

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

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

School Mailing Address 2100 Mariners Drive  
(If address is P.O. Box, also include street address.)

Newport Beach, CA 92660-4748  
City State Zip Code+4 (9 digits total)

County Orange State School Code Number\* 30-66597-602939

Telephone ( 949 ) 515-6960 Fax ( 949 ) 515-6801

Web site/URL nmusd.us/schools/Mariners E-mail pcoughlin@nmusd.us

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.

\_\_\_\_\_  
Date  
(Principal's Signature)

Name of Superintendent\* Dr. Jeffrey Hubbard  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newport-Mesa Unified School District Tel. ( 714 ) 424-5031

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.

\_\_\_\_\_  
Date  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Judy Franco  
(Specify: Ms., 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.

\_\_\_\_\_  
Date  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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**

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All data are the most recent year available.

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

1. Number of schools in the district:     22 Elementary schools  
    Middle schools  
   2   Junior high schools  
   6   High schools  
   6   Other  
    36   TOTAL
2. District Per Pupil Expenditure:     \$8216
- Average State Per Pupil Expenditure: \$7658

**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. 7 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				7			
K	48	51	99	8			
1	50	48	98	9			
2	54	36	90	10			
3	50	38	88	11			
4	50	44	94	12			
5	36	48	84	Other	12		
6	50	65	115				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>680</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- 87% White
  - 1% Black or African American
  - 7% Hispanic or Latino
  - 4% Asian/Pacific Islander
  - 1% 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: 7 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	26
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	48
<b>(4)</b>	Total number of students in the school as of October 1	683
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.07
<b>(6)</b>	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 5 %  
32 Total Number Limited English Proficient  
 Number of languages represented: 5  
 Specify languages: Spanish, Vietnamese, Filipino, Farsi, other

9. Students eligible for free/reduced-priced meals: 10%

Total number students who qualify: 71

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:  $\frac{7}{48}$  %  
 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>  3  </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  4  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 12  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 29  </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </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>  1  </u>	<u>  0  </u>
Classroom teachers	<u> 31  </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  0  </u>
Paraprofessionals	<u>  2  </u>	<u> 12  </u>
Support staff	<u>  7  </u>	<u>  0  </u>
Total number	<u> 42  </u>	<u> 14  </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  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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	97%	96%	94%
Teacher turnover rate	16%	6%	10%	0%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## Part III – Summary

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The vision of Mariners School is to become a community of life long learners where creativity and academic excellence are valued; where self and others are deemed worthy of respect and treated accordingly; where students, staff, parents, and community share the responsibility of working cooperatively toward the success of that vision.

Welcome to Mariners Elementary School, the pride of Newport Beach! Mariners Pride and The Pyramid of Success work their magic into the life of Mariners through high academic expectations for all students using a standards-based state approved curriculum. The majority of our parents are college-educated professionals who value education and hold high expectations for their children. Our principal, teachers, students, parents, and support staff feel proud of our excellent school. We are all dedicated to the success of every student every day. Our shared goal is to see each child learn and achieve their personal best.

Mariners is a traditional K-6, suburban school located on a sprawling, newly renovated campus. Although we have 653 students, there is a small school feeling of caring and camaraderie. The principal knows all the students by name and celebrates each of their birthdays by presenting them with a birthday book of their choice. Mariners is a school full of energetic learners, with teachers and parents working together to create an exciting learning environment. Thus, our children love to learn, and eagerly attend school because of its happy, loving atmosphere. While working for academic success, all children are nurtured in building our shared focus of Mariners Pride. Guided by high expectations, our students access the core curriculum, stretch their critical-thinking and problem-solving abilities, engage in enrichment activities, and learn to work together.

The exemplary offerings at Mariners include 29 K-6 classrooms, a science lab, a cutting edge computer lab, a Resource Support program and The Donna and John Crean Mariners Branch Library, which serves both as a public library for the community and a school library for K-6 students at Mariners. We are passionate about our enrichment programs, which are primarily provided through the fundraising efforts of the Mariners PTA and Foundation. The funds raised yearly by these energetic parents provides a part-time specialist in physical education, a full-time science teacher, technology support teacher, Project Read teacher, and teacher assistants for our upper grade classrooms.

