

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

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

Official School Name Mint Canyon Community School  
(As it should appear in the official records)

School Mailing Address 16400 Sierra Highway  
(If address is P.O. Box, also include street address)

Canyon Country California 91351  
City State Zip Code+4 (9 digits total)

Tel. (661) 252-2570 Fax (661) 298-3383

Website/URL www.sssd.k12.ca.us Email sherry\_klein@mc.sssd.k12.ca.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.

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

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

Name of Superintendent Dr. Robert Nolet  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sulphur Springs School District Tel. (661) 252-5131

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.

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

Name of School Board  
President/Chairperson Mrs. Marilyn Sparks  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

## **PART II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:       8   Elementary schools  
    Middle schools  
    Junior high schools  
    High schools  
   8   TOTAL

2. District Per Pupil Expenditure:       \$6734.  
     Average State Per Pupil Expenditure: not available

**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.   3   Number of years the principal has been in her/his position at this school.  
            If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total	
<b>K</b>	12	25	<b>37</b>	<b>7</b>				
<b>1</b>	24	25	<b>49</b>	<b>8</b>				
<b>2</b>	36	29	<b>65</b>	<b>9</b>				
<b>3</b>	25	22	<b>47</b>	<b>10</b>				
<b>4</b>	36	29	<b>65</b>	<b>11</b>				
<b>5</b>	21	38	<b>59</b>	<b>12</b>				
<b>6</b>	30	25	55	Other				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>					

6. Racial/ethnic composition of the students in the school:
- 48% White
  - 4% Black or African American
  - 44% Hispanic or Latino
  - 3% Asian/Pacific Islander
  - <1% American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 31%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	67
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	55
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	122
<b>(4)</b>	Total number of students in the school as of October 1	395
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.309
<b>(6)</b>	Amount in row (5) multiplied by 100	30.89

8. Limited English Proficient students in the school: 23%  
86 Total Number Limited English Proficient

Number of languages represented: 5  
Specify languages:

9. Students eligible for free/reduced-priced meals: 57%

225 Total Number Students Who Qualify

If this method is not a reasonably 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: 17%  
 63 Total Number of Students Served

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

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	24	Specific Learning Disability
0	Hearing Impairment	15	Speech or Language Impairment
0	Mental Retardation	0	Traumatic Brain Injury
23	Multiple Disabilities	0	Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	1	
Classroom teachers	19	
Special resource teachers/specialists	3	1
Paraprofessionals		17
Support staff	3	2
Total number	26	20

12. Student-“classroom teacher” ratio: K – 3rd Grade = 20:1, 4<sup>th</sup> – 6<sup>th</sup> Grade = 28:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	94.45%	93.90%	94.21%	94.52%	
Daily teacher attendance	95%	95%	94%	95%	
Teacher turnover rate	0%	4%	8%	14%	
Student dropout rate					
Student drop-off rate					

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	<b>100 %</b>

### **PART III - SUMMARY**

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

Nestled against the semi arid foothills of California's Santa Clarita Valley, Mint Canyon Community School is the smallest and most rural school in the valley. We first welcomed 125 students in 1963 with one permanent building containing six classrooms surrounding a multipurpose room which also served as a cafeteria. Since then, Mint Canyon's population has grown to approximately 400 students with additional portable structures accommodating the increase in student population, the cafeteria, and the office. With major student growth predicted over the next few years, extensive plans for remodeling and new construction exist, pending state approval for funding.

While there are some expensive homes within our attendance boundary area, more than half of our students come from family units well below the poverty level. Approximately 31% of our students speak a language other than English and of those, 84% are limited English proficient. 2002 California STAR API data revealed that 4% of our parents have received a college degree, while 80% of our parents have either not completed high school or have received the equivalent of a high school education. The same data also revealed a second through sixth grade 27% mobility rate, while the schoolwide mobility rate was closer to 31%.

Given our demographics and unique setting, the PTA, the School Site Council, the Student Council, and the site Leadership Team cooperated to compose the following vision statement. "The Mint Canyon School community feels a personal pride and connection to our school family and provides a safe, nurturing, and positive learning environment for all students. Our vision establishes an academic atmosphere which respects each other's unique qualities and provides all students with an equal opportunity to achieve their full potential through a balanced and quality education. The entire school community takes pride in successfully preparing our students to function as responsible members in our ever changing and culturally diverse society." This vision statement is posted predominantly throughout the school as well as in each classroom.

