

**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. Beverly Hayes  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ira Harbison School  
(As it should appear in the official records)

School Mailing Address 3235 E. 8<sup>th</sup> Street  
(If address is P.O. Box, also include street address)

National City California 91950-3116  
City State Zip Code+4 (9 digits total)

County San Diego State School CodeNumber\* 37-68221-6038764

Telephone ( 619 ) 336-8200 Fax ( 619 ) 336-8255

Website/URL http://nsd.us/schools/iraharbison/ E-mail beverly.hayes@national.k12.ca.us

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

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

Name of Superintendent\* Dr. George Cameron  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name National School District Tel. ( 619 ) 336-7500

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

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

Name of School Board  
President/Chairperson Mrs. Rosalie Alvarado  
(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 \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[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**

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**All data are the most recent year available.**

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

1. Number of schools in the district:       10   Elementary schools  
    Middle schools  
    Junior high schools  
    High schools  
    Other
- 10   TOTAL
2. District Per Pupil Expenditure:       \$6,643  
     Average State Per Pupil Expenditure: \$6,919

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	26	34	60	8			
1	42	36	78	9			
2	39	38	77	10			
3	46	32	78	11			
4	43	52	95	12			
5	55	60	115	Other			
6	52	42	94				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>597</b>

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

6. Racial/ethnic composition of the students in the school:
- |             |                                   |
|-------------|-----------------------------------|
| <u>4</u>    | % White                           |
| <u>5</u>    | % Black or African American       |
| <u>58</u>   | % Hispanic or Latino              |
| <u>32</u>   | % Asian/Pacific Islander/Filipino |
| <u>1</u>    | % American Indian/Alaskan Native  |
| <b>100%</b> | <b>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: 17 %

[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.	50
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	54
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	104
<b>(4)</b>	Total number of students in the school as of October 1	605
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.17
<b>(6)</b>	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 45 %  
267 Total Number Limited English Proficient  
 Number of languages represented: 5  
 Specify languages: Spanish, Tagalog/Pilipino, Samoan, Khmer, Kurdish

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 597 (2005-06)

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:  $\frac{10}{60}$  %  
 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>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>3</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>26</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>18</u>
Support staff	<u>5</u>	<u>12</u>
Total number	<u>35</u>	<u>36</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

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	97%	96%	96%	95%	95%
Daily teacher attendance	92%	94%	95%	*95%	*95%
Teacher turnover rate	7%	11%	14%	4%	11%

\* Estimated-No Data Available

## **PART III - SUMMARY**

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### Vision Statement

The Ira Harbison School Community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

Ira Harbison School is a diverse community united in its mission of learning. Academic excellence is our first priority because we believe *all students can and will succeed!* We are committed to providing a quality educational program for all of our students so they will become lifelong learners. Our curriculum and instruction is designed to bring out students' best thinking and learning.

Located 12 miles north of the U.S.-Mexican border, in the northeast corner of National City, Ira Harbison is one of ten elementary schools in National School District. Our ethnically diverse population of approximately 600 students is comprised of 58% Hispanic, 29% Filipino, 5% African-American, 4% White, 3% Pacific Islander/Asian and 1% American Indian/Alaskan Native students. Since 1992, one hundred percent of our children have qualified for the free breakfast/lunch program.

Our school was built in 1950 and despite its age, it is a very attractive and well-maintained campus. Our library not only serves our students on site, it is also networked with other district schools and the National City Public Library. Each classroom has at least five fully networked computers. In addition, for student use, we have a 32-station computer lab and as awardees of a technology grant, we received 30 state-of-the-art laptops.

We use the California State Content Standards to provide a clear definition of what all students should know. As we continue to raise the bar for our students, Ira Harbison remains the pacesetter for our district. In 2002 we received a *Title I Achieving Schools Award*. In 2003 we were cited by EdSource as a "*Beating the Odds*" school, and in 2004 we became a California Distinguished School. We have strategically designed programs that dramatically impact the growth and development of our students. Early interventions, including Before and After School programs, computer programs and reading incentive programs, have had a positive effect on student achievement.

Teachers frequently work beyond the regular teaching day, attending trainings, selecting instructional materials, planning standards-based instruction, setting goals and tutoring students. Evening programs are regularly scheduled to keep parents informed and involved in their children's education. These programs include: Back-to-School Night, Family Math Nights, Family Science Nights, Parent Institute and Open House.

Though the percentage of our students living below the poverty level is twice that of the national average, their 97% attendance rate shows our families' commitment to education. Some students enter our school not speaking English and not having the necessary academic skills to succeed. We view this as a challenge and we provide interventions required to ensure our students' academic success.

We have a close knit community that takes pride and ownership in our school. Parents are an invaluable resource to our school. They are actively involved in a wide variety of school activities, working with students in classrooms and on special projects in the Parent Center, fundraising with the Parent, Teacher, and Student Organization and volunteering for special school events. A unique feature of our school, which creates a strong sense of community, is the fact that many of our parents, grandparents and staff members are former Ira Harbison students.

We strongly believe that all students can and will succeed. We also believe in our school slogan "Excellence for All!"