Mariners' parents contribute to our magnificence. Supportive parents donated 23,000 volunteer hours last year. To help bring all families together our PTA organizes such events as the Fall Festival, Art Night, Book Fair and our school play. Over 450 families and community members attended this year's Mariners Elementary School Foundation fundraiser and 40 businesses contributed monetary funds or food and materials. Our Foundation also sponsors the only 4th of July Parade and Fair event in the Newport Beach community which is held in Mariners Park, adjacent to our school. This event attracts local officials and literally thousands of participants in the local community annually.

We couldn't be more proud of our ingenious, creative, nurturing teachers. Our instructors are proven leaders and diligent workers at aligning curriculum with standards, seeking out new resources, and developing innovative teaching techniques. All K-6 teachers collaborate at weekly team meetings to evaluate student progress and create engaging lessons.

At Mariners, we have charted a course for excellence. We pride ourselves and value our students' educational successes. Mariners is truly a Blue Ribbon school!

## Part IV – Indicators of Academic Success

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**1. Assessment Results:** All California public school students in grades 2-11 must participate in the state's Standardized Testing and Reporting (STAR) program. ([www.cde.ca.gov/ds](http://www.cde.ca.gov/ds)). The STAR consists of the following components: the California Standards Test (CST) and the California Achievement Test, Sixth Edition (CAT-6). The CST are criterion-referenced tests and measure how well students are mastering the state adopted content standards for each grade level. These scaled scores are divided into five performance levels: advanced, proficient, basic, below basic and far below basic, with targets of all students performing at the proficient or advanced levels. The CAT-6 is an achievement test using a nationwide normed reference group. Scores for the CAT-6 are reported in national percentile ranks. In the 2006 school year, only third grade students were required to participate in CAT-6 testing.

Mariners Elementary students performed well on the CST. In spring 2006, 79% of all students tested at proficient or advanced levels in English Language Arts, and 83% performed at proficient or advanced levels in mathematics as set by the state. In looking at our proficient or advanced students, although our students score high in second grade, we notice a slight decrease in overall achievement levels in third grade as the academic testing demand increases. Then, a corresponding rise in scores occurs again in fourth grade as students become accustomed to the more rigorous curriculum in the upper elementary grades. Across all grade levels, mathematics continues to be our strongest academic area.

Having noticed a pattern of decreasing achievement levels for our third grade students, we planned and implemented intervention strategies designed to support these students. We were pleased to see that these strategies and interventions have had the effect of increasing student achievement over time, as witnessed by the rising scores at the next grade level, fourth grade.

Mariners' staff recognizes that while we are decreasing our achievement gaps across all sub-groups, we need to continue focusing and concentrating our planning and intervention efforts for continued academic growth and advancement for every child in our learning community.

California ranks each school in deciles according to their Academic Performance Index (API) score. A rank of 10 is the highest and 1 is the lowest. Each decile contains 10 percent of all schools. Schools are ranked two ways. The Statewide Rank includes all schools across the state. The Similar Schools Rank compares schools with similar characteristics. The characteristics include pupil mobility, pupil ethnicity, pupil socioeconomic status, percentage of teachers who are fully credentialed, percentage of teachers who hold emergency credentials, percentage of pupils who are English Language Learners, and average class size per grade level. Mariners Elementary School has met all of our API growth targets since the inception of this program in 1999, with a total growth of our API scores of 40 over the last three years. Mariners Elementary School has received a 10 Statewide Ranking since the inception of this program in 1999. In 2006 we also received a 10 in Similar Schools Ranking, being the only school in our district to receive a 10 in both rankings.

Mariners Elementary School has successfully surpassed the No Child Left Behind Adequate Yearly Progress (AYP) criteria each year. In 2005 Mariners met all 9 AYP criteria. The Annual Measurable Objectives (AMO) target for 2005-2006 in English Language Arts was 25% of students scoring at proficient or above. Mariners' students scored 79%. In math the target AMO was 27%, and 83% of Mariners students performed at proficient or above.

We are delighted by our students' success on the proficiency levels of the CSTs and the growth of our school-wide API scores, while we also continue to focus on character building and life skills competencies in addition to academics. Mariners' students, across the grades and over the years, sustain scores at the top of the rankings in the critical areas of literacy and mathematics.