Mint Canyon's greatest strength continues to be its people. Support from the Sulphur Springs School District, a dedicated PTA, and good old fashioned hard work by the entire school community have all contributed to our improvement in academic achievement. Mint Canyon School represents a commitment and dedication to high expectations, positive morale, and educational excellence.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

### **1. Describe the meaning of the test results.**

Academic progress of Mint Canyon students is measured by the California Academic Performance Index (API), the California State Test (criterion referenced test), and the Stanford 9 test (norm referenced test). Data for the following tables was derived from the California Department of Education Internet STAR testing website as well as DataWorks Educational Research company.

The California Department of Education has determined that an API score of 800 or above signifies the school's students are achieving at or above state standards. The number is reflective of each school's overall achievement in both the Stanford 9 (SAT 9) norm referenced test and the California Standards Test (CST), as well as the achievement of significant subgroups, mobility factor, and parent educational level. Schools scoring below the 800 API are provided with a mathematically computed target growth number each year. The included API table indicates that Mint Canyon School has far exceeded our target growth number each year, not only schoolwide, but for each significant subgroup as well.

The English/Language Arts CST has been in existence for the past two years. Therefore, the included tables reflect comparison information for performance standards for the past two years only. The Math CST was administered last year for the first time, so therefore data from only last year has been reported in the included tables. According to their scaled score and grade level, students are rated as: Far Below Basic, Below Basic, Basic, Proficient, or Advanced. California's standards indicate that students should be scoring in the Proficient or Advanced ranges. The following indicate 2002 scaled score ranges for performance standards.

Even though long term comparative data is not available, Mint Canyon School strives to move students from the Far Below Basic range to the Below Basic range, from the Below Basic range to the Basic range, from the Basic range to the Proficient range, and from the Proficient range into the Advanced range.

The long term grade level data from the SAT 9 norm referenced test is reported in terms of the percentage of students scoring above the 50 percentile, while subgroups are reported in terms of national percentage and only available for the past three years. Data indicates that Mint Canyon students have made significant growth in all grade levels and subgroups.

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

The Mint Canyon staff utilizes a wide variety of assessment data in order to refine their instruction of state and district standards. First grade teachers review students' end of the year kindergarten assessment results. Second through sixth grade teachers meet in grade level teams to review students' Stanford 9 and California Standards Test (CST) scores from the previous year in reading, math, language, and spelling. Teachers then analyze data content clusters to determine strengths and weaknesses for each student. A grade level target growth is determined, and specific instructional plans for remediation and extension activities are developed. Formal remedial interventions include the following: targeted first grade students receive assistance from a kindergarten teacher with the *VoWac* program; and specific second and third grade students receive scaffolding support through the supplemental *Reading Explorers* program which is designed to build fluency and comprehension. This past year, upper grade teachers determined a need for additional writing opportunities for their students. Therefore, a kindergarten teacher provides weekly writing opportunities and instruction for all upper grade students. All students are provided with remedial or extended independent practice in math through the *Accelerated Math* computer program. The *Accelerated Reader* computer program, which allows students to progress at their own rate, is also an integral part of the language arts program.

Students in the bottom two quintiles are identified and provided with extensive in class support designed to meet their instructional needs. In addition, these students are given opportunities to meet standards through participation in the after school intervention program. Mint Canyon teachers provide

after school intervention classes in English Language Development and writing, reading, and math for first through sixth grade students. Programs and materials utilized in after school intervention classes differ from those used during the normal school day, therefore, participating students are exposed to a wider range of support designed to scaffold their learning.

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

Mint Canyon parents and families are involved in ongoing two-way communication concerning their child's education. Schoolwide results of formal assessments are reported to parents and community in the annual School Accountability Report Card. Staff analysis of all assessment data is used as a catalyst for the development of student performance standards which are identified in the Single Plan for Student Achievement (SPSA). Once the SPSA has been adopted, the plan, including an in-depth analysis of the assessment results, is presented in a public forum for parents, staff, and community.

