

2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

Name of Principal Mr. Jim Lee

Official School Name Foothill Ranch Elementary School

School Mailing Address 1 Torino Drive
Foothill Ranch, CA 92610-

Tel. (949) 580-3423 Fax (949) 586-9982

Website URL http://www.foothillelementary.com/ Email LEEJ@svusd.k12.ca.us

I have reviewed the information in this package, 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. Jerry Gross

District Saddleback Valley Unified School District Tel. (949) 586-1234
25631 Peter A. Hartman Way Fax (949) 951-0994
Mission Viejo, CA 92691

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Suzie Swartz

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 II - DEMOGRAPHIC DATA

1. Number of schools in the district: 27 Elementary schools
0 Middle schools
4 Junior high schools
5 High schools
36 TOTAL

2. District Per Pupil Expenditure: \$5,930

Average State Per Pupil Expenditure: \$6,360

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

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

8 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	98	88	186	7			
1	105	103	208	8			
2	117	105	222	9			
3	111	96	207	10			
4	71	103	174	11			
5	88	72	160	12			
6	86	74	160	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							1317

6. Racial/ethnic composition of the students in the school: 69 % White
1.7 % Black or African American
10.6 % Hispanic or Latino
18.1 % Asian/Pacific Islander
0.5 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 6 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	35
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	51
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	86
(4)	Total number of students in the school as of October 1	1336
(5)	Subtotal in row (3) divided by total in row (4)	.064
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: 2.7 %
36 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Arabic, Farsi, German, Gujarati, Chamorro, Korean, Chinese, Tagalog, Serbian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 2.8 %
34 Total Number Students Who Qualify

10. Students receiving special education services: 15 %
84 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>46</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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)	2	_____
Classroom teachers	53	12
Special resource teachers/specialists	4	1
Paraprofessionals	_____	4
Support staff	4	28
Total number	63	45

12. Student-“classroom teacher” ratio: 22.3:1

13. Show the attendance patterns of teachers and students

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	96.3%	96.7%	97%	97%
Daily teacher attendance	94.1%	94.4%	96.1%	95.3%	94.5%
Teacher turnover rate	6%	15%	7%	4%	6%

The teacher turnover rate in 2000-2001 is higher than the normal rate. In reviewing this year, it appears that the turnover rate was higher due to three contributing factors. Two partnership teaching assignments disbanded and the members took back full-time positions. Six teachers moved out of the area. One teacher went back to school full-time to work on a doctorate degree. The turnover rates in the years, 2001-2002, 1999-2000, 1998-1999, and 1997-1998, are reflective of a young teaching staff who has reached the child bearing years. Consequently, the majority of teachers in these years left Foothill Ranch to raise children or assume partnership teaching positions.

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

The picturesque campus of Foothill Ranch Elementary School rests among the hills of the unincorporated community of Foothill Ranch in Orange County, California. The newborn surrounding community is filled with family homes, business centers and industrial parks. With an expansive view of the Pacific Ocean and Catalina Island, it is no wonder this stunning location inspires us to broaden our horizons and think big.

The school began as a community of learners in September of 1994 with 350 students and 13 teachers. On January 3, 1995, the students and staff moved into the newly completed permanent facility. Foothill Ranch Elementary School's majestic early California Mission architecture serves as a visible and proud landmark for the entire community. The Foothill Ranch campus consists of twenty-seven permanent and thirty-six portable classrooms, as well as four portable buildings for on-site day care. Adequate space has been provided to accommodate all of the 20 to 1 classes initiated by Governor Wilson in the primary grades. A functioning bell tower overlooks the center of campus and the courtyard that greets students and parents. Classroom buildings dot the campus, connected by walkways bordered by manicured planters. Both the blacktop play area and outside field offer the most dramatic views of the school and most of Southern Orange County. The school also contains a library, kitchen and multipurpose room with a stage.

