U.S. Department of Education November 2002

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

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

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

School Mailing Address 27642 Napoli Way
(If address is P.O. Box, also include street address)

Mission Viejo	CA	92692-5276
City	State	Zip Code+4 (9 digits total)

Tel. (949) 348-051 Fax (949) 348-0426

Website/URL www.capousd.org/bges/ Email pwatkins@capousd.org

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

_____ Date 3-13-03
(Principal's Signature)

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

Name of Superintendent Dr. James A. Fleming
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Capistrano Unified School District Tel. (949) 489-7000

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 Dr. Duane E. Stiff
(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.

_____ Date_____
(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:
   35 Elementary schools
   8 Middle schools
   _____ Junior high schools
   5 High schools

   48 TOTAL

2. District Per Pupil Expenditure: $5,524

   Average State Per Pupil Expenditure: $6,438

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 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
K	44	62	**106**		**7**			
1	66	63	**129**		**8**			
2	67	61	**128**		**9**			
3	66	77	**143**		**10**			
4	83	70	**153**		**11**			
5	76	58	**134**		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					**793**

6. Racial/ethnic composition of the students in the school:

81.3 % White
0.7 % Black or African American
6.2 % Hispanic or Latino
10.1 % Asian/Pacific Islander
0.1 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 3.46 %

(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.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	21
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	781
(5)	Subtotal in row (3) divided by total in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3.46

8. Limited English Proficient students in the school: 11 %

85 Total Number Limited English Proficient

Number of languages represented: 19
Specify languages: English, Spanish, Vietnamese, Korean, Philipino, Portugese, Mandarin, Japanese, Arabic, Armenian, Farsi, Punjabi, Turkish, Urdu, Polish, Geijarati, Serbo-Croatian, other Chinese, other non-English

9. Students eligible for free/reduced-priced meals: 2 %

14 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: 6 %
50 Total Number of Students Served

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

5 Autism	____Orthopedic Impairment
____Deafness	7 Other Health Impaired
____Deaf-Blindness	6 Specific Learning Disability
____Hearing Impairment	30 Speech or Language Impairment
____Mental Retardation	1 Traumatic Brain Injury
____Multiple Disabilities	1 Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	32	2
Special resource teachers/specialists	1	9
Paraprofessionals	1	7
Support staff	10	4
Total number	45	23

12. Student-"classroom teacher" ratio: Grades K,4,5: 30.5 to 1
Grades 1-3: 20 to 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	96.98	96.61	96.67	96.93	96.55
Daily teacher attendance	95.89	96.49	95.93	96.74	95.63
Teacher turnover rate	4 %	9 %	8 %	9 %	6 %
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Nestled in the hills in the residential community of Mission Viejo, California, Bathgate Elementary School is the 21st elementary school built in the Capistrano Unified School District, opening in the fall of 1994. The school's unique design centers on an open stage that allows for the integration of student activities with the natural surroundings of the area. Fanning out from this stage area are thirty-five classrooms that house 793 students, all open to an expansive park area that is jointly used by the community and school. The facility also includes an extensive collection of library books, a computer lab used by all students in the school and a large multi-purpose room with an indoor stage.

It is the mission of Bathgate School to provide students with a safe atmosphere that supports and promotes growth in all academic areas in such a way that enables students to be self-motivated scholars who will be successful at all levels of education and productive citizens of a diverse society. The vision of Bathgate School is to:

- *Provide a safe, nurturing environment.*
- *Foster school as a place of community.*
- *Encourage responsibility, fairness, caring, citizenship, trustworthiness & respect.*
- *Have high expectations for all children.*
- *Promote tolerance and acceptance.*

Teachers at Bathgate take pride in improving their professional skills by attending numerous inservices and workshops through Capistrano Unified's Professional Development Academy (PDA) and by pursuing advanced level university degrees. Their collaborative spirit is evident as teachers articulate within as well as across grade levels to provide a comprehensive program that challenges all students academically while fostering good character development.

