

REVISED 3/17/05

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

Official School Name Valley View Elementary School
(As it should appear in the official records)

School Mailing Address 4900 Maryland Avenue
(If address is P.O. Box, also include street address)

La Crescenta CA 91214-1245
City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number* 6013825

Telephone (818) 236-3771 Fax (818) 542-6480

Website/URL www.gusd.net E-mail CWalker@gusd.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Michael Escalante
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glendale Unified School District Tel. (818) 241-3111

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. Greg Krikorian
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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.) **TRUE**
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. **TRUE**
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. **NOT APPLICABLE**
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*. **TRUE**
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. **TRUE**
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. **TRUE**
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. **TRUE**
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. **TRUE**

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: 20 Elementary schools
 4 Middle schools
 0 Junior high schools
 5 High schools
 3 Other
 32 TOTAL
2. District Per Pupil Expenditure: \$6,538
 Average State Per Pupil Expenditure: \$6,542

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 6 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
PreK	0	0	0
K	34	18	52
1	22	27	49
2	41	33	74
3	37	27	64
4	31	36	67
5	43	45	88
6	37	38	75
TOTAL STUDENTS IN THE APPLYING SCHOOL →			469

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>50</u> % White (234) |
| <u>2</u> % Black or African American (9) |
| <u>4</u> % Hispanic or Latino (20) |
| <u>44</u> % Asian/Pacific Islander (205) |
| <u>0</u> % American Indian/Alaskan Native (1) |
| 100% Total* (469) |

*Five students (1% of the population) reported multiple composition or No Response.

7. Student turnover, or mobility rate, during the past year: 3%

(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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1 (same as in #5 above)	469
(5)	Subtotal in row (3) divided by total in row (4)	0.0277
(6)	Amount in row (5) multiplied by 100	2.77

8. Limited English Proficient students in the school: 20%
95 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: Korean, Armenian, Spanish, Tagalog, Arabic, Hindi and Taiwanese
9. Students eligible for free/reduced-priced meals: 8%
 Total number students who qualify: 39

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

10. Students receiving special education services: $\frac{9}{44}$ % 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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>2</u> Emotionally Disturbed/SED

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>20</u>	_____
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	_____
Support staff	<u>9</u>	<u>8</u>
Total number	<u>31</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 23 : 1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	96%	94%	94%	93%	91%
Teacher turnover rate	5%	25%	14%	10%	10%

PART III - SUMMARY

Located in a quaint, mountainous residential area of La Crescenta, Valley View is one of twenty elementary schools in the Glendale Unified School District. The mostly middle to upper-middle socioeconomic class community is stable, and our reputation for excellence draws many new families into the area. Valley View was reopened in 1998 after extensive remodeling using Measure K facility bond funds in response to the overcrowded student population in the La Crescenta area of Glendale, a suburb of Los Angeles. Parents, students, teachers and staff from surrounding schools had the unique experience of fashioning a new school based on their ideals. Parents and teachers collaborated to formalize Valley View's Mission Statement: "Provide a safe environment, challenging instructional programs, to promote excellence and the best of technology. Every student will develop the skills, knowledge, attitudes and behaviors necessary to reach full potential, be independent thinkers and learners, demonstrate responsibility towards each other, and become well-educated, productive citizens."

Beautiful flowerbeds greet parents and visitors to Valley View when they enter the main gate. The twenty-one (21) classrooms and play yards are located on a variety of levels on the hillside. From almost every vantage point on campus, Valley View commands a beautiful view of the San Gabriel and Verdugo Mountains. Besides the fresh air and enchanting view, our facility is clean and comfortable. The smiles on our children's faces and the joy and enthusiasm our teachers feel for teaching illuminate our campus. From the dedication of our staff and involved parents and families, to the visionary leadership of our Principal, Valley View has distinguished itself among elementary schools.

Our culturally diverse student population of 469 students is forty-four percent (44%) Asian, six percent (6%) other ethnicities and fifty percent (50%) Caucasian. The peer groups are frequently ethnically blended, with the students supporting each other in their daily activities, as well as sharing the perspectives from their various cultures.

Highly trained and enthusiastic teachers plan together, develop grade level expectations and work collaboratively across grade levels, supported by the District's strong professional development programs, well-defined standards-based curriculum, and current high-quality textbooks and instructional materials. Valley View teachers engage inquiring, diligent students in achievement-centered classrooms.

The efforts of the teachers and staff to create a challenging climate for learning are evidenced in the accomplishments of our students. Our assessment results are reflected in the school's Academic Performance Index (API) report showing growth soaring 59 points in the last five years (from 835 to 894), placing Valley View among the elite few in the State's top tenth decile. In the No Child Left Behind (NCLB) measure of Adequate Yearly Progress (AYP), not only has Valley View met the English Language Arts and Math Proficiency targets, but has exceeded those goals by more than **four times** the target, in **every** year since its inception.

Parents are involved, well-informed, and supportive of their children's education at school and at home. Valley View's PTA, Education Foundation, Leadership Team, and School Site Council, along with the teachers and staff, continuously collaborate to create an effective learning environment. This year we began an outreach program to the Korean population with the addition of a Korean PTA. This group is a subset within the PTA, where all communications (written and oral) are translated into the Korean language. Last year parents volunteered over 4,000 hours of service to the school. Each of these hours was unique in adapting the parents' talents to activities that benefit our children and the school.