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

**1. Assessment Results:** The State of California expects all students to score at the proficient level or above on the *California Standards Tests* (CST). We are making significant progress toward meeting that goal. The *California Standards Tests* are criterion-referenced tests that measure mastery of the state adopted content standards for grades 2-6. The CST is administered as close as possible to the date in which 85% of the school year's instructional days are completed. Student performance is evaluated as *Far Below Basic, Below Basic, Basic, Proficient or Advanced* and is reported for each individual student, by subgroups and school-wide. Our students have made consistent growth in both language arts and math. An analysis of our data gives us great pride when we note that over the past four years all grade levels have increasing numbers of students moving to and beyond proficiency. In several grade levels scores have increased over 20 percent in both language arts and math. Over 50 percent of all students in all grades are at the proficient and above level in math. This growth is reflected in the results of all subgroups. Even though results across subgroups vary, with the Filipino subgroup scoring highest, growth is consistent across all subgroups. Despite the challenges faced by our English Learners, they too have made significant progress towards proficiency. Our school's test results have exceeded those of our own district and the state.

Another component of the California Standardized Testing and Reporting (STAR) Program (<http://star.cde.ca.gov/star/>) is the California Achievement Test-6<sup>th</sup> Edition (CAT6). The CAT6 is a Nationally Norm-Referenced Test (NRT) in compliance with the No Child Left Behind (NCLB) Act for measuring progress toward national standards. Our school's scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level. The CAT6 has been administered for the past three years, though only to third grade students in 2004-05. The prior test, the Stanford Achievement Test, Ninth Edition (SAT9) does not provide a valid comparison to CAT6. Although our scores show growth, math is significantly higher than reading. In the last year that the CAT6 was administered school-wide, an average of the grade level scores shows that 43% of students scored at or above grade level in reading while 61% scored at or above grade level in math. Once again, our school's results have exceeded those of our own district and the state.

California monitors progress of academic performance using the Academic Performance Index (API). A numeric index, with 800 being the goal set by the state, is assigned to each school to reflect results of the STAR testing. Ira Harbison has shown solid, steady growth as we approach the magic mark of 800 with a score of 775 in 2005. Our Filipino subgroup has exceeded the goal with a score of 847 and our lowest subgroup is moving upward with a respectable score of 738.

Adequate Yearly Progress (AYP) is a federal requirement of the NCLB Act of 2001. Progress is determined by student participation rate, proficiency in language arts and math, and API. Since the enactment of NCLB requirements, we have more than met the proficiency levels for all of our students and subgroups. Proficiency in language arts and math is determined by the percentage of students exceeding the NCLB requirements. The target percentage for 2003 and 2004 was 14 for language arts and 16 for math. The percentage of our students exceeding requirements in language arts was 36 in 2003 and 40 in 2004. In math, the percentages were 51 and 53, respectively. In 2005, the targets were raised to 24 for language arts and 27 for math. Ira Harbison's students met the challenge with percentages of 44 in language arts and 58 in math.

**2. Using Assessment Results:** Assessment is an integral part of our instructional program and is used to guide our instruction. We have been successful in meeting the needs of our students because we analyze available data and use it to plan instruction and interventions. We look at data from the whole school and subgroups including grade level, ethnicity, special education, Gifted and Talented Education (GATE), "at risk," primary language, as well as individual students. This lets us target students with specific

instructional needs. Those students are offered additional opportunities during and beyond the school day to strengthen their literacy and math skills.

We monitor, evaluate and sustain our program's effectiveness using current data from Standardized Testing and Reporting (STAR) which includes the California Achievement Test, 6<sup>th</sup> Edition and the California Standards Tests, Adequate Yearly Progress (AYP), Academic Performance Index (API), California English Language Development Test (CELDT), and district and grade level assessments. Our district has designed a system of assessing our students and reporting the data results on a trimester basis. The results from district assessments are entered into our Edusoft website. School, district and state assessment data is then available in electronic format via the website. This gives our teachers, principal, parents and district personnel ready access to student assessment information. Teachers are able to run reports for assessments as well as generate reports on previous years' STAR scores. In addition, the website's bank of state standards-aligned questions allows teachers to generate their own additional assessments based on the needs of their students.

Ira Harbison's staff was trained in data evaluation and research techniques by the RESULTS/California Reading Literature Project (CRLP). Based on research from Marilyn Adams, Donald Bear and John Shefelbine, this project included extensive training in standards-based assessment research and data analysis. At the beginning of each school year, teachers are provided results from the previous year's STAR data to identify program strengths and gaps that need refinement. Teachers then meet in grade level groups to plan the school year's curriculum and to look at specific areas of concern. CELDT data is used to determine instructional groupings and strategies for our English Language Learners (ELL). Analyzing data and using that analysis to make instructional decisions have been the key to understanding and improving our students' and our school's performance.

**3. Communicating Assessment Results:** We are both proud of our accomplishments and aware of our needs. We strive to share and discuss this information with our community at many levels, so that we can work together to achieve our goals.

