

Revised – 3/21/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. Donald E. Snyder

Official School Name Melinda Heights Elementary School

School Mailing Address 21001 Rancho Trabuco

Rancho Santa Margarita California 92688-3444
City State Zip Code+4 (9 digits total)

County Orange School Code Number 30736356114888

Telephone (949) 888-7311 Fax (949) 888-7429

Website/URL http://www.svusd.k12.ca.us/schools/Melinda_Heights/ E-mail snyderdo@svusd.org

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

(Principal's Signature) Date _____

Name of Superintendent Jerry C. Gross, Ph.D.

District Name Saddleback Valley Unified School District Tel. (949) 586-1234

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Don Sedgwick

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 26 Elementary schools
 0 Middle schools
 4 Junior high schools
 5 High schools
 2 Other

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

 Average State Per Pupil Expenditure: \$6,880

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 8 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	92	86	178	8			
1	92	83	175	9			
2	94	88	182	10			
3	90	98	188	11			
4	102	92	194	12			
5	104	91	195	Other			
6	102	94	196				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1308

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>76</u> % White |
| <u>1</u> % Black or African American |
| <u>11</u> % Hispanic or Latino |
| <u>11</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 100 % Total |

7. Student turnover, or mobility rate, during the past year: 7.0 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	96
(4)	Total number of students in the school as of October 1	1328
(5)	Subtotal in row (3) divided by total in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7.0%

8. Limited English Proficient students in the school: 4 %
43 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages: Spanish, Arabic, Vietnamese, French, German, Italian, Farsi, and Korean

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %
80 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>57</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> </u> Emotional Disturbance	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>52</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff	<u>5</u>	<u>21</u>
Total number	<u>61</u>	<u>44</u>

12. Average school student-“classroom teacher” ratio: 25:1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	96%	94%
Daily teacher attendance	95%	93%	94%	95%	95%
Teacher turnover rate	12%	6%	6%	10%	18%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Melinda Heights Elementary School is located in Rancho Santa Margarita, Orange County, CA, which has become the home for hundreds of young families. The school's doors officially opened in April 1998. In eight years, the school's population has grown to over 1300 students, instructed by 52 highly trained classroom teachers who are dedicated to the school's Mission:

It is our mission to instill in students the technical skills to succeed in the world of tomorrow, the power to think and express themselves clearly, and the values necessary to act well, appreciate life, and contribute to society.

Due to the combined efforts of the staff, students and parents, Melinda Heights was honored as a California Distinguished School in 2004. Hallmarks of this distinguished status and dedication to fulfilling our Mission include:

- A ratio of 1 networked computer for every 4 students / 4-6 computers in every classroom.
- A wireless laptop computer for every teacher.
- 12 networked computers in the library / A mobile laptop computer lab.
- A library/media center that includes over 17,000 titles.
- Weekly lessons taught by highly trained librarians on library skills, authors, and research skills.
- An after school "at risk" program taught by credentialed teachers.
- Well-stocked, leveled classroom libraries.
- Instruction of core values of respect, responsibility, and integrity.
- Student participation in community and school service projects.
- Student recognition for demonstrating outstanding character development.

Staff and parents have high academic and behavioral expectations for all of our students. Qualified teachers teach Gifted and Talented Education (GATE) students in grade level clusters. The needs of special education students are met by two resource specialists in small groups or individually, according to the specifications of Individual Education Plans. Selected special education students are members of a Special Day Class, taught by a qualified special education teacher. Others are fully included in the regular education classroom. The needs of underperforming students are met in an after school Extended Learning Time (ELT), in the district's Language Arts Assistance Program (LAAP), or through intervention by our speech pathologist.

An active PTA, along with hundreds of parent volunteers, provides Melinda Heights students with enriching activities and opportunities for expanding their horizons. The PTA and other community groups sponsor *Meet the Masters* (See Page 10), educational assemblies, writing and art contests, field trips, and maintenance of beautifully landscaped planters throughout the school. Parents also volunteer thousands of hours in Melinda classrooms, earning the PTA special recognition from the State.

Our State Test scores have increased steadily over the past seven years, as has our Academic Performance Index (API), which increased 5 points to 891 (See Page 7) in 2004. Thus, we have significantly exceeded the average scores for Saddleback Valley Unified School District (SVUSD), Orange County, and the State of California. This places Melinda Heights among the top 10% of schools in the State. Over 71% of our second through sixth graders score either advanced or proficient on English/language arts and math California Standards Tests.

The success of Melinda Heights Elementary School lies in the clarity of our vision, the dedication of the staff and community, and the collegial support shared by all. Above all, the strength of Melinda Heights is the love that is shared among and between the adults and children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Student Testing and Reporting System (STAR) reports achievement data for all students and schools in California. STAR utilizes two testing tools. The California Standards Test (CST), a criterion referenced test, is aligned with State academic standards and has been used since the 1998-1999 school year. The California Achievement Test/6 (CAT/6), a nationally normed assessment, has been used since the 2002-2003 school year. Both assessments are administered to all students in grades two through six and provide individual and group scores. The Academic Performance Index, a system for ranking California schools statewide according to results of student performance on STAR, gives a numeric index that ranges from 200 to a high of 1000. This system has been in place since 1999. The State has set 800 as an API benchmark for all California schools. API scores at Melinda Heights have consistently been above the benchmark, beginning with our 1999 base score of 830. Our score has gone up each year since then, reaching a 2004 score of 891. This score is in the top 8% in Orange County, and in the top 10% in the State. The only significant subgroup at Melinda Heights is “White (not of Hispanic origin).” There are no significant disparities between this subgroup and Melinda Heights as a whole.

