

***BARRON PARK ELEMENTARY SCHOOL***

***FINAL REPORT***  
***2008-2009***

***Palo Alto Unified School District***

**DISTRICT GOAL:** Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

## **LANGUAGE ARTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p>A1 Improve curricular system and instructional practices to challenge every student.</p> <p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3</b> Ensure high expectations and support for all students.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3.4</b> Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> <li>● Staff will assess student strengths and needs using a variety of tools and measures (PAUSD Literacy Portfolio–Running Records, DRA, Stieglitz, California Standards Test–English Language Arts, CAT/6, CELDT, classroom assignments and observations), plan and implement differentiated instruction based on the results, monitor student progress, and adjust instruction accordingly.</li> <li>● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall to identify students’ strengths and areas for growth, plan strategies to meet those needs (tutoring, Academy, reading buddies, literacy summer school, classroom aide support), and will review and revise these plans mid-year.</li> <li>● Staff will differentiate instruction according to students’ learning styles, previous experiences, and current achievement levels to provide appropriate supports and challenges for each student in reading and writing.</li> <li>● Instructional aides will provide effective supports and challenges for small groups and individual students.</li> <li>● Staff will review assessment results across classes and grade levels, note patterns, and adjust instruction accordingly; in 2008-2009 we will particularly focus on using information from the DRA 2 to plan reading instruction.</li> <li>● Teachers will instruct students in non-fiction reading strategies and relevant academic vocabulary in science, history.</li> <li>● The school will provide supports for additional focused study time on reading and writing beyond the school day (Homework Club, Academy).</li> <li>● Staff will pilot an extended school day and year (“College Bound”) within one fifth grade class during 2008-2009.</li> </ul>

- Principal and College Bound teacher will research successful programs and participate in relevant professional development, and will share those ideas and strategies with all teachers.
- Barron Park will continue to participate in the College Pathways project to support students as they move through the grade levels.
- Teachers will communicate grade level standards and assessment data with parents, explain how the results will inform instruction, and provide suggestions for home support.
- Staff will seek out and support enrichment opportunities in the visual and performing arts to deepen and extend reading and writing instruction.
- Staff will collaborate at and across grade levels to share curriculum ideas, instructional strategies, knowledge of specific students, and methods for differentiation in order to achieve grade level standards and PAUSD goals.
- Teachers, specialists and support staff will work together to explore varying structures for instruction, for example, push-in services, trying different ways of grouping students, and using instructional aides to provide individual and small group support.
- Schoolwide, staff and parents will continue to foster a love of reading and writing in multiple genres, to make reading and writing engaging to students, and to ensure that the library is an integral part of the instructional program.
- Staff will continue to discuss and employ Identity Safety strategies so that students of all racial and ethnic groups are confident, successful readers and writers.
- Staff will seek out and obtain high-quality instructional materials that are non-stereotypical and reflect the population of Barron Park School.
- The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.
- The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of literary genres, authors, and illustrators.

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

● **What activities, strategies and/or programs were most helpful to ensure that all students made progress in reading and writing?**

The principal, teachers, and specialists monitor and analyze student assessment data in twice yearly “Kid by Kid” meetings, and use that information to differentiate curriculum and instruction to meet each student’s needs. In reading, direct and explicit emphasis on phonics and on making meaning from text helped all students make progress as they worked in small, leveled reading groups and literature circles. The DRA 2 Reading Assessment provides teachers with detailed information to focus reading instruction on students’ areas of need; during the 2008-2009 school year teachers fully implemented using the DRA2 not only to assess students’ reading levels, but also to provide a focus for instruction. For example, with the additional information they learned from this assessment teachers were able to target instruction on specific skills, on particular areas of comprehension or fluency, and on strategies for critical analysis of the text.

One of our goals from last year was to continue to increase the holdings in our WEB room with both District and site purchases, with a particular focus on increasing the number of non-fiction books. We now have 2150 titles for guided reading, with six to twelve copies of each title for teachers to use in focused small group instruction. We have an additional 450 titles of non-fiction books (mostly science); these titles are arranged by topic with sets of books at different reading levels for the same topic. Teachers sign out sets of books to use with small guided reading groups of students who are reading at the same level; or they might sign out titles on a common topic or theme from a variety of levels to use with heterogeneous groups or with the whole class. During the 2008-2009 school year teachers participated in two Districtwide and three site-level workshops on guided reading instruction. We particularly focused on strategies and skills for reading and understanding non-fiction texts, including teaching relevant academic vocabulary and the structures and features of non-fiction texts.

In addition to classroom instruction, our Reading Specialist continued to play an important role in providing intensive support for first graders reading below grade level, teaching small phonics groups for kinders, providing support for 2nd-5th grades students as needed, and coaching teachers in best practices in the teaching of reading. Our work with the DRA, and on implementing additional instructional strategies focused on teaching reading comprehension (as described above), was particularly helpful in differentiating instruction for each and every student. Students performing below grade level received additional support from their teachers, instructional aides, student teachers, tutors, Academy classes, 5<sup>th</sup> grade College Bound, and Homework Club. Students achieving on or above grade level were challenged with multi-tiered assignments, enrichment materials, and open-ended projects.

Teachers collaborated with each other and with other staff members, including the Reading Specialist and Home School Liaison, to more fully address the learning needs of under-represented minority students. Staff also built partnerships with parents to help them become more effective resources for their children’s literacy learning, through programs such as Take Home Books, evening parent workshops, K-1 morning family reading times, the Home School Liaison program, and Homework Club.

