

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Nancy Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 5241 Fairmont Blvd.
(If address is P.O. Box, also include street address.)

Yorba Linda CA 92886-4410
City State Zip Code+4 (9 digits total)

County Orange State School Code Number* 30 66647 6071146

Telephone (714) 970-1401 Fax (714) 970-7983

Web site/URL www.fairmontelementary.com E-mail nmartin@pylusd.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* Mr. Dennis Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Placentia Yorba Linda Unified Tel. (714) 985-8400

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Jan Wagner
(Specify: Mrs., Miss, Mrs., Dr., Mr., Other)

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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)

- Number of schools in the district:

<u> 21 </u>	Elementary schools
<u> 5 </u>	Middle schools
<u> 0 </u>	Junior high schools
<u> 4 </u>	High schools
<u> 3 </u>	Other*
<u> 32 </u>	TOTAL

- District Per Pupil Expenditure: \$6,412.00
 Average State Per Pupil Expenditure: \$6,822.00

SCHOOL (To be completed by all schools)

- 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

- 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?

- 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	N/A	N/A	N/A	7			
K	67	51	118	8			
1	66	65	131	9			
2	67	56	123	10			
3	71	78	149	11			
4	66	70	136	12			
5	67	75	142	Other			
6	74	70	144				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							943

* **Parkview** - home school K-11; **La Entrada H.S.** –independent study; **George Key** – special education for students with severe needs.

6. Racial/ethnic composition of the school: 81 % White
1 % Black or African American
8 % Hispanic or Latino
10 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

[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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	943
(5)	Total transferred students in row (3) divided by total students in row (4)	.01%
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 6 %
53 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Asian (Other) Asian Indian Filipino Japanese Korean
Mandarin Russian Spanish Sweden Urdu
Vietnamese

9. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 20

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: $\frac{11}{105}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>28</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>46</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>35</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>25</u>
Support staff	<u>12</u>	<u>28</u>
Total number	<u>52</u>	<u>58</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%	97%	97%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	11%	12%	7%	6%	8%
Student dropout rate (middle/high)	NA %				
Student drop-off rate (high school)	NA %				

PART III - SUMMARY

Fairmont Elementary School continues to create and maintain a warm, nurturing small school environment even with our large campus and a population of just under 1,000 students. It is our mission for all students to achieve personal academic excellence in a safe environment that fosters a strong work ethic and positive character traits. The school provides a welcoming climate that sparks curiosity, encourages creativity, and motivates students to achieve their personal best. Fairmont's motto "Together in Excellence" emphasizes the importance of teamwork between staff, parents, students, and community members to work collaboratively to extend learning beyond the four walls of our classrooms.

For thirty-four years, the vision of the Fairmont staff and community has been for every student, regardless of nationality, gender, socioeconomic status, or cognitive ability, to have the opportunity to excel. We recognize for some students excellence comes easily. We also understand that children who face challenges need us the most. These students challenge us to be active problem solvers. They prod us to think "outside of the box" and to continually seek new strategies to keep ourselves effective. Because our population has changed and our children are works in progress, the path to reach our vision of excellence for every child is continually evolving.

With parents and the community, our staff has established clear performance standards that are set at attainably high levels for each student. Our strong educational team utilizes rich and diverse instructional methods that are explicitly designed to assist all children in achieving the rigorous California Content Standards. Fairmont teachers place a high priority on collaboration and professional growth opportunities. Teachers participate in classes provided by our exemplary district Professional Development Academy, attend pertinent conferences, and extend their education through local universities and online coursework. We continually provide the highest quality instructional programs because we are dedicated to meeting the needs of all students through enrichment, remediation, or intervention so that "No Child Is Left Behind."

