

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

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

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

School Mailing Address 6261 Hooker Drive (If address is P.O. Box, also include street address)

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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. James R. Tarwater (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ocean View School District Tel. (714) 847-2551

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

(Superintendent's Signature) Date

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

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 11 Elementary schools
 4 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: \$6,704
 Average State Per Pupil Expenditure: \$6,837

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.
 1 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	54	37	91	7			
1	47	55	102	8			
2	53	44	97	9			
3	60	56	116	10			
4	64	59	123	11			
5	71	77	148	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>76.36</u> | % White |
| <u>.89</u> | % Black or African American |
| <u>11.23</u> | % Hispanic or Latino |
| <u>10.93</u> | % Asian/Pacific Islander |
| <u>.59</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 10 %

(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 <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	44
(4)	Total number of students in the school as of October 1	67.7
(5)	Subtotal in row (3) divided by total in row (4)	6.4
(6)	Amount in row (5) multiplied by 100	640

8. Limited English Proficient students in the school: 4.8 %
33 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, Vietnamese, Cantonese, Farsi, Lithuanian, Persian, Armenian

9. Students eligible for free/reduced-priced meals: 11.3 %

77 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: $\frac{10.63}{72} \%$ Total Number of Students Served

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

<u>6</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>51</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> 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)	<u>1</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>35</u>	<u>18</u>

12. Student-“classroom teacher” ratio: $\frac{20:1}{30:1}$ (K-3)
(4-5)

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	96.39	96.2	96.3	96.02	95.89
Daily teacher attendance	95	97	97	97	95
Teacher turnover rate	17.14	40	21.62	5.4	17.14
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

PART III -- SUMMARY

Circle View Elementary School is located in Huntington Beach, California. *"Giving children roots and wings"* is the shared vision of our entire school community. Our vision expresses our universal commitment to ensure that every student has the strong foundation (roots) upon which continuing success is assured both in continued schooling and in life pursuits (wings). To this end, we have adopted three goals to guide our work with students: (1) All students will meet or exceed grade-level content standards; (2) All students will be provided with the educational roots and wings to be successfully educated, academically, socially and physically; and (3) All students will respect diversity and embrace lifelong learning.

Circle View Elementary School is one of 11 K-5 elementary schools that feed into four middle schools in the K-8 Ocean View School District. Our school facility is unique; buildings are circular and classrooms are clustered around common center rooms. The proximity of classrooms facilitates ongoing collaboration and teaming among the teaching staff and a sense of community for students.

Serving 677 students, Circle View is led by a dedicated principal who is accompanied by a highly committed staff. Since its inception, Circle View has enjoyed a reputation in the community as a school with high student achievement and involved parents. In fact, parents are so committed to academic excellence that many choose to move into Circle View's attendance area because of its reputation as a school offering excellence in academics, paired with a warm and nurturing school climate. This positive educational environment earned Circle View a "California Distinguished School Award" in 1989, 1998, and in 2003. We continue to distinguish ourselves by participating in the state-wide Class Size Reduction Program in Kindergarten-Grade 3 by embracing the California State Standards and by continuing to excel on state achievement tests and California Academic Performance Index (API) rankings. Currently, our API is 871--exceeding the state target by 71 points.

At Circle View, you are greeted by smiling children and adults on an attractive, well-maintained campus. Entering the classrooms, you will be struck by the involved "buzz" of busy students and teachers engaged in the day's learning activities. You will notice that each classroom is warm and encouraging with a clear student-centered learning focus. Student work is showcased on bulletin boards and reflects California State Standards in all subject areas. By talking with each teacher, you will realize that they are knowledgeable about each child's skills relative to grade-level standards and that individual student's cultures and prior experiences are valued. Circle View teachers truly know their students and can speak to you about each child's strengths and needs. Staff embraces the District goals of providing a standards-based, assessment-driven curriculum and maximizing use of the instructional day to ensure student success. Truly, we live and breathe our motto, "Charting the course, success for all," each and every day.

We are pleased to serve an ethnically- and culturally-diverse student body and community that reflects California's diversity with families from Asia, Central and South America, Europe and the Middle East. Among these students you will encounter GATE students, English Learners and students with special needs. All of our students enjoy a wide range of opportunities that allow them to learn and grow together, enjoying and celebrating their differences within the context of working and playing together.