Since opening its doors in 1995, the school's student population has grown to approximately 1331 students. From the original thirteen teachers, Foothill Ranch now boasts sixty-five certificated and thirty-two classified personnel. The staff and the community worked together to develop the following school mission statement. Foothill Ranch Elementary School is committed to providing a nurturing and safe environment in which children develop a lifelong love of learning. Abundant and diverse opportunities will be provided for students to develop intellectually, emotionally, physically, and socially. All classrooms will encourage students to discover and use their natural learning styles in a curriculum that is balanced, integrated, and experiential.

With the availability of Mello-Roos community taxes, State funds, and PTA support, Foothill Ranch Elementary is rich with technology. Each classroom is outfitted with three computer workstations. All teachers are assigned or have access to laptop computers for home use. The school is internally networked with fiber optic cabling which extends to the district and beyond via the Internet. Additionally, a centralized video distribution system connects classroom TV monitors to a variety of video equipment located in the library's media room. Two instructional labs allow our students weekly opportunities to research and learn the latest software applications.

The Students of Foothill Ranch reflect the ethnic diversity just beginning to take place in South Orange County. While 69% of the students are white, 14% are Asian, 10% Hispanic, 4% Filipino, 2% African American, .5% American Indian. The staff and community embrace and celebrate this diversity!

Foothill Ranch Elementary is a model of the union between the school site and the community. As its enrollment and staff grow, so does its tradition and reputation for excellence within the Saddleback Valley Unified School District and throughout the County and State. Since the inception of the Governor's award program for academic excellence, Foothill Ranch has achieved its yearly growth target, has a ranking of 10 out of 10 among all California schools, and our score on the Academic Performance Index (API) is currently 903(Statewide adjustment) out of a possible 1000.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Description of State Testing Program

The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

In July 2000, the California Department of Education and the California State Board of Education jointly developed a long-term plan for the state assessment program. This plan, the Standardized Testing and Reporting (STAR) Program has been updated each year but continues to focus on six principles used to assure the quality of the tests. The six principles are:

1. State tests will focus instruction on the mastery of state content standards.
2. All state assessments will conform to rigorous technical standards.
3. STAR standards tests will be the “core” of the state testing and accountability system.
4. A nationally-normed test will provide national comparison data on student achievement.
5. Other state assessments will be coordinated with STAR.
6. State assessment results should be designed to be as useful as possible to school administrators, teachers, parents, and students.

The STAR program is comprised of three elements:

1. A nationally-normed achievement test (NRT),
2. California Standards Tests, and
3. A Spanish language nationally-normed test.

The California Performance standards have been aligned with the federal No Child Left Behind Act of 2001 requirements for proficiency and adequate yearly progress. Performance Standards have been used to report students’ scores for English/language arts tests beginning in 2001 and performance standards have been reported for mathematics beginning in 2002.

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Disaggregated student assessment results are used to improve student learning. Curriculum teams made up of teachers and parents evaluate and update the Single Plan for Student Achievement in the spring of each year. In the fall of each year grade level teams evaluate both standard (SAT9) and school based assessments to determine current curricular focuses. Their plans for each grade level form the District’s required Annual Summary Action Plan (ASAP). The ASAP is then folded into the Single Plan for Student Achievement and submitted to the School Board for adoption each school year. It is a dynamic document that changes each year based on detailed SAT 9 evaluations, parent input, and state curricular updates and changes.

For example, it was noted by school staff that the spelling scores on the spring 1998 SAT 9, while above national averages at every grade level, were below our school grand average. Spelling curriculum