Parents are provided both formal and informal opportunities to meet their child's teacher and discuss student performance. Back-to-School Night, Open House, PTA, and Site Council meetings are among the opportunities for formal teacher/parent contact. In addition, two formal parent conferences are held each year. During these conferences, report cards, Individual Learning Plans (ILPs) for students in special programs such as Gifted and Talented Education (GATE) and English as a Second Language, Individual Education Plans (IEPs) for students in Special Education, and student work portfolios are reviewed by parent and teacher. Student's performance on district and site standards based assessments and district benchmark testing are also shared during the formal parent conference. Translators are provided for parents as needed. Informal opportunities for teachers to communicate with parents include a "Friday Report" or "Friday Folder" highlighting behavior and academic accomplishments for that week. Weekly/monthly classroom newsletters also update parents on the activities in the classroom on an informal basis.

School information is sent home in Spanish and English. These documents include student handbooks, enrollment forms, ILPs, IEPs, school and classroom letters, report cards, the School Accountability Report Card, standardized test results, and other school related material. All parents receive a monthly newsletter highlighting school activities, upcoming school and community events and parenting topics. Parents of GATE students are kept apprised of GATE activities through the GATE coordinator and classroom teacher. Mint Canyon has a Bilingual Community Liaison to facilitate communication between parents and the school. This year, Mint Canyon has created a "HotLink" network for parents with e-mail access to communicate and receive information from our school homepage via the district website.

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

Mint Canyon's successes are shared district wide, within our school community, and county wide. 85% of our teaching staff has presented in-services for other teachers during the district's staff professional development program. In addition, at quarterly district grade level meetings, the Mint Canyon staff shares specific curricular information as well as successful strategies, ideas, and resources used in their classroom with district colleagues. Mint Canyon has two representatives to the district's Curriculum Council, another means to convey achievements and share information to other school sites within our district. Council members convene monthly to discuss and analyze specific curricular areas. Through this reciprocal sharing of strategies and methods, all students have access to the latest scientifically based methods of learning.

California's Beginning Teacher Support and Assessment (BTSA) program provides participants with a network for sharing and implementing the California Teaching Standards. One of Mint Canyon's teachers is a BTSA Trainer who provides in-services and workshops throughout Los Angeles County. Mint Canyon's principal and a teacher are participants in the BTSA Steering Committee. Yet another of Mint Canyon's teachers is an English Language Learner Consultant who provides in-services throughout the Southern California region. Mint Canyon's principal networks with other local principals during AB 75 principal training.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe in one page the school's curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.**

Mint Canyon School's curriculum design begins with careful analysis of the California State Frameworks and Standards. Teachers utilize these frameworks and standards for long-range planning and then goals are established to ensure that all major components and standards of each content area are taught. Content areas include standards based instruction in language arts, mathematics, science, health, history, social studies, fine arts, and physical education.

Representatives from the Mint Canyon staff and parent community work with other members of the district to adopt district standards and research based textbooks that cover curriculum in a comprehensive manner. Our most recent adoption is Houghton Mifflin language arts series, which specifically addresses, and is aligned to, the California State Standards in English/Language Arts. Supplemental resources are also utilized to meet the needs of individual learners. These resources include *Accelerated Reading* materials and assessments, along with strategically targeted phonics programs, phonemic awareness activities, and Specially Designed Academic Instruction in English (SDAIE) to meet the needs of our English Language Learners. Our math series, McGraw Hill, is also standards based and addresses the math strands at all grade levels. *Accelerated Math*, metacognitive activities and technology-based approaches are all incorporated into the math program. Our science, health, and history/social studies curriculum are developed through the same processes and are integrated throughout the language arts curriculum, yet are specific to grade level standards.

With long-term objectives in place, Mint Canyon grade level teams meet to develop creative and comprehensive approaches to the curriculum. This curriculum encompasses a variety of strategies and methods in order to address the diverse learning styles and backgrounds of our students. Lessons are developed which integrate subjects in ways that relate to the everyday lives of our students and the world around them. Teachers often combine their expertise to create team teaching situations in order to assure that all students have access to all areas of the curriculum as well as addressing students' different levels and styles of learning. Qualifying students also receive support from the Resource, Language/Speech, and adaptive P.E. Specialists.