Circle View has a long-standing reputation as a high-quality school providing excellent academic opportunities for every child. A comprehensive literacy program, powerful mathematical experiences and hands-on activities stimulate and solidify high levels of learning. Commitment by the total staff, extensive communication, positive reinforcement of school rules and actively involved parents create an educational community the caliber of which we believe is deserving of Blue Ribbon recognition. We invite you to experience our school where children come first and where parents, staff and community work together to ensure that every child has the opportunity to succeed.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. Opened in 1967, Circle View is a K-5 elementary public school serving approximately 680 students annually. Our most recent *Parent Satisfaction Survey* results show that over **96 percent of our families express satisfaction with our school and its programs**. (2000-2001) Circle View's students consistently achieve at the highest levels. With over 91% of our grades 2-5 students tested annually (98% in 2001-2002), our **school is in the top 10 percent** in the state in **reading and mathematics** as measured by state criterion-referenced assessments (*California Standards Test* or CST), nationally normed assessments (*Stanford Achievement Test* or SAT/9); and school ranking based on compilation of criterion-referenced/norm-referenced results (*Academic Performance Index* or API). The actual assessment data for each of these measures for the last 5 years appear in the *Appendix* as Tables 1-21. Tables 17-21 provide the reader an overview of student performance on each measure. In brief, our achievement data show:

- ✓ On the criterion-referenced assessment (*California Standards Test* or CST) – for the past 2 years, over 91% of our students achieved at/above the *Basic* level in reading and mathematics, over 67% achieved at/above the *Proficient* level, and over 31% at the *Advanced* level; (no state data for 3rd year)
- ✓ On the nationally normed assessment (*Stanford Achievement Test* or SAT/9) – for the past 3 years all of Circle View's grades 2-5 mean scale scores exceed 90th percentile
- ✓ On the State school ranking system, which is based on compilation of state criterion-referenced and norm-referenced test data, (*Academic Performance Index* or API)—for the past 3 years, Circle View has received a statewide rank of 10 out of 10, consistently ranking at the top in the state.

(a.) Our official state academic assessment system has 4 components: the *California Standards Test* (CST); the *Stanford Achievement Test*, Ninth Edition (SAT/9); the *Spanish Assessment of Basic Education/Second Edition* (SABE/2); and the *Academic Performance Index* (API). The first 3 components --CST, SAT/9, and SABE-- include subtests that address the areas of reading and mathematics. The CST is a criterion-referenced test, developed specifically to assess our students' *mastery of State Academic Content Standards*, grades 2-11. The CST was initiated in 1998-1999, with standards mastery reported as the "percent of items correct." Today, the CST is fully in place and results reported in terms of the percent of students at or below *Basic*, *Proficient*, and *Advanced*. (See Table 22) The SAT/9 is a nationally norm-referenced test, designed to assess *student achievement*, grades 2-11. The SABE/2 is also nationally normed. Written in Spanish, it measures academic achievement of eligible Spanish speakers. (Not a statistically significant group at Circle View.) The fourth component of our state's assessment system is the API. Essentially, the API is a school ranking system that statistically combines the results of the CST and SAT/9 tests *to determine the overall academic performance of schools within the state*. **(b.) As per state rules, all students are tested; no groups of students may be excluded.** The state allows *individual students*, however, to be *excused* from testing based on written parent request or IEP issues that cannot be accommodated. Data tables in the *Appendix* show that no groups have been excluded from testing and that just 12 Circle View students have been excused over the past 3 years out of a total 1,529 enrolled students, grades 2-5. District and IEP tests are used to assess their progress. Historical data show that on average 97% of *Circle View students participate* in the mandated state testing program each year. **(c.) No subgroup disaggregated data exists** for Circle View since, according to state criteria, *no statistically significant student subgroups exist* (i.e., "no group accounts for more than 15% of the population tested" STAR 2002). The achievement data show that Circle View and our students **perform in the top 10 percent of the schools** in our state *and* achieve above the 90th percentile on nationally normed achievement tests in every grade tested. As we test over 97% of our students, the student achievement data reported here truly reflect the high levels of performance of *all* our students. This pattern of "*high levels of achievement*" exists at every grade tested, grades 2-5. There are **5,368** elementary schools in our state. Circle View is honored to be **one** of our state's nominees.