Fairmont has been an innovative leader in our district. We were the first to have an extensive full-inclusion program, a GATE program that others emulate, a successful Latin Cell Program, an outstanding physical education program, and a student social skills mentoring program that positively impacts at least 150 students yearly. Our Fairmont staff is known for its professionalism. Several universities pursue our Fairmont teachers to serve as master teachers, modeling the most current strategies and best practices in education. Our onsite Beginning Teacher Support and Assessment (BTSA) providers are dedicated to sharing their ideas at numerous district in-services so that all children in the Placentia-Yorba Linda Unified School District benefit from superb instructional practices.

The Fairmont parent community is a valuable partner in our school success. Last year parent volunteers logged over 33,000 hours in support of our entire school program. In addition, our PTA hosts several events to unite all Fairmont families in our school culture. Popular activities include theatrical productions, astronomy night, restaurant family nights, weekend picnics, and many high-quality, motivational assemblies. We are proud to have a 95% parent attendance rate at Back to School Night and 97% attendance rate at parent conferences and Open House, which reflects the enthusiasm and commitment of our parent community.

Local realtors report that our consistently excellent Academic Performance Index (API) scores, high academic standards, and nurturing environment regularly attract new families to our community. Increasing our API scores by 20 points to 886 in 2005 is a testament to the effectiveness of our improvement process. Adding nine points last year was even more rewarding! The pride we feel in these accomplishments permeates our community and fuels our motivation to continue to work "Together in Excellence."

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Aristotle

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Fairmont students are assessed on a continual basis with a multi-tiered system of assessments. Two state-mandated summative assessments are administered annually to measure the school's overall academic achievement. The California Standards Test (CST), a criterion-referenced multiple-choice test, measures students' progress in grades two through six. The California Achievement Test, Sixth Edition (CAT6), a norm-referenced test, replaced the Standard Achievement Test (SAT9) in 2002-2003. Two levels of monitor and progress assessments are employed to regularly track student performance and guide instruction. District Multiple Measures (DMM) monitor reading, writing, and math. School-level benchmark assessments, for our School/Library Improvement Plan (SLIP) target areas, are given three times a year at all grade levels.

The CST measures student mastery of the State Content Standards in English-Language Arts, Mathematics, Science, and Social Science. English-Language Arts and Mathematics subtests yield performance level scaled scores ranging from 150 to 600 for each student. Based on these scores, students are ranked in five CST proficiency levels that include Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The California State Department of Education classifies Proficient and Advanced levels (scaled scores from 350 to 600) as meeting the standards. Basic level scaled scores range from 300 to 349. State assessment information can be found at <http://star.cde.ca.gov/>.

The CAT6, previously given in grades two through six, is now mandated as a third grade assessment tool. DMM assessments include quarterly English-Language Arts Tests in Reading Comprehension, Vocabulary and Word Analysis, Writing Conventions, and Writing Strategies, oral reading records, writing prompts, and Key Math Standards Tests, which were developed by district teachers.

As part of our school improvement process, annually we analyze test results and identify grade level areas of focus in language arts and math. Grade levels develop a benchmark test for each focus area. These assessment results guide instruction toward our goal that "No Child is Left Behind," including our statistically significant subgroups. In our heterogeneous population we have 105 students who have disabilities according to conditions designated in the Individuals with Disabilities Education Act. Due to the nature of our students with disabilities (page 5), the addition of 3 Special Day Classes (SDC) since 2003, our full-inclusion students, and our at-risk students, there is a disparity in the state assessment because of the severity of their disabilities. To address this disparity and refine our goals, we have added interventions, modifications, and accommodations in our classroom instruction, Individual Education Plans, and our 504 Plans. In addition we are attending trainings in Response To Intervention (RTI), implementing Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and establishing Professional Learning Communities (PLC) at each grade level.

Our students have performed significantly and consistently higher than the state average, which places us in the top 10% of schools throughout California (pages 13-42). Last year on the CST, the state average of students at Proficient and Advanced in Language Arts was 43%. Fairmont's comparative average was 75.6%. The number of students scoring Proficient and Advanced in math was 83.2%, which is over 30 percentage points higher than the state average. On the CAT6 our third grade students scored from 9 - 15%ile higher than the state grade level benchmark of 50%ile. Over the past four years our students have scored a minimum of 30%ile higher than the benchmark.