at Foothill Ranch Elementary School was revised and the scores showed significant gains in 2001. Foothill Ranch Elementary School spelling scores improved on average by 10 percentile points. Additionally, the classroom teacher is continually assessing each student each week. To improve student comprehension, flexible groupings with appropriately leveled readers were employed school-wide. This practice provides the opportunity for students to receive remediation based on observed deficiencies. Foothill Ranch purchased the Scholastic Reading Inventory and the Accelerated Reader Programs to encourage students to read books outside of the classroom at an appropriate level of difficulty. Through teamwork and high academic expectations, Foothill Ranch Elementary School's 2001 SAT 9 scores were among the top ten countywide. Additionally, Foothill Ranch Elementary attained an Academic Performance Index score of 910 making it the top ranking school in the Saddleback Valley Unified School District.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Because parent communication is crucial to successful student growth, Foothill Ranch Elementary School teachers meet with parents regularly to discuss individual student improvement in relation to the State standards and norm-referenced testing. These results, as well as other school successes, are shared with parents, students, and the community through the annual School Accountability Report Card, SAT 9 testing reports, principal newsletters, school and district websites, student progress reports, parent conferences, and principal presentations to parents at Back to School Night. Trimester progress reports provide yet another link between SVUSD School District Objectives, informal assessments, the curriculum, and standardized achievement tests. These progress reports provide detailed, meaningful information to parents, not only about a child's achievements, but also about expectations for future progress. If the teacher notes a concern, parents are invited to attend an informal meeting with the school administration and student intervention team (SIT) to brainstorm ways in which the parent, and/or school community can help. If immediate improvement is not forthcoming, a student study team is assembled. The school psychologist, speech and language specialist, the resource teacher, the classroom teacher, and the principal convene with the parent to get permission to do a complete assessment battery. If the student qualifies, he or she may be admitted to the Special Education Program where an individual education plan will be completed.

3. Describe in one-half page how the school will share its successes with other schools.

High test scores combined with heightened parental involvement have earned Foothill Ranch an excellent reputation within the educational community. Recently, Foothill Ranch has been identified as a Professional Development Site (PDS) for the California State University, Fullerton (CSUF). A PDS is a specially selected visitation site that, among many other benefits, provides teacher candidates an opportunity to observe first-hand how a model classroom might look for a fully-included special education student. Having this program onsite allows teacher candidates an opportunity to complete teacher education course work right here on our campus. Additionally, Foothill Ranch master teachers provide the CSUF student teachers with working examples of rich academic successes in all curricular areas. Furthermore, the Foothill Ranch staff members are frequently asked to be guest lecturers for the CSUF night classes that are held in the Foothill Ranch library. The Foothill Ranch staff also shares techniques with other teachers who work at other schools within the Saddleback Valley Unified School District. Foothill Ranch teachers are frequently asked to be presenters at school district staff development in-services and summer workshops. It is common for a Foothill Ranch teacher to be instructing colleagues in how to successfully implement a quality reading and language arts program. School successes are also showcased on the District and Foothill Ranch websites.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The Foothill Ranch Elementary staff, dedicated to making every child a successful learner, has designed the curriculum to include a balance between skill, knowledge, concept development and application in each curricular area. In language arts the staff developed a rigorous program based on district curriculum standards, State Frameworks, *Every Child a Reader*, and school grade level expectations to address performance standards. The materials adopted include: Zoo Phonics, Project Read, Zaner Blouser *Spell It Write*, McCracken *Spelling Through Phonics*, and daily grammar and language concepts taught within the context of literature. All of the above, together with a literature based reading and a daily writing program, reflect the commitment to making every child a successful learner. In mathematics, math manipulatives, *Math Their Way*, *Sunshine Math*, and *Mountain Math* were all employed to supplement a very sequential Scott Foresman basic math text. Writing across the curriculum is common practice with math journals, art critiques, musical lyrics, science logs, and social science expository essays. Authentic assessment, basic math fact timed tests, as well as standards-based unit testing are common practice throughout the grade levels.

Two teachers and a parent are school representatives to curriculum and adoption committees. All teachers, parents, and community members have opportunities to review and give input to the adoption process. Each grade level works with the latest research, State and District standards, State Frameworks, curriculum guides and the Single Plan for Student Achievement to organize the curriculum and pacing for the core curriculum at each grade level. Grade levels articulate with each other to assure all areas are covered and there is a smooth transition between grade levels. Whole and small flexible groupings are instructional methodologies employed to maximize student achievement. Class size reduction to 20:1 for kindergarten through third grade, has allowed the staff to appreciate the effectiveness of small group instruction in a setting that can provide extended periods of learning for students in a less stressful environment. Upper grade teachers are finding that small skills groups and literature circles designed for differentiated instruction better meet needs of their students and provide more individualized attention that is needed to meet the State and District Standards. Additionally, the purchase of leveled readers has dramatically improved the way we do business.