2. *Use of Assessment Data*

Circle View uses a **comprehensive assessment system that aligns with California's** grade-level **content standards and the STAR program**. To ensure that every student meets challenging state standards, teachers complete an **individual academic profile** that serves as the basis for determining instructional priorities **for each child**. STAR data is analyzed to evaluate grade-level and school-wide student performance and to assess patterns of achievement over time. In addition, Circle View teachers routinely utilize a variety of ongoing assessments including our comprehensive multiple measures, student work samples and products which inform instruction and provide valuable insight into students' understanding/mastery of specific skills and concepts. Students also evaluate and analyze their own products during such activities as Writer's Workshop when they work and meet in peer conferences and in individual conferences with teachers. Overall **assessment data is used to** (a) **identify progress made toward achieving standards**; (b) **identify those students who are in need of interventions**; (c) **apprise parents of their child's progress** using specific concrete data; (d) **provide focus for instruction and interventions**; (e) **identify professional development priorities**; and (f) **target our resources** to meet school-wide goals and improve student and school achievement. Circle View teachers design and modify the curriculum to meet the assessed needs of their students. **They confer each week** in grade-level teams **to ensure consistency in student assessment procedures** and instructional content. They discuss how to address students' assessed needs through differentiated instruction in specific skill groups, flexible guided instruction groups, computer-aided instruction and independent learning centers. They share leveled reading and comprehension materials and select strategies that help them move student learning forward. At grade-level Roundtable meetings, teachers discuss the progress of "at risk" students and recommend intervention strategies. Circle View's CARE Team (Student Study Team) provides further testing and assists teachers in developing appropriate programs, as needed. IEPs are developed, and instructional modifications are provided for students with special needs.

3. *Reporting to Parents*

Each year at **Back-to-School Night**, Circle View teachers review state grade-level standards, District curricula and specific site programs that are designed to help every student succeed. We conduct **two formal parent conferences** to review individual assessment results and to compare current work with state standards. Our teachers complete a **Progress Report each trimester** to communicate to parents each student's progress in academic performance, social/emotional growth, physical development and responsibility for learning. For those students who are "at risk," a **Monitor/Assistance Plan** is established collaboratively with the teacher, parent, student and principal. This plan is monitored and formally reviewed twice during the school year and is utilized as a tool for instruction. CARE Team meetings are held weekly to discuss modifications for special needs students. Parents of special education students attend IEP meetings and receive regular updates about their children's progress in meeting goals. In addition, teachers conduct mini conferences, communicate through e-mail, notes/newsletters and make numerous telephone calls to parents throughout the year.

STAR program achievement results are mailed to each student's parents. Site-level assessment data and California Academic Performance Index results are sent home via school newsletters and included in our School Accountability Report Card, messages on the PACE computerized phone system and information on our web site. At the school site, our **parents are members of several site-level committees** including our School Site Council, English Learner Advisory Committee, Parent Teacher Organization and GATE Advisory Committee. Circle View **parents** also learn about student progress through **servicing** countless hours **in classrooms as volunteers**. We love to celebrate our students' successes and do so through monthly Principal's Awards Assemblies, Wings Awards, telephone calls home, articles in local newspapers and presentations to the Board of Trustees. Working together as a team, we make a difference in the lives of our students. We take pride in being Circle View Eagles!

4. *Communication Plan*

Communicating our successes with the school community has always been a part of Circle View School's vision. Historically, our school has embraced an **open-door policy** and is successful, in large part, due to our communication structure that enables us to share information within our school, throughout our District and to other schools throughout California. We include all stakeholders in discussion and decision making through a democratic decision-making process. Each of our grade-level teams is facilitated by a Team Leader, and we meet regularly to discuss student achievement in relation to state standards, assessed needs of students and successful program implementation strategies. Our parents and community members, along with Circle View staff, participate in several advisory committees. The principal works with each group, coordinating student data collection, analyses of successes and prioritization of goals for continued improvement.

For many years, **our teachers have assumed leadership roles** in the development of curriculum and staff development programs. Our teachers are members of District-, county- and state-level committees where they have opportunities to discuss curricular priorities; many are trainers for the District's new teachers and for District-wide staff development programs. Circle View teachers have served as teacher leaders for the Ocean View School District Summer Reading and Mathematics Academies. They regularly provide staff development throughout the District and for professional organizations in the county and state. Many also serve as "master teachers" in collaboration with local universities.

Our plan to communicate our school's successes will be incorporated into our existing communication structure and expanded to include schools in other districts throughout California and across the nation. We will employ a **global approach** by continuing to **expand our network** with teachers in our surrounding area, local universities, parent, community and student groups. Through our school newsletters, web site, Board of Trustees meetings and local newspaper articles, we will share our successes through the media. We are excited about the prospect of broadening our communication network and expect that we will gain much from these interactions. Our doors are always open!

PART V -- CURRICULUM AND INSTRUCTION

1. Curriculum

Circle View's curriculum serves the public's broad goals for education by developing in our students high levels of academic achievement, critical-thinking skills, communication skills, physical well-being and self-confidence that provide the foundation for effective citizenship and successful school and personal lives. As a result of **our systematic approach** which **links and aligns standards, assessments and accountability**, our curriculum is focused and designed to ensure student mastery of grade-level content standards. As you walk through Circle View's classrooms and examine student work, it becomes abundantly clear that students across all grade levels participate in **comprehensive, challenging academic programs**. All students participate in a **standards-based curriculum** that includes reading, language arts, mathematics, science, history/social science, health education, visual and performing arts, physical education and English language development for English Learners. We ensure that content knowledge, application of basic skills, problem solving and comprehension are part of every student's curriculum. Our classrooms and school library are filled with instructional materials ranging in levels of difficulty to guarantee that all students have the necessary resources to meet their individual needs. Selection of these instructional materials is determined in collaboration with teachers, administrators and the community.

