools in our feeder pattern. Skills necessary for advancing students and successfully transitioning them are specifically targeted and reviewed by these over site committees. Feedback and community dialogue is ongoing and enriches the depth and complexity of our academic programs in meeting individual student needs. We ask, we listen, we evolve and our student and parents are satisfied with the result. No family ever leaves Dewey. They remain in our hearts and minds and we in theirs.

All stakeholders at Dewey Elementary School are regularly and routinely informed about the school’s progress. SSC meetings are open. Agendas and minutes are posted for review. The Principal keeps parents informed via letters, monthly breakfast meetings and information from the superintendent is distributed to each family. This information includes websites, school and district, the SARC report, SSP, Dewey Handbook and classroom teacher conferences. Special populations are kept informed through SST meetings, ELAC meetings and newsletters as well as the school marquee. Individual classes host special



events, plays, musical performances, video taping and email communications. Staff and parents talk to each other and students about our vision and their futures. The school counselor has career focus groups which explore and expand our children's awareness and ability to dream. Our small community strives to support each other through crises and triumphs. Dewey's partners know that by uniting all educational stakeholders, we commit to and support a learning environment that improves practices and opportunities for each individual participant and the larger global community in which we learn.

4. Dewey Elementary School's philosophy that guides our educational practices cannot exclude the needs of our larger global community and remain successful. Our vision requires dialogue and both partner and mentor relationships with other schools to equip our own children for their 21<sup>st</sup> Century needs. Our school, in conjunction with SDUSD, is committed to providing the structural foundation for sustained educational reform and continued academic achievement through collaboration and a forum where professional dialogue is actively encouraged.

Schools within SDUSD are clustered by areas and vertical articulation teams. Principals, staff, parents and community professionals are thereby afforded numerous opportunities to engage in collaborative, shared-decision making about programs, instructional practices and expectations for a continuum model of student growth and achievement.

Partnerships are actively sought and supported, not only within the K-12 model, but also across the local university models and professional community members at large. It is our belief, within the educational community, that it is this commitment to a holistic educational design that will best ensure our students, communities, state and national futures.

Educational experience begins first by nurturing parent/educators. Next, through pre-school and early child development programs that encourage intellectual curiosity. Then is solidified through-out the formative school years of our students' K-12 academic success and aims at including a university experience committed to producing citizens who can then compete in our global workplace through partner and/or mentorship's within our area businesses.

Thus, at Dewey and within SDUSD, our current educational model is dedicated to creating life-long learners. Accomplishing this task requires sharing successes, dialoguing about challenges and predicting and preparing for future developments.

## **Part V: Curriculum and Instruction**

1. Dewey Elementary School provides all stakeholders the opportunity to collaborate in ensuring the school vision is consistently implemented through multiple formal and informal opportunities to communicate and validate the school mission: "To enable each student to be academically successful in a safe, caring environment utilizing a curriculum designed to meet their needs." A standards-based curriculum is disseminated through staff development days, district teacher training days and grade level meetings.

Dewey teachers collaborate on a weekly basis vertically and within grade levels to ensure consistency and alignment with the state standards. The early dismissal on Thursdays allows for grade level meetings during which student work and concerns are addressed and instructional strategies are reviewed.

The core of the Language Arts instruction is the state adopted Houghton Mifflin series which serves as a springboard for our balanced literacy program. It uses selected literature from the real world at a higher level for read-aloud, a grade level selection for shared reading and leveled books for individual and small group needs in guided reading. Phonics instruction, partner reading, independent reading and literature circles can be observed in all classrooms. Primary teachers work from a needs assessed three week plan. The third and fourth grade teachers work from a four to six week needs assessed plan. Charts and graphic organizers help all students' access information and additional help in guided instruction is provided by a push-in teacher. After school tutoring is always available in the individual classroom. ELD

instruction is by CLAD certificated teachers (all teachers at Dewey hold this certificate) using research tested SDAIE (Specially Designed Academic Instruction in English) techniques. Individual support is implemented and includes primary language support, parent tutorial assistance, after school tutoring and appropriate resource time. The Mathematics program at Dewey is based on the state adopted Houghton Mifflin text.

We also use district prepared modules that supplement Houghton Mifflin and provide manipulative experiences for the students at every grade level. The research of Marilyn Burns is an integral part of math instruction at Dewey as is the Teaching of Touch Math in kindergarten and first grade. Both advanced and basic students receive additional support in after school Math Club which provides enrichment for additional challenge and struggling students are offered small tutorial groups to strengthen their needs.