● **What results stand out?**

On the basis of the established definition, 71% of students with matched scores gained a year’s progress or more on the California Standards Test-English Language Arts in a year’s time (up from 65% from 2007 to 2008). More students scored Advanced, and fewer scored Far Below Basic or Below Basic. The matched score APIs and state APIs show continuing slow, steady overall progress on the Content Standards Test in English-Language Arts over multiple years. In studying the students who scored Below Basic or Far Below Basic, 16 out of 18 (89%) are either English Language Learners or students with identified learning disabilities, or both, highlighting the continuing need for supporting those students.

On the DRA2, the percent of students reaching the end-of-year benchmarks ranged from 72% to 95%; a higher percentage of students were reading on or above grade level in May 2009 than in May 2008 at four out of six grade levels. In writing, the percent of students scoring on or above grade level expectations on the ERB/WrAP increased from 71% to 80% for the fourth grade and from 85% to 89% for the fifth grade. All but one of the students who scored below grade level was an English Language Learner, reflecting the many years it takes to become proficient in writing a second language. One of the highest scoring 4<sup>th</sup> grade essays was written by a student who came to Barron Park in kindergarten speaking two languages, neither of which was English; she learned English over the years at Barron Park and was Redesignated as Fluent English Proficient (RFEP) in third grade.

We have matched scores for 50 of our Hispanic or African American students; 30 of them – 60% – maintained Proficient or Advanced levels or gained one or more levels on the English Language Arts California Standards Test from spring 2008 to spring 2009. This is an improvement from the 44% of Hispanic or African American students who made similar progress from spring 2007 to spring 2008. While we are pleased to see improved performance over time for Hispanic and African American students who are with us for several years, overall the levels of achievement for these students continue to be lower than those of white and Asian students.

● **What are your next steps?**

We have identified several areas for increased emphasis in 2009-2010. Staff will build on the collaborative work *at* grade levels to increase collaboration and consistency *across* grade levels in assessing and teaching reading and writing. We will continue to improve our focused, explicit teaching of decoding, fluency, and comprehension in guided reading groups. The classroom teachers and ELD teacher will work together to ensure that English learners at all CELDT levels and grades receive appropriate instruction in speaking, listening, reading, and writing the English language every day. We will continue to seek and implement effective supports, strategies, and interventions for under-represented minority students, to help each student achieve at high levels.

## **MATH**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1</b> Improve curricular system and instructional practices to challenge every student.</p> <p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3.4</b> Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> <li>● Staff will assess student strengths and needs using a variety of tools and measures (California Standards Test–Math, MARS, PAUSD math assessments, CAT/6 (3<sup>rd</sup> grade), classroom assignments and observations) plan and implement differentiated instruction based on the results, monitor student progress, and adjust instruction accordingly.</li> <li>● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall to identify students’ strengths and areas for growth, plan strategies for meeting those needs (tutoring, Academy, reading buddies, literacy summer school, classroom aide support), and will review and revise these plans mid-year.</li> <li>● Staff will differentiate instruction according to students’ learning styles, previous experiences, and current achievement levels to provide appropriate supports and challenges for each student in mathematics.</li> <li>● Instructional aides will provide effective supports and challenges for small groups and individual students.</li> <li>● Staff will review assessment results across classes and grade levels, note patterns, and adjust instruction accordingly.</li> <li>● The school will provide supports for additional focused study time on mathematics beyond the school day (Academy, Homework Club).</li> <li>● Staff will focus on explicitly teaching mathematics vocabulary and the reading skills necessary for understanding math problems.</li> <li>● Staff will pilot an extended school day and year (“College Bound”) within one fifth grade class during 2008-2009.</li> <li>● Principal and College Bound teacher will research successful programs and participate in relevant professional development, and will share those ideas and strategies with all teachers.</li> <li>● Barron Park will continue to participate in the College Pathways project to support students as they move through the grade levels.</li> </ul>

- Teachers will communicate grade level standards and assessment data to parents, explain how the results will inform instruction, and provide suggestions for home support.
- Staff will collaborate at and across grade levels to share curriculum ideas, instructional strategies, knowledge of specific students, and methods for differentiation in order to achieve grade level standards and PAUSD goals.
- Schoolwide, staff and families will continue to foster a love of mathematics, to make math relevant to students' lives, and to broaden awareness of all the strands of mathematics.
- Staff will continue to discuss and employ Identity Safety strategies so that students of all racial and ethnic groups are confident and successful in mathematics.
- Staff will seek out and obtain high-quality instructional materials that are non-stereotypical and show girls and boys of all ethnic backgrounds succeeding in mathematics.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies.
- Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

● **What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?**

The principal, teachers, and specialists monitor and analyze student assessment data in twice yearly "Kid by Kid" meetings, and use that information to differentiate curriculum and instruction to meet each student's needs. We teach a balanced instructional program to make sure all students understand mathematical concepts, use math facts and techniques effectively, and solve problems successfully.

In 2008-2009 site-based staff development and grade level meetings continued to focus on the differentiation of instruction in mathematics. We continue to focus on making classrooms safe for all students to take risks, make mistakes, and learn from those mistakes. As a school we convey the message that both girls and boys, and students of all backgrounds and ethnicities, can succeed in mathematics. Teachers provided a wide range of challenging math problems and activities for students who were ready for them. Students achieving on or above grade level were challenged with multi-tiered assignments, enrichment materials, and open-ended math problems.