State assessment scores for Melinda Heights can be found at the following web sites:

STAR results - <http://star.cde.ca.gov/star2004/viewreport.asp>

API results - <http://api.cde.ca.gov/>

Melinda Heights - http://www.svusd.k12.ca.us/schools/Melinda_Heights/schoolinfo/schoolinfo.html

California Standards Test: The CST relates directly to State-adopted standards in reading, math, language arts, and science. Student performance is defined in five performance levels: **Advanced, Proficient, Basic, Below Basic, and Far Below Basic**. In 2004, over 71% of our students in grades two through six scored proficient or above in language arts, while over 73% of students scored proficient or above in math. Four to six percent of our students scored at the below basic level, while only 1% of our students scored in the far below basic performance level in either subject.

California Achievement Test: In 2004, an average of 75% of Melinda Heights second through sixth grade students scored above the National Percentile Rank (NPR) of 50, while an average of 39% scored above an NPR of 75 in reading. Similarly, 79% of Melinda students scored above the 50 NPR, while 45% scored above the 75 NPR in language. In math, 82% scored above the 50 NPR, while over 56% scored above the 75 NPR. School wide in the area of math, Melinda students scored at between 80 and 85 NPR at all grade levels. Strength in math is further evidenced with fewer than 6% of our students scoring below the 25% NPR.

Additional Measures: Saddleback Valley Unified School District has developed additional language arts assessments that are administered two or three times each year. Kindergarten assessment identifies student knowledge of concepts of print, beginning and ending sounds, phonemic awareness, and beginning sight words by using the *Beginning Phonics Skills Test* (BPST) and the *Phonemic Awareness Test* (PAT), among others. Grade 1 uses the *PAT*, the *BPST*, the *San Diego Quick*, and *Johnston Spelling Inventory* to assess phonetic skills. The *Scholastic Reading Inventory* is added in grades 2-6 to assess reading comprehension skills. Oral text reading tests are individually administered to check accuracy and fluency.

Assessments that help determine student understanding of math concepts and acquisition of math facts furnish crucial information that is used to form groups and identify students struggling in this area. Classroom instruction in math and language arts is based on formative assessment data that guides teachers as they design appropriate experiences for students.

2. Use of Assessment Data

As a standards-based learning community, our school systematically undertakes an in-depth analysis whereby test data is scrutinized, interpreted, and utilized to produce prescriptive classroom instruction. The comparison of standardized results from the CST and the CAT/6 yields diagnostic school-wide data. Each fall, standardized results from the previous spring are used to define the academic focus for the year. Teachers identify the demonstrated strengths and deficiencies of incoming students and develop strategies to remedy weaknesses. They also are able to analyze the effectiveness of long-term teaching methods. This information provides the framework to develop Melinda Height's *Single Plan for Student Achievement*. The School Site Council (SSC) annually reviews and approves this plan in which identified needs and goals are directly aligned with expenditures. Additionally, informal assessments (see Additional Measures) provide ongoing monitoring tools for the teachers to set informed instructional goals. During grade level release days and three student-free SVUSD Staff Development Days, team members and administrators chart progress toward grade level goals based on these multiple measures.

Recently, Melinda Heights' staff identified the implementation of our new English/language arts program as a school-wide area of focus. Grade level goals were established, and funds were targeted to augment resources and provide professional development in these areas. Specifically, extra categorical funds were allocated for substitute teachers and conference fees, supplemental reading materials, and *Accelerated Reader (AR)* library books. These purchases, along with others, will provide the training and materials to allow teachers to focus on their grade level goals.

Writing is a second focus targeted for improvement by Melinda's staff. To address this issue, grade levels collaborate to access each teacher's expertise more effectively, give common writing prompts, and establish common rubrics for scoring student writing. Staff discussions about the results provide common understandings of grade level expectations and added insights into student growth. Melinda's continuous cycle of assessment, analysis, and modification of instructional strategies allows teachers to monitor and address student needs.

3. Communicating Assessment Data to Parents

Ongoing and frequent home-to-school communication is critical to student success. The School Accountability Report Card, available at <http://www.svusd.k12.ca.us/districtinfo/reportcards.asp>, provides information to parents about standards, assessment data, funding, enrollment, and current school events. In late September, grade level standards are discussed with parents at Back to School Night. Summative and formative assessment data are shared during biannual parent/teacher conferences, and goals for the remainder of the year are set, often with student input. Teachers at Melinda Heights post grades online and use electronic report cards to keep parents regularly informed about student progress. Regular communication also takes place through daily and weekly folders, class and principal newsletters, and individual progress reports.

An active and supportive SSC reviews school assessment data as needed. The SSC, composed of an equal representation of parents and staff, assumes a leadership role as they review data and approve goals. The first SSC meeting of the year is devoted to this function. At subsequent meetings, the SSC reviews progress toward goals, sends representation to SVUSD committees, and makes budgetary decisions. Melinda's principal updates the PTA on school goals, student activities, and school events during regular reports at monthly meetings. Newsletters from the principal and from the PTA publicize school information and events.

4. Sharing Success

Melinda Heights staff members work closely with other SVUSD and County schools to share successes and strengthen strategies. Grade level meetings during release time provide teachers with time to share, compare work, and collaborate on ways to meet the needs of all learners. Teachers eagerly use this time to celebrate and discuss their successes and to brainstorm ways to solve problems. Cross-grade level sharing is a regular agenda item during school staff meetings and on in-service days. Melinda's principal participates in sharing best practices during bimonthly leadership meetings. The assistant principal is currently involved in AB75 administrative training, along with other administrators from various districts throughout the County. Teachers serve on a variety of curriculum development committees, such as textbook adoption and GATE planning committees. They are often recognized for their expertise and asked to present at County and State conferences. For example, Melinda teachers have served as presenters at the National and County Computer Users in Education (CUE) Convention, two teachers have represented SVUSD as Teachers of the Year, and others have presented at district-wide in-services for teachers of GATE students. Melinda Heights' administration and teachers have been active in the Beginning Teacher Support and Assistance Program (BTSA), and serve as mentors to intern teachers. Melinda serves as a training site for pre-service teachers from Concordia University; University of California, Irvine; California State University, Fullerton; and the University of Phoenix. Staff members believe that they are privileged to work with these pre-service teachers, and that they have an obligation to support those entering the education profession. The staff shares a strong commitment to working with others at all levels of the educational community and feel that doing so strengthens everyone's skills.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

Melinda Heights' instruction is driven by SVUSD content standards (which are aligned with State Standards) and research-based best practices. Our goal is for students to acquire an in-depth understanding of concepts that can be applied to the world outside the classroom. Armed with a solid understanding of grade level standards, Melinda Heights teachers use a variety of resources to implement, expand and enrich the standards-based core curriculum.