Science and Social Studies teachers use the state adopted texts as a jumping off point for instruction in these areas. Teachers develop interactive, hands on learning based on units of inquiry, and many use Full Option Science (FOSS) to supplement the basic instruction. Our fourth graders attend a week – long science and social studies experience provided by San Diego Unified School District to extend and enhance their knowledge of local history and flora and fauna. Field trips are arranged to many locales in San Diego to enhance science and social studies learning.

Dewey is fortunate to have an expert Physical Education teacher who through the district preparatory release time for teachers program meets and teaches each class fifty minutes per week. She oversees the daily morning jogging program which allows all students to participate in a before-school running program that recognizes students with medals, trophies and community donated awards. P.E. standards are addressed through this vital curriculum component.

Dewey staff recognizes that a balanced curriculum includes a comprehensive performance component. We currently have a choral program for second and third grades students led by a highly qualified retired music teacher which meets twice a week. Fourth grade students participate in an Exploratory Music Program in which expert teachers rotate students through orchestra instruction in the four main classes of musical instruments. All students receive a twelve week immersion in playing an instrument and reading musical notation. The third grade students are participating in an art history program which teaches the background of artistic mediums and this is coupled with coordinating art lessons.

Technology at Dewey took a big leap forward with a newly built media/library with funds provided by Proposition MM. There is a trained media lab technician who teaches fifty minute periods to each class every week. In addition to the computer lab, each classroom is equipped with a varying number of computers that are connected to a district wide network and the Internet. Students can be found working on projects at classroom computers and well as in the computer lab using a variety of programs.

**2a.** In order to provide equity of access to a rigorous literacy curriculum, all students at Dewey are provided with a balanced instructional program designed to enable them to meet state standards. This program incorporates all components necessary for an integrated language arts program: reading, writing, speaking and listening. In reading, explicit direct instruction in the following techniques can be observed in all classrooms at Dewey: Read Aloud, Shared Reading, phonics instruction, partner reading, independent reading, Guided Reading and Literature Circles. Writing Instruction includes modeled writing, interactive writing and individual conferencing with mini-lessons designed to address the individual needs of each writer. Interactive writing in the primary grades provides the connection between writing and reading.

Following the guidelines required by the state and federal educational agencies, all staff members have CLAD certification which enables them to use a variety of SDAIE strategies in the classroom. We have provided additional second language instruction utilizing a pull-out program for small group improvement of language acquisition. Primary language support is also available through paraprofessional aides and bi-lingual staff members and the Principal.

The administrators, teachers and district resource specialists create benchmarks and design

assessment tools for grade level on-going curriculum delivery and refinement which is modified to provide a continuous growth model for all grade levels. In ELA, a grade level writing rubric provides ongoing assessment as student's progress through the grade levels. Benchmark assessments provide staff and students with growth targets for each individual child. Principal observations and grade level meetings ensure that all students at Dewey are making adequate progress.

Dewey staff in their pursuit of individual child advancement refuses to give up. Set backs are considered challenges yet to be mastered. After all, it is both ours and our children's future which rests on the ground of today.

**3.** Dewey Elementary school's standards based mathematics instruction supports our school's mission: *"Every student at George Dewey Elementary School can and will learn in a safe, caring environment through a curriculum designed to meet his or her needs."* Through the integration of our textbooks (Houghton Mifflin) with our Math modules, that have been designed to give students the opportunity to practice mathematical concepts as they are used in the business world, mathematics instruction matches the needs of our students today as it prepares them for the needs of tomorrow. Math applications are supported by homework practices that allow students to practice the mathematical concepts taught in school. Special attention has been placed on algebraic thinking across the grade levels. This has been a district focus for the last two years. Dewey staff realizes how this impacts students as they move through the math frameworks.

Dewey staff has adopted designated Math Lab teachers who receive additional intense professional development training in mathematics' instructional methodology and strategic applications. These lead teachers than provide additional lesson planning and curriculum designing help for all grade level teachers. Teachers can observe other grade level teaching practices through release time provided by support personnel. This collaboration has provided the necessary depth and breadth of instructional design to enable our students to achieve remarkable results as measured on state performances tests. Through grade level planning and vertical teaming students see the continuum of mathematics instruction as it relates to their current and future studies.