When needed, teachers, instructional aides, and student teachers provided additional supports for struggling students. We purchased *Do the Math* intervention materials, and instructional aides were trained to use these materials with small groups of 4<sup>th</sup> and 5<sup>th</sup> graders who were achieving below grade level in math. The students who participated in the groups solidified their understanding of basic number and place value concepts, and made good progress in learning and remembering their multiplication facts. Students received additional help beyond the school day in 5<sup>th</sup> grade College Bound, Homework Club, Math Academy, and Math Intervention Summer School.

The teachers involved in the District Math Network piloted the two math curricula under consideration, sparking interest and professional discourse at and across grade levels.

We reached out to parents through parent-teacher conferences, class and school newsletters, the Home School Liaison program, and an after-school Math Fair sponsored by the Stanford Teacher Education Program. Through these efforts we hope to help parents become more effective resources for their children's math learning.

● **What results stand out?**

On the basis of the established definition, 73.5% of students with matched scores gained a year's progress or more on the California Standards Test-Mathematics in a year's time. This compares to 66% from 2007 to 2008. And for the third year in a row, we saw a solid increase in all cohorts in the percentage of students scoring Proficient or Advanced on the CST-Mathematics.

Assessment results on the MARS show that 90% (up from 69%) of third graders and 80% (up from 77%) of fifth graders scored at or above grade level.

We have matched scores for 50 of our Hispanic or African American students; 28 of them (56%) maintained Proficient or Advanced levels or gained one or more levels on the Mathematics California Standards Test. While this is an increase from last year's 44%, the levels of achievement are lower than those of our white and Asian students, and this will continue to be an important area of focus for us.

In 2008-2009 we piloted the Northwest Evaluation Association's online math assessment. Because this was the first year, and also because we had many technological problems, we were not able to focus on learning from and applying the results as much as we hope to in the future. Nonetheless, we saw overall growth in students' mathematical achievement from fall to spring. The spring NWEA scores were consistent with students' scores on the CST-Math; however they provided more timely and more detailed information. And because the computerized assessment adjusted to student levels, the scores provided valuable information on each student's relative strengths and weaknesses regardless of whether the student was performing on, below, or above grade level. Teachers were able to review this information with students and parents, and use it to plan upcoming instruction.

● **What are your next steps?**

We have identified several areas for increased emphasis in 2009-2010. Our overall emphasis will be on learning and implementing *Everyday Math* in 2009-2010. Teachers will participate in summer workshops, district professional development, and site based workshops, grade level planning, and professional discourse.

Results on classroom based assessments, CST-Math, MARS, and NWEA all reinforce the importance of continuing to focus on our work with under-represented minority students. As noted above, our efforts to provide additional support are showing results in increased learning and higher math test scores. However, Hispanic and African American students, English Language Learners, and children from low-income families all continue to lag behind other students in their performance.

The NWEA Math Assessment provides detailed, timely data on math achievement for teachers' use in planning instruction, and schoolwide use in analyzing strengths and weaknesses in our mathematics instruction. However administering this assessment has been plagued with technological problems and has taken a great deal of time. As we use the assessment in 2009-2010 we will work with the District math TOSA to analyze costs versus benefits of this assessment.

## **LEARNING ENVIRONMENT**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>B3.4</b> Build professional learning in all work environments.</p> <p><b>Site Goal:</b> All members of the Barron Park school community – students, staff, and parents – will:</p> <ul style="list-style-type: none"> <li>● See themselves as learners;</li> <li>● Feel that they belong to the community; and</li> <li>● Demonstrate respect for all people and value their diverse backgrounds and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal, teachers, and staff will strive to create and maintain a community based on caring and respect for all of our members, through implementation of strategies which teach and foster inclusive, respectful and responsible behaviors and interactions in class and on the playground.</li> <li>● Teachers will teach friendship skills, emotional self-regulation, and ways to stand up to bullying behaviors through the Steps to Respect curriculum in grades 3-5 and Second Step in grades K-2.</li> <li>● We refuse to tolerate bullying in any form at our school. All staff are (and will continue to be) trained in consistent discipline policies and procedures.</li> <li>● Staff will collaborate on development and implementation of specific identity safety strategies which contribute to a climate of safety and respect for each child and his/her background, culture, family, and experiences.</li> <li>● As a school community, we will enhance opportunities for children to find the common themes in their pasts and histories, so that they can discover what they have in common as well as celebrate their differences.</li> <li>● Staff will focus on creating a learning environment that helps students feel safe taking academic risks, and on teaching problem-solving skills to help students handle academic challenges.</li> <li>● Teachers will continue to foster self-directed learning, and to implement assessment and reporting practices that support this (such as student-led conferences, self-assessment, and use of rubrics to clearly communicate areas for improvement).</li> <li>● Teachers will promote equitable participation of all students by teaching to diverse learning styles; and will provide opportunities for students to use their multiple talents to demonstrate learning and understanding of the curriculum.</li> <li>● Staff will collaborate on ways to use diversity as a resource for learning by teaching an inclusive curriculum that reflects the cultures and backgrounds of the students integrated into lesson plans, literature, visual and performing arts, and bulletin board displays.</li> </ul>

- Staff will provide opportunities for students to take on leadership roles within the classroom and school, and encourage student service within the school and in the wider community.
- Teachers will provide mainstreaming and reverse mainstreaming opportunities for special day class students; and will support regular education students, special education students in regular education classrooms, and special day class students in interacting in positive, respectful ways.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

● **What activities, strategies and/or programs were most helpful to ensure that the school community made progress in promoting an effective learning environment?**

Within classrooms, we foster social and emotional health and resilience in a number of ways, including the development of class and school norms for positive behaviors and regular class meetings to discuss successes and “rough spots.” Across the school, we foster a sense of connectedness and belonging through buddy class activities; mainstreaming and reverse mainstreaming with our special day classes; and Constellation groups. Constellation groups are a special feature of Barron Park; they are multi-aged groups of children that meet biweekly for community-building activities with an adult staff member; groups stay together over students’ time at Barron Park. We also provide a variety of opportunities for students to participate in meaningful and responsible ways through Student Council, peer tutoring, and class and school jobs (from recycling to raising the flags). Teachers train children in conflict resolution techniques, and help them practice those techniques as needed to become effective in solving problems and resolving conflicts.