Foothill Ranch has worked together with the community to bring art and music programs to enrich the curriculum. The PTA provides Art Masters for all students to learn about artists and how to use the artist’s methods to create their own masterpieces. Music specialists paid for by the District and School Improvement Program provide students valuable lessons in choral and instrumental music. Teachers involve their students in performances where they develop their unique musical and dramatic talents. After school enrichment classes afford students the opportunity to explore another language, chess, hands-on science, drama, advanced math, and a plethora of language arts offerings.

Our curriculum also provides each student access to learn a wide variety of computer skills and software applications. Students are encouraged and rewarded for reading within the realm of the Accelerated Reader Program, a comprehension-based leisure reading incentive program. Research skills are enhanced by access to the Internet and by the library browser. The librarian has set up special author and storytelling days. She hosts two Book Fairs with all proceeds dedicated to purchasing additional library books. Students are provided opportunities to become conversant with how to navigate the world with properly structured searches. Power Point presentations are now required for all students in fourth through sixth grade as a method of showing mastery of the standards in Social Science and Science. It is expected that all children will leave Foothill Ranch with a typing speed of no less than 50 words per minute with 95% accuracy.

All grade levels have developed interdisciplinary and thematic units that are driven by the State and District Standards. Simulations, manipulatives, field trips, and a weeklong science camp also enrich the curriculum. Lastly, Foothill Ranch offers optional after school enrichment classes to K-6 students. These classes provide Foothill Ranch students the opportunity to study a wealth of exciting offering including

beginning Spanish, French, and German.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

At Foothill Ranch we follow District guidelines and State Standards that specifically dictate what is to be taught at each of our seven grade levels. The District has adopted the Harcourt-Brace *Signatures* Series as our anthology. It was quickly discovered that to meet the State standards, we would have to provide supplementary materials at each grade level. Therefore, besides the anthology, phonics readers, and instant readers supplied by Harcourt-Brace our first grade curriculum, for example, also includes Steck-Vaughn *Phonics*, *Hampton Brown* materials for our ELL students, *McCracken Spelling through Phonics*, a District created spelling program based on *Words Their Way*, *Accelerated Reader*, sight word testing program, word walls, and Scholastic Reading Inventories given three times a year. For students who are late bloomers, we provide a Language Arts Assistance Program (LAAP) for grades one through three. The *Gates MacGinitie* assessment is employed for placement into the LAAP program. Additionally, a before school tutoring class is offered children who are at risk of retention.

Our District has provided training for all teachers to assess reading fluency. Our District requires teachers to use assessment tools provided by Harcourt Brace. The teachers at Foothill Ranch staff have agreed to supplement the Harcourt Brace assessment tools with the *San Diego Quick*, the *Bader*, and running records. These additional assessment tools allow teachers to better meet the needs of students in reading by providing multiple measures. It is common for students at Foothill Ranch to move between various leveled reading groups as strengths and weaknesses of students are identified with these multiple measurement tools. The school chooses to use variety of assessment tools so that data driven decision-making can occur. Ultimately, our reading curriculum is driven by ongoing assessment.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Foothill Ranch Elementary School has set a SVUSD benchmark for excellence in technology. Working together with local businesses, school community, and the District, Foothill Ranch Elementary School has created a powerful technological learning environment for students. The most important facet of this curriculum is what we do with all of these technological tools. Students are provided a variety of opportunities to use technology to increase knowledge, skills, and to develop a love of learning which is reflected in the school's mission statement.