Curriculum implementation is based on current educational research and provides the foundation on which we meet and challenge students' learning capabilities. For example, Houghton-Mifflin's *A Legacy of Literacy*, our newly adopted, standards-based reading/language arts program, utilizes a research-proven combination of systematic skills development, quality literature and state-of-the-art technology to help every child become successful. The program addresses the specific learning needs of all students from those students needing intensive intervention to those students at the strategic, benchmark and advanced levels. In addition, our Scott Foresman and Houghton-Mifflin mathematics textbooks, Harcourt Brace science textbooks and McGraw Hill social science textbooks offer **significant content** and are **based upon state standards and current educational research**. Our visual and performing arts program is aligned with state standards and includes instruction in dance, music theory and theater. The PTO sponsors the "Meet the Masters" art appreciation program and performances by the Orange County Opera, Imagination Machine, Music Mobile and a variety of other special programs. All students take part in our comprehensive, standards-based physical education program as well as in other programs designed to promote healthy lifestyles. Technology is used to reinforce and extend the curricula, to provide an alternative means for communicating with our community, to increase teacher and student productivity and to stimulate positive student outcomes. It supports appropriate individualized teaching strategies and can make content more meaningful for every student.

Every student is challenged to meet his/her own personal academic goals and is encouraged to find new opportunities to excel. Instruction is informed by assessment data, examination of student work and observed student needs, as well as ongoing collaboration among staff members. Our teachers work continuously with their grade-level teams to evaluate current practices and curriculum and to develop long-range plans. Teams are encouraged to share their plans with other grade levels to ensure that sequential instruction builds upon previous student learning. We take advantage of these articulation meetings between grade levels to discuss student expectations and appropriate placements, and we regularly articulate with preschool and feeder middle schools to ensure smooth transitions between levels.

Teachers have **mapped** the English/language arts, mathematics, social science and science **standards for all grade levels** in order to have an understanding of the **complete progression of skills and concepts, K-5**. We understand that by working as a team to collect "snapshots" of our students' academic careers, our teachers are better equipped to design curriculum from a more global K-5 perspective that will ultimately promote student success.

2. *Reading*

Standards-based curricula and research-proven programs and strategies are the foundation of Circle View's instructional program in reading. California's English/Language Arts Content Standards and key documents such as *Elementary Makes the Grade!* and *Every Child a Reader* have guided our curriculum committee in formulating our vision and practice in literacy education. **Circle View's reading program** reflects a **balanced and comprehensive approach to literacy** in which **skills and standards are emphasized** and **instruction is differentiated** based upon students' assessed language and literacy levels. All students take part in our reading/language arts block for two hours each day. The core reading program, Houghton-Mifflin's *A Legacy of Literacy*, addresses explicit and systematic instruction in listening, speaking, reading and writing skills. The series is aligned with challenging state standards and addresses phonics, word analysis, systematic vocabulary development, fluency, comprehension, response and analysis skills. Our resource-rich environment provides students with materials at a variety of levels, and all students have access to a wealth of literature appropriate for independent reading. Students take part in shared reading, whole group instruction, strategy instruction, focused skills lessons, literature study and inquiry activities as well as daily sustained silent reading. **In the primary grades, students learn to read** through systematic, explicit phonics instruction. As they progress **through the upper grades, students read to learn** and higher-level comprehension and analysis skills are emphasized. Teachers integrate multiple skills reinforcement components such as Mountain Language, SRA Reading, Reading Recovery strategies and a variety of software programs to create a comprehensive program which ensures development, progression and mastery of skills and standards. Each student is assessed on a regular basis to determine instructional needs. Flexible guided reading groups are formed and are regularly modified in response to students' assessed needs. Writing serves as a means for expressing and clarifying thinking as well as responding to literature. Our at risk students take part in after-school reading clubs where they receive personalized assistance. Classrooms engage in cross-age/peer tutoring. Students participate in "Read to the Stars" as part of our daily at-home reading program. Through our reading program, we strive to give our students the "roots" they need as they are motivated to become lifelong readers!