The academic tone for the school year is established at our annual Back-to-School Night when our principal reviews last year's accomplishments with parents. Following that meeting, parents go to their child's classroom where the teachers present grade level content standards, curriculum, classroom procedures and share the expectations and goals for the year. Our principal reports STAR data to the School Site Council, English Learners Advisory Committee, teachers, staff and community at meetings, Back-to-School Night and other public events on and off campus. Three times a year at report card conferences, teachers share their students' progress toward achieving grade level benchmarks and meeting the California Content Standards. At the first conference, teachers review the *Parent's Guide to the Standards-based Report Card*. It is a 'parent friendly' explanation of the Content Standards and is provided in English and Spanish. Teachers send home classroom reports and newsletters communicating academic goals. Each spring our school sends parents and community members a detailed School Accountability Report Card (SARC) in English or Spanish. It informs the community about our school's strengths and any areas needing improvement. Individual student STAR assessment reports are mailed to parents each summer. Additionally, STAR data is provided to the governing board and to the public in local and regional print/newspapers and the internet. Information on our district programs and our SARC are included on the district website at <http://nsd.us>. Ira Harbison's assessment results are a source of pride for students, parents, staff members and our community.

**4. Sharing Success:** Ira Harbison School shares its successes with other schools in a variety of ways. Teacher representatives from our school serve on district committees including math, writing, language arts, English Language Development, technology, etc. During committee meetings, best practices are shared and a support network is established. Our Language Arts Specialist and Resource Specialist meet monthly with their colleagues from other schools and have the opportunity to share our school's practices. At district administrative meetings, time is always provided to share best practices.

Our accomplishments are shared on the internet allowing other schools to view our successes and practices from any location. This information is on EdSource: *Schools That are Beating the Odds* ([http://www.edsource.org/sch\\_acc\\_bto.cfm](http://www.edsource.org/sch_acc_bto.cfm)), and Just for the Kids (<http://just4kids.org/>) which includes a digital copy of a case study of Ira Harbison School as part of the California Best Practices Study. This case study was conducted by the Bay Area School Reform Collaborative (BASRC) in the summer of 2004. Members of our staff were invited to present their best practices to teachers and administrators from other California schools at two BASRC conferences.

We share more than our academic successes with other schools and our community. Recent articles in local newspapers shared the success of our walk-a-thon where we raised \$4,000 for the victims of Hurricane Katrina. We were also acknowledged for receiving a technology grant that awarded us 30 laptops from the Beaumont Foundation (<http://www.bmtfoundation.com>).

Our teachers are always willing to share their instructional practices and to open their classrooms to practicing and pre-service educators. A number of teachers on our staff are trained support providers for the Beginning Teacher Support and Assessment (BTSA) program that is administered by the California Department of Education. Sharing requires us to reflect on our own practices while allowing other schools to benefit from what we have learned. This is just part of our ongoing commitment to ensure that our school slogan “Excellence for All!” applies to more than just our own students.

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

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**1. Curriculum:** The curriculum at Harbison is research-based and aligned to the rigorous California Content Standards. Instruction insures that students receive a comprehensive and balanced educational program that meets or exceeds the state and district standards in all subjects.

**English Language Arts and English Language Development:** We use the state approved and district adopted Houghton-Mifflin’s, *A Legacy of Literacy* (K-6) for literacy instruction and Rigby’s, *On Our Way to English* (K-5) and Hampton Brown’s, *High Point* (6<sup>th</sup>) for English language instruction. These programs provide each student with research-based instruction focused on the California Content Standards. Every student receives English Language Development instruction targeting their specific needs based on their California English Language Development Test (CELDT) scores.

The Houghton-Mifflin reading program addresses the foundational skills of beginning learners in grades K-3 focusing instruction on concepts of print, phonemic awareness, decoding, vocabulary, concept development and comprehension. In grades 4-6, the focus is on reading to learn and stresses comprehension skills, including analysis of grade-level appropriate texts, expository critique, structural features of literature, narrative analysis and literary criticism. To support the writing component of HM, our district developed a writing guide that provides a standards aligned framework for each grade level. This guide includes instructional and support materials, prompts, graphic organizers, six-trait rubrics and sample anchor papers.

*On Our Way To English* was selected by our district because it aligns with the California English Language Development Standards. Its five levels of instruction provide access points for English Language Learners at all stages of language acquisition. These levels range from ‘Beginning’, focusing on listening and speaking, common social greetings and answering questions with one or two word responses, to ‘Advanced’, working on the more challenging skills of mastering idioms and using correct language and grammar consistently in speech and written language. The sixth grade adoption, *High Point*, stresses language development and communication with an emphasis on cognitive academic skills.

**Mathematics:** Math instruction is based on the state approved and district adopted McGraw-Hill, *Mathematics*. Following research and learning theory, it teaches basic mathematical skills first, then uses them in problem solving and critical thinking activities. The core skills taught focus on the California Mathematics Content Standards. The five strands are: number sense; algebra and functions; measurement and geometry; statistics, data analysis and probability; and mathematical reasoning. Additional resources include manipulatives, Activities Integrating Math & Science (AIMS) and the expertise of certified on-

site math specialists. We offer intervention classes before and after school for students who are not meeting their grade level math standards.

**History/Social Science:** The goal of Ira Harbison's social science curriculum is to develop responsible citizens through their understanding of the global world they live in. Students learn to make historical connections to the past, the present and the future. Classroom instruction is based on Houghton Mifflin's *Social Studies* (K-3) and McGraw Hill's, *Adventures in Time and Place* series in grades 4-6 and aligns with the California Standards for History/Social Sciences.