Instruction at Bathgate focuses on meeting the individual needs of all students. Curriculum decisions are made based on data from various assessments, the District's Capistrano Objective for Reaching Excellence (CORE) and State Standards. The District standards in reading, language arts and math provide opportunities for students to master basic skills, problem solve, make decisions and practice higher level thinking skills. Bathgate students continue to excel academically and surpass nationwide norms as well as district averages on norm-referenced assessments such as the Stanford Achievement tests (SAT 9) and other State criterion referenced tests such as the math and English/Language Arts (ELA) Standards Tests. Bathgate students have ranked first on the Stanford Achievement Tests (SAT 9), and CORE Level tests for the Capistrano Unified School District (CUSD) for the last four years with an Academic Performance Index (API) of 891 for 2001-2002.

The Character Counts character education program is an integral part of Bathgate's program to prepare students for tomorrow's workplace while nurturing character development, good citizenship, responsibility and appreciation of diversity.

The Bathgate campus is the social center and hub of the community. Students in grades K-5 enjoy the nurturing atmosphere of Bathgate Elementary School. In these stressful times, our school community has the common goal of keeping students safe while facilitating the discovery of their hidden talents and dreams, and produce well-rounded, ethical children who will become the adults of our future.

CUSD promotes the concept of *Professional Learning Communities* (PLC) created by Rick DuFour, at all schools in the district and Bathgate has embraced this concept of collegiality and communication to strengthen the educational program for all children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The State of California provided Bathgate with norm-referenced assessment data on the **Stanford Achievement Test** (SAT 9), 9th edition, published in 1996 by Harcourt Education Measurement dating back to 1997-1998 in grades two through five. There is no norm referenced assessment for grades K-1. **State Criterion-referenced testing data** based on the California Standards is available for the last two years in English Language Arts (ELA) and for the last year in mathematics in grades two through five. Scores are reported as percentiles. Severely disabled special education students may be excluded in areas of their disability and take CUSD's CORE Level tests instead of the State assessments as outlined in their Individual Education Plans (IEP). Bathgate has no sub groups that are statistically significant according to the State of California.

On the **SAT 9** in the area of **Language** during a five year period of time from 1997 to 2002: second grade grew from 77% to 90%, a **13%** increase, third grade grew from 69% to 83%, a **14%** increase, fourth grade grew from 75% to 81%, a **6%** increase, fifth grade grew from 65% to 81%, a **16%** increase.

On the **SAT 9** in the area of **Mathematics** during a five year period of time from 1997 to 2002: second grade grew from 76% to 92%, a **16%** increase, third grade grew from 71% to 88%, a **17%** increase, fourth grade grew from 70% to 86%, a **16%** increase and fifth grade grew from 77% to 88%, an **11%** increase.

On the **SAT 9** in the area of **Reading** during a five year period of time from 1997 to 2002: second grade grew from 73% to 84%, an **11%** increase, third grade grew from **65%** to 78%, an **13%** increase, fourth grade grew from 71% to 78%, a **7%** increase and fifth grade grew from 69% to 73%, a **4%** increase.

On the **State Criterion-Referenced Test**, the state of California only has two years of data from 2000 to 2002 in the area of **Language Arts,** thus differences year to year would not be statistically significant. Second grade grew from 94% to 97% of the students being *At or Above Basic*, a **3%** increase, and from 72% to 79% in *At or Above Proficient*, a **7%** increase and from 29% to 31% in *At Advanced*, a **2%** increase. Third grade students grew from 94% to 95% in *At or Above Basic*, a **1%** increase, 71% to 74% in *At or above Proficient*, a ***3%*** increase and from 25% to 31% in *At Advanced*, a **6%** increase. Fourth grade grew from 94% to 96%, a **2%** increase of the students being *At or Above Basic*, went from 76% to 73% of the students performing *At or Above Proficient*, a **3%** difference and remained at 33% of the students performing *At Advanced* for both years. Fifth grade went from 96% to 91%, a **5%** difference in the students being *At or Above Basic*, 65% to 64% in *At or Above Proficient*, a **1%** difference and 19% to 23% of the students performing *At Advanced*, a **4%** increase.