To maximize students' literacy, reading, writing, speaking, and listening are emphasized in all content areas, with the focus on building fluency and comprehension. Students are challenged by an integrated, literature-rich curriculum. Reading instruction takes place within large and small group settings and encompasses comprehension skills, literary elements, vocabulary, and spelling development. Students read a variety of narrative and expository texts, classic and contemporary literature, magazines, newspapers, and online information. Students analyze printed and electronic information to create documents and develop research skills. Spelling includes instruction in phonetic patterns, word structure, and etymology, and is embedded within daily writing activities. In written language, students receive directed practice in various forms, such as persuasion, narration, summation, and exposition. Written responses to literature include both structured organizers and journal entries.

In mathematics, mastery of basic skills and problem solving strategies within the California content standards is expected. Emphasis extends beyond computation and number sense to encompass logic, algebra, measurement, and spatial relationships. Teachers deliver a comprehensive math curriculum, in which the core standards-based text is interwoven with supplementary materials, such as: *Math Their Way*, *Project Aims*, and *Mountain Math*, which motivate students and develop in-depth understanding of math concepts. Articulation assures effective skill progression from one year to the next. Students are taught in flexible homogeneous groups that are created and modified to meet student needs.

Science instruction at Melinda Heights includes earth, life, and physical science. State Standards are met through the use of the core textbook and hands-on experiences. Students develop scientific thinking through questing and investigating. Trabuco Field Study, an SVUSD-run outdoor education program, allows students to experience and appreciate their environment, while acquiring science skills. Sixth graders spend a week at Orange County Department of Education Outdoor Science School to experience geology, botany, biology, entomology, and astronomy. Participation in *Project Tomorrow* provides high school docents to guide students through grade-level labs. The success of our science program is demonstrated in our 2004 results on the 5th grade STAR Science Test. 70% of our students scored in the proficient or advanced performance levels.

Melinda Heights students demonstrate intellectual reasoning and research skills within the history/social studies curriculum. Areas of study include geography, history, the individual's place in society, and democratic principles. Students experience historical simulations, dramatic productions, work on a vintage sailing vessel, and extended literature studies. These enhance social studies standards and bring personal meaning to the text. Reinforcement of reading, writing, speaking, and listening skills is an integral part of the history/social studies curriculum.

Art enriches the entire curriculum at Melinda Heights. It brings student writing to life, and is used to diagram mathematical and scientific concepts. At the same time, art techniques and art appreciation are taught as a discrete subject. The PTA generously provides a *Meet the Masters* program to all students. This program includes a group lecture, a slide presentation, and instruction in the featured artist's techniques. Student art can be found in every room in the school.

2. Reading Curriculum

Reading is the core of an elementary curriculum and at Melinda Heights we continually scrutinize reading scores to determine ways to help our students achieve the highest possible success in this area. Our reading program is anchored by the *Houghton-Mifflin Reading* series. Schools throughout SVUSD selected this State-adopted text after an exhaustive examination by the administration, teachers, and parents. It was found to provide enriching literature, and a research-based reading program with explicit instruction in reading and language arts. It also has strong components of phonics instruction, varied individual assessment tools, English grammar instruction, and writing instruction. Strategies and resources that include *AR*, the *Scholastic Reading Inventory (SRI)*, *Mountain Reading*, and *Daily Oral Language* supplement this. Lexile scores, which assist with determining appropriate reading choices, are provided to students, parents, and staff through the use of *SRI* and *AR*. Teachers use ongoing diagnostic assessments and SVUSD benchmarks as tools to form flexible instructional groups for prescriptive guided reading. Within these groups, reading skills and strategies are systematically taught, practiced, and reinforced. Our students enjoy literature circles and opportunities to read from a variety of genre. Silent sustained reading, oral reading, and independent reading are integrated into daily classroom schedules and homework assignments. Students who struggle in reading receive a variety of intervention strategies. The Student Study Team brings together special education staff, the classroom teacher, an administrator, and parents to identify concerns and chart remediation strategies. Based on the recommendation of the team, students may be referred for further testing and possible placement into the Resource Specialist Program (RSP), the LAAP program, ELT after school, or the SVUSD Summer School. The Melinda PTA sponsors two book fairs each year, as well as a “Reflections” writing contest in the fall. These encourage both reading and writing, and serve to motivate students, improve the quality of their work, and add depth to their thinking, reading and writing.

3. Math Curriculum

Teachers at Melinda Heights use State and SVUSD math assessments to identify the needs of individual students. Differentiated ability groups are created within grade level teams to assure the success of each child. Small groups are created for students who need more attention and guidance from the teacher. Other flexible groupings provide for students who achieve at all levels. During the year, students are reassessed. Based on these assessments and their performance in the class, they may be moved to another group that will better meet their needs.