Since spring 2007, we have been implementing the Committee for Children’s *Steps to Respect* and *Second Step* programs at Barron Park. This schoolwide program includes a strict policy of no tolerance for teasing or bullying behaviors; structured, consistent discipline procedures; and in-class lessons. Kindergarten through second grade students learn friendship skills, impulse control, and social problem-solving in *Second Step* lessons. Third through fifth grade classes learn perspective-taking, self-management skills, and the social skills to build and maintain friendships, resolve conflicts, and prevent bullying through the *Steps to Respect* curriculum and related literature books.

Teachers provided a broad range of meaningful experiences for students to use their multiple talents to demonstrate learning and understanding of the curriculum through art, music, drama/simulations, technology, and hands on projects and experiments. In addition to PAUSD Music and PE classes, hands on performing arts projects supported by PiE funds brought the Theatreworks Poetry Project; Mexican Ballet Folklorico; Congolese chanting, dancing, and drumming; puppetry around the world; modern dance; and a simulated “Walk Through the American Revolution.” All classes participated in the Spectra Art program. Opportunities for students to take on leadership roles within the classroom and school included Student Council, older and younger buddies, constellation groups, and peer tutoring. Daily and weekly mainstreaming and reverse mainstreaming opportunities for special day class and regular education students supported all students in interacting in positive, respectful ways. Beyond the classroom, Noon Art and Noon Math activities, and Noon Games with the YMCA, gave students ways to use and develop their unique talents and abilities.

● **What results stand out?**

Each year Site Council organizes a student survey which is administered to first through fifth graders during their library time in April. The overall student responses continue to be positive, with small changes from year to year. One area of focus for us has been building a **culture of respect** schoolwide. The students' responses continued to be positive. 93% of students say they like or love going to our school; 57% say they "love it." We also asked, "Do you feel that people at school accept you for who you are?" 54% of the students responded, "Yes, almost everyone," while an additional 34% responded that "some people are accepting."

This year we asked students two new questions designed to help students **reflect on their own learning and on the strategies that work best for them**. On both of these questions students could choose more than one response. "Working by myself," was the most frequently chosen response to the question "How do you learn best?" with "Working with a partner" a close second. Tied in third place were "In a small group" and "When an adult helps me." The choice that drew the fewest student responses was "With the whole class."

A related question was, "What strategies help you learn best?" All of the strategies listed were selected at least sixty times. The top two responses, garnering 83 and 81 responses respectively, were, "From watching a video or DVD," and "From hands-on activities like experiments or games." After that, in order from most frequently chosen to least frequently chosen, were "Reading about something," "On the computer," "By doing projects," and "From the teacher talking."

Turning to the **playground**, 80% of students report that they understand our school norms and rules, and 88% say that students follow those school rules some or most of the time. When children do have a problem with other people not following school rules, 51% of them report being able to find an adult to help most of the time and 37% say they can find an adult to help some of the time.

Student responses in the **fifth grade exit interviews** confirmed the findings of the student surveys, and filled in more details and examples. These interviews are conducted in small groups by the principal. The topics for the interviews come from the California Healthy Kids Survey, and focus on four critical factors that promote healthy youth development and resilience: Caring Relationships, High Expectations, Meaningful Participation, and School Connectedness. The statements from the CHK survey are printed in italics; a sampling of actual responses is included.

CARING RELATIONSHIPS

*At this school there is a teacher or some other adult ... who really cares about me and listens to me when I have something to say.*

Every student felt there were one or more adults on campus who really cared about him or her. They most often mentioned their current and past classroom teachers. "My teacher really cares about each student. He knows our specific needs – he makes it specific to us, he talks to us." "There's lots of trust here. You can tell your teacher has trust in you." "A lot of teachers here have a good sense of humor, too."

HIGH EXPECTATIONS

*At this school there is a teacher or some other adult ... who always wants me to do my best; who tells me when I do a good job; who believes that I will be a success.* "All of the teachers do – they want us to try harder." "They do it for different people in different ways. They encourage people differently." "If I don't understand, they show me a different way to do it." "...and they help us do better the next time." "You [principal] talked to me when I was in trouble. You wanted me to do my best."

## MEANINGFUL PARTICIPATION

*At school ... I do interesting learning activities; I am encouraged to take responsibility for my own learning.*

This year's fifth graders confirmed what we have learned in previous exit interviews: they are most interested and engaged in hands-on activities, role plays, and simulations. "This school is creative. Our teachers are creative and fun; they don't just give us paper and pencil worksheets." Students in all of the small groups talked at length and with passion about how much they have come to love science through out the grades. "We do lots of fun and interesting science activities, where we're also learning." "This year we did STEP [raising steelhead trout]; we learned a lot and it was really cool." Students described learning history on field trips, through the fourth grade Gold Rush simulation and the fifth grade colonial projects, archaeological dig, and "Walk Through the American Revolution." "We have to be responsible for our own learning. Once the teacher does the teaching, we still have to do the learning."