On the **State Criterion-Referenced Test**, the state of California only has one year of data from 2001 to 2002 in the area of **Mathematics.** 98% of second grade students scored *At or Above Basic*, 92% scored *At or Above Proficient*, 55% scored *At Advanced*. 95% of the third grade students scored *At or Above Basic*, 75% scored *At or above Proficient* and 28% scored *At advanced*. 94% of fourth grade students scored *At or Above Basic*, 70% scored *At or Above Proficient* and 34% scored *At Advanced*. 88% of fifth grade students scored *At or Above Basic*, 70% scored *At or Above Proficient* and 35% scored *At advanced*.

Bathgate continues to grow academically each year in the areas of Mathematics, Language Arts and Reading towards our goal of continuous program improvement as evidenced by growth in the Academic Performance Index (API) of 63 points in a five year period of time. The API is a summary of the all statewide assessments on a scale of 200 - 1000. It is based on the performance of individuals and is measured through national percentile rankings**.**

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

Various pieces of **assessment data** are studied and evaluated by the staff, administration and School Site Council (SSC) several times yearly to assess if students are meeting their grade level standards. Goals are developed and used to identify needs and reallocate **resources** based upon data analysis. Assessment data is continually examined and disaggregated by student characteristics: primary language, gender, ethnicity, Gifted and Talented Education (GATE) and **quartiled** in order to identify needs and reallocate resources. These results become the basis of the school improvement plan and from that; yearly grade level and schoolwide goals are created and incorporated into a Single School Plan. This plan provides the guide for improving student achievement for the year. SSC members continue to be involved in the development and assessment of the Single School Plan by aligning curriculum using the California State Frameworks, and district objectives. Through presentations, discussions, observations, and curricular committee meetings the School Site Council helps guide the overall school program. For example: The SSC recently decided to embrace the *Professional Learning Community* Concept of a "pyramid of interventions" and provided $20,000 to support the before and after school intervention programs for "at-risk" learners to augment the state intervention program. The SSC provides the vehicle by which the yearlong goals and objectives are supported as described in the Single School Plan. Through the CORE Level Tests, SAT 9 tests, ELA and Math Standards Tests, disaggregated student data is evaluated in order to determine if all individual learning needs are met. Action plans are developed assisting students with more time and support and are updated yearly based on student need, current research and practice.

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

All **families** are informed of the student performance and results of the fall and spring CORE Level tests or K/1 Assessments during fall and spring Goal Setting Conferences, on **progress reports** and **report cards**. In fall, goals are set for student achievement with the parent and teacher, based on the results of K/1 Assessments or fall CORE Level Tests and growth data is shared at spring conferences. Parents of at-risk students also participate in an additional **mid-year conference** in January. CORE Level Assessment student **reports** are generated for parents at the end of the school year indicating student growth, highlighting baseline data from fall and growth to spring, also indicating nationally normed percentiles. Parents receive the **SAT 9** and **criterion-referenced** tests reports in the summer with extensive explanations provided by the district. The administration is also available to assist with the explanations of testing data. The SSC is presented with student performance data as well as parent **newsletters** communicating and explaining test results to parents. The PTA, SSC and all members of the community are involved in test analysis. Local **newspapers** publish the results of the assessments yearly, ranking Bathgate #1 in the district. The California Department of Education **website** is available providing detailed assessment data by school on student performance and disaggregated data on criterion and norm referenced tests. Each year, the School Accountability Report Card (SARC) is updated and available to parents at the school site. Bathgate's **website** (www.capousd.org/bges) and the district **website** (www.capousd.org) are also available to community members.