Our DMM test results are equally impressive. The Burns and Roe Reading Inventory is administered individually to all students to monitor decoding and comprehension skills. Last year 92% of our students scored at or above grade level on this reading assessment. Progress toward meeting the state writing standards is in part measured by district-developed, grade-specific writing prompts. Prompts are given three times per year, and the final prompt rubric score becomes part of our DMM. Our students have demonstrated continual improvement on this assessment. Last year, 90% of our students scored at or above grade level. Our rigorous Key Math Standard Tests are administered to all students school-wide with 95% of our students passing last year. The district English-Language Arts quarterly tests are in their second pilot year and are proving to be valuable monitor and progress tools.

2. Using Assessment Results: Analyzing assessment data to monitor school effectiveness is the cornerstone of our comprehensive SLIP. Each spring we review our school-wide Analysis of Program Effectiveness to plan for the next year. During our pre-service days, the principal presents the disaggregated CST, CAT6, and DMM assessment data to the staff. Teachers thoroughly analyze the data, identify focus areas in language arts and math, develop grade level goals and corresponding assessment tools, and plan curriculum responsive to students' needs. For instance, this process resulted in the third grade team targeting the fraction standards as their math focus. Lesson delivery was modified to include greater use of a variety of manipulatives such as pattern blocks and Cuisenaire rods to cement understanding of concepts. Our continuous analysis of assessment is also used to modify instructional pacing, develop reteaching strategies and lessons for small groups or individuals, and plan extension activities for students demonstrating mastery. Related data and student work samples are collected and analyzed three times yearly to adjust teaching strategies and materials. Grade level teams use DMM to monitor student progress and guide changes in instructional practice and focus. At team and leadership meetings we discuss staff development workshop strategies and create plans to reach our goals.

Assessment data is used in the classroom on an on-going basis to provide students with explicit feedback. We utilize district rubrics for our grade level writing prompts as well as teacher developed rubrics for other writing, projects, and classroom assignments. Anchor papers at each grade level are shared to promote student proficiency at the expected level of performance. Teacher-student writing conferences support this process. Student sharing of exemplary writing in all curricular areas provides further models. We use classroom assessments as teaching tools to help students monitor their own progress and improve their skills. Reviewing graded tests allows students to reflect on their own strengths and weaknesses as well as learn from their peers. When as many as five ways to solve the same problem have been shared, the opportunity for understanding and growth is powerful. Students track their own growth in acquisition of math skills to continually monitor their progress towards mastery.

3. Communicating Assessment Results: At Fairmont Elementary School, we value the importance of continual communication with parents, students, and the community regarding student progress and assessment results. Our monthly "Fairmont Flyer" newsletter, the principal's ConnectED messages, PTA Board and School Site Council meetings, the SARC, and our website (www.fairmontelementary.com) are vehicles for informing parents and the community of student performance and assessment data. Each year direct communication with parents commences at Back-to-School night when teachers disseminate our district's California Content Standards brochures, outline curriculum implemented towards meeting the standards, and offer suggestions to support student learning at home. At this time, open communication is established by sharing email addresses and encouraging parents to email or call their child's teacher whenever they need further information or explanation. Throughout the school year, parents routinely receive information regarding their child's growth. Weekly classroom folders or daily return of student work provide ongoing opportunity for families to review progress toward the content standards and give written feedback. Progress reports are generated for children who have academic or behavior concerns in the middle of each quarter. Each child receives a quarterly standards-based report card that informs students and parents of academic achievement, progress toward meeting grade level year-end standards, and student responsibility for behavior and learning. During November parent conferences teachers explain grading criteria for the report card, review assessment data, discuss student progress, and set educational goals.