Students' progress towards these established goals is measured through diverse methods of assessments. The Sulphur Springs Union School District has developed grade level block plans based on the state's curriculum standards. These block plans guide teachers in lesson planning and guarantee that the content being taught is significant and based upon California's high standards. The block plans also address pacing to ensure that the broadest spectrum of the curriculum is addressed. Accountability for student learning is ensured through biannual benchmark assessments in the areas of language arts, reading, and math. These benchmark assessments assure that the content being taught is standards based, and that students are mastering these skills in the content areas. Students not meeting benchmark levels are targeted for intervention programs incorporated within the school day as well as after school. After school intervention classes are taught using specific programs by our certificated teachers. A district wide Summer Academy is also utilized to help students reach proficiency levels. A site funded P.E. consultant coordinates with classroom teachers and administers activities for specific grade levels as outlined by district P.E. standards.

Mint Canyon teachers engage students in a total curriculum that challenges them to achieve their full potential. District benchmark assessment, national standardized test, and state criterion reference test scores reflect the effectiveness of curriculum efforts made by the Mint Canyon staff, students, and the entire school community.

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

The California English/Language Arts standards are the backbone of Mint Canyon’s balanced, comprehensive reading, writing, listening, and speaking program. English/Language Arts is the key to all future academic success and receives a strong emphasis for *all* students as a stand-alone area of instruction as well as being integrated into all content areas. Beginning with the Mint Canyon state supported preschool and the language based kindergarten program, early literacy is a major focus. This major focus on literacy continues through sixth grade. Kindergarten through third grade teachers participated in the California Reading and Literacy Project (CRLP), which focuses on the use of appropriate language arts assessments (RESULTS) to guide instruction while monitoring student progress. CRLP participants received extensive professional development in analyzing assessment data, using the data to differentiate teaching in order to accommodate student learning, and implementing key components of an effective reading program. Because Mint Canyon’s goal is for all students to be fluent readers by the time they exit third grade, CRLP teachers have found the RESULTS assessments to be so successful that they are continuing to implement the program even though the state’s three-year grant expired last year.

Utilizing the district developed block plans referred to in the previous question, the basal reader is the center of the English/Language Arts program with additional materials and supplemental programs used in order to best meet students’ needs. The primary grade core program focuses on the teaching of phonemic awareness, phonics, decoding, vocabulary, comprehension strategies, spelling, writing skills, and listening and speaking skills. In addition, primary teachers utilize guided reading with supplemental texts, such as *Rigby* and *Wright Group*. Daily phonics instruction is supplemented with *VoWac*. In the upper grades the program focuses on vocabulary, comprehension strategies, spelling, writing skills, listening, speaking skills, text handling, and strategic reading skills. Core literature novels are also used to apply comprehension and vocabulary skills through “real literary” experiences. Students are positively engaged in the *Accelerated Reader* computer program which assesses comprehension and vocabulary skills following the reading of specially identified library books. This program has proven to be highly motivating for all students.

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

Mint Canyon’s vision statement is to provide all students with equal opportunities to achieve their full potential through a quality, balanced education and to become life long learners. Site based management provides an effective avenue for developing and revising our standards based vision of student success and achievement especially as it relates to English/Language Arts and math. The staff has created a comprehensive and challenging math curriculum that stresses problem solving, study skills, and critical thinking designed to assist students in interpreting the world around them. This is especially visible in our McGraw Hill math series, which emphasizes “real world” problem solving and application.

Differentiated mathematics instruction is delivered through a variety of scientifically based instructional strategies. Students are encouraged to go beyond the core curriculum through opportunities for extension activities. Second through sixth grade students not only have access to the McGraw Hill standards based math program, but they are also independently challenged through the use of their personally tailored *Accelerated Math* computer program. This technology assesses each student’s acquired skills and then generates individualized practice based upon those skills. All math strands are intricately woven throughout our daily curriculum with the McGraw Hill math series, the Problem of the Day, 5 Minute Review, teacher created “Miscellaneous Math,” *Mixed Math*, and *Mountain Math*. Specifically chosen fourth through sixth grade level teams participate in the districtwide Math Field Day in which they compete with students from other district schools in geometry, algebra, number sense, statistics, data analysis, and probability.