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

Currently, Bathgate shares it successes with other local schools by hosting a Regional Mission Viejo Schools Focus Group. Teachers and administrators from area Capistrano Unified School District (CUSD) schools were invited after school and in a summer Professional Development Academy (PDA) called "Building our Community of Learners: Mission Viejo Elementary Family" articulation called "Clutter Control 2002: Fitting It All In" to discuss and share all of our successes towards the creation of a true professional learning community. Teachers attending the summer event were able to share common ideas, successes, challenges, concerns, and goals. Challenges were prioritized as to what's working and possible solutions. The Focus Groups provided a way to gather data and information before moving forward with an idea. Teachers led discussion groups by grade level in an open and honest exchange of information and ideas. Sharing of information is a vital piece in professional learning communities.

As part of a *Professional Learning Community,* district administrators collaborate regularly sharing and celebrating their successes at area **family meetings** and at **regional district meetings** where discussions of what's working and what's not are an integral part of the culture. Teachers regularly share their successes while attending **PDA classes** offered by the district four times yearly and visit other schools to gather ideas. District mentor teachers are available to share ideas with classroom teachers, who are often invited to share their successes by **teaching** at the Professional Development Academies. Bathgate teachers and administration will be available to share their successes by entertaining site visits during grade level monthly release days.

PART V – CURRICULUM AND INSTRUCTION

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

CUSD has been on the cutting edge in development of performance and content standards called CORE Objectives that clearly define what every child should be able to do by the end of each grade level, outlining specific teaching goals, expected student competencies, assessment tools and resources in all major subject areas. These CORE Objectives were used at the State level to assist in the creation of the California Standards in all major curricular areas. CUSD's and the State's standards are known as some of the most rigorous in the nation. Teachers have developed grade level curriculum maps that align the standards based curriculum with the standards based textbooks.

The **K/1** language arts curriculum focuses upon reading readiness and language acquisition skills that allow students to learn pre-reading and decoding skills necessary to read, comprehend and write phonetically. In kindergarten mathematics, students will understand small numbers, quantities, and simple shapes in his or her everyday environment. The students will count, compare, describe and sort objects. In first grade math, students will understand the use and the concept of ones and tens in the place value number system, add and subtract small numbers, describe and analyze data, and solve simple word problems. Other core subject areas such as science and social studies are incorporated into the instruction of language and math in kindergarten and first grade.

By **second grade**, the language arts curriculum moves away from the focus of teaching decoding skills to teaching comprehension skills with increased listening, speaking and writing applications and conventions. Science, social studies and technology are still somewhat integrated into language arts and math but are beginning to be taught as separate subjects. Second grade students are challenged to use higher level thinking skills through the use of Junior Great Books and the ensuing teacher led discussions. In mathematics, students will understand place value and number relationships, addition and subtraction and will use simple concepts of multiplication. The students will measure quantities with appropriate units, will classify shapes by geometric attributes, and will collect and analyze data.

The **third grade** language arts curriculum focuses on comprehension skills, literary response and analysis, writing, written and oral language conventions. In third grade, students are challenged to use higher level thinking skills through the use of Junior Great Books and the ensuing teacher led discussions. In mathematics, students will understand place value and increase his/her skills in addition, subtraction, multiplication and division of whole numbers. The students will estimate and measure; will use patterns to help solve problems; and will conduct simple probability experiments. In third through fifth grade science, social studies and technology are taught as separate subjects.

The **grades four and five** language arts curriculum focuses on reading comprehension of expository text and core literature books, literary response and analysis, writing strategies and applications, oral language conventions, speaking and listening strategies. Students are challenged to use higher level thinking skills through the use of Junior Great Books and the ensuing teacher led discussions. In fourth grade mathematics, students will understand large numbers and the addition, subtraction, multiplication, and division of whole numbers. The students will describe and compare simple fractions and decimals; will understand the properties of and the relationships between plane geometric figures; and will collect, represent and analyze data to answer questions. In fifth grade mathematics, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals and positive and negative

numbers. They will know and use common measuring units and formulas to determine the volume of simple geometric figures, and use grids, labels, graphs and charts to record and analyze data.