Fairmont staff believes that communicating assessment data is essential to keep parents informed of skills being taught and levels of mastery. They receive results of their child's mastery levels in reading, writing, and math based upon district-established assessments. In addition, parents receive printed results of the California Standards Test in the mail along with an explanation to help them understand the data.

Assessment data results are disseminated to the community through district mailings, local newspapers, and our school and district websites.

4. Sharing Success: Our Fairmont staff is known for its professionalism, high standards, and leadership throughout the district. In addition to sharing best practices among ourselves, we recognize the power in sharing and networking with colleagues at other schools. We initiated an opportunity for collaboration at our monthly staff development meeting. Teachers from four schools met at Fairmont for grade-level articulation sessions led by our staff. The success and effectiveness of these meetings prompted annual collaborative in-services and increased on-going sharing of ideas, materials, and resources. Over the years several Fairmont teachers have served as Consulting Teachers (CT) in our district's BTSA Program. Currently we have three Consulting Teachers. In addition, to working with their assigned (participating) teachers, our third grade CTs lead monthly articulation meetings with veteran teachers new to third grade. Newly created assessments, materials, and resources are shared via email on a regular basis. Fairmont teachers take an active role each summer on our district committees to develop curriculum, assessments, and interventions to enhance instruction and student performance. The committees' work is shared annually at grade level pre-service staff development presentations led by district teachers. This group of presenters always includes Fairmont teachers. Recognizing that textbook adoption is a critical aspect of student success, Fairmont teachers have always been well represented in this district process. Invaluable networking and collaboration established during this process is continued into implementation of the selected series. As a GATE magnet school, our Fairmont teachers actively participated in developing the curriculum and guidelines for the GATE Program. Although no longer a magnet school, most of our GATE students elect to continue in Fairmont's exemplary program, and the teachers remain active on the GATE Advisory Committee. They eagerly share curriculum, teaching strategies, and best practices with the new GATE magnet staff. Our dedication to improvement and high achievement will continue to extend our motto of "Together in Excellence" far beyond the walls of Fairmont.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Dedicated to life-long learning, we provide a solid academic foundation for students. Fairmont pursues excellence through a balanced, comprehensive, standards-aligned curriculum. Over 25 years ago, long before the state established content standards, Fairmont teachers created their own rigorous curricular expectations for students in each grade level. With the confidence that high standards are the vehicle for achievement, Fairmont enthusiastically embraced the California Content Standards. Instructional materials are district adopted for every core area and utilized in conjunction with supplementary materials purchased by the site and district to provide greater depth and breadth for every subject area. Current research and best practices led to the selection and implementation of programs such as Project Read Phonology, Comprehension, and Written Expression, Step Up to Writing, our own Latin word cell program, the Accelerated Reader program, the Problem Solver, Hands-On Equations, and Math Labs.

In language arts, Junior Great Books and district core and extended literature provide challenging reading opportunities for our students and supplement our Houghton Mifflin reading series. Project Read Phonology uses multi-sensory techniques to integrate spelling, phonics, grammar, and reading skills. Writing programs such as Step Up to Writing, Writer’s Workshop, Read Naturally, and Project Read Written Expression all encompass language arts standards and strategies. Our Accelerated Reader (AR) program is an independent computerized reading assessment. This program promotes teamwork among parents, students, and staff in meeting reading standards and increasing fluency. In math, district adopted texts align with standards and teachers regularly use lessons from programs such as Winning Equations, Mountain Math, Drops in the Bucket, Marcy Cook Math, Math Their Way, and Hands-On Equations.

Social science curriculum not only focuses on the Harcourt Brace textbook, but also on Interact simulations, additional research materials from the Internet, Junior Achievement, Daily Oral Geography, and thematic units designed and developed by the grade level teams. Teachers regularly link curricular areas and prior knowledge to reinforce learning. For example, Flat Stanley is a literature connection used in second grade to teach students about world geography. Furthermore, a district designed Character Education program emphasizes 13 positive character traits, which is supported by the Skills and Assets for Excellence (SAFE) program presented by the local police department. Science standards are met by using the Harcourt Brace textbook series, Beckman Science kits, and units created by AIMS, the National Science Resource Center, Insights, and Full Options Science Systems (FOSS). Students enthusiastically participate in hands-on, inquiry-based lessons. For instance, fourth graders create circuits and flashlights as part of their science unit on electricity.