Advanced Math clubs are offered after school for high performing students who are eager to explore new challenges in this vital area. A school wide Family Math Night is offered in the spring so that parents, staff and students in the Dewey learning community can learn together how to relate math to their everyday lives. Math is coming to be viewed by all stakeholders as a fun enjoyable life skill and not just a subject for school, but one for life.

**4.** In planning to meet the instructional needs of all students in the Dewey Learning Community, grade level teams focus on these core questions for each student: Where is the student currently at, with respect to state standards of proficiency? Where does the student need to go next, whether it is movement from basic to proficient or proficient to advanced? How do we get them there, what skills, strategies and support measures need to be planned for each student, daily, monthly and over a year's course of study? Answering these essential questions provides the skeletal framework necessary to ensure adequate, incremental and reliable benchmarks can be met.

Staff then uses vertical grade level teaming and a three-week school-wide adopted curriculum planning cycle to implement individual action plans in all classrooms. These planning cycles require that staff look at student case studies to create profiles for small group instruction, individual instruction and whole group direct teacher instructional practices. Daily monitoring occurs in all classrooms through the use of conferring notes, anecdotal records, checklists, writing portfolios, reading and writing response logs, science, math and social studies journals and in-class quizzes and tests. This provides the data that grade-level teams can then cross-analyze at three-week planning cycles to guide curriculum instructional changes for classroom practices. The school principal provides focused leadership for staff planning through bi-monthly meetings and individual teacher conferences to ensure these planning cycles continue to advance individual student achievement.

Dewey provides extended learning opportunities both before and after the regular school day to

enable each student to actualize their potential. Intercession studies are offered to all struggling students and each classroom teacher provides small group tutoring after school in English Language Arts and/or mathematics. School site based after-school programs coordinate with classroom teachers to provide both homework tutorial and extension activities for enrolled students. School sponsored clubs include enrichment opportunities in math, music, art and drama.

Dewey's philosophy of instruction is based on the belief that the best instructional practices, based on current educational research, should be utilized to create a balanced, whole-child educational experience.

**5.** All staff at Dewey Elementary have opportunities for continued professional development through-out the school year. Staff has opportunities to participate in weekly training offered by site personnel, administrators, support personnel and both district and state resource specialists. Professional development has become a primary focus area for all SDUSD schools in recent years and continues to be supported through committed staff and administrators who have witnessed the growth in themselves and student academic progress resulting from better teaching strategies. District plans call for both long and short range PDP (Professional Development Plans) from every site. The resource specialists at the district also provide specialist training in all core curriculum areas, special services and GATE programs.

Principals engage in ongoing monthly training which they then use to structure site staff training as part of the weekly modified day. The site administrator for Dewey solicits through surveys and general staff meetings and inputs into staff needs and interests. Lead teachers offer mini-professional development opportunities in the areas of reading, writing, math, science, GATE, technology and physical education.

Our site's vision compels staff to actively "practice what we preach." The staff attends numerous professional conferences and classes designed to increase and hone our professional expertise. The staff feels quite strongly that they must continue to develop individually and collectively. The Dewey community believes in being life-long learners even as we instill this belief in our children. Staff are supported and encouraged to seek advanced degrees in education. Students see not only themselves as learners but their teachers as learners too. Parents, by being offered classes in parenting and educational curriculum, are also included in our professional development planning. Every member of the Dewey community is valued for who they are and who they wish to become. The overall commitment at our site is to promote the evolution of our participants from viewing education as a process that happens only at school to a process that happens for life.

# **PART VII - ASSESSMENT RESULTS**

## **State Criterion-Referenced Tests California Standardized Testing and Reporting (STAR) English Language Arts, Grade 2**

Test: California Standards Test: English-Language Arts

Publisher: California Department of Education

	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	May	May	May	May
<b>SCHOOL SCORES*</b>				
% At Advanced	28	23	13	11
% At or Above Proficient	78	61	60	54
% At or Above Basic	95	94	94	95
% Below Basic	95	100	98	100
% Far Below Basic	100	100	100	100
Number of students tested	40	48	47	37
Percent of total students tested	98	98	98	93
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	17	21	13	11
% At or Above Proficient	83	59	58	50
% At or Above Basic	100	92	93	96
% Below Basic	100	100	98	100
% Far Below Basic	100	100	100	100
Number of students tested	23	39	40	28
<b>2. African American</b>				
% At Advanced	13	33	8	14
% At or Above Proficient	63	75	69	29
% At or Above Basic	88	100	100	86
% Below Basic	88	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	8	12	13	7
<b>3. Hispanic</b>				
% At Advanced	23	12	0	0
% At or Above Proficient	77	65	60	46
% At or Above Basic	100	88	93	100
% Below Basic	100	100	93	100
% Far Below Basic	100	100	100	100
Number of students tested	13	17	15	13
<b>4. White</b>				
% At Advanced	38	36	19	25
% At or Above Proficient	77	45	50	75
% At or Above Basic	92	100	88	100
% Below Basic	92	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	13	11	16	12