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

Bathgate's literacy program is founded on 25 years of research and uses a balanced and standards-based approach. The program consists of six components: Read aloud, shared reading, guided reading, independent reading, working with words and sounds (phoneme awareness, phonics, decoding, spelling and vocabulary), and writing. Research has helped Bathgate teachers realize the importance of offering a "balanced" program that includes direct and systematic instruction combined with rich and motivating authentic literature. Kindergarten and first grade students participate in a direct systematic phonics program in order to ensure that their students have a solid basis of phonics, phonemic awareness, rhyming, and letter-sound recognition for pre-reading skills. Effective integration of listening, speaking, reading and writing is seen in primary classrooms daily. Rhyming, poetry, and story telling is an important part of the day to support phonemic awareness and oral literature. Intervention classes service primary children before and after school to assist with word recognition and fluency issues.

In upper grades, the focus shifts away from teaching decoding strategies to teaching systematic acquisition of comprehension strategies. The district has selected 6 main reading comprehension strategies that all students (K-12) are to be proficient in and practice using on a regular basis. **Comprehension strategies** teach students about background knowledge, visualizing, summarizing, questioning, comprehension monitoring and predicting. Students who are struggling with reading are placed in leveled reading groups to work more intensely on decoding, word attack skills, and comprehension strategies. Junior Great Books may be used with advanced readers to nurture higher level thinking skills and comprehension. Teachers in grades 2-5 emphasize use of expository texts to teach reading comprehension skills. Guided process reading, literature circles, and book clubs are utilized in small group instruction.

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.

Bathgate's mission statement, says that we *"promote growth in all academic areas in such a way that enables students to be self-motivated scholars who will be successful at all levels of education"*. In mathematics, district **"road maps"** aligned with the state standards and CUSD's staff development to assist the teacher in the difficult instruction of higher level mathematics in order that all children can successfully master the very high standards as well as mastery of essential skills in mathematics. Students in need of **additional assistance** may use math manipulatives to assist with abstract ideas and be grouped for additional instruction in order to double-dip them in concepts where they might need assistance. Students in grades K-3 are taught the state standards and students in grades 4 & 5 are accelerated through the standards in order to cover grade 6 standards while in elementary school. Students may also qualify for acceleration based upon a score of 94% or above on the mathematics portion of the fall CORE Level Test. Self-motivated students are presented with many opportunities for depth, complexity, enrichment and acceleration. Mathematics instruction at Bathgate begins with pre-assessment of the students on the standards, leading to differentiated ability groupings while still focusing on the bar of achieving the very high state standards. Essential mathematics skills are taught in order that each child may matriculate with an understanding of the basic mathematical principals and the fundamentals of mathematics to be successful at all levels of education.

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

Bathgate teachers use a variety of instructional approaches to meet the ever changing needs of their students from direct and indirect instruction, large and small group instruction, cooperative learning, peer editing and tutoring, brainstorming, field experiences, interdisciplinary teaching, "hands-on" experiments, group discussion and guest speakers. **Primary students** are often seen doing active or kinesthetic activities such as making letters with their bodies or finger writing in the air or in a sand box. A more concrete approach is used in the primary grades. Students are exposed to learning activities that encompass all of their senses and make "real life" connections. Middle and upper grade students might be working in cooperative/collaborative learning groups, whole group instruction is used to introduce concepts and students break into small groups for clarification. Students needing additional assistance are pulled to work with their teacher in a small group to be **"double-dipped"** in areas of need. At times, students are able to construct their own learning using a "**constructivist**" approach. **Tiered lessons** allow for differentiation of the curriculum for all levels of learners. These many varied instructional methods target students' multiple intelligences and help every child to meet their growth target and grade level standards. For students who are not meeting their growth targets, goals are set to develop a plan and timeline as to how those goals will be achieved. Teachers identify high academic standards and a pyramid of interventions that will address the needs of "at-risk" learners utilizing a variety of instructional methods. The staff has reached **consensus** about how the students and the school will reach their grade level standards and goals and what safety nets will be in place for an "at-risk" student.