Innovative technology units created by staff and district mentors are standards based, intricately tied to our curriculum, and teach computer literacy in word processing, graphics, and multimedia. For example, at fourth grade, technology units teaching students computer graphic skills to create California maps and legends that meet the fourth grade social studies standards as well as the District technology standards. The quality of student writing has been enhanced through the use of word processing. Teachers and students have at their fingertips on-line databases and web sites to expand the resources available to them for researching units of study. Teachers regularly download research and curriculum ideas to enhance their instruction.

All special education students have access to computers in their regular classrooms and their special education classrooms. Alpha Smart keyboards and word processors are used regularly by special education students to help them attain the goals written on their Individual Educational Plans. Every teacher at Foothill Ranch Elementary School has access to the SVUSD Student Information System. Teachers frequently use the student information system to compare historical SAT 9 content cluster data about their students to help them make decisions about modifying instruction. Through the school-wide network, teachers share curriculum materials they have developed such as writing prompts, rubrics, quizzes, and management tools. Technology is imbedded in everything we do.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Test data from the SAT 9 and California Standards tests, which are administered every spring, are used to plan and revise our site curriculum. Disaggregated results of these tests are provided to schools enabling teachers to evaluate individual students and subgroups. Teachers and grade level teams use the class summary reports to evaluate their own instructional program and make necessary changes in the curriculum instruction, which are updated in the Single Plan for Student Achievement. For example, as a result of three staff development days our teachers have formulated a flexible group approach in reading and math that is driven by ongoing assessments. In reading, teachers carefully monitor student work, writing samples, district developed assessments, and running records, to determine placement within a flexible group. Within the confines of these small groups leveled readers are a critical piece. Additionally, the instruction is tailored to meet the needs of each child. Frequent assessments allow students to move between groups, as their instructional needs change. In another example, the primary staff interpreted results from the SAT 9. They found a need to improve student computation skills. As a result of this analysis, primary teachers at Foothill Ranch Elementary School implemented a grade-level-wide timed test reflecting new state math standards.

SVUSD provides a district-wide assessment plan mandating reading benchmarks in first, third, and fifth grades, as well as, writing benchmarks in fourth and sixth grade. During the second trimester of 2001, sixth grade teachers met district-wide to read and score student papers based on a six-point rubric. These scores enabled teachers to deliver a more harmonious language arts program to their students throughout the district. Fourth grade writing samples were sent to Sacramento and were graded by State trained teams. Beyond standardized assessment, Foothill Ranch Elementary School teachers also keep student portfolios covering all curricular areas and are currently implementing technology to create electronic portfolios.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The Saddleback Valley Unified School District provides extensive professional growth opportunities throughout the year for teachers. Experts from within the district, as well as outside specialists, offer a variety of courses designed to meet the needs of teachers and support district and school curriculum, with an emphasis on language arts and mathematics. Each year funding for staff development opportunities are set aside via the school improvement budget, enabling one half of the teachers to attend conferences every other year. Staff development at Foothill Ranch Elementary School is exemplary, due in part to the expertise of the staff. Professional growth training on "Staff Meeting Mondays" supports the curriculum as outlined in the Single Plan for Student Achievement and reflects the results of both formal and informal assessment. Although standardized test scores at Foothill Ranch Elementary School are above the national average, our goal is to continually improve student performance. For example, in order to improve math performance, teachers have shared their expertise in the Sunshine Math and Mountain Math programs. Teachers investigated materials and resources that support these programs, which were reviewed and approved for purchase by the School Site Council. As a result of the implementation of these programs, third grade math scores improved by 14 percentile points on the spring 2001 Stanford 9. Additionally, the fourth grade team has focused on those students who scored below the 50% on the level tests in language arts/spelling. As a result, all fourth grade teachers have been trained in *Words Their Way*, a spelling/word analysis program, which has been implemented this year across all grades. We are eagerly awaiting our results on the new standardized CAT/6.