**Science:** We use Harcourt Publishers, *Science* (K-5) and Holt, Rinehart, Winston Publishers, *Holt Science and Technology Earth Science*. (6<sup>th</sup>). These series were selected because they are aligned to the California Science Content Standards for Science and address each of the four identified strands: life sciences; earth sciences; physical sciences; and, investigation and experimentation. "Hands-on" activities from Full Option Science System (FOSS) and Harcourt science kits help students gain a concrete understanding of science concepts. A school-wide Ocean Month, using Lawrence Hall of Science's inquiry based Marine Activities Resources and Education (MARE) curriculum has become an annual feature of our science program.

**Arts:** Visual Arts are imbedded in the content curriculum at Ira Harbison. An outstanding example of this is the MARE curriculum that blends arts with science. Performing Arts are popular with our students. Many participate in National School District's instrumental music and dance programs, including band, orchestra, Mariachi, Ballet Folklorico, and Filipino Pasacat Dance.

**2a. Reading:** Ira Harbison uses a focused, structured and well-rounded reading curriculum. We use the standards-based Houghton-Mifflin (HM) Reading program across all grade levels. It was piloted and chosen district-wide by a committee of teachers and administrators from all grade levels, including bilingual and special education programs. The HM program was chosen for its solid, standards-based core literature anthology and for providing multiple resources for students. Our ELL population is a focus when choosing materials for our reading curriculum. We supplement HM's *Handbook for English Language Learners* with CRLP's *Focused Approach to Frontloading English Language Instruction*.

Each instructional day includes 2 hours of language arts in the intermediate grades and kindergarten, and 3 hours in the primary grades. The reading program includes direct instruction, shared reading and guided reading groups throughout all grade levels. Teachers assess student needs to ensure universal access and to supplement the HM materials with leveled readers that focus on phonics, comprehension and/or fluency skills. Additionally, we use programs such as Scholastic's *Systematic Instruction in Phoneme Awareness, Phonics and Sight Words* (SIPPS) and HM's *Soar to Success* to target specific student needs. Teachers use Accelerated Reader, a software program, to monitor students' comprehension including HM and independent reading selections. Pearson's *SuccessMaker Enterprise* is another electronic component of our reading curriculum. Students interact daily with the program practicing skills from basic phonics to critical thinking. Detailed SuccessMaker reports allow teachers to target areas of concern.

Students who require additional support beyond the regular curriculum receive a variety of reading interventions. The Language Arts Specialist, Resource Specialist and two instructional assistants meet with groups of students from all grade levels on a daily basis. Three certificated part-time staff members offer specialized support for students in all grade levels. Before and After School Programs provide a variety of interventions for students.

**3. Mathematics:** Ira Harbison's math curriculum supports our vision statement that our students will be "...self-directed learners and become successful citizens who contribute positively in a global society". We use the standards-based McGraw-Hill *Mathematics* as our core curriculum. A minimum of one hour, direct instruction is incorporated into each school day. This is supplemented with daily independent practice on SuccessMaker software, reinforcing skills taught in the classroom and providing teachers with current data to guide instruction. Students also have access to [www.eduplace.com](http://www.eduplace.com), the McGraw-Hill website aligned with our text and Math 24 ([www.firstinmath.com](http://www.firstinmath.com)).

Ira Harbison supplements the math curriculum with manipulatives providing a “hands-on” and interactive curriculum. Geometric figures, protractors, scales, clocks and calculators are just a few resources found in our classrooms to enhance and support mathematical learning.

Five of our teachers received Math Specialist Certificates after completing a series of courses through the University of California at San Diego. Their expertise enriches our math program by providing staff development and Family Math Nights. Each year, all teachers district-wide receive three math professional development days. These workshops, aligned with the math curriculum and the ELL standards, provide our teachers with best practices, current methodologies and the opportunity to collaborate with colleagues.

Math is more than computation. It is comprised of complex language. We emphasize vocabulary and language skills to ensure that all students, especially our ELLs, acquire math concepts and critical thinking skills.

We have several combination grade classes. Additional certificated teachers provide math instruction to grade groups from these classes. This ensures all students receive grade appropriate standards-based instruction. As an additional support, we offer Before and After School classes to students who are at risk. Every effort is made to meet the needs of all students. Teachers provide additional instruction to small groups and individuals, as necessary. We are proud of our math scores yet we continuously refine our math program to ensure that our students have the skills necessary to succeed in the real world.

**4. Instructional Methods:** Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. Instructional methods include a variety of strategies from direct instruction to student-centered approaches such as cooperative learning groups, problem-based learning and simulations. The consistent academic growth shown by Ira Harbison students is due to highly qualified teachers using best practices including hands-on activities for math and experiential activities for science. *Guided Reading, Reading for Meaning, Strategies that Work, Four Block Model, Reader's Workshop, Writing for Excellence, Building a Writing Community, Writers Workshop* and *Nonfiction Writers Craft* are some of our research-based resources.

We believe in success for all students. Differentiated instruction is provided for our students including English Learners, At-Risk, GATE and students on Individual Education Plans. Teachers, grade groups, district committees and the School Site Council evaluate data to plan instruction and monitor progress. Students performing below grade level receive additional small group instruction from our Reading Specialist, Resource Specialist and Before and After School programs.

It is important that students take responsibility for their own learning. To assist them toward that goal, grade level standards are posted in each classroom. Students peer edit and evaluate their own work using rubrics, checklists and portfolios. They demonstrate their learning through projects, oral presentations and computer-generated reports from Accelerated Reader and SuccessMaker.