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

Teachers participate in professional development opportunities specific to the needs of their students, focusing on improved student achievement. Bathgate's teachers are afforded many exciting professional development opportunities both on site and through the district. **Grade level monthly articulation days** afford grade level teams the opportunity to design their own professional development programs. Teachers are able to choose from a variety of professional development opportunities through the district's **Professional Development Academy**. Bathgate teachers attend professional workshops, based upon assessment data of their current student population, to assist students to achieve high academic standards. Teacher's staff development choices are guided by grade level assessment results and tied to teacher goal setting conferences. Staff development opportunities are discussed at Goal Setting Conferences between the teacher and his/her evaluator.

New teachers are supported for the first and second year by the **Beginning Teacher Support and Assessment Program (BTSA)** to become highly effective and professional educators. Funding for BTSA is provided by a district grant. New teachers are paired with a grade level mentor and receive ongoing assistance and coaching from a trained BSTA support provider. Instructional materials specific to the grade level as well as the State Standards in each of the subject areas are provided at the district's mandatory new teacher workshops. **Release time** for planning, collaboration, observations, peer visits, and staff development is available. Training is provided in curriculum, instruction, discipline, and state standards and in the California Standards for the Teaching Profession.

Data Display Table English Language Arts
State Criterion-Referenced Test

Grade: 2nd grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002	2000-2001
Testing Month	May	May
SCHOOL (Bathgate) SCORES		
TOTAL		
At or Above Basic	97%	94%
At or Above Proficient	79%	72%
At Advanced	29%	31%
Number of students tested	137	146
Percent of total students tested	98%	96%
Number of students excluded	3	6
Percent of students excluded	2%	4%
STATE SCORES		
TOTAL		
At or Above Basic		
State Mean Score	63%	61%
At or Above Proficient		
State Mean Score	32%	32%
At Advanced		
State Mean Score	9%	10%

In English/Language Arts, second grade students scoring basic answered 40 out of 75 questions correctly.
In English/Language Arts, second grade students scoring proficient answered 56 out of 75 questions correctly.
In English/Language Arts, second grade students scoring advanced answered 67 out of 75 questions correctly.

Data Display Table English Language Arts
State Criterion-Referenced Test

Grade: 3rd grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002	2000-2001
Testing Month	May	May
SCHOOL (Bathgate) SCORES		
TOTAL		
At or Above Basic	95%	94%
At or Above Proficient	74%	71%
At Advanced	31%	25%
Number of students tested	147	136
Percent of total students tested	98%	98%
Number of students excluded	3	3
Percent of students excluded	2%	2%
STATE SCORES		
TOTAL		
At or Above Basic		
State Mean Score	62%	59%
At or Above Proficient		
State Mean Score	34%	30%
At Advanced		
State Mean Score	11%	9%

In English/Language Arts, third grade students scoring basic answered 40 out of 75 questions correctly.
In English/Language Arts, third grade students scoring proficient answered 55 out of 75 questions correctly.
In English/Language Arts, third grade students scoring advanced answered 66 out of 75 questions correctly.

Data Display Table English Language Arts
State Criterion-Referenced Test

Grade: 4th grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist student with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002	2000-2001
Testing Month	May	May
SCHOOL (Bathgate) SCORES		
TOTAL		
At or Above Basic	96%	94%
At or Above Proficient	73%	76%
At Advanced	33%	33%
Number of students tested	125	134
Percent of total students tested	95%	96%
Number of students excluded	6	6
Percent of students excluded	5%	4%
STATE SCORES		
TOTAL		
At or Above Basic		
State Mean Score	71%	66%
At or Above Proficient		
State Mean Score	36%	33%
At Advanced		
State Mean Score	14%	11%

In English/Language Arts, fourth grade students scoring basic answered 42 out of 98 questions correctly.
In English/Language Arts, fourth grade students scoring proficient answered 64 out of 98 questions correctly.
In English/Language Arts, fourth grade students scoring advanced answered 78 out of 98 questions correctly.