SECOND GRADE STATE CRITERION-REFERENCED TESTS

Grade 2 Test SAT/9- English Language Arts
 Edition/publication year 1995 Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-5 Percent excluded 2002-2%
*2001-5 2001- 3%

*These students were either exempted or not available to take test.
 State Criterion Testing was not begun until 2000-2001

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES			N/A	N/A	N/A
TOTAL					
At or Above Basic	94	95			
At or Above Proficient	72	64			
At Advanced	32	22			
Number of students tested	214	185			
Percent of total students tested	98	97			
Number of students excluded	5	5			
Percent of students excluded	2	3			
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	94	95			
At or Above Proficient	74	65			
At Advanced	33	22			
2. _____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%	%			
At or Above Basic	63	61			
State Scaled Score	324	N/A			
At or Above Proficient	32	32			
State Mean Score					
At Advanced	9	N/A			
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

Grade 2 Test SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational MeasurementWhat groups were excluded from testing? Why, and how were they assessed? NoneNumber excluded *2002-5Percent excluded 2002-2%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES		N/A	N/A	N/A	N/A
TOTAL					
At or Above Basic	95				
At or Above Proficient	80				
At Advanced	45				
Number of students tested	214				
Percent of total students tested	98				
Number of students excluded	5				
Percent of students excluded	2				
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	95				
At or Above Proficient	80				
At Advanced	45				
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%				
At or Above Basic	68				
State Scaled Score	343				
At or Above Proficient	42				
State Mean Score	N/A				
At Advanced	16				
State Mean Score	N/A				

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

THIRD GRADE STATE CRITERION-REFERENCED TESTS

Grade 3 _____

Test

SAT/9- English Language Arts

Number excluded *2002-5

Percent excluded 2002- 3%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES		N/A	N/A	N/A	N/A
TOTAL					
At or Above Basic	92				
At or Above Proficient	77				
At Advanced	30				
Number of students tested	172				
Percent of total students tested	97				
Number of students excluded	5				
Percent of students excluded	3				
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	93				
At or Above Proficient	79				
At Advanced	31				
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%				
At or Above Basic	65				
State Scaled Score	332				
At or Above Proficient	39				
State Mean Score					
At Advanced	12				
State Mean Score	16				

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

FOURTH GRADE STATE CRITERION-REFERENCED TESTS

Grade 4 _____

Test

SAT/9- English Language Arts

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-7
*2001-6

Percent excluded 2002- 4%
2001- 4%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES			N/A	N/A	N/A
TOTAL					
At or Above Basic	99	95			
At or Above Proficient	76	65			
At Advanced	36	31			
Number of students tested	157	158			
Percent of total students tested	96	96			
Number of students excluded	7	6			
Percent of students excluded	4	4			
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	99	96			
At or Above Proficient	78	68			
At Advanced	37	32			
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%	%			
At or Above Basic	71	66			
State Scaled Score	333	N/A			
At or Above Proficient	36	33			
State Mean Score					
At Advanced	14	11			
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

Grade 4

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-7

Percent excluded 2002- 4%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES		N/A	N/A	N/A	N/A
TOTAL					
At or Above Basic	90				
At or Above Proficient	68				
At Advanced	29				
Number of students tested	157				
Percent of total students tested	96				
Number of students excluded	7				
Percent of students excluded	4				
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	99				
At or Above Proficient	78				
At Advanced	37				
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%				
At or Above Basic	67				
State Scaled Score	332				
At or Above Proficient	37				
State Mean Score					
At Advanced	13				
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

FIFTH GRADE STATE CRITERION-REFERENCED TESTS

Grade 5 Test SAT/9- English Language Arts
Edition/publication year 1995 Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-3 Percent excluded 2002- 2%
*2001-3 2001- 2%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES			N/A	N/A	N/A
TOTAL					
At or Above Basic	96	94			
At or Above Proficient	67	68			
At Advanced	25	22			
Number of students tested	161	168			
Percent of total students tested	98	98			
Number of students excluded	3	3			
Percent of students excluded	2	2			
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	95	95			
At or Above Proficient	67	68			
At Advanced	25	22			
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%	%			
At or Above Basic	71	66			
State Scaled Score	328				
At or Above Proficient	31	28			
State Mean Score					
At Advanced	9	7			
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