A state-of-the art Computer Lab and Library enhance the classroom programs. Extended-day programs offer students enrichment classes, chorus, instrumental music, drama club, Gifted and Talented Education (GATE) enrichment sessions, math club, book chat, Summer Academy interventions and Spanish classes. A variety of childcare programs are available to families.

At the end of each month, the Valley View School family comes together to celebrate student and teacher achievements, promote school spirit, and to review the character and ethics theme of the month. At Valley View, we are dedicated to ensuring the academic, emotional, and social success of every student. "Soaring to Success" is our Motto.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The analysis of assessment data is drawn from our students' performance in the California's Standardized Testing and Reporting (STAR) Program (<http://star.cde.ca.gov/>), which is comprised of two components: Nationally normed (NRT) achievement tests and the *California Standards Tests* (CST). California utilized the SAT/9 tests from 1997 to 2002 and then changed to the CAT/6 for 2003 and 2004. Because of this change, data cannot be compared between 2002 (with the SAT/9 data) and 2003 (with the CAT/6 data). As the core of the assessment system, the *California Standards Tests* are designed to be end-of-grade assessments of the state adopted content standards. California defines five separate performance levels for these tests: "Advanced", "Proficient", "Basic", "Below Basic" and "Far Below Basic". Students are considered to be achieving at the desired performance level when they test "At or Above Proficient" on the CST exams.

The STAR testing window is scheduled to fall on and around the day on which 85% of the instructional days are completed. California also computes and reports an Academic Performance Index (API) score for each of its schools, measuring their progress toward state goals by analyzing factors such as socioeconomic level, ethnicity, mobility, percent of English Language Learner (ELL) students, and percent credentialed teachers. Schools can be ranked with scores from 200 to 1000. In this measure Valley View has increased its statewide ranking from a score of 870 to 894 over the past three years.

California Standards Test - ELA (4 years of data):

- At all grade levels Valley View students scored well above the state averages.
- The percent of Valley View students scoring "At Proficient or Above" has averaged 59% to 75%. These scores are 25% to 41% ABOVE the State's percent of students performing "At Proficient or Above". It's important to note that this difference increases at the upper grades, where the concepts and skills become more difficult.
- The percent of Valley View students scoring "Advanced" has averaged 19% to 33%. These scores are 8% to 24% ABOVE the State's percent of students performing at the "Advanced" level.
- In the subgroups (Asian, White (not Hispanic), English Only and Reclassified FEP and English Learners), the percent of Valley View students scoring "At Proficient or Above" is consistently and significantly higher than the State's scores for the entire population, with most of the subgroups scoring more than twice the State's percent of students performing at the "Advanced" level.

California Standards Test - Mathematics (3 years of data):

- At all grade levels Valley View students scored well above the state averages.
- The percent of Valley View students scoring "At Proficient or Above" has averaged 72% to 85%. These scores are 27% to 52% ABOVE the State's percent of student performing "At Proficient or Above". It's important to note that this difference increases at the upper grades, where the concepts and skills become more difficult.
- The percent of Valley View students scoring "Advanced" has averaged 37% to 57%. These scores are 7% to 24% ABOVE the State's percent of students performing at the "Advanced" level.
- In EVERY subgroup (Asian, White (not Hispanic), English Only and Reclassified FEP and English Learners), the percent of Valley View students scoring "At Proficient or Above" is consistently and significantly higher (in many cases more than 20% higher) than the State's scores for the entire population, with most of the subgroups scoring two to three times the State's percent of students performing at the "Advanced" level.

Norm-referenced Test - SAT/9 and CAT/6:

- In reading, students at virtually every grade level performed above the 50%tile, with only the English Learner (EL) subgroup occasionally averaging below the 50%tile. In mathematics, every grade level and every subgroup consistently performed well above the 50%tile, with the LOWEST score being a 60th percentile average with the second grade White (not Hispanic) subgroup in 2003 and the highest a remarkable 97th percentile average with the sixth grade Asian subgroup in 2002. The State range stays between the 48th and 64th percentiles.

2. Valley View uses assessment data to understand and improve student and school performance.

Disaggregated assessment data is used regularly to identify patterns, including strengths and under performing areas for subgroups across all grade levels. Findings are analyzed to develop instructional goals for current students, to help students move toward, reach or exceed proficiency levels (all subgroups of the student population are included), as well as to design effective programs for students needing Individualized Intervention Learning Plans (IILP). Yearly, stakeholders come together to create the School Plan, a road map that guides instruction and is tied to the school budget ensuring that appropriate resources are allocated to programs and subgroups to improve student achievement. Data is analyzed at School Site Council, PTA meetings, and by other parent groups in order to reach a consensus on areas to target with the available resources.

Ongoing, periodic, and product assessments are utilized to determine the level of individual student comprehension and standards acquisition at each grade level. Valley View teachers use assessments to plan or modify curriculum and instruction. Teachers collaborate in weekly sessions to plan instruction. Multiple Measures are utilized to evaluate program strengths and concerns, set goals to improve classroom instruction, and identify the need for academic interventions. During grade level meetings, teachers review student work to determine levels of proficiency and discuss strategies to use with individual students.