3. *Mathematics*

Recommendations from *A Call to Action, California Math Content Standards* and *Challenging Standards for Student Success* have served to establish and refine our vision and practice in mathematics. Our standards-based math adoptions (Scott Foresman and Houghton-Mifflin) reflect **a balance of computational and procedural basic skills, conceptual understandings and problem-solving elements** that interrelate and reinforce one another. **Math is integrated throughout the day** using such reinforcement and extension activities as Mountain Math, Daily Oral Math, Bellwork Math, Marcy Cook Math activities and our Math Academy strategies. **The math curriculum is systematically and carefully articulated from grade to grade** addressing the strands of number sense, mathematical reasoning, algebra functions, measurement, geometry, statistics, data analysis and probability. Beginning with an understanding of number sense in Kindergarten, students move through a spiraling curriculum emphasizing increasingly-abstract, higher-level processes. While math activities are integrated through the day, students take part in concentrated math instruction for 70-90 minutes daily. We emphasize the application of math skills to everyday life. Our students set up bank accounts, conduct stock market analyses and interpret graphs and charts. All students have access to computer-assisted instruction with our Cornerstone Math program and a variety of other math software.

It is our goal that all students meet or exceed the math standards. To ensure that we achieve this goal, Circle View teachers assess students on a regular basis and provide assistance to those students who are having difficulties through individualized instruction and the use of peer tutors, parent volunteers and math tutors. Those students who excel in math are provided with challenges such as the "Hands on Equations" computer program, "Star Voyager" daily math challenge and participation in county, state and national math contests. Currently, our fifth grade GATE class is leading in the national "Math Fax Contest." Our test scores demonstrate that our students soar to success by applying mathematics concepts across the curriculum!

4. *Instructional Methods*

Our teachers are dedicated to designing lessons and activities that address the diverse learning needs of our student population. **They implement a range of differentiated strategies to engage and challenge our students** in all subject areas including the use of **reciprocal teaching, SDAIE methods** for EL students, **Bloom's Taxonomy** and the accommodation of **differing learning modalities** in daily instruction. From day to day, **students are flexibly grouped by needs and strengths** in a variety of ways to help them learn and to allow them to develop interpersonal relationships. Circle View's student-centered classrooms find children working as part of the **whole class**, within **cooperative learning groups** and/or **independently**. Student literacy and academic growth is supported through **meaningful interactions** with both peers and adults. Teachers read aloud, model the writing process, demonstrate curricular concepts and actively engage students in problem solving and critical thinking within all content areas. Students take part in Literature Circles, discussion groups, historical simulations, Writer's Workshop, Reading Buddies, character education and a variety of other programs. Technology is a key tool in each classroom providing opportunities for students to reinforce their skills and enhance their knowledge base. These instructional methods are used to provide all students with a well-balanced, standards-aligned curriculum.

Circle View **teachers design and modify the curriculum to meet the assessed needs and strengths of their students. They meet each week in grade-level teams** to ensure consistency in student assessment procedures and instructional content. **They discuss how to meet students' assessed needs in specific skill groups, flexible instruction groups and in independent learning centers. They share** leveled reading and comprehension **materials and select strategies and resources** that help them move student learning forward. These strategies are reviewed and discussed at grade-level Roundtable meetings, CARE Team (SST) and IEP Team meetings.

5. *Professional Development*

Teacher professionalism and preparation are highly valued and enthusiastically supported at Circle View School. The focus of our professional development is on the continuous improvement of student achievement and the skill of our teachers in preparing all students to meet and exceed state content standards. **Programs are selected based upon identified needs** (student data, teacher survey or request, new content area adoptions), **alignment with content standards and research-proven strategies**. Teachers have access to a wide range of professional growth opportunities in a variety of curricular areas as well as the opportunity for research and dialogue provided by the Ocean View School District, the West Orange County Professional Development Center and the county- and state-level workshops offered through our Peer Assistance and Review program. Technology staff development occurs at the school site with the assistance of two District-provided technology mentors. **The effectiveness of professional development is measured by teacher feedback, classroom observations and improved student achievement** in targeted areas. For example, we found evidence that a recent teacher inservice on the "Step Up to Writing" program strengthened our writing program at Grades 3, 4 and 5 and increased our writing scores on the fourth grade STAR assessment.

Circle View teachers embrace the California Standards for the Teaching Profession. They are **lifelong learners** and are **committed to remaining current in effective teaching and instructional pedagogy**. One hundred percent of Circle View classroom teachers are fully credentialed, and 80 percent either hold or are in the process of obtaining advanced degrees. We are fortunate to have a mixture of experienced and new staff members. New teachers on our staff are provided with a variety of support systems such as on-site grade-level team teacher support, the BTSA program (a two-year, comprehensive training program focusing on the California Standards for the Teaching Profession) and release time for peer collaboration and classroom visitations. In addition, we train a large number of student teachers each year in a collaborative effort with several local universities. Several of our teachers are members of the District's Instructional Advisory Council and the nine District curriculum committees. Circle View teachers, in their roles as lifelong learners, are dedicated to collaboration with community, families and colleagues to improve student achievement.