**State Criterion-Referenced Tests  
California Standardized Testing and Reporting (STAR)  
English Language Arts, Grade 3**

Test: California Standards Test: English-Language Arts

Publisher: California Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES*</b>				
% At Advanced	8	8	9	16
% At or Above Proficient	50	54	42	58
% At or Above Basic	97	84	75	87
% Below Basic	97	100	94	93
% Far Below Basic	100	100	100	100
Number of students tested	36	37	44	45
Percent of total students tested	100	100	100	92
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	4	4	7	7
% At or Above Proficient	46	41	39	57
% At or Above Basic	96	78	71	87
% Below Basic	96	100	93	94
% Far Below Basic	100	100	100	100
Number of students tested	26	27	29	30
<b>2. African American</b>				
% At Advanced	25	0	27	11
% At or Above Proficient	100	33	45	33
% At or Above Basic	100	67	64	56
% Below Basic	100	100	100	89
% Far Below Basic	100	100	100	100
Number of students tested	4	9	12	9
<b>3. Hispanic</b>				
% At Advanced	12	8	0	20
% At or Above Proficient	53	54	19	55
% At or Above Basic	94	92	69	90
% Below Basic	94	100	88	90
% Far Below Basic	100	100	100	100
Number of students tested	17	13	16	20
<b>4. White</b>				
% At Advanced	0	0	9	22
% At or Above Proficient	27	58	64	89
% At or Above Basic	100	83	91	100
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	11	12	11	9

**State Criterion-Referenced Tests  
California Standardized Testing and Reporting (STAR)  
English Language Arts, Grade 4**

Test: California Standards Test: English-Language Arts

Publisher: California Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				
<b>SCHOOL SCORES*</b>				
% At Advanced	41	44	25	3
% At or Above Proficient	79	62	43	32
% At or Above Basic	95	91	79	76
% Below Basic	100	100	97	97
% Far Below Basic	100	100	100	100
Number of students tested	32	34	44	34
Percent of total students tested	100	97	100	94
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	36	38	27	4
% At or Above Proficient	68	58	44	36
% At or Above Basic	91	88	83	79
% Below Basic	100	100	100	96
% Far Below Basic	100	100	100	100
Number of students tested	22	24	32	28
<b>2. African American</b>				
% At Advanced	*	67	8	*
% At or Above Proficient	*	67	25	*
% At or Above Basic	*	83	67	*
% Below Basic	*	100	100	*
% Far Below Basic	*	100	100	*
Number of students tested	7	12	12	6
<b>3. Hispanic</b>				
% At Advanced	27	25	23	6
% At or Above Proficient	64	50	54	19
% At or Above Basic	82	92	92	75
% Below Basic	100	100	100	94
% Far Below Basic	100	100	100	100
Number of students tested	11	12	13	16
<b>4. White</b>				
% At Advanced	40	*	40	*
% At or Above Proficient	80	*	50	*
% At or Above Basic	100	*	80	*
% Below Basic	100	*	100	*
% Far Below Basic	100	*	100	*
Number of students tested	10	7	12	9

\*subgroups too small to report.