Standards-based Student Achievement Report Cards are based on progress toward achieving standards, and address social, emotional, and physical development.

3. Valley View communicates student performance, including assessment data, to parents, students, and the community.

Communication is one of the keys to Valley View's success. Daily student work and classroom assessments are disseminated to parents on a weekly basis in the school's Thursday Folders. Summary reports of unit/theme tests that identify specific areas of mastery (for math and language arts) are shared with parents on a regular and on-going basis. Standards-based report cards are sent home three times a year and illustrate student progress towards meeting grade level standards.

Assessment data is disaggregated and shared regularly with the school community in various forums including School Site Council, ELAC (English Language Advisory Committee), Foundation, and PTA meetings. Additional information is available on the district website (<http://www.gusd.net>). Home school communication information is translated at the district's intercultural office, and is readily available in the primary languages of our students. GUSD maintains an up-to-date database of assessment results. An on-line software program enables administrators to analyze data results and create informative reports that are used for instructional planning.

The annual Multiple Measures Parent Report includes state and district assessment results including STAR, CELDT, physical education and district Benchmark exams. The Principal and teachers demonstrate for parents how to read these reports in group meetings and individual conferences. Pertinent information is addressed in our monthly PTA newsletter, *Eagle's View*. Student Study Team meetings are scheduled to discuss concerns and brainstorm ideas affecting social or academic progress of students.

The School Accountability Report Card (SARC) details our mission, vision, goals, Academic Performance Index (API), Adequate Yearly Progress (AYP), CAT/6, California Standards Test (CST), and District Multiple Measures. Assessment data is available on the Internet through the district website and copies are available in the school office. Local newspapers publish Valley View's assessment results.

4. Valley View has shared and will continue to share its successes with other schools.

Schools within the Glendale Unified School District regularly share effective practices and programs via materials distributed at monthly principals meetings as well as through (K-12) articulation meetings held at our local high schools. Grade level meetings between schools encourage the sharing of data and work samples; some of which is shared via the district wide e-mail system, GroupWise. *Eagle's View*, Valley View's monthly newsletter is distributed to all school sites as well as our district office and contains numerous examples of successful programs and strategies taking place on our campus. Our Professional Development Center provides discussion forums for teachers to share effective instructional strategies through their ASAP (After School Academy Programs) opportunities as well as coordinating the BTSA (Beginning Teacher Support and Assessment) program. We are fortunate to have Trainers of Trainers for *Thinking Maps and Write from the Beginning* as members of our exceptional staff. In addition, our principal presents ideas on differentiated instruction utilized by our staff at state conferences and conventions; most recently California Association for the Gifted.

Valley View staff actively participate on district committees such as Technology, GATE, Curricular Study, Special Education Forums, Substance and Violence Prevention, and Administrative Focus groups by sharing best practices and by bringing innovative ideas into our instructional program. Valley View welcomes teachers and administrative staff from across the district to observe classrooms, participate in events, and learn from one another. Our highly acclaimed grade level departmentalization and collegial planning sessions often attract visitors from outside and within our district. University of Southern California (USC) prefers our campus as one of their premiere training sites for individuals entering the teaching profession. Collaboration with other schools in state mandated staff development days provide a valuable forum for sharing. We believe our high quality instructional programs make the difference in our school moving from good to great. It is our pleasure to share our accomplishments with others.

PART V – CURRICULUM AND INSTRUCTION

1. Valley View’s curriculum engages students with significant content based on high standards.

Valley View provides every student with a researched-based comprehensive core curriculum and instruction that is aligned to the rigorous California content standards in accordance to NCLB regulations. Our teachers have served on Curriculum Study Committees, participated in the standards-alignment and textbook-adoption processes, and piloted new textbooks. Essential Standards that need to be mastered in each subject and at each grade level are utilized by our teachers to plan high-level instruction. State approved standards-aligned textbooks include: Houghton-Mifflin’s, *A Legacy of Literacy* (K-5); McDougal Littell’s, *Language of Literature* (6); Hampton Brown’s *Into English* (K-6); SRA/McGraw-Hill’s *Everyday Mathematics* (EDM); McGraw-Hill’s, *Adventures in Time and Place* (K-6); Harcourt’s *Science* (K-5); and, Holt Rinehart Winston’s, *Earth Science* (6). Valley View teachers’ curriculum encompasses high-quality instructional programs that meet or exceeds the State and District standards in all subjects.

All students receive an English Language Arts (ELA) and/or English Language Development (ELD) program that is researched-based, focuses on the California State Content Standards, and have equal access to shared and guided reading programs. The language arts curriculum includes the components of letter/sound correspondence, writing, read aloud, word study, as well as shared, guided and independent reading opportunities. Grades K-3 focuses on phonemic awareness, phonics, reading and comprehension strategies, high frequency words, grammar, writing, spelling, vocabulary, listening and speaking; thereby building a strong foundation for success. Grades 4-6 effectively build on the skills taught in the primary grades, with the focus shifting from learning to read to reading to learn. Our literacy programs provide balanced skill lessons that ensure proficiency in listening, speaking, and writing.