*At school ... I do things that make a difference and "give back" to other students and to the school.*

Constellation groups were also mentioned very positively when fifth graders talked about the ways they had made a difference in their school. "I like picking up the kinders for constellations – they were excited." "It was fun to lead activities and to help the other kids do things!" "I thought it was kinda scary – we went from just being there, last year, and this year we were the leaders. It was a big jump!" Fifth graders mentioned many other ways they helped out: tutoring, having younger "buddies," helping with PE classes for SDC students, helping run the Talent Show, and serving as runners during earthquake drills. "I was on the Green team. We help the environment." "As fifth graders, we can be role models – like be respectful, play fair and not too aggressive. The little kids look up to us."

## SCHOOL CONNECTEDNESS

*At Barron Park kids treat each other with respect. At this school I am encouraged to take responsibility for my own behavior.*

"This school is safe. Most kids are respectful." "I agree and disagree. Sometimes, some kids call bad names, or are mean or rude." "Some kids are only polite when they have to be, like when they're around teachers." "Steps to Respect [teaches respectful behavior] too. Some kids don't use it. When I'm a lunch helper, some kids don't say 'please' or 'thank you.'" "As fifth graders, we could be better role models. We should treat others like we want to be treated." "You should admit it when you do something – 'yeah, it was me.'"

*The teachers at Barron Park treat students fairly.*

"My teacher has the right amount of discipline and treats us well. "All the teachers here are nice and fair. When you're older, you can see that." "They're more strict on the older kids, because we should know better." "At this school the teachers always explain the consequences, and then they actually do it. So, students know they will do what they say."

### ● What are your next steps?

Our next steps in building a more effective learning environment include reinforcing the *Steps to Respect* program by working on greater consistency across grade levels, and by linking real situations and examples from books to the *Steps to Respect* lessons more explicitly and more frequently. To continue to build awareness of and respect for different cultures, staff will share ideas for including international games and activities in PE, field day, constellation groups, and also in to related areas of the curriculum. We continue to focus on making classrooms safe for all students to take risks, make mistakes, and learn from those mistakes, and will expand our efforts to teach students explicitly about the growth mindset. As part of that focus, teachers will include more opportunities for students to assess their own work and make corrections and improvements.

## **MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>B3.4</b> Build professional learning in all work environments.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● English Language Learners will achieve measurable progress in English language acquisition.</li> <li>● English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>● English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>● The EL teacher will administer the CELDT to all students whose home language is other than English, and to all students currently receiving ELD services, to obtain baseline and annual data.</li> <li>● Teachers will participate in Sheltered Instruction Observation Protocol (SIOP) workshops as available, and will continue to improve use of SIOP and Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>● All staff will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families.</li> <li>● Staff will seek to increase the participation of at-risk students' families who are also in the ELD program through the Home School Liaison program, conferences, translation of materials and at meetings, home visits, and directed homework support.</li> <li>● School and District staff will provide opportunities for EL students' parents to learn English through PAUSD Adult Education ESL (English as a Second Language) classes and the Community Based English Tutoring program.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that English language learners made progress?**  
 The EL teacher administered the CELDT test and provided a weekly program of English instruction coordinated with the classroom teacher. She provided additional direct support and consultation for some Redesignated students (RFEP) who continued to need instruction in English grammar and writing. Teachers used Specially Designed Academic Instruction in English (SDAIE) strategies to teach all subject areas in all classrooms, and provided small group and individual support as needed. In spring 2009 we devoted staff meeting time to work with the ELL TOSA on ways to more effectively provide English language instruction in the regular classrooms in addition to the instruction that is provided by the ELD teacher.  
  
 We were able to increase the participation of at-risk students' families who are also in the ELL program through the Home School Liaison program, parent conferences, translation of materials and at meetings, and home visits. We also provided opportunities for EL students' parents to learn English through PAUSD Adult Education ESL (English as a Second Language) classes and, here at school, through the Community Based English Tutoring program. Our

ELAC committee sponsored a very successful spring coffee and get-together for all parents who spoke a language other than English, including parents of ELs and also parents of students who already speak English.

● **What results stand out?**

Of the 107 students who qualified as English Learners based on their fall 2008 CELDT scores, 21 were at the beginning level, 15 early intermediate, 30 intermediate, and 19 early advanced. All of the English Language Learners made at least some progress in reading, writing, and math on PAUSD and classroom assessments. Of the 58 English language learners who took the Content Standards Tests in spring 2009, 14 (24%) tested Proficient or Advanced on the English Language Arts California Content Standards Test, and 27 (47%) tested Proficient or Advanced on the Mathematics California Content Standards Test. We also track the performance of students who have been Redesignated [as] Fully English Proficient (RFEP). Of the 12 RFEP students, 11 (92%) tested Proficient or Advanced on the English Language Arts California Content Standards Test, and 10 (83%) tested Proficient or Advanced on the Mathematics California Content Standards Test.

On analyzing local assessments and California Standards test results by CELDT levels, there is a clear pattern of increased achievement the longer students are in the US. On the whole, the scaled scores for English learners who have been here less than 12 months are lower than those for English learners who have been here longer than 12 months, which are lower than those for English Only and Fully English Proficient students. The differences are particularly evident in the Reading and Language Arts portions of the tests. We see similar patterns in the ERB writing and MARS math assessment results. Both assessments require students to use the English language to demonstrate their proficiency, and in both cases we see that the scores of our English Language Learners rise the longer they are in the US.