2. **Using Assessment Results:** Our assessment system is directly aligned with the California content standards. All students are assessed yearly using state mandated assessments including: CST, STAR, nationally norm-referenced CAT-6, and CELDT. At the district level, we apply multiple measures quarterly to monitor and further evaluate student achievement. These multiple measures include: K-6 Standards-Based Progress Reports, Houghton Mifflin summative tests, and N-MUSD math and writing assessments. At the school level, teachers assess students on a daily, weekly, and monthly basis. We use a variety of informal and formal assessments including but not limited to performance, project-based, and curriculum-embedded assessments such as: running records, reading inventories, AR and AM Star testing, student interviews, parent conferences, portfolios, daily quality of class work and homework covering a variety of subject areas including ELA, math, history-social sciences, and science.

Each classroom has access to the web-based Renaissance Place, which includes Accelerated Math (AM) and Reading (AR), Star Reading and Math programs. The Accelerated Reading and Math Star assessments, administered three times a year, provide an active and early screening tool. Throughout the year, daily use of AR and AM programs provides appropriate assessment to accurately depict knowledge and growth in ELA and math. These programs provide individualized skills improvement in both subjects.

The professional staff uses time during faculty, weekly grade level, and monthly study group meetings to analyze the progress of all students and to strategize instructional methods for students not yet proficient as well as students who already meet grade level standards. We identify any gaps in student achievement and educate ourselves, parents and community members on research-based best practices designed to support these focus areas. Using this continual cycle of implementing strategies, monitoring student work and scrutinizing results, ensures that we can quickly implement changes necessary to ensure success for all.

3. **Communicating Assessment Results:** Our vision is communicated, fostered, and improved via multiple avenues of interactions. At our study groups, the full K-6 staff reviews the California State Standards and Frameworks to align them with instructional strategies and appropriate assessments. Input about our vision is reported to the extended community via our weekly “Mariners Reminders,” annual Report to the Community, our monthly Mariners Log, staff presentations at Back to School Night, teacher newsletters, formal and informal parent conferences, phone calls, written communication with parents, School Site Council, PTA, English Language Advisory Committee, GATE Advisory Council, Mariners Elementary School Foundation, and announcements at weekly Flag Deck.

All state test scores are reported in the October *Mariners Log* and two daily newspapers each year. We promptly communicate test scores in all areas of the core curriculum and ask parents to sign and return many tests. Take the Opportunity to Praise Students (TOPS) reports from the Accelerated Reader Program (AR) go home after students take a test on books they have read. N-MUSD mails students’ STAR test scores home, and our local newspaper, *The Daily Pilot*, publishes both Mariners School and N-MUSD outcomes. We have a great working relationship with our three local newspapers. They cover many of our school events (Jog-a-thon, school assemblies, sixth grade Oral History Tea) and thus assist us in communicating our vision and goals to the public. We conduct formal parent conferences twice a year and our benchmark data in the areas of reading, writing, and math is communicated to our parents each November, March and June.

Our entire learning community takes pride in reinforcing our vision. To ensure students are successful now, in middle school, and beyond, we offer rigorous standards-based curriculum, clear academic focus, and an emphasis on character education. These provide students with a firm foundation to become higher-level thinkers, self-directed learners, collaborative team members, effective communicators, and responsible citizens of our society.

**4. Sharing Success:** Mariners School's faculty and staff work closely with other district schools to share successes and strengthen instructional strategies. Teachers from Mariners hold a variety of leadership positions within the Newport-Mesa Unified School District. These include staff development coordinator, technology coordinator, and membership on textbook adoption committees. Teachers volunteer for positions on district task forces in various subject areas for such projects as developing curriculum, developing training for science units, writing standards-based electronic report cards, and identifying district anchor papers for scoring student writing. These committees are a vital way in which we articulate our successes with other schools in the district.

The spirit of cooperation and collaboration are the backbone of Mariners. Team leaders attend our Leadership Team meetings every Wednesday with the principal and facilitate weekly meetings with their team. Study groups meet monthly to review and evaluate student work samples across the grade levels. Cross grade level sharing occurs during school staff meetings and all professional development activities.