**State Criterion-Referenced Tests  
California Standardized Testing and Reporting (STAR)  
Mathematics, Grade 2**

Test: California Standards Test: Mathematics

Publisher: California Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				
<b>SCHOOL SCORES*</b>				
% At Advanced	50	33	32	10
% At or Above Proficient	90	71	70	48
% At or Above Basic	95	96	89	88
% Below Basic	100	100	100	98
% Far Below Basic	100	100	100	100
Number of students tested	40	48	47	40
Percent of total students tested	98	98	98	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	52	33	28	10
% At or Above Proficient	92	69	70	42
% At or Above Basic	96	95	90	87
% Below Basic	100	100	100	97
% Far Below Basic	100	100	100	100
Number of students tested	24	39	40	31
<b>2. African American</b>				
% At Advanced	*	42	38	*
% At or Above Proficient	*	67	77	*
% At or Above Basic	*	100	92	*
% Below Basic	*	100	100	*
% Far Below Basic	*	100	100	*
Number of students tested	8	12	13	8
<b>3. Hispanic</b>				
% At Advanced	54	24	20	0
% At or Above Proficient	85	76	67	33
% At or Above Basic	92	94	87	87
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	13	17	15	15
<b>4. White</b>				
% At Advanced	54	36	31	17
% At or Above Proficient	85	73	69	75
% At or Above Basic	92	91	88	92
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	13	11	16	12

\*subgroups too small to report.



**State Criterion-Referenced Tests  
California Standardized Testing and Reporting (STAR)  
Mathematics, Grade 3**

Test: California Standards Test: Mathematics

Publisher: California Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				
<b>SCHOOL SCORES*</b>				
% At Advanced	28	43	16	15
% At or Above Proficient	72	78	49	69
% At or Above Basic	91	97	82	84
% Below Basic	100	100	96	91
% Far Below Basic	100	100	100	100
Number of students tested	36	37	43	46
Percent of total students tested	100	100	98	94
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	32	37	11	6
% At or Above Proficient	73	74	50	71
% At or Above Basic	89	96	79	87
% Below Basic	100	100	93	90
% Far Below Basic	100	100	100	100
Number of students tested	26	27	28	31
<b>2. African American</b>				
% At Advanced	*	*	9	20
% At or Above Proficient	*	*	36	40
% At or Above Basic	*	*	73	50
% Below Basic	*	*	100	80
% Far Below Basic	*	*	100	100
Number of students tested	4	9	11	10
<b>3. Hispanic</b>				
% At Advanced	41	38	19	10
% At or Above Proficient	76	69	38	70
% At or Above Basic	94	92	81	90
% Below Basic	100	100	88	90
% Far Below Basic	100	100	100	100
Number of students tested	17	13	16	20
<b>4. White</b>				
% At Advanced	0	50	18	*
% At or Above Proficient	55	83	64	*
% At or Above Basic	82	100	91	*
% Below Basic	100	100	100	*
% Far Below Basic	100	100	100	*
Number of students tested	11	12	11	9

\*subgroups too small to report.

**State Criterion-Referenced Tests  
California Standardized Testing and Reporting (STAR)  
Mathematics, Grade 4**

Test: California Standards Test: Mathematics

Publisher: California Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month				
<b>SCHOOL SCORES*</b>				
% At Advanced	78	50	31	14
% At or Above Proficient	91	65	62	31
% At or Above Basic	94	86	88	82
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	32	34	42	35
Percent of total students tested	100	97	95	97
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At Advanced	82	42	30	18
% At or Above Proficient	86	58	63	36
% At or Above Basic	91	79	93	86
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	22	24	30	28
<b>2. African American</b>				
% At Advanced	*	67	8	*
% At or Above Proficient	*	75	42	*
% At or Above Basic	*	83	67	*
% Below Basic	*	100	100	*
% Far Below Basic	*	100	100	*
Number of students tested	7	12	12	6
<b>3. Hispanic</b>				
% At Advanced	73	33	46	13
% At or Above Proficient	73	50	69	25
% At or Above Basic	82	75	100	75
% Below Basic	100	100	100	100
% Far Below Basic	100	100	100	100
Number of students tested	11	12	13	16
<b>4. White</b>				
% At Advanced	80	*	40	20
% At or Above Proficient	100	*	70	40
% At or Above Basic	100	*	90	100
% Below Basic	100	*	100	100
% Far Below Basic	100	*	100	100
Number of students tested	10	7	10	10

\*subgroups too small to report.