Data Display Table English Language Arts
State Criterion-Referenced Test

Grade: 5th grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002	2000-2001
Testing Month	May	May
SCHOOL (Bathgate) SCORES		
TOTAL		
At or Above Basic	91%	96%
At or Above Proficient	64%	65%
At Advanced	23%	19%
Number of students tested	137	146
Percent of total students tested	98%	98%
Number of students excluded	3	3
Percent of students excluded	2%	2%
STATE SCORES		
TOTAL		
At or Above Basic		
State Mean Score	71%	66%
At or Above Proficient		
State Mean Score	31%	28%
At Advanced		
State Mean Score	9%	7%

In English/Language Arts, fifth grade students scoring basic answered 38 out of 90 questions correctly.
In English/Language Arts, fifth grade students scoring proficient answered 59 out of 90 questions correctly.
In English/Language Arts, fifth grade students scoring advanced answered 73 out of 90 questions correctly.

Data Display Table Mathematics
State Criterion-Referenced Test

Grade: 2nd grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002
Testing Month	May
SCHOOL (Bathgate) SCORES	
TOTAL	
At or Above Basic	98%
At or Above Proficient	92%
At Advanced	55%
Number of students tested	138
Percent of total students tested	99%
Number of students excluded	2
Percent of students excluded	1%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	68%
At or Above Proficient	
State Mean Score	43%
At Advanced	
State Mean Score	16%

In mathematics, second grade students scoring basic answered 39 out of 65 questions correctly.
In mathematics, second grade students scoring proficient answered 49 out of 65 questions correctly.
In mathematics, second grade students scoring advanced answered 58 out of 65 questions correctly.

Data Display Table Mathematics
State Criterion-Referenced Test

Grade: 3rd grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002
Testing Month	May
SCHOOL (Bathgate) SCORES	
TOTAL	
At or Above Basic	95%
At or Above Proficient	75%
At Advanced	28%
Number of students tested	147
Percent of total students tested	98%
Number of students excluded	3
Percent of students excluded	2%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	65%
At or Above Proficient	
State Mean Score	38%
At Advanced	
State Mean Score	12%

In mathematics, third grade students scoring basic answered 39 out of 65 questions correctly.
In mathematics, third grade students scoring proficient answered 48 out of 65 questions correctly.
In mathematics, third grade students scoring advanced answered 57 out of 65 questions correctly.

Data Display Table Mathematics
State Criterion-Referenced Test

Grade: 4th grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002
Testing Month	May
SCHOOL (Bathgate) SCORES	
TOTAL	
At or Above Basic	94%
At or Above Proficient	70%
At Advanced	34%
Number of students tested	129
Percent of total students tested	98%
Number of students excluded	2
Percent of students excluded	2%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	67%
At or Above Proficient	
State Mean Score	37%
At Advanced	
State Mean Score	13%

In mathematics, fourth grade students scoring basic answered 36 out of 65 questions correctly.
In mathematics, fourth grade students scoring proficient answered 49 out of 65 questions correctly.
In mathematics, fourth grade students scoring advanced answered 58 out of 65 questions correctly.

Data Display Table Mathematics
State Criterion-Referenced Test

Grade: 5th grade **Test:** California Standards Test
Edition: Published Yearly **Publisher:** California Department of Education

What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.

	2001-2002
Testing Month	May
SCHOOL (Bathgate) SCORES	
TOTAL	
At or Above Basic	88%
At or Above Proficient	70%
At Advanced	35%
Number of students tested	133
Percent of total students tested	98%
Number of students excluded	3
Percent of students excluded	2%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	59%
At or Above Proficient	
State Mean Score	29%
At Advanced	
State Mean Score	7%

In mathematics, fifth grade students scoring basic answered 30 out of 65 questions correctly.
In mathematics, fifth grade students scoring proficient answered 41 out of 65 questions correctly.
In mathematics, fifth grade students scoring advanced answered 54 out of 65 questions correctly.