Four zones cluster all schools within NMUSD. Principals, staff, PTA presidents and district personnel have zone meetings up to eight times a year. These meetings afford numerous opportunities to engage in collaborative, shared decision making about programs and instructional practices.

Mariners Elementary School provides many opportunities for teachers in training programs to complete assigned observations and fieldwork in our classrooms. Each year we have many student teachers from the University of California - Irvine, Vanguard University, and California State University - Fullerton. Through hosting student teachers we not only share our successes, but we also develop collegial relationships with our educational community.

Thus, at Mariners our current educational model is dedicated to creating life-long learners. Accomplishing this task requires sharing successes, dialoguing about challenges and predicting and preparing for future developments.

## Part V: Curriculum and Instruction

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**1. Curriculum:** Mariners creates a climate where students *love to learn*. Mariners' vision statement mirrors our district vision: *To provide a world-class education for every child, every day*. A balanced, comprehensive standards-based and aligned core curriculum is provided to all students in English-language arts (ELA), math, science, history-social science, physical education, health education, and visual and performing arts. Recognizing the importance of current research-based programs, all Mariners Elementary curriculum choices are driven by California State Board Adopted Standards and research-based best practices in all subject areas, across grade levels. State adopted materials are provided by the district and utilized in all classrooms.

The core of the language arts instruction is the state adopted Houghton Mifflin series, which serves as a springboard for our balanced literacy program. It uses selected literature from the real world at a higher level for read-aloud, a grade level selection for shared reading and leveled books for individual and small group needs in guided reading. Phonics instruction, partner reading, independent reading and literature circles can be observed in all classrooms. Charts and graphic organizers help all students access information. ELD instruction is delivered by CLAD certificated teachers, all teachers at Mariners hold this certificate, using research tested SDAIE (Specially Designed Academic Instruction in English) techniques. Individual support is implemented and includes primary language support, small group instruction, parent and teacher aide tutorial assistance, and after school classes in reading and writing.

The McGraw Hill Math Program is used in all classrooms. This program provides comprehensive and spiraled instruction for all math strands across the grade levels. We supplement this core curriculum with Hands-on Equations, Mountain Math, Accelerated Math, Arithmetic Developed Daily (ADD), Problem Solver, and Marcy Cook tiling. The combination of these programs allows us to differentiate our instruction for a wide variety of learners.

A two-pronged approach is used to deliver a high quality science program. Using the Houghton Mifflin Science Program the classroom teachers give primary instruction. A certificated science teacher provides hands on experiments and activities weekly for students in grades K-6. During the course of the year students at every grade level receive instruction in physical, biological, and earth sciences. Our sixth graders attend science camp for a full week to extend and enhance their knowledge in science.

Social studies uses a standard based curriculum from the Houghton Mifflin series augmented at every grade level with speakers and community-based field trips. Making social studies come alive for students while teaching standards is our goal. To meet this goal we use social studies simulations from publishers like Interact and computer based simulations like Oregon Trail.

The physical education curriculum is aligned to state standards. The students receive a minimum of 100 minutes of physical education every ten days. This year we have implemented the Coordinated Approach To Child Health (CATCH) program to focus on all students having vigorous physical activity and nutrition.

All students in grades K-5 receive vocal music and sixth grade students receive immersion in playing four different instruments and reading musical notation from a certificated music teacher. Our music teachers also have a before school choir and band program for those students wishing to explore these areas in greater depth. Our PTA funds the visual Art Masters Program for all students, as well as, an after school drama and dance class.

Technology adds excitement to our academic climate. Our Technology Plan addresses how students participate in a structured, ladder technology program, designed to enhance learning and help them master standards. We prepare students for middle school by ensuring they are proficient in technology, have developed powerful software and Internet research skills, and can present in a variety of technologically-based products such as word-processed text, video, and multimedia production. Our Technology Lab is an integral part of our instructional program. With 41 computers, a server, Smart Board, laser black and white and color printers, this state of the art Technology Lab invites students to learn, create, and hone 21<sup>st</sup> century skills right on our own campus.