**APPENDIX:
TEST DATA TABLES**

Contents of Appendix		
<u>Page</u>		
14	Tables 1-4	State Criterion-Referenced / Standards-Based Test – <i>Reading/Language</i>
18	Tables 5-8	State Criterion-Referenced / Standards-Based Test – <i>Mathematics</i>
22	Tables 9-12	State Nationally Norm-Referenced Test – <i>Reading/Language</i>
26	Tables 13-16	State Nationally Norm-Referenced Test – <i>Mathematics</i>
30	Table 17	Summary: State CST All Students Percent Achieving At or Above Basic, Proficient, Advanced Levels
31	Table 18	Summary: State Academic Performance Index Rank
32	Table 19	Summary: SAT/9 All Students Grade Level Mean Scale Scores At or Above 90 th Percentile
33	Table 20	Summary: SAT/9 All Students Percentage Performing At or Above 50 th and 75 th Percentiles
34	Table 21	Summary: SAT/9 All Students Mean NCE
35	Table 22	State Department of Education Performance Definitions/Criteria

Table 1

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
READING/LANGUAGE ARTS**

Grade: 2**Edition/publication year:** 1999-Present**Groups excluded from testing:** None**Number and percent groups excluded:** 0**Test:** California Standards Test (CST)**Publisher:** California Department of Education**Individuals excused:** 2 students (2000)**Percent of individuals excused:** (see below)**Reason individuals excused / alternate measures:**

IEP; IEP assessments

Results reported as: X Percent of students Above, At or Below performance cut points

GRADE 2		2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month		May	May	May	April	April
CIRCLE VIEW SCORES		Scale score	State reported results 1999-01 as "percent of items correct" on Reading CST			
ALL Students	<i>Mean score →</i>	377.2	74%	75%	67%	No State CST prior to 1998-1999
▪ At or Above Basic		88%	93%	n/c	n/c	
▪ At or Above Proficient		69%	59%	n/c	n/c	
▪ At Advanced		30%	23%	n/c	n/c	
	N of ALL students tested	N=109	N=95	N=100	N=114	
	% tested	96%	92%	93%	97%	
	N students excluded	Ø	Ø	Ø	Ø	
	% excluded	Ø	Ø	Ø	Ø	
	N / % of students excused	Ø	Ø	5/.05%	n/c	
SUBGROUP Scores		No statistically significant subgroups as per State criteria of 15% or more				
1. (group)						
STATE SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	324.1	59%	58%	55%	No State CST
▪ At or Above Basic		63%	61%	n/c	n/c	
▪ At or Above Proficient		32%	32%	n/c	n/c	
▪ At Advanced		9%	10%	n/c	n/c	
COUNTY SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	331.8	62%	61%	45%	No State CST
▪ At or Above Basic		67%	67%	n/c	n/c	
▪ At or Above Proficient		38%	39%	n/c	n/c	
▪ At Advanced		12%	14%	n/c	n/c	

n/c = not calculated by State

Reading Data Show:

Our grade 2 students perform at *high levels* on the State *measure of grade level content standards mastery Ex.*

69% of our students achieving **At or Above Proficient* levels of mastery Vs. just 32% in the State (2002)
88% of our students are achieving *At or Above Basic* levels of mastery Vs. just 63% in the State (2002)

96% of students were tested in 2001-02 and over 92% have participated in testing each of 4 years

In 3 years, just 5 grade 2 students have been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 2

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
READING/LANGUAGE ARTS**

Grade: 3

Edition/publication year: 1999- Present

Groups excluded from testing: None

Number and percent groups excluded: 0

Test: California Standards Test (CST)

Publisher: California Department of Education

Individuals excused: 2 students (2000)

Percent of individuals excused: (see below)

Reason individuals excused / alternate measures:

IEP or Parent request; IEP or District assessments

Results reported as: X Percent of students Above, At or Below performance cut points