State standards and McGraw Hill math are used as catalysts to drive the district created instructional block plans referred to in previous questions. Ongoing assessment is utilized by all Mint

Canyon teachers in order to meet the diverse needs of our student population. The district has implemented student math portfolios to reflect chapter pre- and post- test results on student growth and performance. The information derived from chapter pretests is used to drive instruction and meet individual student's needs. Districtwide benchmark assessments, which are aligned to the block plans, are administered twice a year to ensure students' success in meeting state standards.

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

The Mint Canyon staff employs a wide variety of instructional methods, pedagogy, and instructional strategies encompassing all learning modalities and styles. Effective and differentiated instruction, based on a rigorous review of assessment data, provides all students with equal access to the total curriculum. Data from the Stanford 9, CST, RESULTS, California Writing test (fourth grade only), district writing prompts, biannual benchmark assessments, and teacher created tests are analyzed to ensure that all teachers are able to make informed decisions in their teaching and to choose strategies and materials designed to meet the needs of all students.

Teachers utilize a wide variety of instructional strategies to meet students' needs. Multiple grouping arrangements, cooperative learning, whole group and small group instruction, individual instruction, team teaching, hands on experiences and technology represent some of these methods. Flexible grouping is employed and specific student clusters are formed in response to identified student needs. In addition to grouping, teachers use visual aids, real media, and other right hemispheric assists to maximize student learning. Manipulatives, multimedia presentations, experiments, and other tactile activities also address the variety of student learning styles.

Scientifically based instructional methodologies are used daily in each classroom. Students master skills and acquire knowledge as teachers tap into prior knowledge, relate lessons to real life situations, utilize effective questioning techniques, demonstrate with appropriate modeling, check for understanding, and provide immediate and ongoing feedback. Guided and independent practice include higher level thinking activities. Extensive use of reciprocal teaching and writing programs are incorporated into each teacher's repertoire of strategies and methods.

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

Staff development is a high priority at Mint Canyon School. Site based professional development decisions are based upon analysis of student assessment data. Staff members analyze results of on-going assessment for all student subgroups. Using this data analysis, Mint Canyon's Leadership Team, which includes primary and upper grade teachers and the principal, collaborates to identify areas of relative weakness, creates a yearly staff development plan designed to scaffold these areas, and then implements appropriate inservices. Previous topics have addressed reciprocal teaching strategies, integrating technology into classroom learning, SDAIE, addressing diversity, and Four Square Writing. Additionally, yearly professional growth objectives incorporating targeted growth areas are written by each teacher.

Through a variety of opportunities, Mint Canyon's dedicated teachers remain current on educational issues. New and returning staff members receive district sponsored training in Effective Teaching, Cooperative Learning, Second Language Acquisition, Early Intervention for School Success, and specific grade level curricular needs as determined by site and district goals. Previous district staff professional development days have been dedicated to writing, standards alignment, and diversity training. Participating Mint Canyon teachers have shared these strategies with colleagues and implemented them into their regular classroom teaching.

Site monthly grade level meetings allow Mint Canyon teachers with opportunities to plan collaboratively and share instructional ideas. Weekly staff meetings not only keep teachers apprised and current on site specific concerns, but are also opportunities for staff professional development and collaboration. These meetings have provided useful inservice opportunities for test analysis, literacy

research, use of the writing rubric, updating student portfolios, and as an informal vehicle for sharing effective new strategies with colleagues. Student portfolios not only include assessment information, but also include behavior observations, learning styles, and effective strategies for each student. Grade level meetings are dedicated to analyzing student portfolios which have proven to be an extremely beneficial communication link. This information provides a smooth transition for each student to achieve academic success throughout his/her Mint Canyon career.

Our shared vision and pride in Mint Canyon School is evident in all our daily practices and improved achievement of our educational goals. Mint Canyon School represents a commitment to educational excellence!