Math instruction at Melinda Heights is aligned with State Standards through the use of McGraw-Hill *Mathematics* in kindergarten, Houghton Mifflin *Mathematics* in Grades 1-5, and McDougal-Littel *Mathematics Concepts and Skills* in Grade 6. *Passports to Mathematics* and *Math Steps* are two supplementary texts used in Grades 5 and 6. These provide curricular direction and guide the selection of instructional materials for grades K-6. SVUSD curriculum guides are provided at each grade level, and contain comprehensive and spiraling pacing guides, continuums of timed tests, textbook references, and extra support in the areas of basic skills, problem solving, critical thinking, and mathematical reasoning. These are reinforced through the use of materials from Marcy Cook and Marilyn Burns, well-accepted experts in math instruction; *Mountain Math*, *Daily Oral Math*, *Problem of the Day*; computer software to reinforce basic skills, such as *Accelerated Math*; and manipulatives to enhance conceptual understanding.

As with the Melinda Heights’ reading curriculum, there is a strong support system in place for students who struggle with math. Special education students participate in RSP small group pullouts, or in collaborative groups in the classroom. ELT math classes provide extra help after school. Summer School math classes allow struggling students to maintain their basic skills during vacation. Students who need extra challenges may participate in competitions as part of the Melinda Heights’ Math Team, or practice logical thinking in our Chess Club.

4. Instructional Methods to Improve Student Learning

The continuous cycle of assessment, instruction, practice, and reassessment is the backbone of instruction at Melinda Heights. Teachers determine initial instruction, based on standardized and informal assessment data. Using this information, teachers formulate flexible groups in math and reading. In reading, teachers carefully monitor student work, writing samples, SVUSD -developed assessments, and running records to determine ongoing group placement. Within the confines of these small groups, leveled readers and high interest literature are critical pieces to tailor instruction to meet the needs of each child. Grade level teaming allows some students to benefit from smaller class sizes and additional practice, while others are challenged by work on more advanced concepts. Daily lessons frequently include graphic organizers, demonstrations and investigations, use of presentation systems linked to computers in each classroom, student role-playing, and performances.

The library/media center provides a source of pride and cornerstone for student learning. A library with over 17,000 titles gives all students access to books for recreational reading, motivational AR testing, or research. Both of our well-trained librarians teach practical lessons to all of our students on a weekly basis. Using an LCD projector and a computer, they teach lessons on library skills, authors, and research skills. The teaching of computer techniques, and use of Internet resources are made possible due to our long-term commitment to technology. Teachers regularly use 12 networked library computers, 4 to 6 networked computers in every classroom, and the mobile laptop computer lab to reinforce concepts or provide opportunities for research. Students demonstrate and share new knowledge through the use of video and *PowerPoint* presentations.

4. Professional Development

A school-wide teaching culture that embraces collaboration and collegial planning contributes to the strength and effectiveness of Melinda Heights' staff. Continually seeking more effective strategies to help students attain standards, all teachers participate in a well-designed district and school-level professional development program. Staff training is designed around State Standards, as well as SVUSD and school goals for the year. In 2004-05, three full-day district-wide staff development in-services have taken place. In September, November, and January, our staff participated in presentations from the publisher and district teachers on our newly adopted *Houghton-Mifflin Reading* series, as well as sessions of curricular collaboration within grade level teams, studies of Universal Access, a "Share Fair" of effective uses of *Houghton-Mifflin Reading*, and workshops on effective writing techniques. At September staff meetings, teachers use assessment data to determine grade level goals for the year and identify resource and professional development needs to help address objectives. As a follow up, our principal meets with each grade level during release time. These meetings provide time for professional discussions, refinement of grade level goals, and review of ongoing diagnostic assessment data to chart student progress.

Melinda Heights' highly professional teachers often identify their own areas of professional development to support personal growth. Teacher attendance at conferences is encouraged and applauded. Teachers who attend conferences are expected to share what they have learned upon their return. Funds from our School Improvement Program have been specifically designated for this purpose. Melinda's principal and assistant principal also attend leadership conferences and participate along with teachers in content area in-services. Classified staff participate in professional development appropriate to their job description. For example, on a recent staff in-service day, instructional assistants received training in technology, behavior management, new library resources, or effective techniques for working with small groups of students. Formal staff development and the continuous informal collaboration that results from our commitment to excellence provide important resources for constant professional growth.

**SECOND GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
ENGLISH/LANGUAGE ARTS**

Grade: 2

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 2:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
197	214	206	212	
197	214	206	208	

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	
SCHOOL SCORES					
Mean Scaled Score	370	373	368	N/A**	
% At Advanced	23%	29%	22%	29%	
% At or Above Proficient	70%	68%	64%	71%	
% At or Above Basic	93%	93%	92%	96%	
% At or Above Below Basic	98%	98%	99%	99%	
% At or Above Far Below Basic	100%	100%	100%	100%	
Number of students tested	197	214	206	208	
Percent of total students tested	100%	100%	100%	98%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	347	351	N/A**	N/A**	
% At or Above Proficient	69%	50%	N/A**	N/A**	
Number of students tested	13	30	N/A**	N/A**	
2. <u>Asian</u>					
Mean Scaled Score	391	N/A**	N/A**	N/A**	
% At or Above Proficient	87%	N/A**	N/A**	N/A**	
Number of students tested	15	10	1	N/A**	
STATE SCORES					
Mean Scaled Score	331	357	324	N/A**	
% At Advanced	12%	12%	9%	10%	
% At or Above Proficient	35%	36%	32%	32%	
% At or Above Basic	65%	68%	63%	61%	
% At or Above Below Basic	87%	87%	85%	85%	
% At or Above Far Below Basic	100%	100%	100%	100%	

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**THIRD GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
ENGLISH/LANGUAGE ARTS**

Grade: 3

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 3:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
201	189	207	182	
200	189	203	176	