That same responsibility extends to homework. Teachers differentiate standards-based homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. Daily reading homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Not all learning takes place in the classroom. Educational outings extend learning opportunities. The Birch Aquarium, Friends of the Seals and the Chula Vista Conservation Center assisted in our school wide oceanography program, MARE. Local companies sponsor a successful Junior Achievement Free Enterprise Day. Intermediate students attend outdoor education programs at Camp Marston and Anza-Borrego Desert Environmental Camp. Through a partnership with the Navy, fifth graders attend a five-day science program, Starbase-Atlantis.

**5. Professional Development:** Highly effective teachers are the key to students' academic success. All staff, classified and certificated, attend professional development to stay current in their jobs. We continually review current research and student data in math, language arts, and ELD to evaluate our professional needs and determine the most appropriate staff development.

The district provides two days of staff development in selected instructional areas. This year our curricular focus is English Language Development. Three staff members received ELD leadership training and provided professional development for our staff. Our district also provides in-services for all teachers in writing, math, science, technology, health and Second Step (a violence prevention program).

Our school demonstrates outstanding academic achievement due to our collaboration and dedication to professional development. Teachers select workshops to attend three times a year on non-school days. The staff prioritizes needs and selects topics for these workshops. Topics have included: *Non-fiction Writers Craft, Focused Approach for English Language Development, Writing for Excellence, Strategies that Work, Reading for Meaning and Differentiated Instruction.* Weekly staff meetings and early dismissal Thursdays provide teachers opportunities to work in grade groups and other collaborative teams.

Teachers participate in a variety of professional growth opportunities: American History in the Schools (HITS) through the San Diego County Office of Education; Math Specialists Program through UCSD; MARE workshops from the Lawrence Hall of Science, University of California at Berkeley; and geology, oceanography and physical science through UCSD. Teachers organize professional book clubs and discussion groups focusing on literacy and comprehension.

Our new teachers are supported through the Beginning Teachers Support and Assessment (BTSA) program that includes a support provider. Monthly academies and weekly communication through BTSA provide new teachers with support to increase their understanding of the California Standards for the Teaching Profession as well as the California Content Standards.

*No Child Left Behind* demands we have quality teachers. We support this premise with extensive staff development opportunities for teachers. Life-long learning is our goal for students and it is the commitment we make to ourselves as professionals.

## **PART VII - ASSESSMENT RESULTS**

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**Academic Performance Index (API)** California's measure of school growth and performance

	2005	2004	2003	2002
<b>School-wide</b>	775	756	749	705
<b>Subgroups</b>				
Socioeconomically Disadvantaged	775	756	749	705
Hispanic/Latino	738	726	712	659
Filipino	847	820	814	776

**Adequate Yearly Progress (AYP)** Federal measure of school progress according to NCLB mandates

	2005		2004		2003	
	Reading	Math	Reading	Math	Reading	Math
<b>NCLB Target</b>	24	27	14	16	14	16
<b>Ira Harbison</b>	44	58	40	53	36	51

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Language Arts      **Grade:** Second Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	70%	73%	71%	69%
% Proficient & Above	45%	36%	37%	29%
% Advanced	14%	13%	9%	5%
Number of students tested	77	75	80	78
Percent of total students tested	100%	100%	100%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	71%	73%	71%	69%
% Proficient & Above	46%	36%	37%	29%
% Advanced	14%	13%	9%	5%
Number of students tested	76	75	80	78
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	55%	67%	66%	58%
% Proficient & Above	35%	29%	31%	23%
% Advanced	10%	10%	4%	0%
Number of students tested	40	48	51	41
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	92%	94%	80%	85%
% Proficient & Above	56%	63%	48%	41%
% Advanced	12%	25%	16%	15%
Number of students tested	25	16	25	27
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	59%	70%	58%	77%
% Proficient & Above	44%	40%	29%	24%
% Advanced	12%	16%	6%	3%
Number of students tested	41	37	31	38

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Language Arts      **Grade:** Third Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	72%	70%	70%	61%
% Proficient & Above	31%	21%	33%	18%
% Advanced	6%	3%	4%	3%
Number of students tested	80	80	79	79
Percent of total students tested	100%	100%	100%	99%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	72%	70%	70%	61%
% Proficient & Above	31%	21%	33%	18%
% Advanced	6%	3%	4%	3%
Number of students tested	80	80	79	79
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	69%	73%	64%	58%
% Proficient & Above	26%	16%	28%	11%
% Advanced	2%	2%	2%	2%
Number of students tested	49	51	47	43
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	95%	71%	80%	78%
% Proficient & Above	39%	33%	40%	30%
% Advanced	17%	4%	8%	4%
Number of students tested	18	24	25	27
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	76%	66%	72%	50%
% Proficient & Above	27%	16%	31%	11%
% Advanced	5%	3%	2%	4%
Number of students tested	41	32	41	28