In addition to our core curriculum, Fairmont students benefit from several other enriching programs. Weekly computer lab lessons help students to develop keyboarding, word processing, and power point skills. Our Physical Education teacher presents well-developed lessons that emphasize physical structures, systems, and functions of the body as well as vocabulary, nutrition tips, and physical safety terms. Students participate in warm-up and strength exercises, motor skills lessons, and activities promoting teamwork and cooperation. As a result of this outstanding program, almost 75% of our students perform within the Healthy Fitness Zone for aerobic capacity. An enriching fine arts program helps develop well-rounded individuals. Primary students enjoy music lessons presented by parent volunteers and/or teachers while fourth through sixth grade students attend vocal or instrumental classes led by certificated music teachers. In addition, all students benefit from the Meet the Masters and Art Docent programs presented by trained parent volunteers and teachers.

2. Reading: Fairmont teachers ensure a balanced, comprehensive reading program for all students. This standards-based approach, in conjunction with the district created scope and sequence, allows teachers to emphasize critical skills that need to be developed by each child at specific times throughout the school year. Our reading program encompasses print concepts, letter recognition, phonemic awareness, decoding, independent reading, spelling, vocabulary development, comprehension strategies,

oral language development, writing skills, interventions, and home/school partnerships. We chose to implement the Project Read Phonology Program to provide systematic, explicit phonics instruction in our primary grades. Students have further opportunity to apply the comprehension strategies taught throughout the grade levels in Houghton Mifflin by reading district approved core literature books. Literature units provide students with a differentiated curriculum based on their reading level. Using critical thinking and analysis skills, upper grade students respond to literature through an in-depth study of the plot, characters, point of view, and vocabulary. Junior Great Books and Reading/Thinking Skills facilitate shared inquiry discussions in many upper grade classrooms. Read Naturally is an intervention program used to help students develop increased reading fluency and comprehension skills. In addition, Language! (a researched-based language arts program) is used in the resource and SDC classrooms for our special needs students to strengthen their grammar, decoding, reading comprehension, fluency, writing skills, and vocabulary development. The AR program, available in both the library and in classrooms, further assists students in achieving the rigorous state standards by increasing their fluency and comprehension skills at their independent reading level. To achieve our mission of creating a life-long interest in reading we strive to continually increase our students' literacy levels through this comprehensive program.

3. Math: The goal of our math program is to give students skills and knowledge they can apply throughout their lives. Fairmont's math curriculum supports student mastery in number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning as outlined in the California Content Standards. Grades K-5 fully implement the district adopted Houghton Mifflin math series as it is consistently standards aligned. The sixth grade students, as well as the fifth grade GATE clusters, use the McDougal-Littell textbook to achieve state standards and prepare students for middle school math. At all grade levels, problem solving and skill mastery are emphasized in daily math lessons with the ultimate goal of application in the real world.

Through our yearly data analysis, problem solving continues to remain an area of focus. All grade levels emphasize the ten problem solving strategies in the Problem Solver by Creative Publications. Charts displaying these strategies as well as key words to identify the four basic math operations are posted for student reference in all classrooms. At each grade level a variety of resources are used to reinforce these skills. The consistency of instruction in this area has helped our students succeed in math competitions, such as, Continental Math League and Orange County Math Field Day.