## Data Tables

### English/Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	261 or less	262 - 299	300 – 349	350 – 401	402 or above
3	258 or less	259 - 299	300 – 349	350 – 401	402 or above
4	268 or less	269 - 299	300 – 349	350 – 392	393 or above
5	270 or less	271 - 299	300 – 349	350 – 394	395 or above
6	267 or less	268 - 299	300 – 349	350 – 393	394 or above

### Math

2	235 or less	236 – 299	300 – 349	350 – 413	414 or above
3	235 or less	236 – 299	300 – 349	350 – 413	414 or above
4	244 or less	245 – 299	300 – 349	350 – 400	401 or above
5	247 or less	248 – 299	300 – 349	350 – 429	430 or above
6	252 or less	253 – 299	300 – 349	350 – 414	415 or above

### California Academic Performance Index

	2002	2001	2000	1999
<b>SCHOOLWIDE</b>	728**	715*	705	653
Percent Tested	100%	98%	100%	100%
1-10 Statewide Rank	6	6	6	6
1-10 Similar Schools Rank	10	9	10	9
<b>SUBGROUPS</b>				
Hispanic	680	677	644	594
SocioEconomic	697	689	682	612

\*\* The method for calculation was changed prior to March 2003

\* The method for calculation was changed April 2002

## Criterion Referenced Test

### English/Language Arts

Grade: Second Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>SECOND GRADE</b>		
Mean Scaled Score	338.8	
At or Above Basic	71%	80%
At or Above Proficient	30%	41%
At or Above Advanced	14%	7%
Number of Students Tested	44	68
Percent of Total Students Tested	98%	82%
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
Percent Out of Level Test (as per Special Education IEP)	2%	18%
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	332.1	
At or Above Basic	72%	62%
At or Above Proficient	24%	27%
At or Above Advanced	10%	8%
Hispanic		
At or Above Basic	63%	68%
At or Above Proficient	23%	21%
At or Above Advanced	16%	16%
<b>STATE SCORES</b>		
Mean Scaled Score	324.1	
At or Above Basic	63%	61%
At or Above Proficient	32%	32%
At or Above Advanced	9%	10%

## Criterion Referenced Test

### Math

Grade: Second Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>SECOND GRADE</b>		
Mean Scaled Score	334.2	
At or Above Basic	69%	
At or Above Proficient	42%	
At or Above Advanced	13%	
Number of Students Tested	45	
Percent of Total Students Tested	100%	
Number of Students Excluded	0	
Percent of Students Excluded	0%	
Percent Out of Grade Level	0%	
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	330.8	
At or Above Basic	69%	
At or Above Proficient	37%	
At or Above Advanced	14%	
Hispanic		
At or Above Basic	63%	
At or Above Proficient	32%	
At or Above Advanced	5%	
<b>STATE SCORES</b>		
Mean Scaled Score	342.7	
At or Above Basic	68%	
At or Above Proficient	43%	
At or Above Advanced	16%	

## Criterion Referenced Test

### English/Language Arts

Grade: Third Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>THIRD GRADE</b>		
Mean Scaled Score	332.4	
At or Above Basic	72%	88%
At or Above Proficient	37%	26%
At or Above Advanced	5%	9%
Number of Students Tested	60	48
Percent of Total Students Tested	90%	96%
Number of Students Excluded	0	0
Percent of Students Excluded	0%	0%
Percent of Out of Grade Level (as per Special Education IEP)	10%	4%
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	322.0	
At or Above Basic	66%	63%
At or Above Proficient	25%	19%
At or Above Advanced	3%	11%
Hispanic		
At or Above Basic	62%	60%
At or Above Proficient	10%	5%
At or Above Advanced	0%	0%
<b>STATE SCORES</b>		
Mean Scaled Score	323.5	
At or Above Basic	62%	59%
At or Above Proficient	34%	30%
At or Above Advanced	11%	9%

## Criterion Referenced Test

### Math

Grade: Third Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>THIRD GRADE</b>		
Mean Scaled Score	355.6	
At or Above Basic	70%	
At or Above Proficient	55%	
At or Above Advanced	26%	
Number of Students Tested	62	
Percent of Total Students Tested	93%	
Number of Students Excluded	0	
Percent of Students Excluded	0%	
Percent of Out of Grade Level (as per Special Education IEP)	7%	
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	354.8	
At or Above Basic	72%	
At or Above Proficient	53%	
At or Above Advanced	22%	
Hispanic		
At or Above Basic	57%	
At or Above Proficient	43%	
At or Above Advanced	14%	
<b>STATE SCORES</b>		
Mean Scaled Score	331.6	
At or Above Basic	65%	
At or Above Proficient	38%	
At or Above Advanced	12%	