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Language Arts      **Grade:** Fourth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	81%	76%	91%	70%
% Proficient & Above	51%	48%	46%	40%
% Advanced	26%	25%	15%	18%
Number of students tested	97	101	101	76
Percent of total students tested	99%	97%	100%	94%
Number of students alternatively assessed	1	1	0	0
Percent of students alternatively assessed	1%	1%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	81%	76%	90%	70%
% Proficient & Above	51%	48%	45%	40%
% Advanced	26%	25%	15%	18%
Number of students tested	98	101	100	76
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	72%	70%	85%	64%
% Proficient & Above	48%	43%	36%	26%
% Advanced	19%	16%	7%	13%
Number of students tested	59	56	55	40
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	100%	80%	97%	82%
% Proficient & Above	60%	54%	59%	68%
% Advanced	37%	37%	25%	22%
Number of students tested	30	35	32	22
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	76%	75%	87%	40%
% Proficient & Above	32%	39%	31%	0%
% Advanced	12%	13%	3%	0%
Number of students tested	41	39	36	15

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Language Arts      **Grade:** Fifth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	81%	77%	69%	72%
% Proficient & Above	44%	51%	31%	22%
% Advanced	20%	22%	12%	4%
Number of students tested	90	104	81	98
Percent of total students tested	95%	94%	100%	88%
Number of students alternatively assessed	6	6	0	0
Percent of students alternatively assessed	6%	6%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	81%	77%	69%	72%
% Proficient & Above	45%	51%	31%	22%
% Advanced	20%	22%	12%	4%
Number of students tested	89	104	81	98
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	80%	68%	57%	65%
% Proficient & Above	38%	43%	25%	18%
% Advanced	13%	16%	11%	3%
Number of students tested	48	56	44	60
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	84%	92%	84%	88%
% Proficient & Above	57%	67%	36%	32%
% Advanced	30%	31%	12%	4%
Number of students tested	30	36	25	25
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	86%	59%	42%	44%
% Proficient & Above	33%	30%	5%	0%
% Advanced	8%	6%	0%	0%
Number of students tested	36	34	19	27

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Language Arts      **Grade:** Sixth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	79%	72%	72%	68%
% Proficient & Above	46%	37%	33%	28%
% Advanced	20%	18%	12%	6%
Number of students tested	102	84	99	103
Percent of total students tested	94%	95%	100%	93%
Number of students alternatively assessed	6	5	0	0
Percent of students alternatively assessed	6%	5%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	79%	72%	72%	68%
% Proficient & Above	46%	37%	33%	28%
% Advanced	19%	18%	12%	6%
Number of students tested	100	84	98	103
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	70%	67%	68%	58%
% Proficient & Above	39%	34%	27%	21%
% Advanced	15%	16%	8%	6%
Number of students tested	59	45	59	52
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	97%	84%	84%	76%
% Proficient & Above	60%	36%	42%	31%
% Advanced	23%	18%	25%	7%
Number of students tested	30	28	24	29
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	62%	58%	44%	29%
% Proficient & Above	24%	16%	0%	4%
% Advanced	3%	5%	0%	0%
Number of students tested	34	19	27	24

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

<b>Subject: Math      Grade: Second Grade      Test: California Standards Test (CST)</b>				
	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	80%	84%	80%	72%
% Proficient & Above	64%	64%	62%	43%
% Advanced	29%	33%	23%	18%
Number of students tested	77	75	80	79
Percent of total students tested	100%	100%	100%	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. Economically Disadvantaged</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	81%	84%	80%	72%
% Proficient & Above	65%	64%	62%	43%
% Advanced	29%	33%	23%	18%
Number of students tested	76	75	80	79
<b>2. Hispanic</b>				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	76%	83%	77%	70%
% Proficient & Above	53%	60%	57%	36%
% Advanced	23%	27%	22%	7%
Number of students tested	40	48	51	41
<b>3. Filipino</b>				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	88%	94%	88%	71%
% Proficient & Above	76%	81%	76%	52%
% Advanced	32%	56%	24%	30%
Number of students tested	25	16	25	27
<b>4. English Language Learners (ELL)</b>				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	73%	87%	74%	71%
% Proficient & Above	56%	73%	61%	37%
% Advanced	29%	43%	16%	11%
Number of students tested	41	37	31	38

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Math      **Grade:** Third Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	92%	82%	80%	74%
% Proficient & Above	64%	53%	52%	40%
% Advanced	29%	18%	28%	6%
Number of students tested	80	80	79	80
Percent of total students tested	100%	100%	99%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	92%	82%	80%	74%
% Proficient & Above	64%	53%	52%	40%
% Advanced	29%	18%	28%	6%
Number of students tested	80	80	79	80
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	90%	78%	75%	68%
% Proficient & Above	57%	49%	49%	29%
% Advanced	24%	14%	17%	2%
Number of students tested	49	51	47	44
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	100%	92%	88%	96%
% Proficient & Above	100%	71%	56%	66%
% Advanced	50%	29%	44%	15%
Number of students tested	18	24	25	27
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	93%	75%	85%	75%
% Proficient & Above	71%	47%	56%	27%
% Advanced	37%	16%	27%	3%
Number of students tested	41	32	41	29