**2a. Reading:** Mariners school has an exceptionally effective reading curriculum, which clearly addresses the California standards at every grade level and provides standards-based materials to each student, including those in our English Language Development (ELD) and Resource Specialist program. All textbooks being considered for adoption are thoroughly reviewed and evaluated by a committee of teachers, administrators, parents, and curriculum specialists. Teachers at Mariners examined the proposed reading series and piloted the two state approved series. Houghton Mifflin was chosen because it incorporates all components necessary for an integrated language arts program: reading, writing, speaking and listening. In reading the following techniques can be observed in all classrooms at Mariners: read aloud, shared reading, partner reading, independent reading, guided reading and literature circles. You will also see phonics instruction in grades K-2. Teachers received training for both Houghton Mifflin Reading and Six Plus One Writing Traits, a program adopted to strengthen the writing component of our program.

Hampton Brown's *Into English!* supplements our ELD program series for grades K-6. This content-based instruction assists our ELs with access to the core curriculum. While building academic language proficiency, students are provided with multi-level teaching strategies for all language levels. With *Into English!*, we build unit concepts and vocabulary, widen language proficiency through literature, and deepen language proficiency in all content areas.

Our curriculum fosters a love of reading, encouraging and rewarding students' progress. Students participate in Accelerated Reader, which can be accessed in their classroom or our computer lab. Our joint use library with the city of Newport Beach is a welcoming place for reading, research and storytelling. Our abundant nonfiction section complements and supports our social studies, science and Accelerated Reader programs. All 9,000 Accelerated Reader books have been leveled and labeled for easy access and checkout by students, teachers, and parents.

Our character education program "Coach Wooden's Pyramid of Success" gives the opportunity for students to earn a Principal's Award for showing positive character traits such as skill, enthusiasm, confidence, alertness, determination, hard work, friendship, loyalty, cooperation, self-control, action, poise, fitness, or team spirit. Monthly assemblies are held to honor these students.

**3. Additional Curriculum Area:** Mariners Elementary School has an outstanding math program, which reflects our school wide mission, which is to create a community of life long learners where creativity and academic excellence are valued. Our school uses the McGraw Hill series to provide challenging standards-based math curriculum with a text that includes reteach, practice, and challenge levels in order to address each student's needs. Multiple approaches help students acquire and retain skills, including Accelerated Math, Hands-on Equations, Marcy Cook Tiling, Mountain Math, Problem Solver, and ADD. Our teachers encourage hands-on learning, supplying manipulatives at all grade levels to supplement rote learning with real-world problem solving.

Teachers use a variety of assessments to plan and modify math instructional practices. Pretests in the McGraw Hill math series, diagnostic information from Accelerated Math, and daily teacher observations of skill mastery determine fluid grouping. A team of teachers, with the help of our district math and science coordinator, developed a pacing plan and math benchmark assessments that are given three times a year to students in grades K-6 to assess our students' math skills and knowledge.

Accelerated Math allows us to regularly test and track the progress of all students with STAR math tests, and it allows us to supplement our basic math program by differentiating math assignments to meet individual student needs. Parents routinely receive information about the extent to which their children are meeting grade level standards. For example, TOPS (Take Opportunities to Praise Students) reports include information on math objective mastery on daily and year-to-date basis, indicating goal progress towards state standards. This individualized assessment helps parents see progress on a daily basis.

**4. Instructional Methods:** Assessment is the primary tool used to drive instruction for all students. The assessment cycle includes the testing of students, teacher analysis of data, and a realignment of researched based instructional strategies to meet the developmental needs of all students. Authentic and standards based assessments promote curriculum development and continuous refinement. Informational assessments performed daily by classroom teachers and support personnel exist to modify instructional strategies as needed. For example, pretests are utilized to compact instruction where necessary, thus reaching students where they are developmentally and academically ready to learn.

Students learn in diverse ways, so our curriculum incorporates multiple learning strategies. Mariners proudly provides the AR and AM computer based programs for all students. These programs allow independent reading and math acceleration. The students, along with their teacher, set their own individual goals and are highly motivated to reach their personal goal. They receive immediate feedback and progress toward objective mastery goals in TOPS reports. Whatever It Takes (WEIT), a state provided program at Mariners offers after school reading and math assistance for those students not yet proficient. We proudly provide Project Read as a daily multi-sensory phonics intervention program. Mariners PTA offers extension classes after school to enrich our students in the areas of foreign language, dance, band, chorus, art, chess, drama and ceramics.