**Standardized Achievement Tests  
Referenced Against National Norms  
Reading, Grade 2**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition	Edition: 9 <sup>th</sup> Edition
Publisher: CTB McGraw-Hill	Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	§	29	28	37
% Scoring At or Above 50 <sup>th</sup> NPR	§	71	62	82
% Scoring Above 25 <sup>th</sup> NPR	§	92	83	97
Number of students tested	§	48	47	38
Percent of total students tested	§	98	98	93
# of students alternatively assessed	§	0	0	0
% of students alternatively assessed	§	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<i><b>Socioeconomically Disadvantaged</b></i>				
% Scoring Above 75 <sup>th</sup> NPR	§	26	28	30
% Scoring At or Above 50 <sup>th</sup> NPR	§	69	63	83
% Scoring Above 25 <sup>th</sup> NPR	§	90	83	97
Number of students tested	§	39	40	30
<i><b>African American</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	33	38	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	83	62	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	92	85	**
Number of students tested	§	12	13	**
<i><b>Hispanic or Latino</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	24	27	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	71	47	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	82	80	**
Number of students tested	§	17	15	**
<i><b>White</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	27	19	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	55	75	**
% Scoring at or Above 25 <sup>th</sup> NPR	§	100	81	**
Number of students tested	§	11	16	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.

**Standardized Achievement Tests  
Referenced Against National Norms  
Reading, Grade 3**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition Publisher: CTB McGraw-Hill	Edition: 9 <sup>th</sup> Edition Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	19	19	19	36
% Scoring At or Above 50 <sup>th</sup> NPR	50	57	40	89
% Scoring Above 25 <sup>th</sup> NPR	81	78	74	93
Number of students tested	36	37	43	44
Percent of total students tested	100	100	98	92
# of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<i><b>Socioeconomically Disadvantaged</b></i>				
% Scoring Above 75 <sup>th</sup> NPR	19	7	14	30
% Scoring At or Above 50 <sup>th</sup> NPR	58	52	36	90
% Scoring Above 25 <sup>th</sup> NPR	81	74	79	93
Number of students tested	26	27	28	30
<i><b>African American</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	*	*	27	**
% Scoring At or Above 50 <sup>th</sup> NPR	*	*	36	**
% Scoring At or Above 25 <sup>th</sup> NPR	*	*	64	**
Number of students tested	4	9	11	**
<i><b>Hispanic or Latino</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	18	15	13	**
% Scoring At or Above 50 <sup>th</sup> NPR	47	46	31	**
% Scoring At or Above 25 <sup>th</sup> NPR	76	77	69	**
Number of students tested	17	13	16	**
<i><b>White</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	27	8	27	**
% Scoring At or Above 50 <sup>th</sup> NPR	64	67	45	**
% Scoring at or Above 25 <sup>th</sup> NPR	82	92	91	**
Number of students tested	11	12	11	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.

**Standardized Achievement Tests  
Referenced Against National Norms  
Reading, Grade 4**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition	Edition: 9 <sup>th</sup> Edition
Publisher: CTB McGraw-Hill	Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	§	26	27	21
% Scoring At or Above 50 <sup>th</sup> NPR	§	56	43	39
% Scoring Above 25 <sup>th</sup> NPR	§	85	84	79
Number of students tested	§	34	44	33
Percent of total students tested	§	97	100	94
# of students alternatively assessed	§	0	0	0
% of students alternatively assessed	§	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<i><b>Socioeconomically Disadvantaged</b></i>				
% Scoring Above 75 <sup>th</sup> NPR	§	25	25	21
% Scoring At or Above 50 <sup>th</sup> NPR	§	50	44	39
% Scoring Above 25 <sup>th</sup> NPR	§	83	84	82
Number of students tested	§	24	32	28
<i><b>African American</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	42	17	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	67	25	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	83	75	**
Number of students tested	§	12	12	**
<i><b>Hispanic or Latino</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	17	31	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	42	54	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	83	100	**
Number of students tested	§	12	13	**
<i><b>White</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	*	42	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	*	50	**
% Scoring at or Above 25 <sup>th</sup> NPR	§	*	67	**
Number of students tested	§	7	12	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.

**Standardized Achievement Tests  
Referenced Against National Norms  
Mathematics, Grade 2**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition	Edition: 9 <sup>th</sup> Edition
Publisher: CTB McGraw-Hill	Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6 <sup>§</sup>	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	§	50	40	49
% Scoring At or Above 50 <sup>th</sup> NPR	§	73	64	77
% Scoring Above 25 <sup>th</sup> NPR	§	92	87	90
Number of students tested	§	48	47	39
Percent of total students tested	§	98	98	100
# of students alternatively assessed	§	0	0	0
% of students alternatively assessed	§	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<b><i>Socioeconomically Disadvantaged</i></b>				
% Scoring Above 75 <sup>th</sup> NPR	§	49	40	52
% Scoring At or Above 50 <sup>th</sup> NPR	§	69	65	77
% Scoring Above 25 <sup>th</sup> NPR	§	90	90	90
Number of students tested	§	39	40	31
<b><i>African American</i></b>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	50	31	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	67	62	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	92	77	**
Number of students tested	§	12	13	**
<b><i>Hispanic or Latino</i></b>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	59	27	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	71	60	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	82	87	**
Number of students tested	§	17	15	**
<b><i>White</i></b>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	45	56	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	73	69	**
% Scoring at or Above 25 <sup>th</sup> NPR	§	100	100	**
Number of students tested	§	11	16	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.