There are a few notable exceptions to this pattern – we had nine students who came in to grades 2-5 in fall 2008 speaking little or no English, but who had parents who had achieved a high level of education in their home countries (college or graduate school). While these students scored at the beginning level on the CELDT in the fall when they arrived, by spring they had made tremendous progress in learning English, and seven out of nine (78%) tested Proficient or Advanced on the English Language Arts *and* Mathematics California Content Standards Tests.

● **What are your next steps?**

In 2009-2010 we will focus on providing daily English language instruction in the regular classrooms in addition to the instruction that is provided by the ELD teacher. This will include explicit teaching of vocabulary, grammar and syntax differentiated according to students' needs. We will also continue to use SDAIE strategies and other visual and hands-on approaches to teach academic vocabulary and concepts in the content areas.

We plan to start our ELAC meetings earlier in the fall, and hope to host a fall coffee and get together to make connections between new and returning parents, so that newcomers have more and earlier opportunities to learn about US schools.

We will continue to focus on seeking and implementing instructional strategies and supports to help English learners who are also from low income families and/or families in which parents have a high school education or less.

## **MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>B3.4</b> Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying under-represented minority and special education students and English language learners, addressing the social and emotional needs of GATE students; and improving parent communication.</li> <li>● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity.</li> <li>● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate.</li> <li>● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress.</li> <li>● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students.</li> <li>● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.</li> <li>● Principal and all staff will foster a schoolwide love of learning, and will seek parent and community volunteers to provide resources and enrichment opportunities beyond the classroom.</li> <li>● Staff will seek out additional enrichment opportunities in the visual and performing arts to implement at all grades.</li> </ul>

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

● **What activities, strategies and/or programs were most helpful to ensure that gifted, talented, and high achieving students made progress?**

Through the Kid by Kid process, the principal and teachers identified GATE and other high achieving students, developed instructional plans, and monitored student progress. This was followed by formal identification of GATE students at 3<sup>rd</sup> and 4<sup>th</sup> grades in late winter 2009. Teachers provided a variety of classroom-centered experiences for GATE, high performing, and other motivated K-5 students through individual and small group assignments and expectations modified for greater depth and/or complexity; differentiated materials and activities; questions probing for higher level thinking; and enrichment opportunities. Teachers participated in district and site professional development on the differentiation of instruction, and used staff and grade level meeting time to collaborate on instructional strategies and share curriculum materials for high achieving students. A particular focus during 2008-2009 was on the use of small reading groups organized by students' reading levels; through staff work with the DRA2 teachers have become more skilled in providing even the highest readers with discussions and assignments that push them to analyze their reading more deeply and more critically.

In addition to PAUSD Music and PE classes, we implemented special projects in the performing arts at each grade level: a Mexican Ballet Folklorico dance residency at kindergarten; Congolese chanting, dancing, and drumming at first grade; puppetry around the world at second grade; modern dance for third grade classes and special day class students; the Theatreworks "Playing with Poetry" Project for fourth graders; and a simulated "Walk Through the American Revolution" at grade 5. In the fifth grade exit interviews, high-performing fifth graders mentioned several special projects as providing challenging learning opportunities: the Salmon Trout Education Project; reports on the American colonies; an archaeological dig that required analysis and application of their learning in history; and the written "probes" of figures from the American revolution.

● **What results stand out?**

We saw a significant increase in students scoring at the Advanced level on the Content Standards Tests at several grade levels and cohorts in spring 2009.

● **What are your next steps?**

Staff will continue to focus on strategies for differentiation within the classroom, with a particular focus on mathematics in the 2009-2010 school year.

## **MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3.4</b> Build professional learning in all work environments.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● Provide identified students with a variety of strategies to access the core curriculum.</li> <li>● Enhance communication between the school community and families of special education students.</li> </ul>	<ul style="list-style-type: none"> <li>● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that Individual Education Plan goals are met.</li> <li>● Special education staff will communicate the specific learning styles and needs of special education students to classroom teachers.</li> <li>● Staff will focus on creating a learning environment that helps special education students feel safe taking academic risks, and on teaching problem-solving skills to help them handle academic challenges.</li> <li>● General education teachers will work with special education teachers to develop specific tactics and tools for working with special education students.</li> <li>● Staff will collaborate on ways to create identity safe classrooms for all students, including students receiving special education services.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that special education students made progress?**  
 Special education staff communicated the specific learning styles and needs of special education students to classroom teachers at the beginning of the year, in annual IEP meetings, and in regular, informal consultations. Regular six week check-in meetings with the entire team provided additional guidance for teachers working with fully included students. Teachers differentiated classroom instruction and assignments as needed to allow special education students to access the core curriculum, and modified assessments as needed so that a student's specific learning disability did not impede their performance in another subject area (such as writing a math assessment). Special education staff, the principal, and teachers evaluated the progress of the special education students regularly to ensure that adequate progress was being made toward Individual Education Plan goals. Staff members worked together to create a learning environment that helped special education students feel safe taking academic risks; to teach identified students problem-solving skills to help them handle academic challenges; and to create identity safe classrooms for all students, including students receiving special education services. Mainstreaming and reverse mainstreaming provided regular opportunities for special day class students and their same-age peers to interact and learn from each other.
- **What results stand out?**  
 All special education students made progress toward the goals set in their IEPs, with some making dramatic strides in reading, writing, or math. Collaboration among staff members was a key to the success of these students.