Math instruction at all grade levels is supplemented with hands-on activities using manipulatives to provide concrete examples to prepare for abstract application. Beginning in kindergarten and first grade students enjoy activities and strategies from Math Their Way and other teacher created lessons that build strong conceptual understanding. Math Center/Lab activities include a wide variety of Marcy Cook task cards, skill specific pattern block and place value activities, individual geared clocks, and money packets. These are utilized in small group instruction to enhance understanding. Furthermore, fourth and fifth grade teachers use Hands-On Equations to develop algebraic thinking. Mountain Math and Drops in the Bucket are supplementary programs used for spiral review of previously taught skills. In the sixth grade, students use their math skills as they do stock market simulations. This comprehensive approach to math has resulted in an ever increasing number of students placed in honors classes at the middle school level.

4. Instructional Methods: Fairmont teachers employ a multitude of instructional methods to support students in developing mastery of the California Content Standards. We believe that direct teacher instruction in whole group, small group, and one-to-one settings is paramount to student success. Additionally, we understand the necessity of differentiated instruction to meet the learning needs, styles, and interests of all students by allowing choices, flexible groupings, and creating a responsive learning environment. At all grade levels, curriculum decisions are based on the knowledge of students' skill levels, reading comprehension progress, and complex reasoning. Teachers help all students experience success by providing modifications and accommodations in curriculum and assessment such as "chunking" content, testing in small groups, and increased time for tasks. Articulation between grade

levels guides instruction and promotes the effective use of a variety of instructional strategies. While touring classrooms at Fairmont, observers will find whole and small group direct instruction, cooperative groups engaged in a variety of activities, and students involved in individual research.

Combinations of auditory, visual, and/or kinesthetic strategies are employed to increase student understanding. For example our Project Read Written Expression program utilizes kinesthetic movements showing parts of speech and sentence diagramming. Project Read Phonology techniques such as arm and finger spelling and the use of sand trays, teach spelling skills and patterns. Our Step Up to Writing program motivates student interest in the writing process as it uses multi-sensory strategies such as color-coding to help all students understand paragraph organization and apply it to their own writing. Our parent volunteers support us in our use of manipulatives in small groups to enhance student understanding of math concepts. Hands-on, inquiry-based lessons, role playing, and simulations are methods that support our core science and social science curriculum.

5. Professional Development: Life-long learning is modeled by Fairmont staff members. More than half of our teachers currently hold master's degrees in education. In addition, one teacher holds a doctorate degree. Local universities such as California State University Fullerton, Pepperdine University, and Chapman University compete to place their interns under the tutelage of Fairmont's incredible master teachers in mentoring a new generation of quality educators.

Fairmont staff members continually improve their curriculum and instruction through participation in professional dialogue during staff meetings, team meetings, and staff development trainings. We are fortunate to have monthly early-release days for staff development through banked time. Our site staff development committee elicits suggestions from teachers and plans monthly topics for our sessions such as differentiated instruction, curriculum calibration, technology mini-classes, United Streaming, Step Up to Writing, and understanding students with special needs, i.e. autism spectrum. Frequently teachers spotlight successful strategies and share techniques used in their classes. Follow-up monthly grade level team meetings allow teachers to utilize this information as a basis for grade level specific discussions on best instructional practices and develop a plan for implementation. Differentiated instruction, including remediation and enrichment, to meet individual student needs is a priority in the implementation process.

Teachers further improve instructional practices by attending numerous staff development classes offered through our district Professional Development Academy and local universities. The district's Professional Development and BTSA Academies offer courses that introduce the latest, research-based techniques in education on topics such as classroom management, technology, engaging at-risk students, special education, English Language learning, and new programs to facilitate learning of the California Content Standards.

Our ongoing professional development and grade level collaboration are the driving forces behind our exemplary learning environment and academic successes!