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Math      **Grade:** Fourth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	75%	80%	85%	68%
% Proficient & Above	55%	52%	58%	44%
% Advanced	25%	26%	28%	16%
Number of students tested	97	101	101	76
Percent of total students tested	99%	97%	100%	94%
Number of students alternatively assessed	1	1	0	0
Percent of students alternatively assessed	1%	1%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	75%	81%	85%	68%
% Proficient & Above	55%	51%	58%	44%
% Advanced	25%	26%	28%	16%
Number of students tested	97	101	101	76
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	64%	73%	78%	51%
% Proficient & Above	44%	42%	47%	28%
% Advanced	20%	18%	25%	10%
Number of students tested	59	55	55	40
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	94%	83%	98%	91%
% Proficient & Above	77%	63%	79%	64%
% Advanced	30%	40%	41%	23%
Number of students tested	30	35	32	22
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	68%	80%	86%	40%
% Proficient & Above	46%	44%	50%	0%
% Advanced	12%	23%	19%	0%
Number of students tested	41	39	36	15

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Math      **Grade:** Fifth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	74%	73%	60%	63%
% Proficient & Above	56%	60%	39%	34%
% Advanced	29%	22%	16%	8%
Number of students tested	90	104	81	98
Percent of total students tested	95%	94%	100%	88%
Number of students alternatively assessed	6	6	0	0
Percent of students alternatively assessed	6%	6%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	74%	73%	60%	63%
% Proficient & Above	56%	60%	39%	34%
% Advanced	29%	22%	16%	8%
Number of students tested	89	104	81	98
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	67%	65%	46%	52%
% Proficient & Above	48%	49%	32%	30%
% Advanced	23%	13%	14%	7%
Number of students tested	48	56	44	60
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	84%	86%	76%	80%
% Proficient & Above	67%	78%	52%	44%
% Advanced	40%	39%	20%	12%
Number of students tested	30	36	25	25
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	70%	56%	48%	33%
% Proficient & Above	53%	32%	11%	11%
% Advanced	22%	6%	0%	0%
Number of students tested	36	34	19	27

**ASSESSMENT RESULTS: State Criterion-Referenced Tests**

**Subject:** Math      **Grade:** Sixth Grade      **Test:** California Standards Test (CST)

	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May
<b>SCHOOL SCORES</b>				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	76%	63%	59%	65%
% Proficient & Above	53%	39%	36%	40%
% Advanced	24%	18%	14%	13%
Number of students tested	102	84	99	104
Percent of total students tested	94%	95%	100%	94%
Number of students alternatively assessed	6	5	0	0
Percent of students alternatively assessed	6%	5%	0%	0%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% Below/ Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	75%	63%	59%	65%
% Proficient & Above	53%	39%	36%	40%
% Advanced	23%	18%	14%	13%
Number of students tested	100	84	99	104
2. Hispanic				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	65%	56%	53%	57%
% Proficient & Above	43%	29%	29%	36%
% Advanced	14%	13%	12%	8%
Number of students tested	59	45	59	53
3. Filipino				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	94%	71%	83%	76%
% Proficient & Above	67%	50%	54%	38%
% Advanced	40%	21%	21%	21%
Number of students tested	30	28	24	29
4. English Language Learners (ELL)				
% Below/Far Below Basic & Above	100%	100%	100%	100%
% Basic & Above	53%	42%	34%	40%
% Proficient & Above	27%	16%	4%	16%
% Advanced	6%	0%	0%	0%
Number of students tested	34	19	27	25

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Reading

**Grade:** Second Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our school’s scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>SECOND GRADE</b>			
School-wide Scores (In Percentiles)	*	49%	40%
Number of Students Tested	*	75	80
Percent of Total Students Tested	*	100%	100%
Number of Students Alternatively Tested	*	0	0
Percent of Students Alternatively Tested	*	0%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	49%	40%
Number of Students Tested	*	75	80
<b>2. Hispanic</b>			
Percentile	*	50%	35%
Number of Students Tested	*	48	51
<b>3. Filipino</b>			
Percentile	*	56%	52%
Number of Students Tested	*	16	25
<b>4. English Language Learners</b>			
Percentile	*	49%	32%
Number of Students Tested	*	37	31

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Reading

**Grade:** Third Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>THIRD GRADE</b>			
School-wide Scores (In Percentiles)	39%	23%	37%
Number of Students Tested	80	80	79
Percent of Total Students Tested	100%	100%	99%
Number of Students Alternatively Tested	0	0	0
Percent of Students Alternatively Tested	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	39%	23%	37%
Number of Students Tested	80	80	79
<b>2. Hispanic</b>			
Percentile	35%	18%	34%
Number of Students Tested	49	51	47
<b>3. Filipino</b>			
Percentile	61%	38%	40%
Number of Students Tested	18	24	25
<b>4. English Language Learners</b>			
Percentile	39%	16%	34%
Number of Students Tested	41	32	41

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Reading

**Grade:** Fourth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>FOURTH GRADE</b>			
School-wide Scores (In Percentiles)	*	42%	47%
Number of Students Tested	*	101	101
Percent of Total Students Tested	*	97%	100%
Number of Students Alternatively Tested	*	1	0
Percent of Students Alternatively Tested	*	1%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	42%	46%
Number of Students Tested	*	101	100
<b>2. Hispanic</b>			
Percentile	*	38%	36%
Number of Students Tested	*	55	55
<b>3. Filipino</b>			
Percentile	*	46%	63%
Number of Students Tested	*	35	32
<b>4. English Language Learners</b>			
Percentile	*	26%	31%
Number of Students Tested	*	39	36