Instruction in all areas is differentiated continuously to ensure powerful learning. We use a variety of instructional practices and interventions through flexible groups, whole group/small group direct instruction, small interactive groups, cooperative groups, and independent assignments. We teach our students not merely what to learn, but most importantly how to learn, building a passion in each student for life long learning.

Grade level collaboration and program evaluation is a vital part of our day. Grade level teams meet routinely to develop lessons based on student assessment data, share ideas on curriculum and instruction, evaluate student work samples, and to discuss discipline issues, interventions for students with special needs and current research. Informally, teachers plan together, observe in each other's classroom, teach each other new strategies and techniques, and share knowledge learned from attending classes and conferences. In study groups, monthly staff meetings and weekly leadership team meetings we examine student work across grade levels, reach consensus about curriculum, and brainstorm the best methods to use with students in the areas of ELA, math and science.

**5. Professional Development:** The primary focus of professional development at Mariners School is to provide teachers and staff with the necessary knowledge and skills to help all of our students meet or exceed district and state standards. Each year Mariners staff goes through a planning process to determine professional development activities that will help all students attain the proficient or advanced level of NCLB. All members attend quality staff development opportunities through conferences, workshops, staff and grade level meetings, study groups, district sponsored classes, Orange County Department of Education classes, and classes offered through local universities. All first and second year teachers participate in Beginning Teacher Support and Assessment (BTSA). They meet weekly with a mentor teacher on staff to discuss curriculum, organization, classroom management, and other issues. Teachers select professional development that provides the opportunity to gain knowledge in instructional strategies to increase student engagement and achievement, differentiation, assessment, classroom environment and other topics addressed in the California Standards for the Teaching Profession (CSTP).

Studies on professional development indicate that four elements appear to be integral to the process of improving teacher learning and change for the purpose of improving student achievement. These four elements are: a clear focus on learning and learners, an emphasis on individual and organizational change, small changes guided by a grand vision, and ongoing professional development that is procedurally embedded. These elements are used as the criteria for planning and evaluating staff development. The staff assesses our professional development plan through in-depth analysis of our students' performance on multiple measures of assessment including the CAT-6, California Standards Tests, CELDT, STAR reading and math (part of the Accelerated Reading and Math program), reading

summative tests from our reading series, and tri-mester district math and writing tests. After evaluating the results the staff plans future professional development activities based on student needs.

Performance goals are set as an entire staff. N-MUSD created pacing plans are followed in order to complete all the grade level standards in ELA and math using state adopted materials. School sites regularly receive in-service training from the district regarding state and district standards, performance assessment results, current research on best practices in education, curricular support, English learners, and instructional training. In addition the N-MUSD has provided over 14 hours of training on best practices for reading development and implementation of the Houghton/Mifflin Language Arts series in which every lesson is tied to state standards.

Benchmark testing is done three times during the year in the areas of language arts and math, to track the effectiveness of professional development in increasing student achievement in grades K-6. This year the percent of students proficient and advanced in ELA went up 3.3%, math increased by 5.8% and science by 28%. Since implementing Coach John Wooden's Pyramid of Success character education program two years ago referrals to the principal for misbehavior have gone down 50%. Excellence in Education is happening at Mariners Elementary School.

## PART VII - ASSESSMENT RESULTS

### Mariners Elementary School State Criterion-Referenced Test

**Subject:** English Language Arts

**Grade:** 2

**Test:** California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
<b>School Scores</b>				
% At or Above Proficient	77	67	66	70
% Advanced	29	26	26	33
Number of Students Tested	90	87	87	78
Percent of Total Students Tested	99	99	98	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Socioeconomically Disadvantaged				
% At or Above Proficient	60	40	30	**
% Advanced	13	10	10	**
Number of Students Tested	15	10	10	**
2. Students with Disabilities				
% At or Above Proficient	*	70	*	*
% Advanced	*	35	*	*
Number of Students Tested	8	20	8	1