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	
SCHOOL SCORES					
Mean Scaled Score	370	376	378	N/A**	
% At Advanced	23%	31%	33%	22%	
% At or Above Proficient	62%	71%	72%	65%	
% At or Above Basic	95%	93%	93%	93%	
% At or Above Below Basic	99%	98%	98%	99%	
% At or Above Far Below Basic	100%	100%	100%	100%	
Number of students tested	200	189	203	176	
Percent of total students tested	99.5%	100%	98%	97%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES*					
1. Hispanic or Latino					
Mean Scaled Score	347	337	N/A**	N/A**	
% At or Above Proficient	46%	36%	46%	N/A**	
Number of students tested	28	14	13	N/A**	
2. Asian					
Mean Scaled Score	393	367	N/A**	N/A**	
% At or Above Proficient	80%	75%	67%	N/A**	
Number of students tested	15	12	15	N/A**	
STATE SCORES					
Mean Scaled Score	322	324	324	N/A**	
% At Advanced	9%	10%	11%	9%	
% At or Above Proficient	30%	33%	34%	30%	
% At or Above Basic	61%	63%	62%	59%	
% At or Above Below Basic	83%	84%	85%	83%	
% At or Above Far Below Basic	100%	100%	100%	100%	

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**FOURTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
ENGLISH/LANGUAGE ARTS**

Grade: 4

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 4:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
194	191	181	172	
194	191	171	170	

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	
SCHOOL SCORES					
Mean Scaled Score	386	382	376	N/A**	
% At Advanced	45%	40%	36%	37%	
% At or Above Proficient	77%	78%	68%	71%	
% At or Above Basic	94%	98%	95%	95%	
% At or Above Below Basic	99%	100%	99%	99%	
% At or Above Far Below Basic	100%	100%	100%	100%	
Number of students tested	194	191	171	170	
Percent of total students tested	100%	100%	94%	99%	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0%	0.5%	0%	0%	
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	353	358	N/A**	N/A**	
% At or Above Proficient	50%	56%	57%	N/A**	
Number of students tested	18	27	23	N/A**	
2. <u>Asian</u>					
Mean Scaled Score	393	375	N/A**	N/A**	
% At or Above Proficient	88%	75%	79%	N/A**	
Number of students tested	17	12	14	N/A**	
STATE SCORES					
Mean Scaled Score	343	344	333	N/A**	
% At Advanced	16%	18%	14%	11%	
% At or Above Proficient	39%	45%	36%	33%	
% At or Above Basic	73%	72%	71%	66%	
% At or Above Below Basic	91%	93%	90%	87%	
% At or Above Far Below Basic	100%	100%	100%	100%	

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**FIFTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
ENGLISH/LANGUAGE ARTS**

Grade: 5

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 5:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
193	171	174	172	
192	171	168	167	

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	
SCHOOL SCORES					
Mean Scaled Score	369	383	368	N/A**	
% At Advanced	41%	30%	26%	19%	
% At or Above Proficient	77%	68%	68%	65%	
% At or Above Basic	95%	96%	85%	96%	
% At or Above Below Basic	98%	99%	99%	100%	
% At or Above Far Below Basic	100%	100%	100%	100%	
Number of students tested	192	171	168	167	
Percent of total students tested	99.5%	100%	97%	97%	
Number of students alternatively assessed	1***	0	0	0	
Percent of students alternatively assessed	0.5%	0%	0%	0%	
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	357	348	N/A**	N/A**	
% At or Above Proficient	58%	53%	63%	N/A**	
Number of students tested	24	19	16	N/A**	
2. <u>Asian</u>					
Mean Scaled Score	401	376	N/A**	N/A**	
% At or Above Proficient	79%	86%	92%	N/A**	
Number of students tested	14	14	13	N/A**	
STATE SCORES					
Mean Scaled Score	336	332	328	N/A**	
% At Advanced	16%	10%	9%	7%	
% At or Above Proficient	40%	36%	31%	28%	
% At or Above Basic	71%	72%	71%	66%	
% At or Above Below Basic	87%	90%	91%	88%	
% At or Above Far Below Basic	100%	100%	100%	100%	

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

***One Special Education Student was given the California Alternate Performance Assessment

**SIXTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
ENGLISH/LANGUAGE ARTS**

Grade: 6

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 6:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
175	162	179	159	
175	162	171	157	

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	
SCHOOL SCORES					
Mean Scaled Score	373	364	361	N/A**	
% At Advanced	29%	27%	19%	17%	
% At or Above Proficient	70%	63%	65%	61%	
% At or Above Basic	96%	92%	94%	92%	
% At or Above Below Basic	100%	96%	98%	98%	
% At or Above Far Below Basic	100%	100%	100%	100%	
Number of students tested	175	162	171	157	
Percent of total students tested	100%	100%	96%	99%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	345	347	N/A**	N/A**	
% At or Above Proficient	47%	44%	58%	N/A**	
Number of students tested	19	16	12	N/A**	
2. <u>Asian</u>					
Mean Scaled Score	375	N/A**	N/A**	N/A**	
% At or Above Proficient	77%	N/A**	N/A**	N/A**	
Number of students tested	13	9	9	N/A**	
STATE SCORES					
Mean Scaled Score	337	332	323	N/A**	
% At Advanced	12%	13%	9%	8%	
% At or Above Proficient	36%	36%	30%	31%	
% At or Above Basic	72%	71%	66%	67%	
% At or Above Below Basic	91%	87%	85%	87%	
% At or Above Far Below Basic	100%	100%	100%	100%	

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**SECOND GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
MATHEMATICS**

Grade: 2

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 2:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
197	214	206		
197	214	206		