Grade 5

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-3

Percent excluded 2002- 2%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES		N/A	N/A	N/A	N/A

TOTAL					
At or Above Basic	89				
At or Above Proficient	62				
At Advanced	27				
Number of students tested	161				
Percent of total students tested	98				
Number of students excluded	3				
Percent of students excluded	2				
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	95				
At or Above Proficient	67				
At Advanced	25				
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%				
At or Above Basic	59				
State Scaled Score	323				
At or Above Proficient	29				
State Mean Score					
At Advanced	7				
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

SIXTH GRADE STATE CRITERION-REFERENCED TESTS

Grade 6 Test SAT/9- English Language Arts
Edition/publication year 1995 Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-0 Percent excluded 2002- 0%
*2001-0 2001- 0%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES			N/A	N/A	N/A

TOTAL					
At or Above Basic	97	97			
At or Above Proficient	72	78			
At Advanced	28	39			
Number of students tested	167	147			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	98	97			
At or Above Proficient	72	78			
At Advanced	28	39			
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%	%			
At or Above Basic	66	67			
State Scaled Score	323	NA			
At or Above Proficient	30	31			
State Mean Score					
At Advanced	9	8			
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

Grade 6

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded *2002-0

Percent excluded 2002- 0%

*These students were either exempted or not available to take test.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01			
SCHOOL SCORES		N/A	N/A	N/A	N/A
TOTAL					
At or Above Basic	96				
At or Above Proficient	82				
At Advanced	47				

Number of students tested	167				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
1. <u>English Only/ Fluent English Proficient Students</u>					
At or Above Basic	97				
At or Above Proficient	78				
At Advanced	39				
2. _____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL	%				
At or Above Basic	62				
State Scaled Score	328				
At or Above Proficient	32				
State Mean Score					
At Advanced	10				
State Mean Score					

California has developed and implemented an assessment system that has a high expectation for student proficiency. Students who are proficient in Language Arts and mathematics would be performing at a college preparatory level. Students who have met proficient levels in English/language arts and mathematics are expected to score within the 60 to 70 percent correct range on these assessments. The percent of students within the State of California who are currently performing at this level would be approximately 30-40% of the students taking these California Standards Tests. California has adopted these rigorous standards to encourage school wide program improvement and assist students to reach higher levels of academic achievement.

SECOND GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 2 Test SAT/9- English Language Arts

Edition/publication year 1995 Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	81	77	77	75	72
Number of students tested	219	187	183	158	189
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0

Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 2

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	90	85	85	85	78
Number of students tested	219	187	173	158	189
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					

THIRD GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3

Test

SAT/9- English Language Arts

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	80	80	79	77	75
Number of students tested	177	162	162	174	157
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					

2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 3

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	89	90	88	86	85
Number of students tested	177	162	162	174	157
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

FOURTH GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4

Test

SAT/9- English Language Arts

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	80	80	81	80	71
Number of students tested	164	164	169	148	123
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					

5. _____ (specify subgroup)					
-----------------------------	--	--	--	--	--

Grade 4 _____

Test SAT/9- Math

Edition/publication year 1995

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	85	83	83	77	69
Number of students tested	164	164	169	148	123
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

FIFTH GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5 _____

Test SAT/9- English Language Arts

Edition/publication year 1995

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	77	80	80	73	74
Number of students tested	164	169	147	118	101
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 5

Test SAT/9- Math

Edition/publication year 1995

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	88	91	91	88	85
Number of students tested	164	169	147	118	101
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

SIXTH GRADE ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6

Test SAT/9- English Language Arts

Edition/publication year 1995

Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	82	84	79	73	72
Number of students tested	167	147	125	93	102
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 6

Test

SAT/9- Math

Edition/publication year 1995

Publisher

Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	5/98
SCHOOL SCORES					
Total Score	94	94	89	85	74
Number of students tested	167	147	125	93	102
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					