GRADE 3	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	May	May	May	April	April
CIRCLE VIEW SCORES	Scale score	State reported results 1999-01 as "percent of items correct" on Reading CST			
ALL Students <i>Mean score →</i>	355.7	74%	71%	69%	No State CST prior to 1998-1999
▪ At or Above Basic	85%	90%	n/c	n/c	
▪ At or Above Proficient	56%	65%	n/c	n/c	
▪ At Advanced	18%	22%	n/c	n/c	
N of ALL students tested	N=99	N=116	N=112	N=96	
% tested	100%	98%	97%	96%	
N students excluded	∅	∅	∅	∅	
% excluded	∅	∅	∅	∅	
N / % of students excused	∅	∅	2/.02%	n/c	
SUBGROUP Scores	<i>No statistically significant subgroups as per State criteria of 15% or more</i>				
1. (group)					
STATE SCORES	Scale score	Percent of items correct on Reading CST			
ALL Students <i>Mean score →</i>	323.5	58%	57%	55%	No State CST
▪ At or Above Basic	62%	68%	n/c	n/c	
▪ At or Above Proficient	34%	39%	n/c	n/c	
▪ At Advanced	11%	9%	n/c	n/c	
COUNTY SCORES	Scale score	Percent of items correct on Reading CST			
ALL Students <i>Mean score →</i>	332.4	60%	60%	42%	No State CST
▪ At or Above Basic	67%	64%	n/c	n/c	
▪ At or Above Proficient	40%	36%	n/c	n/c	
▪ At Advanced	15%	12%	n/c	n/c	

n/c = not calculated by State

Reading Data Show:

Our grade 3 students perform at *high levels* on the State *measure of grade level content standards mastery Ex.*

56% of our students achieving **At or Above Proficient* levels of mastery Vs. just 34% in the State (2002)

85% of our students are achieving *At or Above Basic* levels of mastery Vs. just 62% in the State (2002)

100% of students were tested in 2001-02 and over 96% have participated in testing each of 4 years

In 3 years, just 2 grade 3 students have been excused from testing due to parent request or IEP issues

*(See Table 22 for State terms and cut off points)

Table 3

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
READING/LANGUAGE ARTS**

Grade: 4

Edition/publication year: 1999- Present

Groups excluded from testing: None

Number and percent groups excluded: 0

Test: California Standards Test (CST)

Publisher: California Department of Education

Individuals excused: 1 student (2001)

Percent of individuals excused: (see below)

Reason individuals excused / alternate measures:

IEP; IEP assessments

Results reported as: X Percent of students Above, At or Below performance cut points

GRADE 4		2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month		May	May	May	April	April
CIRCLE VIEW SCORES		Scale score	State reported results 1999-01 as "percent of items correct" on Reading CST			
ALL Students	<i>Mean score →</i>	377.2	71%	70%	72%	No State CST prior to 1998-1999
▪ At or Above Basic		95%	94%	n/c	n/c	
▪ At or Above Proficient		70%	67%	n/c	n/c	
▪ At Advanced		39%	39%	n/c	n/c	
	N of ALL students tested	N=137	N=147	N=138	N=131	
	% tested	97%	95%	99%	96%	
	N students excluded	Ø	Ø	Ø	Ø	
	% excluded	Ø	Ø	Ø	Ø	
	N / % of students excused	Ø	1/006%	Ø	n/c	
SUBGROUP Scores		No statistically significant subgroups as per State criteria of 15% or more				
1. (group)						
STATE SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	332.9	54%	52%	50%	No State CST
▪ At or Above Basic		71%	66%	n/c	n/c	
▪ At or Above Proficient		36%	33%	n/c	n/c	
▪ At Advanced		14%	11%	n/c	n/c	
COUNTY SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	340.3	57%	55%	37%	No State CST
▪ At or Above Basic		75%	71%	n/c	n/c	
▪ At or Above Proficient		42%	39%	n/c	n/c	
▪ At Advanced		18%	14%	n/c	n/c	

n/c = not calculated by State

Reading Data Show:

Our grade 4 students perform at *high levels* on the State *measure of grade level content standards mastery Ex.*

70% of our students achieving **At or Above Proficient* levels of mastery Vs. just 36% in the State (2002)

95% of our students are achieving *At or Above Basic* levels of mastery Vs. just 71% in the State (2002)

97% of students were tested in 2001-02 and over 95% have participated in testing each of 4 years

In 3 years, just 1 grade 4 student has been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 4

STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
READING/LANGUAGE ARTS

Grade: 5**Edition/publication year:** 1999- Present**Groups excluded from testing:** None**Number and percent groups excluded:** 0**Test:** California Standards Test (CST)**Publisher:** California Department of Education**Individuals excused:** 2 students (2000); 2 (2002)**Percent of individuals excused:** (see below)**Reason individuals excused / alternate measures:**

IEP or Parent request; IEP or District assessments

Results reported as: X Percent of students Above, At or Below performance cut points