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
Mean Scaled Score	394	403	396		
% At Advanced	34%	46%	39%		
% At or Above Proficient	77%	79%	71%		
% At or Above Basic	95%	92%	89%		
% At or Above Below Basic	100%	100%	99%		
% At or Above Far Below Basic	100%	100%	100%		
Number of students tested	197	214	206		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	367	381	N/A**		
% At or Above Proficient	62%	67%	N/A**		
Number of students tested	13	30	N/A**		
2. <u>Asian</u>					
Mean Scaled Score	411	N/A**	N/A**		
% At or Above Proficient	93%	N/A**	N/A**		
Number of students tested	15	10	1		
STATE SCORES					
Mean Scaled Score	358	357	343		
% At Advanced	23%	24%	16%		
% At or Above Proficient	51%	53%	43%		
% At or Above Basic	76%	76%	68%		
% At or Above Below Basic	95%	96%	92%		
% At or Above Far Below Basic	100%	100%	100%		

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**THIRD GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
MATHEMATICS**

Grade: 3

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 3:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
201	189	207		
200	189	206		

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
Mean Scaled Score	410	403	383		
% At Advanced	45%	44%	28%		
% At or Above Proficient	80%	78%	72%		
% At or Above Basic	95%	97%	93%		
% At or Above Below Basic	99%	99%	100%		
% At or Above Far Below Basic	100%	100%	100%		
Number of students tested	200	189	206		
Percent of total students tested	99.5%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	369	358	N/A**		
% At or Above Proficient	68%	50%	54%		
Number of students tested	28	14	13		
2. <u>Asian</u>					
Mean Scaled Score	451	393	N/A**		
% At or Above Proficient	93%	83%	73%		
Number of students tested	15	12	15		
STATE SCORES					
Mean Scaled Score	353	344	332		
% At Advanced	21%	19%	12%		
% At or Above Proficient	48%	46%	38%		
% At or Above Basic	73%	71%	65%		
% At or Above Below Basic	95%	94%	91%		
% At or Above Far Below Basic	100%	100%	100%		

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**FOURTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
MATHEMATICS**

Grade: 4

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 4:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
194	191	181		
194	191	175		

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
Mean Scaled Score	401	396	364		
% At Advanced	47%	46%	22%		
% At or Above Proficient	77%	80%	57%		
% At or Above Basic	94%	94%	89%		
% At or Above Below Basic	100%	99%	100%		
% At or Above Far Below Basic	100%	100%	100%		
Number of students tested	194	191	175		
Percent of total students tested	100%	100%	97%		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0%	0.5%	0%		
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	351	358	N/A**		
% At or Above Proficient	50%	48%	49%		
Number of students tested	18	27	23		
2. <u>Asian</u>					
Mean Scaled Score	416	392	N/A**		
% At or Above Proficient	88%	75%	80%		
Number of students tested	17	12	15		
STATE SCORES					
Mean Scaled Score	343	344	323		
% At Advanced	18%	18%	7%		
% At or Above Proficient	45%	45%	29%		
% At or Above Basic	73%	72%	59%		
% At or Above Below Basic	97%	93%	90%		
% At or Above Far Below Basic	100%	100%	100%		

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**FIFTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
MATHEMATICS**

Grade: 5

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 5:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
193	171	174		
192	171	173		

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
Mean Scaled Score	399	394	384		
% At Advanced	35%	29%	21%		
% At or Above Proficient	73%	69%	72%		
% At or Above Basic	92%	90%	93%		
% At or Above Below Basic	98%	98%	98%		
% At or Above Far Below Basic	100%	100%	100%		
Number of students tested	192	171	173		
Percent of total students tested	99.5%	100%	99%		
Number of students alternatively assessed	1***	0	0		
Percent of students alternatively assessed	0.5%	0%	0%		
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	348	359	N/A**		
% At or Above Proficient	46%	47%	38%		
Number of students tested	24	19	16		
2. <u>Asian</u>					
Mean Scaled Score	407	413	N/A**		
% At or Above Proficient	93%	86%	64%		
Number of students tested	14	14	14		
STATE SCORES					
Mean Scaled Score	336	332	323		
% At Advanced	12%	10%	7%		
% At or Above Proficient	38%	35%	29%		
% At or Above Basic	65%	61%	59%		
% At or Above Below Basic	90%	87%	90%		
% At or Above Far Below Basic	100%	100%	100%		

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

***One Special Education Student was given the California Alternate Performance Assessment

**SIXTH GRADE STATE CRITERION-REFERENCED TESTS
(California Standards Test)
MATHEMATICS**

Grade: 6

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California State Department of Education

Number of students in Grade 6:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
175	162	179		
175	162	171		

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
Mean Scaled Score	368	371	367		
% At Advanced	22%	26%	19%		
% At or Above Proficient	59%	62%	57%		
% At or Above Basic	90%	87%	87%		
% At or Above Below Basic	98%	99%	98%		
% At or Above Far Below Basic	100%	100%	100%		
Number of students tested	175	162	171		
Percent of total students tested	100%	100%	96%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES*					
1. <u>Hispanic or Latino</u>					
Mean Scaled Score	346	362	N/A**		
% At or Above Proficient	32%	63%	46%		
Number of students tested	19	16	13		
2. <u>Asian</u>					
Mean Scaled Score	399	N/A**	N/A**		
% At or Above Proficient	77%	N/A**	N/A**		
Number of students tested	13	9	9		
STATE SCORES					
Mean Scaled Score	334	331	328		
% At Advanced	12%	10%	10%		
% At or Above Proficient	35%	34%	32%		
% At or Above Basic	66%	64%	62%		
% At or Above Below Basic	93%	92%	91h%		
% At or Above Far Below Basic	100%	100%	100%		

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

**SECOND GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
READING**

Grade: 2

Test: CAT/6

Edition/Publication Year: 2003-2004

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: CTB/McGraw-Hill

Publisher: Harcourt Education Measurements

Number of students in Grade 2:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
197	214	206	212	184
197	214	204	209	183