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** English Language Arts

**Grade:** 3

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	66	60	53	71
% Advanced	33	25	16	28
Number of Students Tested	89	100	90	99
Percent of Total Students Tested	99	100	99	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Hispanic				
% At or Above Proficient	*	27	33	*
% Advanced	*	9	25	*
Number of Students Tested	6	11	12	6
2. Socioeconomically Disadvantaged				
% At or Above Proficient	45	25	*	**
% Advanced	18	10	*	**
Number of Students Tested	11	20	4	**
3. Students with Disabilities				
% At or Above Proficient	67	*	58	*
% Advanced	28	*	25	*
Number of Students Tested	18	9	12	0

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** English Language Arts

**Grade:** 4

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	88	74	76	66
% Advanced	55	40	52	30
Number of Students Tested	95	96	101	117
Percent of Total Students Tested	100	99	98	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Hispanic</b>				
% At or Above Proficient	72	50	*	58
% Advanced	36	50	*	8
Number of Students Tested	11	10	8	12
<b>2. Socioeconomically Disadvantaged</b>				
% At or Above Proficient	56	*	*	**
% Advanced	31	*	*	**
Number of Students Tested	16	8	6	**
<b>3. Students with Disabilities</b>				
% At or Above Proficient	*	*	*	*
% Advanced	*	*	*	*
Number of Students Tested	8	9	8	2

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** English Language Arts

**Grade:** 5

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	81	87	79	67
% Advanced	49	60	44	31
Number of Students Tested	84	115	112	112
Percent of Total Students Tested	99	99	97	98
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Hispanic</b>				
% At or Above Proficient	*	64	67	*
% Advanced	*	9	50	*
Number of Students Tested	8	11	12	8
<b>2. Socioeconomically Disadvantaged</b>				
% At or Above Proficient	*	81	*	**
% Advanced	*	25	*	**
Number of Students Tested	6	16	6	**
<b>3. Students with Disabilities</b>				
% At or Above Proficient	*	*	57	*
% Advanced	*	*	21	*
Number of Students Tested	7	5	14	0

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** English Language Arts

**Grade:** 6

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	80	70	71	73
% Advanced	52	35	27	37
Number of Students Tested	116	106	125	89
Percent of Total Students Tested	99	99	99	100
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Socioeconomically Disadvantaged</b>				
% At or Above Proficient	57	*	54	**
% Advanced	36	*	9	**
Number of Students Tested	14	8	11	**
<b>2. Students with Disabilities</b>				
% At or Above Proficient	*	18	46	*
% Advanced	*	0	15	*
Number of Students Tested	6	12	13	1

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** Mathematics

**Grade:** 2

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	81	78	76	89
% Advanced	49	53	48	60
Number of Students Tested	90	87	87	78
Percent of Total Students Tested	99	99	98	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Socioeconomically Disadvantaged				
% At or Above Proficient	60	50	50	**
% Advanced	20	40	30	**
Number of Students Tested	15	10	10	**
2. Students with Disabilities				
% At or Above Proficient	*	85	*	*
% Advanced	*	40	*	*
Number of Students Tested	8	20	8	1

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** Mathematics

**Grade:** 3

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	82	76	77	83
% Advanced	54	40	36	53
Number of Students Tested	89	100	90	99
Percent of Total Students Tested	99	100	99	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Hispanic				
% At or Above Proficient	*	64	50	*
% Advanced	*	9	17	*
Number of Students Tested	6	11	12	6
2. Socioeconomically Disadvantaged				
% At or Above Proficient	54	45	*	**
% Advanced	36	10	*	**
Number of Students Tested	11	20	4	**
3. Students with Disabilities				
% At or Above Proficient	89	*	84	*
% Advanced	61	*	42	*
Number of Students Tested	18	9	12	0

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** Mathematics

**Grade:** 4

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	83	72	81	69
% Advanced	43	32	41	30
Number of Students Tested	95	96	101	117
Percent of Total Students Tested	100	99	98	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Hispanic</b>				
% At or Above Proficient	72	60	*	58
% Advanced	27	40	*	33
Number of Students Tested	11	10	8	12
<b>2. Socioeconomically Disadvantaged</b>				
% At or Above Proficient	50	*	*	**
% Advanced	19	*	*	**
Number of Students Tested	16	8	6	**
<b>3. Students with Disabilities</b>				
% At or Above Proficient	*	*	*	*
% Advanced	*	*	*	*
Number of Students Tested	8	9	8	2