● **What are your next steps?**

Special education and regular education teachers will collaborate to increase our focus on making sure that the learning environment in each classroom and in the school is safe, supportive, and inclusive for students with special needs. Teachers and specialists will continue to incorporate explicit teaching about the growth mindset in to their work with all students, including students with special needs. Special Day Class teachers will continue to provide opportunities for regular education students to learn about the particular challenges faced by children with autism.

## **MEETING THE NEEDS OF ALL STUDENTS: TITLE 1**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3.4</b> Build professional learning in all work environments.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● Provide identified students with a variety of strategies to access the core curriculum and ensure high levels of achievement.</li> <li>● Enhance communication between the school community and Title 1 families.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will assess student strengths and needs in reading, writing, and mathematics using a variety of tools and measures; use the data to identify students performing below grade level; and monitor student progress throughout the year.</li> <li>● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall and winter to discuss target students' achievement and to plan appropriate instructional strategies and interventions.</li> <li>● The Reading Specialist will provide intensive individual and small group interventions for students reading below grade level, with an emphasis on first grade, and will coach teachers in supporting identified students in their classroom reading program.</li> <li>● The Home School Liaison will provide intensive support for Spanish-speaking Title 1 students and their families through home visits, parent education, and in-school support.</li> <li>● School or District teachers will provide before or after school supplementary instruction (Academy) for 2<sup>nd</sup>-5<sup>th</sup> graders reading or doing math below grade level; and after school homework support (Homework Club) for upper grade students who need it.</li> <li>● District staff and the principal will provide opportunities for teachers to participate in professional development to promote challenge and high expectations for under-achieving students and students of color.</li> <li>● Staff will continue to discuss and implement College Pathway efforts to support under-performing students and students of color in the transitional years.</li> <li>● Staff will pilot an extended school day and year ("College Bound") within one fifth grade class during 2008-2009.</li> <li>● Principal and College Bound teacher will research successful programs and participate in relevant professional development, and will share those ideas and strategies with all teachers.</li> </ul>

- Staff will collaborate throughout the year to identify and implement strategies to help students develop the requisite skills and personal habits required for academic success K-12 and post-secondary.
- Principal, teachers, and staff will reach out to parents and families of Title 1 students through increased communication in English and Spanish, and develop and implement relevant and respectful parent education programs.

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

● **What activities, strategies and/or programs were most helpful to ensure that Title 1 students made academic progress?**

Staff provided a wide variety of supports and interventions to help Title 1 students make academic progress, through the Reading Specialist: Home School Liaison; before or after school and Saturday Reading or Math Academy classes; English Language Development; Resource Specialist and Speech/Language Specialist programs; instructional aides providing small group or one-on-one support; trained literacy volunteers from the Retired Senior Volunteer Program and the Jewish Coalition for Literacy; and parent and community volunteers. Other categories of successful supports for Title 1 students focused on strategies for building positive relationships between students and teachers, and on parent education and involvement.

Classroom teachers and specialists met with the principal in fall and spring to develop and monitor multiple interventions and supports for target students. Through this **Kid by Kid** process teachers developed plans for each child. By analyzing the students who made strong progress academically, we noted several factors that seemed to contribute to success for particular students. We saw strong, steady progress among students who stayed at Barron Park for several years, and who attended school regularly and on time. School-related factors we have observed include a strong, positive teacher/student relationship; a teacher who communicates high expectations and maximizes time on task in the classroom; and the use of clear, explicit instructional strategies and best practices such as one-to-one support, guided reading, differentiated instruction, SDAIE strategies, instruction focused on clear objectives, and active participation.

In 2008-2009 the **Reading Specialist** served 32 students who were reading well below grade level: nine first graders in Reading Recovery; 17 first through fourth graders in small reading groups; and 5 kinders in early literacy groups. She worked closely with classroom teachers as they implemented and refined guided reading in small, leveled groups. She also led a literacy book group for teachers, and worked with the literacy leads to present site based staff development on using information from the DRA2, the theory and practice of guided reading, non-fiction reading strategies, and improving reading fluency and comprehension. In addition, she met with parents to reinforce the importance of regular reading at home, and to show parents how to help with the assigned word work and writing.

Our intensive **Home School Liaison** program provided support and a home-school connection for our largest group of under-achieving students, those of Latino background. The Home School Liaison worked with identified students and their parents in their classrooms, on campus, and in regular home visits to model literacy and math activities. She called to remind parents of parent education workshops, translated at parent conferences and Student Success Team meetings, helped parents fill out forms, and referred families to community resources. The **Parent Institute for Quality Education (PIQE)** program provided a series of parent education workshops in Spanish to teach parents how to help their children succeed in school. Our after school **Homework Club** provided a quiet location and support as needed for upper grade students two afternoons per week. Homework Club is a joint effort, supported by both Title 1 and PTA funds. On any given day two-thirds to three-quarters of the students participating qualify for Title 1 support. Students, parents, and teachers alike credit this program with all students become successful in completing their homework.

Through the **College Bound** program, sixteen fifth graders participated in an extended school day and extended school year. During the additional instructional time, students built background knowledge, developed and extended their academic vocabulary and language in oral and written English, and worked on the skills and habits of mind necessary for college. This project was modeled on successful programs in other school districts. Key elements of the program included high expectations; explicit instruction and reinforcement of a “growth mindset” toward learning; pre-teaching of vocabulary, concepts, and background knowledge for upcoming science and social studies topics; and time for extended, additional practice in all areas of the curriculum.