The Everyday Mathematics (EDM) curriculum is based on sound research and learning theory which develops mathematical thinking and reasoning while addressing instructional standards. The lesson formats of continuous review and practice, even as new concepts are introduced, maximize the potential for attaining grade level proficiency. Students work toward mastery of grade level standards as they practice skills in number sense, algebraic functions, statistics and data analysis, and measurement and geometry.

In our history/social science curriculum, students learn that developing an understanding and appreciation of our past is the stepping-stone for becoming contributing members of society. The program ties the past to the present through people, places and events via geographical themes. Historical knowledge and skill development is emphasized throughout the district-adopted text; however, teachers make history come alive for the students through various simulations and hands-on activities.

Investigations and experimentation form the core of our science curriculum in life, earth, and physical science themes. A strong focus on the scientific method as well as the integration of technology is infused throughout each concept at all grade levels.

Our health and physical education curriculum makes the connection that healthy, fit bodies contribute to academic achievement. Students participate in a variety of activities based on the National Challenge Standards and California Physical Education Framework. Instruction leads to life long health education and skills for sportsmanship.

Our strong visual and performing arts curriculum is enriched by assemblies, performances, and participation in our choral, orchestra, drama and fine arts programs. *Meet the Masters* is an interactive docent-facilitated program which provides artistic expression in various mediums linked to world-renowned artists.

At Valley View, technology is used to expand the depth and scope of the curriculum, support and reinforce state standards, meet district technology standards adopted for K-6, obtain information and to communicate outside the classroom. The frequency of technology use for instruction is very high.

Grades K-6 use computers, Internet, digital cameras, and video equipment on a daily basis in ELA, ELD, Science, Mathematics, and History/Social Science.

2a. Valley View’s reading curriculum, including a description of our approach to reading.

Valley View uses the state adopted Language Arts programs, *A Legacy of Literacy* (K-5); *Language of Literature* (6); and *Into English* (K-6) as the foundation of our core reading program. We impart explicit systematic instruction with a focus on developing active reading comprehension strategies. These strategies are learned through active dialogue, teacher modeling, explicit instruction, and guided practice. Our highly successful *Accelerated Reading* Program motivates students to read and enables teachers to assess students’ reading/comprehension skills. Literature Circles and reciprocal teaching are taught in the upper grades.

A strong standards-based developmental writing program, *Write From The Beginning*, is employed. Teachers utilize writing strategies such as modeled writing, independent writing and self/peer editing. Both ELA and ELD writing rubrics and anchor papers are used to assess student-writing progress. Grade level specific four point rubrics assist teachers with assessing writing samples aligned to state standards. Students are assessed as advanced, proficient, basic and below in the areas of content, organization, word choice, voice and tone, sentence structure and conventions.

A strategic reading approach is implemented in all classrooms at Valley View. Teachers utilize guided reading strategies so that comprehension of materials is achieved at grade level or higher. Students regularly predict, infer, synthesize, and apply their knowledge in various contexts. Due to the active engagement displayed by our students, text is accessed at appropriate individual and instructional levels.

This year’s Staff Development Day included reading comprehension training focused on six recursive steps of explicit instruction, in which the teacher (1) explains *what* a strategy consists of; (2) discusses *why* the strategy is important; (3) discusses *when* to use the strategy; (4) *models* how to perform the strategy in an actual context; (5) *guides* learner practice; and, finally, (6) the student *independently uses* the strategy.

3. Valley View focuses on mathematics and shows how it relates to essential skills and knowledge based on the school’s mission.

A component of Valley View’s mission is that “...every student will develop the skills...necessary to reach full potential, be independent thinkers and learners...” This goal of having students become independent thinkers is realized as they advance through the strands of number sense, algebraic concepts and functions, measurement and geometry, statistics and data analysis, and mathematical reasoning found in our researched-based mathematics program.

Everyday Mathematics is a rigorous program where concepts are attached to everyday experiences. A district curriculum committee aligned EDM with the California state content standards. EDM helps to expand thinking so students become problem solvers. This program provides teachers with a correlation chart for each unit that shows the grade in which the concept was first learned and how it will be taught in future grades. Mathematics instruction includes teacher-directed lessons that also incorporate independent, partner, and/or group investigations. The program spirals so concepts are continually reviewed and built upon as students progress through the grades. Our mathematics program integrates writing, science, history, social studies, and art concepts into instruction. In EDM, “Math Boxes” and “Daily Math Messages” assess prior learning to give the teacher a good idea of where to begin the lesson for each student and for the class as a whole. In addition, the Larson Middle School Math Program is successfully being used by 5th and 6th grades in our computer lab. Students achieving in this accelerated math program are recognized with special awards and compete in district and statewide math competitions.

Our staff participates in an item-by-item benchmark test data analyses to determine grade level, teacher, and individual student areas of strength and gaps. Pretests are administered in order to determine students' mathematical understanding. Results of these tests direct lesson design and instructional focus.