**Standardized Achievement Tests  
Referenced Against National Norms  
Mathematics, Grade 3**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition Publisher: CTB McGraw-Hill	Edition: 9 <sup>th</sup> Edition Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	42	51	33	51
% Scoring At or Above 50 <sup>th</sup> NPR	69	84	69	83
% Scoring Above 25 <sup>th</sup> NPR	92	100	83	94
Number of students tested	36	37	42	47
Percent of total students tested	100	100	95	94
# of students alternatively assessed	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<i><b>Socioeconomically Disadvantaged</b></i>				
% Scoring Above 75 <sup>th</sup> NPR	38	44	25	44
% Scoring At or Above 50 <sup>th</sup> NPR	69	81	64	84
% Scoring Above 25 <sup>th</sup> NPR	92	100	86	94
Number of students tested	26	27	28	32
<i><b>African American</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	*	*	*	**
% Scoring At or Above 50 <sup>th</sup> NPR	*	*	*	**
% Scoring At or Above 25 <sup>th</sup> NPR	*	*	*	**
Number of students tested	4	9	10	**
<i><b>Hispanic or Latino</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	53	46	25	**
% Scoring At or Above 50 <sup>th</sup> NPR	65	69	69	**
% Scoring At or Above 25 <sup>th</sup> NPR	88	100	88	**
Number of students tested	17	13	16	**
<i><b>White</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	27	58	36	**
% Scoring At or Above 50 <sup>th</sup> NPR	64	100	91	**
% Scoring at or Above 25 <sup>th</sup> NPR	91	100	100	**
Number of students tested	11	12	11	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.

**Standardized Achievement Tests  
Referenced Against National Norms  
Mathematics, Grade 4**

CAT 6 California Achievement Survey Test (2003, 2004, 2005)	SAT 9 Stanford Achievement Test (2002)
Edition: 6th Edition	Edition: 9 <sup>th</sup> Edition
Publisher: CTB McGraw-Hill	Publisher: Harcourt Educational Measurement

No groups were excluded from testing.

Test Given	CAT 6	CAT 6	CAT 6	SAT 9
Year	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Scoring Above 75 <sup>th</sup> NPR	§	50	32	31
% Scoring At or Above 50 <sup>th</sup> NPR	§	74	48	63
% Scoring Above 25 <sup>th</sup> NPR	§	85	75	88
Number of students tested	§	34	44	32
Percent of total students tested	§	97	100	97
# of students alternatively assessed	§	0	0	0
% of students alternatively assessed	§	0%	0%	0%
<b>SUBGROUP SCORES</b>				
<i><b>Socioeconomically Disadvantaged</b></i>				
% Scoring Above 75 <sup>th</sup> NPR	§	50	34	30
% Scoring At or Above 50 <sup>th</sup> NPR	§	75	53	56
% Scoring Above 25 <sup>th</sup> NPR	§	83	78	85
Number of students tested	§	24	32	27
<i><b>African American</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	58	8	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	75	25	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	83	50	**
Number of students tested	§	12	12	**
<i><b>Hispanic or Latino</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	33	38	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	67	54	**
% Scoring At or Above 25 <sup>th</sup> NPR	§	83	92	**
Number of students tested	§	12	13	**
<i><b>White</b></i>				
% Scoring At or Above 75 <sup>th</sup> NPR	§	*	42	**
% Scoring At or Above 50 <sup>th</sup> NPR	§	*	50	**
% Scoring at or Above 25 <sup>th</sup> NPR	§	*	67	**
Number of students tested	§	7	12	**

\* Data are not reported for groups with 10 or fewer scores

\*\* Scores were not disaggregated by ethnicity in 2002.

§ In 2005, CAT 6 testing was limited to students in grades three and seven on a statewide basis.

NOTE: Norm Referenced Tests were changed from the SAT 9 (full battery) Test to the CAT 6 Survey test beginning in 2003.