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Reading

**Grade:** Fifth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>FIFTH GRADE</b>			
School-wide Scores (In Percentiles)	*	53%	41%
Number of Students Tested	*	104	81
Percent of Total Students Tested	*	94%	100%
Number of Students Alternatively Tested	*	6	0
Percent of Students Alternatively Tested	*	6%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	53%	41%
Number of Students Tested	*	104	81
<b>2. Hispanic</b>			
Percentile	*	45%	30%
Number of Students Tested	*	56	44
<b>3. Filipino</b>			
Percentile	*	64%	52%
Number of Students Tested	*	36	25
<b>4. English Language Learners</b>			
Percentile	*	32%	11%
Number of Students Tested	*	34	19

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Reading

**Grade:** Sixth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>SIXTH GRADE</b>			
School-wide Scores (In Percentiles)	*	49%	51%
Number of Students Tested	*	84	99
Percent of Total Students Tested	*	95%	100%
Number of Students Alternatively Tested	*	5	0
Percent of Students Alternatively Tested	*	5%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	49%	51%
Number of Students Tested	*	84	98
<b>2. Hispanic</b>			
Percentile	*	40%	46%
Number of Students Tested	*	45	59
<b>3. Filipino</b>			
Percentile	*	54%	63%
Number of Students Tested	*	28	24
<b>4. English Language Learners</b>			
Percentile	*	21%	19%
Number of Students Tested	*	19	27

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Math

**Grade:** Second Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>SECOND GRADE</b>			
School-wide Scores (In Percentiles)	*	75%	63%
Number of Students Tested	*	75	80
Percent of Total Students Tested	*	100%	100%
Number of Students Alternatively Tested	*	0	0
Percent of Students Alternatively Tested	*	0%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	75%	63%
Number of Students Tested	*	75	80
<b>2. Hispanic</b>			
Percentile	*	71%	57%
Number of Students Tested	*	48	51
<b>3. Filipino</b>			
Percentile	*	94%	76%
Number of Students Tested	*	16	25
<b>4. English Language Learners</b>			
Percentile	*	73%	61%
Number of Students Tested	*	37	31

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Math

**Grade:** Third Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>THIRD GRADE</b>			
School-wide Scores (In Percentiles)	61%	56%	57%
Number of Students Tested	80	80	79
Percent of Total Students Tested	100%	100%	99%
Number of Students Alternatively Tested	0	0	0
Percent of Students Alternatively Tested	0%	0%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	61%	56%	57%
Number of Students Tested	80	80	79
<b>2. Hispanic</b>			
Percentile	55%	49%	51%
Number of Students Tested	49	51	47
<b>3. Filipino</b>			
Percentile	94%	83%	68%
Number of Students Tested	18	24	25
<b>4. English Language Learners</b>			
Percentile	71%	47%	61%
Number of Students Tested	41	32	41

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Math

**Grade:** Fourth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>FOURTH GRADE</b>			
School-wide Scores (In Percentiles)	*	51%	59%
Number of Students Tested	*	101	101
Percent of Total Students Tested	*	97%	100%
Number of Students Alternatively Tested	*	1	0
Percent of Students Alternatively Tested	*	1%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	51%	60%
Number of Students Tested	*	101	100
<b>2. Hispanic</b>			
Percentile	*	42%	51%
Number of Students Tested	*	55	55
<b>3. Filipino</b>			
Percentile	*	57%	75%
Number of Students Tested	*	35	32
<b>4. English Language Learners</b>			
Percentile	*	44%	56%
Number of Students Tested	*	39	36

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Math

**Grade:** Fifth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>FIFTH GRADE</b>			
School-wide Scores (In Percentiles)	*	62%	52%
Number of Students Tested	*	104	81
Percent of Total Students Tested	*	94%	100%
Number of Students Alternatively Tested	*	6	0
Percent of Students Alternatively Tested	*	6%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	62%	52%
Number of Students Tested	*	104	81
<b>2. Hispanic</b>			
Percentile	*	50%	36%
Number of Students Tested	*	56	44
<b>3. Filipino</b>			
Percentile	*	78%	64%
Number of Students Tested	*	36	25
<b>4. English Language Learners</b>			
Percentile	*	44%	26%
Number of Students Tested	*	34	19

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.

**ASSESSMENT RESULTS: Assessments Referenced Against National Norms**

**Subject:** Math

**Grade:** Sixth Grade

**Test:** California Achievement Test-6<sup>th</sup> Edition (CAT6)

Our schools scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

<i>Scores Reported as Percentiles</i>			
	2004-05	2003-04	2002-03
Testing Month	May	May	May
<b>SIXTH GRADE</b>			
School-wide Scores (In Percentiles)	*	61%	54%
Number of Students Tested	*	84	99
Percent of Total Students Tested	*	95%	100%
Number of Students Alternatively Tested	*	5	0
Percent of Students Alternatively Tested	*	5%	0%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
Percentile	*	61%	54%
Number of Students Tested	*	84	98
<b>2. Hispanic</b>			
Percentile	*	44%	43%
Number of Students Tested	*	45	59
<b>3. Filipino</b>			
Percentile	*	79%	79%
Number of Students Tested	*	28	24
<b>4. English Language Learners</b>			
Percentile	*	37%	27%
Number of Students Tested	*	19	27

\*The CAT6 has been administered for the past three years, though only to third grade students in 2004-2005.