4. Valley View utilizes different instructional methods to improve student learning.

Valley View's instructional goal is to sustain high academic achievement while meeting the needs of individual students. Teachers balance direct explicit instruction with opportunities for inquiry and for constructing meaning to ensure the success of our students. Standards-based lessons contain hands-on learning experiences, remediation, as well as extension of content through depth and complexity criteria.

The California content standards are closely aligned with Bloom's levels of cognitive development that includes knowledge, comprehension, application, analysis, synthesis, and evaluation. Teachers utilize these levels of learning to provide an appropriate, differentiated learning experience for each student at Valley View.

Flexible groupings are regularly used to maximize different learning styles. Visual, auditory, and kinesthetic learners can access the content in pairs, cooperative groups, and independently. A differentiated classroom provides different approaches to acquiring content, processing or making sense of ideas, and developing products so that each student may learn effectively. Blending whole class, group and individual instruction encourages the teacher to proactively plan in anticipation and response to student differences in readiness, interest, and learning needs. Differentiation addresses diversity and ensures success.

Varying levels for reading instruction, vocabulary development for ELL, remediation in small groups, SDAIE for ELL students in the content areas, and learning centers for GATE students provide a successful learning experience as well as additional support on an on-going basis.

Different modes of assessment (oral presentations, written essays, reports, 3D models) provide a variety of opportunities for students to demonstrate their knowledge. Extended learning time is provided for students identified as "at risk" in ELA or Mathematics and are placed on an IILP (Individual Instructional Learning Plan). These students receive supplemental support in developing and strengthening their reading and writing as well as math skills.

5. Valley View's professional development program and its impact on improving student achievement.

The soaring success of Valley View Elementary School's program is a direct result of comprehensive professional development training provided by the principal for all teachers and staff and is an integral component for continuous student improvement. The Glendale 2005 Strategic Plan and the Local Education Agency Plan outline specific targets and evaluation evidence that guides our professional development sessions. All professional development is data driven and assessment results are analyzed to determine the schools' needs. Funding from our general fund and site based categorical program budgets are prioritized to support training opportunities each year.

The intent of the professional development at our site is to allow teachers time to collaborate and discuss important research-based ideas and their impact on teaching and learning. Teachers meet weekly to plan grade-level instruction and faculty meetings serve as a forum to review student work.

In order to support our growing ELL population, K-2 teachers are participating in the Partnership for English Language Learner Program (PELP), a Title III Project that is designed to deepen and advance teacher understanding of standards-based language development instruction that supports English literacy development through science.

All new teachers receive support from the California Formative Assessment and Support System for Teachers (CFASST) and the Beginning Teacher Support Assistance (BTSA) programs. After-School Academy Programs are standards-based and support professional development. These in-services are designed to foster powerful teaching that encourages student achievement.