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** Mathematics

**Grade:** 5

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	77	87	62	84
% Advanced	40	49	29	30
Number of Students Tested	84	115	112	112
Percent of Total Students Tested	99	99	97	98
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Hispanic				
% At or Above Proficient	*	91	58	*
% Advanced	*	27	25	*
Number of Students Tested	8	11	12	8
2. Socioeconomically Disadvantaged				
% At or Above Proficient	*	75	*	**
% Advanced	*	19	*	**
Number of Students Tested	6	16	6	**
3. Students with Disabilities				
% At or Above Proficient	*	*	50	*
% Advanced	*	*	14	*
Number of Students Tested	7	5	14	0

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
State Criterion-Referenced Test**

**Subject:** Mathematics

**Grade:** 6

**Test:** California Standards Test

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% At or Above Proficient	84	73	68	70
% Advanced	43	30	26	22
Number of Students Tested	116	105	125	89
Percent of Total Students Tested	99	98	99	100
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
1. Socioeconomically Disadvantaged				
% At or Above Proficient	79	*	45	**
% Advanced	36	*	9	**
Number of Students Tested	14	8	11	**
2. Students with Disabilities				
% At or Above Proficient	*	36	46	*
% Advanced	*	9	31	*
Number of Students Tested	6	11	13	1

\* Data are not reported for groups with less than 10 students.

\*\* No data available.

**Mariners Elementary School  
CAT/6 Reading  
Referenced Against National Norms**

**Grade: 3**

**Subject:** Reading  
**Edition:** 6<sup>th</sup> Edition

**Test:** CAT/6 CA Achievement Survey Test  
**Publisher:** CTB/McGraw-Hill

**Scores are reported here as:** Percentiles

The scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	70	64	64	73
% Scoring Above 75 <sup>th</sup> NPR	35	29	30	35
Number of Students Tested	89	100	90	99
Percent of Total Students Tested	99	100	99	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Hispanic</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	*	45	42	*
% Scoring Above 75 <sup>th</sup> NPR	*	0	25	*
Number of Students Tested	6	11	12	6
<b>2. Socioeconomically Disadvantaged</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	64	30	*	*
% Scoring Above 75 <sup>th</sup> NPR	0	0	*	*
Number of Students Tested	11	20	4	7
<b>3. Students with Disabilities</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	72	*	50	*
% Scoring Above 75 <sup>th</sup> NPR	44	*	33	*
Number of Students Tested	18	9	12	0

\* Data are not reported for groups with less than 10 students.

**Mariners Elementary School  
CAT/6 Mathematics  
Referenced Against National Norms**

**Grade: 3**

**Subject:** Mathematics

**Test:** CAT/6 CA Achievement Survey Test

**Edition:** 6<sup>th</sup> Edition

**Publisher:** CTB/McGraw-Hill

**Scores are reported here as:** Percentiles

The scores are reported as the percentage of students scoring at or above the 50<sup>th</sup> percentile ranking which is considered at or above grade level.

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>School Scores</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	76	79	80	86
% Scoring Above 75 <sup>th</sup> NPR	55	49	48	61
Number of Students Tested	89	100	90	99
Percent of Total Students Tested	99	100	99	99
Number of Students Alternatively Assessed	0	0	0	0
Percent of Students Alternatively Assessed	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Hispanic</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	*	64	67	*
% Scoring Above 75 <sup>th</sup> NPR	*	36	33	*
Number of Students Tested	6	11	12	6
<b>2. Socioeconomically Disadvantaged</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	55	50	*	*
% Scoring Above 75 <sup>th</sup> NPR	36	30	*	*
Number of Students Tested	11	20	4	7
<b>3. Students with Disabilities</b>				
% Scoring At or Above 50 <sup>th</sup> NPR	83	*	83	*
% Scoring Above 75 <sup>th</sup> NPR	56	*	50	*
Number of Students Tested	18	9	12	0

\* Data are not reported for groups with less than 10 students.