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	197	214	204	209	183
Percent of total students tested	100%	100%	99%	99%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	68	70	76	77	74
% Scoring Above 75 th NPR	36%	41%	52%	57%	49%
% Scoring At or Above 50 th NPR	79%	81%	86%	88%	87%
% Scoring At or Above 25 th NPR	92%	94%	96%	98%	97%
Mean Scale Score	628	632	617	618	613
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	13	30	14	23	16
NPR for "Avg." Student Score	69	63	58	65	28
% Scoring Above 75 th NPR	38%	27%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	69%	73%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	92%	93%	N/A**	N/A**	N/A**
Mean Scale Score	631	623	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	15	10	15	14	15
NPR for "Avg." Student Score	73	N/A**	66	78	80
% Scoring Above 75 th NPR	47%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	93%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	N/A**	N/A**	N/A**	N/A**
Mean Scale Score	634	N/A**	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**THIRD GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
READING**

Grade: 3

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 3:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
201	189	207	182	177
200	189	206	178	176

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	200	189	206	178	176
Percent of total students tested	99.5%	100%	99.5%	98%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	65	71	76	76	73
% Scoring Above 75 th NPR	29%	36%	55%	46%	46%
% Scoring At or Above 50 th NPR	66%	77%	84%	81%	85%
% Scoring At or Above 25 th NPR	92%	92%	95%	97%	96%
Mean Scale Score	645	653	650	649	645
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	28	14	24	16	13
NPR for "Avg." Student Score	55	55	66	57	60
% Scoring Above 75 th NPR	11%	14%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	50%	57%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	89%	79%	N/A**	N/A**	N/A**
Mean Scale Score	637	636	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	15	12	14	15	11
NPR for "Avg." Student Score	57	51	77	76	80
% Scoring Above 75 th NPR	20%	17%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	67%	67%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	80%	75%	N/A**	N/A**	N/A**
Mean Scale Score	629	627	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**FOURTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
READING**

Grade: 4

Test: CAT/6

Edition/Publication Year: 2003-2004

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: CTB/McGraw-Hill

Publisher: Harcourt Education Measurements

Number of students in Grade 4:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
194	191	181	172	182
194	191	174	170	177

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	194	191	174	170	177
Percent of total students tested	100%	100%	96%	99%	97%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	69	66	79	78	75
% Scoring Above 75 th NPR	37%	32%	54%	59%	50%
% Scoring At or Above 50 th NPR	70%	68%	83%	84%	81%
% Scoring At or Above 25 th NPR	93%	91%	95%	95%	95%
Mean Scale Score	664	659	673	672	667
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	18	27	16	17	20
NPR for "Avg." Student Score	52	53	67	75	56
% Scoring Above 75 th NPR	17%	19%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	44%	52%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	83%	89%	N/A**	N/A**	N/A**
Mean Scale Score	644	646	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	17	12	16	11	12
NPR for "Avg." Student Score	63	54	80	84	70
% Scoring Above 75 th NPR	18%	17%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	76%	50%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	94%	92%	N/A**	N/A**	N/A**
Mean Scale Score	655	644	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**FIFTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
READING**

Grade: 5

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 5:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
193	171	174	172	172
192	171	168	168	171

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	192	171	168	168	171
Percent of total students tested	99.5%	100%	97%	98%	99%
Number of students alternatively assessed	1 ²	0	0	0	0
Percent of students alternatively assessed	0.5%	0%	0%	0%	0%
NPR for "Avg." Student Score	73	69	77	75	66
% Scoring Above 75 th NPR	47%	40%	56%	52%	38%
% Scoring At or Above 50 th NPR	80%	73%	88%	81%	68%
% Scoring At or Above 25 th NPR	96%	94%	96%	96%	89%
Mean Scale Score	679	674	683	680	670
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	24	19	16	17	21
NPR for "Avg." Student Score	60	60	68	57	47
% Scoring Above 75 th NPR	29%	32%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	63%	63%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	84%	N/A**	N/A**	N/A**
Mean Scale Score	666	667	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	14	14	11	12	9
NPR for "Avg." Student Score	69	76	81	71	N/A**
% Scoring Above 75 th NPR	36%	36%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	86%	93%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	93%	100%	N/A**	N/A**	N/A**
Mean Scale Score	674	682	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**SIXTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
READING**

Grade: 6

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 6:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
175	162	179	159	134
175	162	171	158	134

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	175	162	171	158	134
Percent of total students tested	100%	100%	96%	99%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	71	71	74	70	69
% Scoring Above 75 th NPR	46%	45%	48%	42%	38%
% Scoring At or Above 50 th NPR	80%	76%	79%	75%	77%
% Scoring At or Above 25 th NPR	95%	88%	95%	94%	94%
Mean Scale Score	681	681	687	683	682
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	19	16	20	21	14
NPR for "Avg." Student Score	55	62	66	47	45
% Scoring Above 75 th NPR	32%	31%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	58%	63%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	79%	81%	N/A**	N/A**	N/A**
Mean Scale Score	664	672	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	13	9	10	7	16
NPR for "Avg." Student Score	84	N/A**	N/A**	N/A**	75
% Scoring Above 75 th NPR	62%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	92%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	N/A**	N/A**	N/A**	N/A**
Mean Scale Score	702	N/A**	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**SECOND GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
MATHEMATICS**

Grade: 2

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 2:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
197	214	206	212	184
197	214	205	211	184