Analysis of the California Healthy Kids Survey indicated a need for developing positive relationships with our students. The *Search Institute's 40 Developmental Assets* is founded in the concept of building personal self-confidence through adult relationships. *Second Step Violence Prevention* cultivates interpersonal skills, creating a safe and secure atmosphere on campus with non-violence as the means for solving problems. Training in these powerful programs provides staff with the tools to support the emotional needs of our students.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: English Language Arts Grade 2
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education / Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	90%	92%	99%
% At or Above Basic	92%	76%	87%	90%
% At or Above Proficient	65%	51%	61%	59%
% At Advanced	32%	13%	19%	13%
Number of students tested	73	56	57	70
Percent of total students tested	98.6%	97%	92%	92%
Number of students alternatively assessed	1	2	NA	NA
Percent of students alternatively assessed	1.4%	3%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	31	17	23	26
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	100%	95%	100%
% At or Above Basic	90%	100%	91%	92%
% At or Above Proficient	68%	59%	70%	65%
% At Advanced	35%	24%	26%	19%
2. White (not Hispanic) subgroup - # tested	36	34	25	39
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	86%	88%	100%
% At or Above Basic	92%	68%	80%	92%
% At or Above Proficient	58%	50%	56%	59%
% At Advanced	33%	9%	12%	10%
3. English Only and RFEF subgroup - # tested	49	37	32	51
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	86%	97%	100%
% At or Above Basic	96%	70%	94%	92%
% At or Above Proficient	76%	51%	69%	63%
% At Advanced	39%	16%	19%	12%
4. English Learner subgroup - Number tested	24	19	25	18
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	95%	88%	94%
% At or Above Basic	83%	84%	80%	83%
% At or Above Proficient	42%	47%	52%	44%
% At Advanced	17%	5%	20%	11%
STATE SCORES				
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	87%	85%	85%
% At or Above Basic	65%	68%	63%	61%
% At or Above Proficient	35%	36%	32%	32%
% At Advanced	12%	12%	9%	10%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: English Language Arts Grade 3
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	93%	94%	100%	100%
% At or Above Basic	79%	94%	91%	91%
% At or Above Proficient	45%	75%	64%	68%
% At Advanced	12%	24%	16%	26%
Number of students tested	58	68	75	57
Percent of total students tested	96.7%	98.6%	100%	92%
Number of students alternatively assessed	2	1	NA	NA
Percent of students alternatively assessed	3.3%	1.4%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	20	32	29	21
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	91%	100%	100%
% At or Above Basic	95%	91%	93%	100%
% At or Above Proficient	55%	75%	79%	76%
% At Advanced	20%	31%	21%	33%
2. White (not Hispanic) subgroup - # tested	32	25	42	31
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	94%	96%	100%	100%
% At or Above Basic	72%	96%	90%	87%
% At or Above Proficient	44%	80%	57%	65%
% At Advanced	9%	24%	14%	23%
3. English Only and RFEF subgroup - # tested	38	48	57	46
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	94%	98%	100%	100%
% At or Above Basic	76%	98%	90%	96%
% At or Above Proficient	50%	85%	65%	76%
% At Advanced	16%	33%	18%	28%
4. English Learner subgroup - Number tested	20	20	18	11
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	90%	85%	100%	100%
% At or Above Basic	85%	85%	94%	72%
% At or Above Proficient	35%	50%	61%	36%
% At Advanced	5%	0%	11%	18%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	83%	84%	85%	83%
% At or Above Basic	61%	63%	62%	59%
% At or Above Proficient	30%	33%	34%	30%
% At Advanced	9%	10%	11%	9%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: English Language Arts Grade 4
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	100%	98%
% At or Above Basic	96%	96%	95%	95%
% At or Above Proficient	79%	70%	79%	71%
% At Advanced	46%	37%	35%	35%
Number of students tested	69	76	62	72
Percent of total students tested	100%	100%	94%	100%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	36	32	25	31
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	94%
% At or Above Basic	97%	97%	92%	94%
% At or Above Proficient	72%	72%	88%	71%
% At Advanced	47%	34%	48%	35%
2. White (not Hispanic) subgroup - # tested	24	41	31	34
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	96%	100%	100%	94%
% At or Above Proficient	92%	68%	77%	76%
% At Advanced	46%	41%	29%	35%
3. English Only and RFEP subgroup - # tested	47	55	47	59
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	98%	98%	100%	97%
% At or Above Proficient	91%	76%	86%	78%
% At Advanced	60%	45%	43%	39%
4. English Learner subgroup - Number tested	22	21	15	12
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	84%
% At or Above Basic	95%	100%	80%	84%
% At or Above Proficient	55%	52%	60%	34%
% At Advanced	18%	14%	13%	17%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	92%	90%	87%
% At or Above Basic	73%	74%	71%	66%
% At or Above Proficient	39%	39%	36%	33%
% At Advanced	16%	15%	14%	11%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: English Language Arts Grade 5
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	99%	97%	100%
% At or Above Basic	93%	91%	88%	96%
% At or Above Proficient	73%	68%	65%	69%
% At Advanced	37%	29%	19%	25%
Number of students tested	84	70	78	73
Percent of total students tested	100%	100%	98%	97%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	38	31	36	23
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	100%	94%	100%
% At or Above Basic	89%	90%	83%	96%
% At or Above Proficient	71%	68%	67%	57%
% At Advanced	37%	32%	19%	22%
2. White (not Hispanic) subgroup - # tested	42	32	36	39
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	100%	100%
% At or Above Basic	95%	88%	94%	97%
% At or Above Proficient	74%	66%	64%	79%
% At Advanced	36%	28%	19%	31%
3. English Only and RFEP subgroup - # tested	68	53	66	61
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	98%	100%	100%
% At or Above Basic	96%	94%	94%	100%
% At or Above Proficient	78%	81%	73%	82%
% At Advanced	41%	36%	21%	30%
4. English Learner subgroup - Number tested	16	17	12	11
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	83%	100%
% At or Above Basic	81%	76%	58%	73%
% At or Above Proficient	50%	24%	25%	0%
% At Advanced	19%	6%	8%	0%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	90%	91%	88%
% At or Above Basic	71%	72%	71%	66%
% At or Above Proficient	40%	36%	31%	28%
% At Advanced	16%	10%	9%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: English Language Arts Grade 6
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES				
Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	99%	100%	97%
% At or Above Basic	95%	94%	97%	94%
% At or Above Proficient	79%	76%	74%	68%
% At Advanced	34%	41%	23%	20%
Number of students tested	76	83	80	66
Percent of total students tested	100%	100%	98%	94%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	36	40	28	32
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	98%	100%	94%
% At or Above Basic	97%	93%	96%	94%
% At or Above Proficient	78%	74%	78%	81%
% At Advanced	39%	45%	21%	22%
2. White (not Hispanic) subgroup - # tested	32	36	41	31
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	94%	97%	98%	94%
% At or Above Proficient	81%	83%	78%	55%
% At Advanced	28%	42%	24%	19%
3. English Only and RFEP subgroup - # tested	60	68	68	57
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	97%	99%	98%
% At or Above Proficient	88%	82%	80%	72%
% At Advanced	42%	46%	26%	23%
4. English Learner subgroup - Number tested	16	15	12	7
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	93%	100%	*
% At or Above Basic	75%	80%	75%	*
% At or Above Proficient	44%	50%	33%	*
% At Advanced	6%	20%	0%	*