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Language Arts

Subject Language Arts Grade 2 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% “Proficient” plus “Advanced” State Standards	69%	70%	56%	65%	62%
% “Advanced” State Standards	30%	33%	25%	25%	12%
Number of students tested	143	131	148	146	139
Percent of total students tested	100%	99%	100%	100%	98%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% “Proficient” plus “Advanced” State Standards	21%	29%	14%	29%	
% “Advanced” State Standards	7%	29%	7%	10%	
Number of students tested	14	14	13	21	
2. English Learners		N/A	N/A	N/A	N/A
% “Proficient” plus “Advanced” State Standards	73%				
% “Advanced” State Standards	18%				
Number of students tested	11				
3. Asians			N/A	N/A	N/A
% “Proficient” plus “Advanced” State Standards	79%	71%			
% “Advanced” State Standards	39%	50%			
Number of students tested	19	14			
4. Hispanic			N/A	N/A	N/A
% “Proficient” plus “Advanced” State Standards	50%	62%			
% “Advanced” State Standards	33%	8%			
Number of students tested	18	13			

STATE CRITERION-REFERENCED TESTS
Language Arts

Subject Language Arts Grade 3 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	70%	59%	63%	71%	66%
% "Advanced" State Standards	28%	17%	24%	25%	24%
Number of students tested	140	142	150	155	136
Percent of total students tested	100%	99%	100%	100%	98%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	33%	23%	33%	61%	
% "Advanced" State Standards	20%	0%	4%	11%	
Number of students tested	15	13	24	18	
2. Economically Disadvantaged	N/A	N/A		N/A	N/A
% "Proficient" plus "Advanced" State Standards			30%		
% "Advanced" State Standards			10%		
Number of students tested			10		
3. English Learners		N/A		N/A	N/A
% "Proficient" plus "Advanced" State Standards	20%		75%		
% "Advanced" State Standards	10%		0%		
Number of students tested	10		10		
4. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	75%	86%			
% "Advanced" State Standards	50%	29%			
Number of students tested	12	14			
5. Hispanic		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	45%				
% "Advanced" State Standards	6%				
Number of students tested	18				

STATE CRITERION-REFERENCED TESTS

Language Arts

Subject Language Arts Grade 4 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	83%	76%	75%	69%	70%
% "Advanced" State Standards	47%	46%	42%	36%	35%
Number of students tested	135	146	161	144	159
Percent of total students tested	100%	100%	99%	99%	94%
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	36%	41%	66%	20%	
% "Advanced" State Standards	9%	35%	32%	7%	
Number of students tested	11	15	68	15	
2. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	92%	86%			
% "Advanced" State Standards	77%	50%			
Number of students tested	13	14			
3. Hispanic	N/A		N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards		50%			
% "Advanced" State Standards		17%			
Number of students tested		12			

STATE CRITERION-REFERENCED TESTS

Language Arts

Subject Language Arts Grade 5 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	77%	81%	69%	73%	67%
% "Advanced" State Standards	44%	33%	34%	24%	26%
Number of students tested	142	154	153	176	165
Percent of total students tested	100%	98%	99%	99%	99%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	35%	61%	48%	51%	
% "Advanced" State Standards	29%	22%	29%	38%	
Number of students tested	17	18	31	16	
2. Asians		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	86%				
% "Advanced" State Standards	36%				
Number of students tested	14				
3. Hispanic			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	42%	71%			
% "Advanced" State Standards	17%	18%			
Number of students tested	12	17			

STATE CRITERION-REFERENCED TESTS

Language Arts

Subject Language Arts Grade 6 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	79%	72%	76%	81%	80%
% "Advanced" State Standards	42%	39%	30%	47%	42%
Number of students tested	165	153	179	169	229
Percent of total students tested	99%	99%	100%	99%	97%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities				N/A	N/A
% "Proficient" plus "Advanced" State Standards	33%	14%	60%		
% "Advanced" State Standards	20%	0%	37%		
Number of students tested	15	14	33		
2. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	100%	83%			
% "Advanced" State Standards	58%	50%			
Number of students tested	12	13			
3. Hispanic			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	65%	69%			
% "Advanced" State Standards	18%	15%			
Number of students tested	17	13			