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Language

Grade - 2nd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	90	86	86	80	77
Number of students tested	139	148	117	133	145
Percent of students tested	99	97	85	92	94
Number of students excluded	1	4	21	11	9
Percent of students excluded	1	3	15	8	6

Data Display Table
National Norm-Referenced Test
Language

Grade – 3rd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	83	83	78	75	69
Number of students tested	147	138	125	145	126
Percent of students tested	98	99	95	98	99
Number of students excluded	3	1	6	3	1
Percent of students excluded	2	1	5	2	1

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Language

Grade – 4th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	81	80	77	68	75
Number of students tested	129	135	136	127	116
Percent of students tested	98	96	96	96	94
Number of students excluded	2	5	6	5	7
Percent of students excluded	2	4	4	4	6

Data Display Table
National Norm-Referenced Test
Language

Grade – 5th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	81	79	76	60	65
Number of students tested	133	137	117	111	113
Percent of students tested	98	99	94	97	94
Number of students excluded	3	2	8	3	7
Percent of students excluded	2	1	6	3	6

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Reading

Grade - 2nd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	84	78	73	75	73
Number of students tested	139	146	134	133	146
Percent of students tested	99	96	97	92	95
Number of students excluded	1	6	4	11	8
Percent of students excluded	1	4	3	8	5

Data Display Table
National Norm-Referenced Test
Reading

Grade – 3rd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	78	78	73	74	65
Number of students tested	147	138	124	127	127
Percent of students tested	98	99	95	86	100
Number of students excluded	3	1	7	21	0
Percent of students excluded	2	1	5	14	0

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Reading

Grade – 4th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	78	79	76	68	71
Number of students tested	129	135	136	128	116
Percent of students tested	98	96	96	97	94
Number of students excluded	2	5	6	4	7
Percent of students excluded	2	4	4	3	6

Data Display Table
National Norm-Referenced Test
Reading

Grade – 5th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	73	74	68	65	69
Number of students tested	133	138	117	111	113
Percent of students tested	98	99	94	97	94
Number of students excluded	3	1	8	3	7
Percent of students excluded	2	1	6	3	6

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Mathematics

Grade - 2nd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	92	89	83	86	76
Number of students tested	138	149	135	137	147
Percent of students tested	99	98	98	95	95
Number of students excluded	2	3	3	7	7
Percent of students excluded	1	2	2	5	5

Data Display Table
National Norm-Referenced Test
Mathematics

Grade – 3rd **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	88	86	83	76	71
Number of students tested	145	137	125	146	127
Percent of students tested	97	99	95	99	100
Number of students excluded	5	2	6	2	0
Percent of students excluded	3	1	5	1	0

PART IV – INDICATORS OF ACADEMIC SUCCESS
Data Display Table
National Norm-Referenced Test
Mathematics

Grade – 4th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	86	85	80	73	70
Number of students tested	128	136	136	126	116
Percent of students tested	98	97	96	95	94
Number of students excluded	3	4	6	6	7
Percent of students excluded	2	3	4	5	6

Data Display Table
National Norm-Referenced Test
Mathematics

Grade – 5th **Test – Stanford Achievement Test**
Edition/publication year – Ninth Edition/1996 **Publisher – Harcourt Educational Measurement**
What groups were excluded from testing? Why, and how were they assessed? Resource Specialist students with severe disabilities were excluded and were assessed with the CORE Level Test in math, language and reading.
Scores are reported here as *National Percentile Rank for Average Student Score*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Score	88	85	84	67	77
Number of students tested	133	139	117	108	113
Percent of students tested	98	100	94	95	94
Number of students excluded	3	0	8	6	7
Percent of students excluded	2	0	6	5	6