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	87%	85%	87%
% At or Above Basic	72%	71%	66%	67%
% At or Above Proficient	36%	36%	30%	31%
% At Advanced	12%	13%	9%	8%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: Mathematics Grade 2
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	98%	99%
% At or Above Basic	96%	87%	90%
% At or Above Proficient	81%	73%	74%
% At Advanced	51%	32%	48%
Number of students tested	73	56	58
Percent of total students tested	98.6%	97%	94%
Number of students alternatively assessed	1	2	NA
Percent of students alternatively assessed	1.4%	3%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	31	17	23
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	94%	100%
% At or Above Basic	97%	94%	87%
% At or Above Proficient	84%	88%	78%
% At Advanced	61%	41%	57%
2. White (not Hispanic) subgroup - # tested	36	34	26
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	96%
% At or Above Basic	94%	82%	92%
% At or Above Proficient	75%	65%	77%
% At Advanced	47%	32%	46%
3. English Only and RFEP subgroup - # tested	49	37	33
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	99%
% At or Above Basic	96%	86%	96%
% At or Above Proficient	88%	70%	75%
% At Advanced	53%	38%	48%
4. English Learner subgroup - Number tested	24	19	25
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	94%	96%
% At or Above Basic	96%	89%	80%
% At or Above Proficient	67%	79%	72%
% At Advanced	46%	21%	48%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	96%	92%
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: Mathematics Grade 3
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	91%	95%	95%
% At or Above Proficient	67%	83%	72%
% At Advanced	31%	51%	28%
Number of students tested	58	68	75
Percent of total students tested	96.7%	99%	100%
Number of students alternatively assessed	2	1	NA
Percent of students alternatively assessed	3.3%	1%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	20	32	29
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	97%	100%
% At or Above Basic	95%	94%	93%
% At or Above Proficient	85%	88%	86%
% At Advanced	40%	63%	34%
2. White (not Hispanic) subgroup - # tested	32	25	42
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	97%
% At or Above Basic	88%	96%	95%
% At or Above Proficient	59%	88%	64%
% At Advanced	31%	48%	26%
3. English Only and RFEP subgroup - # tested	38	48	57
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	99%
% At or Above Basic	92%	98%	95%
% At or Above Proficient	63%	88%	70%
% At Advanced	34%	56%	28%
4. English Learner subgroup - Number tested	20	20	18
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	95%	100%
% At or Above Basic	90%	90%	95%
% At or Above Proficient	75%	75%	78%
% At Advanced	25%	40%	28%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	94%	91%
% At or Above Basic	73%	71%	65%
% At or Above Proficient	48%	46%	38%
% At Advanced	21%	19%	12%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: Mathematics Grade 4
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	99%	92%	93%
% At or Above Proficient	87%	76%	79%
% At Advanced	45%	30%	38%
Number of students tested	69	76	64
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	36	32	27
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	97%	97%	96%
% At or Above Proficient	92%	84%	85%
% At Advanced	56%	41%	48%
2. White (not Hispanic) subgroup - # tested	24	41	31
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	88%	90%
% At or Above Proficient	79%	71%	71%
% At Advanced	42%	24%	32%
3. English Only and RFEP subgroup - # tested	47	55	47
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	93%	94%
% At or Above Proficient	89%	78%	81%
% At Advanced	49%	31%	43%
4. English Learner subgroup - Number tested	22	21	17
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	95%	90%	89%
% At or Above Proficient	82%	71%	71%
% At Advanced	36%	29%	24%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	93%
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: Mathematics Grade 5
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	99%
% At or Above Basic	95%	88%	89%
% At or Above Proficient	75%	78%	64%
% At Advanced	38%	44%	29%
Number of students tested	84	70	79
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	38	31	37
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	95%	94%	89%
% At or Above Proficient	76%	87%	70%
% At Advanced	42%	55%	43%
2. White (not Hispanic) subgroup - # tested	42	32	36
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	97%	100%
% At or Above Basic	95%	88%	94%
% At or Above Proficient	76%	72%	58%
% At Advanced	36%	34%	19%
3. English Only and RFEP subgroup - # tested	68	53	66
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	94%	93%
% At or Above Proficient	75%	83%	67%
% At Advanced	38%	47%	29%
4. English Learner subgroup - Number tested	16	17	13
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	95%	100%
% At or Above Basic	94%	71%	77%
% At or Above Proficient	75%	65%	54%
% At Advanced	38%	35%	31%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	87%	90%
% At or Above Basic	65%	61%	59%
% At or Above Proficient	38%	35%	29%
% At Advanced	12%	10%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Valley View Elementary
 Subject: Mathematics Grade 6
 Edition/Publication Year: 2004
 Publisher: California Department of Education/ Educational Testing Services