## Criterion Referenced Test

### English/Language Arts

Grade: Fourth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>FOURTH GRADE</b>		
Mean Scaled Score	342.9	
At or Above Basic	89%	69%
At or Above Proficient	38%	39%
At or Above Advanced	18%	11%
Number of Students Tested	51	57
Percent of Total Students Tested	88%	81%
Number of Students Excluded	0	0
Percent of Students Excluded	0%	0%
Percent of Out of Grade Level (as per Special Education IEP)	12%	19%
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	336.9	
At or Above Basic	87%	47%
At or Above Proficient	27%	20%
At or Above Advanced	17%	3%
Hispanic		
At or Above Basic	73%	50%
At or Above Proficient	23%	25%
At or Above Advanced	9%	6%
<b>STATE SCORES</b>		
Mean Scaled Score	332.9	
At or Above Basic	71%	66%
At or Above Proficient	36%	33%
At or Above Advanced	14%	11%

## Criterion Referenced Test

### Math

Grade: Fourth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>FOURTH GRADE</b>		
Mean Scaled Score	345.3	
At or Above Basic	83%	
At or Above Proficient	47%	
At or Above Advanced	15%	
Number of Students Tested	53	
Percent of Total Students Tested	91%	
Number of Students Excluded	0	
Percent of Students Excluded	0%	
Percent Out of Grade Level (as per Special Education IEP)	9%	
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	340.5	
At or Above Basic	85%	
At or Above Proficient	44%	
At or Above Advanced	16%	
Hispanic		
At or Above Basic	82%	
At or Above Proficient	46%	
At or Above Advanced	18%	
<b>STATE SCORES</b>		
Mean Scaled Score	332.4	
At or Above Basic	67%	
At or Above Proficient	37%	
At or Above Advanced	13%	

## Criterion Referenced Test

### English/Language Arts

Grade: Fifth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>FIFTH GRADE</b>		
Mean Scaled Score	338.6	
At or Above Basic	87%	77%
At or Above Proficient	37%	24%
At or Above Advanced	7%	6%
Number of Students Tested	44	69
Percent of Total Students Tested	81%	74%
Number of Students Excluded	0	0
Percent of Students Excluded	0%	0%
Percent of Out of Grade Level (as per Special Education IEP)	19%	26%
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	331.7	
At or Above Basic	79%	70%
At or Above Proficient	25%	14%
At or Above Advanced	4%	3%
Hispanic		
At or Above Basic	40%	61%
At or Above Proficient	13%	17%
At or Above Advanced	0%	0%
<b>STATE SCORES</b>		
Mean Scaled Score	327.7	
At or Above Basic	71%	66%
At or Above Proficient	31%	28%
At or Above Advanced	9%	7%

## Criterion Referenced Test

### Math

Grade: Fifth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>FIFTH GRADE</b>		
Mean Scaled Score	367.2	
At or Above Basic	84%	
At or Above Proficient	56%	
At or Above Advanced	23%	
Number of Students Tested	43	
Percent of Total Students Tested	80%	
Number of Students Excluded	0	
Percent of Students Excluded	0%	
Percent Out of Grade Level (as per Special Education IEP)	20%	
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	358.9	
At or Above Basic	70%	
At or Above Proficient	61%	
At or Above Advanced	9%	
Hispanic		
At or Above Basic	54%	
At or Above Proficient	31%	
At or Above Advanced	15%	
<b>STATE SCORES</b>		
Mean Scaled Score	322.5	
At or Above Basic	59%	
At or Above Proficient	27%	
At or Above Advanced	7%	

## Criterion Referenced Test

### English/Language Arts

Grade: Sixth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>SIXTH GRADE</b>		
Mean Scaled Score	333.5	
At or Above Basic	84%	73%
At or Above Proficient	34%	38%
At or Above Advanced	10%	8%
Number of Students Tested	50	46
Percent of Total Students Tested	76%	87%
Number of Students Excluded	0	0
Percent of Students Excluded	0%	0%
Percent of Out of Grade Level (as per Special Education IEP)	24%	13%
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	326.6	
At or Above Basic	82%	64%
At or Above Proficient	25%	23%
At or Above Advanced	7%	0%
Hispanic		
At or Above Basic	73%	69%
At or Above Proficient	14%	23%
At or Above Advanced	0%	0%
<b>STATE SCORES</b>		
Mean Scaled Score	323.0	
At or Above Basic	66%	67%
At or Above Proficient	30%	31%
At or Above Advanced	9%	8%