● **What results stand out?**

Of the 2nd-5th graders who took the California Content Standards Tests in spring 2009, 64 students qualified for free or reduced lunch and thus are considered economically disadvantaged. Nineteen of those students (29.5%) scored Proficient or Advanced on the English Language Arts CST, and 30 (47%) scored Proficient or Advanced on the Mathematics CST. These figures are up slightly from 2008 in English Language Arts (up from 26%), and **up significantly in the Mathematics CST** (up from 36%). Nonetheless they do not meet the raised goals for Adequate Yearly Progress set by NCLB, and we will continue to work on seeking and implementing instructional strategies to improve their academic progress.

In analyzing the demographics of students scoring at Basic or below on the CST, we see that a much higher percentage of those students are English Learners; qualify for free or reduced lunch, are Hispanic, and/or have parents with lower levels of education than in Barron Park’s overall student population. That is the demographic that we targeted in developing and piloting **the College Bound** program. Of the 16 fifth graders who completed the first year of that program, nine (56.3%) made “adequate yearly progress” on the English Language Arts CST, and 12 (75%) made “adequate yearly progress” on the Mathematics CST. The students in the College Bound class who had identified learning disabilities are among those who did not make adequate yearly progress; while these students were in class for more hours, they did not receive additional Resource time beyond what was already in their IEPs. The additional time alone does not seem to have made the difference for these students.

The additional time on task in the College Bound program, along with the emphasis on the skills and habits of mind necessary for college readiness, made the biggest difference in mathematics even though reading and writing were emphasized equally.

● **What are your next steps?**

We continue to see an “achievement gap” for low income students, English learners, and under-represented minority students. Our scores reflect slow, gradual progress over time for these sub-groups, yet we still have a long way to go. As we implement the new mathematics curriculum in 2009-2010, we will pay close attention to continuing to support students who are struggling. In reading, we will continue to refine our use of guided reading in all classrooms, and further emphasize teaching to build fluency and deepen comprehension. In all subject areas we will continue to focus on explicitly reaching and reinforcing a growth mindset and other college-going skills and attitudes.

In 2009-2010 we will focus on providing daily English language instruction in the regular classrooms in addition to the instruction that is provided by the ELD teacher. This will include explicit teaching of vocabulary, grammar and syntax differentiated according to students’ needs. We will also continue to use SDAIE strategies and other visual and hands-on approaches to teach academic vocabulary and concepts in the content areas.

This year we will expand the College Bound program to include 3<sup>rd</sup> and 4<sup>th</sup> grades, and will strive to make every moment of the day count instructionally for all of our students.

# ***APPENDIX***

## 2008-09 Demographic and Student Achievement Data Barron Park Elementary

### 2008-09 Enrollment

	Number	Percent
Asian	76	22 %
White, not Hispanic	131	38 %
African American	17	5 %
Hispanic/Latino	97	28 %
Other	25	7 %
Total	346	
Free-Reduced Lunch	97	28 %
Special Education	43	12 %
English Learner (EL)	105	30 %

Source: SASI- August 2009.

### Academic Performance Index (API)

2007 BASE	2008 GROWTH	2008 BASE	2009 GROWTH
848	851	852	861

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

### MARS- Grades 3, 5 Percent of Students Scoring at Each Level

	Grade 3			Grade 5		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Highest	47	36	35	43	45	51
At Standard	34	34	55	20	32	29
Below Standard	19	17	8	25	11	17
Minimal Achievement	0	14	0	11	11	2

The MARS test is aligned to NCTM standards and is designed to assess students' ability to solve mathematical problems and to explain their thinking.

### Education Records Bureau Writing Assessment Program (ERB WrAP) Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2006-07		2007-08		2008-09	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
Stanine 7 - 9	22	10	31	28	25	46
Stanine 4 - 6	50	60	41	58	56	43
Stanine 1 - 3	28	31	29	15	19	11
Number Tested	36	42	49	40	52	46

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing traits.

### PAUSD Literacy Assessment Portfolio/Running Records Percent of Students At or Above Grade Level

Grade	2006-07	2007-08	2008-09
K	75	88	95
1	80	76	87
2	92	80	77
3	80	73	90
4	65	74	79
5	89	80	91

The PAUSD Literacy Assessment Portfolio provides strategies and tools to be used district wide in assessing student progress. Running Records are a tool for assessing students' text levels using a series of graded or leveled reading materials.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, <http://www.pausd.org/community/about/sar.shtml>, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: <http://www.cde.ca.gov>.

## Barron Park STAR Test Results

*CST refers to the California Standards Test.*

*This table shows the % of students scoring at the proficient and advanced levels.*

Grade	CST 2006			CST 2007			CST 2008			CST 2009		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
<b>English/Language Arts</b>												
<b>2</b>	38	33	71	33	22	55	34	24	58	23	44	67
<b>3</b>	15	37	52	36	22	58	25	20	45	32	29	61
<b>4</b>	26	49	75	21	55	76	15	58	73	17	50	67
<b>5</b>	33	43	76	43	36	79	26	50	76	17	52	69
<b>Mathematics</b>												
<b>2</b>	29	47	76	21	41	62	31	44	75	24	46	70
<b>3</b>	19	44	63	23	38	61	24	37	61	32	52	84
<b>4</b>	23	40	63	19	33	52	29	42	71	23	42	65
<b>5</b>	46	31	77	41	27	68	28	44	72	37	43	80
<b>Science</b>												
<b>5</b>	36	23	59	48	16	64	32	36	68	37	28	65