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	197	214	205	211	184
Percent of total students tested	100%	100%	99.5%	99.5%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	79	81	84	87	84
% Scoring Above 75 th NPR	65%	67%	64%	73%	66%
% Scoring At or Above 50 th NPR	85%	84%	85%	92%	90%
% Scoring At or Above 25 th NPR	95%	95%	96%	98%	97%
Mean Scale Score	602	605	613	619	613
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	13	30	14	23	16
NPR for "Avg." Student Score	66	68	62	80	73
% Scoring Above 75 th NPR	54%	47%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	69%	70%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	92%	97%	N/A**	N/A**	N/A**
Mean Scale Score	581	587	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	15	10	15	14	15
NPR for "Avg." Student Score	91	N/A**	85	91	91
% Scoring Above 75 th NPR	87%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	93%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	N/A**	N/A**	N/A**	N/A**
Mean Scale Score	630	N/A**	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**THIRD GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
MATHEMATICS**

Grade: 3

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 3:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
201	189	207	182	177
200	189	206	178	177

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	200	189	206	178	177
Percent of total students tested	99.5%	100%	99.5%	98%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	79	83	86	82	82
% Scoring Above 75 th NPR	51%	62%	68%	61%	62%
% Scoring At or Above 50 th NPR	81%	85%	92%	89%	91%
% Scoring At or Above 25 th NPR	96%	97%	99%	96%	97%
Mean Scale Score	642	650	645	637	637
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	28	14	24	16	13
NPR for "Avg." Student Score	70	66	82	63	73
% Scoring Above 75 th NPR	32%	36%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	68%	57%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	93%	100%	N/A**	N/A**	N/A**
Mean Scale Score	631	624	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	15	12	14	15	11
NPR for "Avg." Student Score	90	76	84	91	87
% Scoring Above 75 th NPR	87%	58%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	93%	75%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	93%	92%	N/A**	N/A**	N/A**
Mean Scale Score	662	635	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**FOURTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
MATHEMATICS**

Grade: 4

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 4:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
194	191	181	172	182
194	191	173	170	181

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	194	191	173	170	181
Percent of total students tested	100%	100%	96%	99%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	80	77	80	80	80
% Scoring Above 75 th NPR	59%	59%	60%	62%	57%
% Scoring At or Above 50 th NPR	80%	82%	90%	86%	85%
% Scoring At or Above 25 th NPR	94%	94%	95%	94%	96%
Mean Scale Score	669	661	659	659	659
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	18	27	16	17	20
NPR for "Avg." Student Score	59	68	73	74	63
% Scoring Above 75 th NPR	33%	52%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	56%	67%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	83%	85%	N/A**	N/A**	N/A**
Mean Scale Score	639	649	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	17	12	16	11	12
NPR for "Avg." Student Score	82	78	87	89	86
% Scoring Above 75 th NPR	71%	67%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	88%	83%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	88%	100%	N/A**	N/A**	N/A**
Mean Scale Score	670	664	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**FIFTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
MATHEMATICS**

Grade: 5

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 5:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
193	171	174	172	172
192	171	170	169	171

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	192	171	170	169	171
Percent of total students tested	99.5%	100%	98%	98%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	81	80	86	84	76
% Scoring Above 75 th NPR	51%	51%	72%	65%	49%
% Scoring At or Above 50 th NPR	81%	84%	89%	88%	75%
% Scoring At or Above 25 th NPR	96%	94%	96%	95%	92%
Mean Scale Score	687	685	688	685	675
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	24	19	17	20	21
NPR for "Avg." Student Score	62	64	80	65	50
% Scoring Above 75 th NPR	25%	42%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	58%	58%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	88%	89%	N/A**	N/A**	N/A**
Mean Scale Score	662	667	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	14	14	11	12	9
NPR for "Avg." Student Score	88	89	94	90	N/A**
% Scoring Above 75 th NPR	71%	57%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	93%	100%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	100%	N/A**	N/A**	N/A**
Mean Scale Score	699	713	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.

**SIXTH GRADE ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS
MATHEMATICS**

Grade: 6

Test: CAT/6

Edition/Publication Year: 2003-2004

Publisher: CTB/McGraw-Hill

Test: SAT/9

Edition/Publication Year: 2000-2002

Publisher: Harcourt Education Measurements

Number of students in Grade 6:

Number of students who took the test:

2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
175	162	179	159	134
175	162	171	159	134

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

	2003-2004	2002-2003	2001-2002 ¹	2000-2001 ¹	1999-2000 ¹
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score					
Number of students tested	175	162	171	159	134
Percent of total students tested	100%	100%	96%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
NPR for "Avg." Student Score	78	78	87	84	81
% Scoring Above 75 th NPR	56%	59%	70%	69%	69%
% Scoring At or Above 50 th NPR	85%	83%	88%	84%	88%
% Scoring At or Above 25 th NPR	93%	93%	96%	95%	96%
Mean Scale Score	698	698	704	699	693
SUBGROUP SCORES*					
1. Hispanic or Latino					
Number of students tested	19	16	20	21	14
NPR for "Avg." Student Score	63	79	70	57	62
% Scoring Above 75 th NPR	32%	69%	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	63%	81%	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	89%	94%	N/A**	N/A**	N/A**
Mean Scale Score	678	697	N/A**	N/A**	N/A**
1. Asian					
Number of students tested	13	9	10	7	16
NPR for "Avg." Student Score	90	N/A**	93	N/A**	90
% Scoring Above 75 th NPR	85%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 50 th NPR	100%	N/A**	N/A**	N/A**	N/A**
% Scoring At or Above 25 th NPR	100%	N/A**	N/A**	N/A**	N/A**
Mean Scale Score	716	N/A**	N/A**	N/A**	N/A**

¹SAT/9 scores cannot be accurately compared to CAT/6 scores. Both are included to provide recent scores, as well as three years of comparable scores.

*The State of California has determined that the number of students in any one subgroup is statistically insignificant.

**Scores not available.

National mean score and standard deviation for the test are not available.

A number of schools experienced testing irregularities in their 2000 STAR administration. Since the scores for students for whom testing irregularities were reported are not included in the school results, the school scores may not accurately reflect the student achievement at these schools.