STATE CRITERION-REFERENCED TESTS

Mathematics

Subject Mathematics Grade 2 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	85%	87%	79%	87%	85%
% "Advanced" State Standards	47%	66%	42%	58%	33%
Number of students tested	143	131	148	146	141
Percent of total students tested	100%	99%	100%	100%	99%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	50%	50%	21%	57%	
% "Advanced" State Standards	21%	29%	7%	38%	
Number of students tested	14	14	13	21	
2. English Learners		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	81%				
% "Advanced" State Standards	45%				
Number of students tested	11				
3. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	90%	92%			
% "Advanced" State Standards	58%	71%			
Number of students tested	19	14			
4. Hispanic			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	61%	84%			
% "Advanced" State Standards	33%	38%			
Number of students tested	18	13			

STATE CRITERION-REFERENCED TESTS

Mathematics

Subject Mathematics Grade 3 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	87%	88%	85%	86%	77%
% "Advanced" State Standards	66%	55%	59%	51%	43%
Number of students tested	140	142	150	155	137
Percent of total students tested	100%	99%	100%	100%	99%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	47%	46%	67%	83%	
% "Advanced" State Standards	410%	15%	50%	50%	
Number of students tested	15	13	24	18	
2. Economically Disadvantaged	N/A	N/A		N/A	N/A
% "Proficient" plus "Advanced" State Standards			60%		
% "Advanced" State Standards			40%		
Number of students tested			10		
3. English Learners		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	70%				
% "Advanced" State Standards	20%				
Number of students tested	10				
4. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	92%	92%			
% "Advanced" State Standards	92%	71%			
Number of students tested	12	14			
5. Hispanic		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	84%				
% "Advanced" State Standards	28%				
Number of students tested	18				

STATE CRITERION-REFERENCED TESTS

Mathematics

Subject Mathematics Grade 4 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	83%	78%	78%	82%	78%
% "Advanced" State Standards	53%	49%	28%	44%	33%
Number of students tested	135	146	162	144	167
Percent of total students tested	100%	100%	99%	99%	98%
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	36%	53%	77%	40%	
% "Advanced" State Standards	18%	35%	40%	27%	
Number of students tested	11	17	68	15	
2. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	93%	86%			
% "Advanced" State Standards	85%	56%			
Number of students tested	13	14			
3. Hispanic	N/A		N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards		50%			
% "Advanced" State Standards		25%			
Number of students tested		12			

STATE CRITERION-REFERENCED TESTS

Mathematics

Subject Mathematics Grade 5 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	74%	75%	58%	68%	75%
% "Advanced" State Standards	40%	34%	14%	27%	34%
Number of students tested	142	154	153	176	166
Percent of total students tested	100%	98%	99%	99%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities					N/A
% "Proficient" plus "Advanced" State Standards	41%	50%	42%	44%	
% "Advanced" State Standards	29%	28%	10%	38%	
Number of students tested	17	18	31	16	
2. Asians		N/A	N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	93%				
% "Advanced" State Standards	36%				
Number of students tested	14				
3. Hispanic			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	42%	65%			
% "Advanced" State Standards	17%	18%			
Number of students tested	12	17			

STATE CRITERION-REFERENCED TESTS

Mathematics

Subject Mathematics Grade 6 Test California Standards Test (CST)

Edition/Publication Year 2003 Publisher Developed by the State of California

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Advanced" State Standards	84%	73%	80%	86%	86%
% "Advanced" State Standards	42%	39%	40%	43%	55%
Number of students tested	163	153	179	169	231
Percent of total students tested	98%	99%	100%	99%	97%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Disabilities				N/A	N/A
% "Proficient" plus "Advanced" State Standards	40%	28%	69%		
% "Advanced" State Standards	27%	14%	40%		
Number of students tested	12	14	33		
2. Asians			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	100%	84%			
% "Advanced" State Standards	58%	69%			
Number of students tested	12	13			
3. Hispanic			N/A	N/A	N/A
% "Proficient" plus "Advanced" State Standards	83%	61%			
% "Advanced" State Standards	24%	23%			
Number of students tested	17	13			