District: Glendale Unified
 Test: California Standards Test

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	98%	94%	100%
% At or Above Proficient	87%	84%	85%
% At Advanced	63%	53%	54%
Number of students tested	76	83	81
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	36	40	29
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	98%	100%
% At or Above Proficient	92%	93%	90%
% At Advanced	61%	63%	59%
2. White (not Hispanic) subgroup - # tested	32	36	41
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	94%	92%	100%
% At or Above Proficient	78%	81%	85%
% At Advanced	63%	44%	59%
3. English Only and RFEP subgroup - # tested	60	68	69
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	94%	100%
% At or Above Proficient	90%	84%	90%
% At Advanced	70%	57%	61%
4. English Learner subgroup - Number tested	16	15	12
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	88%	93%	100%
% At or Above Proficient	75%	87%	59%
% At Advanced	38%	33%	17%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	91%	92%	91%
% At or Above Basic	72%	64%	62%
% At or Above Proficient	36%	34%	32%
% At Advanced	12%	10%	10%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Reading Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	69	50	74
Number of students tested	73	56	54
Percent of total students tested	99%	97%	87%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	71	62	78
Number of students tested	31	17	23
2. White (not Hispanic) subgroup	64	48	67
Number of students tested	36	34	25
3. English Only and Reclassified FEP subgroup	76	52	77
Number of students tested	49	37	31
4. English Learner subgroup	51	45	70
Number of students tested	24	19	23
STATE SCORES			
Total Score	43	43	52

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Reading Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	48	61	72
Number of students tested	58	68	73
Percent of total students tested	97%	100%	97%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	53	60	73
Number of students tested	20	32	29
2. White (not Hispanic) subgroup	45	62	72
Number of students tested	32	25	42
3. English Only and Reclassified FEP subgroup	53	69	73
Number of students tested	38	48	55
4. English Learner subgroup	37	39	70
Number of students tested	20	20	18
STATE SCORES			
Total Score	39	39	47

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Reading Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	66	65	81
Number of students tested	69	75	59
Percent of total students tested	100%	100%	89%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	60	62	80
Number of students tested	36	32	26
2. White (not Hispanic) subgroup	72	67	78
Number of students tested	24	41	32
3. English Only and Reclassified FEP subgroup	75	72	84
Number of students tested	47	55	47
4. English Learner subgroup	43	45	68
Number of students tested	22	21	12
STATE SCORES			
Total Score	39	39	50

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Reading Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	64	64	73
Number of students tested	84	70	74
Percent of total students tested	100%	100%	93%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	63	67	66
Number of students tested	38	31	36
2. White (not Hispanic) subgroup	66	60	74
Number of students tested	42	32	36
3. English Only and Reclassified FEP subgroup	69	70	76
Number of students tested	68	53	66
4. English Learner subgroup	40	45	*
Number of students tested	16	17	8
STATE SCORES			
Total Score	42	42	46

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Reading Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	71	67	81
Number of students tested	76	83	80
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	73	68	76
Number of students tested	36	40	29
2. White (not Hispanic) subgroup	69	69	84
Number of students tested	32	36	41
3. English Only and Reclassified FEP subgroup	78	71	85
Number of students tested	60	68	69
4. English Learner subgroup	39	45	47
Number of students tested	16	15	11
STATE SCORES			
Total Score	43	42	49

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Mathematics Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	78	68	87
Number of students tested	73	56	55
Percent of total students tested	99%	97%	89%
Number of students alternatively assessed			
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	78	85	90
Number of students tested	31	17	23
2. White (not Hispanic) subgroup	77	60	83
Number of students tested	36	34	26
3. English Only and Reclassified FEP subgroup	82	68	88
Number of students tested	49	37	32
4. English Learner subgroup	69	67	86
Number of students tested	24	19	23
STATE SCORES			
Total Score	58	56	62

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Mathematics Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

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

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	70	85	86
Number of students tested	58	68	74
Percent of total students tested	97%	100%	99%
Number of students alternatively assessed		0	
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	85	86	89
Number of students tested	20	32	29
2. White (not Hispanic) subgroup	61	87	83
Number of students tested	32	25	42
3. English Only and Reclassified FEP subgroup	68	88	85
Number of students tested	38	48	56
4. English Learner subgroup	73	73	87
Number of students tested	20	20	18
STATE SCORES			
Total Score	56	55	64

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Mathematics Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	81	75	88
Number of students tested	69	76	58
Percent of total students tested	100%	100%	88%
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	84	81	90
Number of students tested	36	32	27
2. White (not Hispanic) subgroup	78	72	84
Number of students tested	24	41	32
3. English Only and Reclassified FEP subgroup	84	77	89
Number of students tested	47	55	47
4. English Learner subgroup	72	70	84
Number of students tested	22	21	11
STATE SCORES			
Total Score	51	50	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Mathematics Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	75	79	83
Number of students tested	84	70	74
Percent of total students tested	100%	100%	93%
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	77	84	88
Number of students tested	38	31	37
2. White (not Hispanic) subgroup	72	74	75
Number of students tested	42	32	36
3. English Only and Reclassified FEP subgroup	76	81	83
Number of students tested	68	53	66
4. English Learner subgroup	69	74	*
Number of students tested	16	17	8
STATE SCORES			
Total Score	49	48	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Valley View Elementary

District: Glendale Unified

Subject: Mathematics Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	89	85	95
Number of students tested	76	83	81
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed			
SUBGROUP SCORES			
1. Asian subgroup	91	90	97
Number of students tested	36	40	29
2. White (not Hispanic) subgroup	86	80	94
Number of students tested	32	36	41
3. English Only and Reclassified FEP subgroup	91	85	95
Number of students tested	60	68	69
4. English Learner subgroup	79	80	89
Number of students tested	16	15	12
STATE SCORES			
Total Score	51	48	62