## Criterion Referenced Test

### Math

Grade: Sixth Test: California Standards Test  
Edition/publication Year: 2001 and 2002  
Publisher: California Department of Education

Number excluded: 0 Percent excluded: 0

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

	2001 – 2002	2000 – 2001
<b>SIXTH GRADE</b>		
Mean Scaled Score	341.7	
At or Above Basic	70%	
At or Above Proficient	41%	
At or Above Advanced	16%	
Number of Students Tested	51	
Percent of Total Students Tested	77%	
Number of Students Excluded	0	
Percent of Students Excluded	0%	
Percent Out of Grade Level (as per Special Education IEP)	23%	
<b>SUBGROUPS</b>		
Economically Disadvantaged		
Mean Scaled Score	331.4	
At or Above Basic	68%	
At or Above Proficient	34%	
At or Above Advanced	10%	
Hispanic		
At or Above Basic	71%	
At or Above Proficient	29%	
At or Above Advanced	10%	
<b>STATE SCORES</b>		
Mean Scaled Score	328.3	
At or Above Basic	62%	
At or Above Proficient	32%	
At or Above Advanced	10%	

## Norm Referenced Test

### Reading

Grades: Second through Sixth                      Test: Stanford Achievement Test  
Edition/Publication Year: Form T, 9<sup>th</sup> Edition, published 1996  
Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

#### Percentage of Students Scoring Above the 50<sup>th</sup>ile

	2002	2001	2000	1999	1998
MINT CANYON					
SECOND GRADE	67	72	61	26	29
THIRD GRADE	55	46	41	23	26
FOURTH GRADE	59	44	40	49	39
FIFTH GRADE	66	37	53	44	35
SIXTH GRADE	47	49	49	42	42
CALIFORNIA					
Second Grade	53	51	49		
Third Grade	47	46	44		
Fourth Grade	49	47	45		
Fifth Grade	46	45	44		
Sixth Grade	48	47	46		

The following scores are given as National Percentiles

#### Mint Canyon SUBGROUPS

##### SocioEconomic

Second Grade	52	60	56
Third Grade	40	40	37
Fourth Grade	48	32	42
Fifth Grade	44	34	43
Sixth Grade	48	37	45

##### Hispanic

Second Grade	55	57	57
Third Grade	40	34	26
Fourth Grade	47	41	28
Fifth Grade	35	34	39
Sixth Grade	41	45	30

## Norm Referenced Test

### Math

Grades: Second through Sixth                      Test: Stanford Achievement Test  
Edition/Publication Year: Form T, 9<sup>th</sup> Edition, published 1996  
Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed:

There were no groups specifically excluded from testing. However, as per their IEP, Special Education students were administered the California Standards Test at their instructional level, not their educational level. Therefore, their scores are not reflected in the following data.

#### Percentage of Students Scoring Above the 50%ile

	2002	2001	2000	1999	1998
MINT CANYON					
SECOND GRADE	54	70	60	48	40
THIRD GRADE	72	88	56	35	32
FOURTH GRADE	65	63	56	53	40
FIFTH GRADE	77	46	67	54	45
SIXTH GRADE	73	62	62	71	53

CALIFORNIA			
Second Grade	62	58	57
Third Grade	62	59	56
Fourth Grade	58	54	51
Fifth Grade	57	54	50
Sixth Grade	60	57	55

The following scores are reported as National Percentile

#### Mint Canyon SUBGROUPS

##### SocioEconomic

Second Grade	58	61	60
Third Grade	68	72	64
Fourth Grade	58	44	47
Fifth Grade	59	47	61
Sixth Grade	69	60	69

##### Hispanic

Second Grade	52	54	54
Third Grade	64	71	49
Fourth Grade	59	39	45
Fifth Grade	51	52	60
Sixth Grade	68	54	53