GRADE 5		2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month		May	May	May	April	April
CIRCLE VIEW SCORES		Scale score	State reported results 1999-01 as "percent of items correct" on Reading CST			
ALL Students	<i>Mean score →</i>	374.8	70%	74%	68%	No State CST prior to 1998-1999
▪ At or Above Basic		95%	94%	n/c	n/c	
▪ At or Above Proficient		69%	65%	n/c	n/c	
▪ At Advanced		35%	30%	n/c	n/c	
	N of ALL students tested	N=147	N=147	N=128	N=121	
	% tested	98%	99%	93%	98%	
	N students excluded	Ø	Ø	Ø	Ø	
	% excluded	Ø	Ø	Ø	Ø	
	N / % of students excused	2/.01%	Ø	2/.01%	n/c	
SUBGROUP Scores		No statistically significant subgroups as per State criteria of 15% or more				
1. (group)						
STATE SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	327.7	53%	52%	51%	No State CST
▪ At or Above Basic		71%	66%	n/c	n/c	
▪ At or Above Proficient		31%	28%	n/c	n/c	
▪ At Advanced		9%	7%	n/c	n/c	
COUNTY SCORES		Scale score	Percent of items correct on Reading CST			
ALL Students	<i>Mean score →</i>	335.0	56%	56%	38%	No State CST
▪ At or Above Basic		75%	72%	n/c	n/c	
▪ At or Above Proficient		37%	35%	n/c	n/c	
▪ At Advanced		11%	10%	n/c	n/c	

n/c = not calculated by State

Reading Data Show:

Our grade 5 students perform at *high levels* on the State *measure of grade level content standards mastery Ex.*

69% of our students achieving **At or Above Proficient* levels of mastery Vs. just 31% in the State (2002)

95% of our students are achieving *At or Above Basic* levels of mastery Vs. just 71% in the State (2002)

98% of students were tested in 2001-02 and over 93% have participated in testing each of 4 years

In 3 years, just 4 grade 5 students have been excused from testing due to parent request or IEP issues

*(See Table 22 for State terms and cut off points)

Table 5

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
MATHEMATICS**

Grade: 2**Edition/publication year:** 1999-Present**Groups excluded from testing:** None**Number and percent groups excluded:** 0**Test:** California Standards Test (CST)**Publisher:** California Department of Education**Individuals excused:** 5 students (2000)**Percent of individuals excused:** (see below)**Reason individuals excused / alternate measures:**

IEP; IEP assessments

Results reported as: X Percent of students **Above, At or Below** performance cutpoints

GRADE 2	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month →	May	May	May	April	April
CIRCLE VIEW SCORES	Scale score	State reported results 1999-01 as "percent of items correct" on Math CST			
ALL Students <i>Mean score →</i>	424.1	80%	74%	68%	No State CST prior to 1998-1999
▪ At or Above Basic	92%	n/c	n/c	n/c	
▪ At or Above Proficient	85%	n/c	n/c	n/c	
▪ At Advanced	57%	n/c	n/c	n/c	
N of ALL students tested	N=109	N=95	N=102	N=116	
% tested	96%	92%	94%	99%	
N students excluded	∅	∅	∅	∅	
% excluded	∅	∅	∅	∅	
N / % of students excused	∅	∅	5/.05%	n/c	
SUBGROUP Scores	<i>No statistically significant subgroups as per State criteria of 15% or more</i>				
1. (group)					
STATE SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	342.7	66%	59%	54%	No State CST
▪ At or Above Basic	68%	n/c	n/c	n/c	
▪ At or Above Proficient	43%	n/c	n/c	n/c	
▪ At Advanced	16%	n/c	n/c	n/c	
COUNTY SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	356.4	69%	62%	48%	No State CST
▪ At or Above Basic	73%	n/c	n/c	n/c	
▪ At or Above Proficient	50%	n/c	n/c	n/c	
▪ At Advanced	21%	n/c	n/c	n/c	

n/c = not calculated by State

Mathematics Data Show:

Our grade 2 students perform at *high levels* on the State *measure of grade level content standards mastery* Ex.

85% of our students achieving **At or Above Proficient* levels of mastery Vs. just 43% in the State (2002)

92% of our students are achieving *At or Above Basic* levels of mastery Vs. just 68% in the State (2002)

96% of students were tested in 2001-02 and over 92% have participated in testing each of 4 years

In 3 years, just 5 grade 2 students have been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 6

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
MATHEMATICS**

Grade: 3**Edition/publication year:** 1999- Present**Groups excluded from testing:** None**Number and percent groups excluded:** 0**Test:** California Standards Test (CST)**Publisher:** California Department of Education**Individuals excused:** 2 students (2000)**Percent of individuals excused:** (see below)**Reason individuals excused / alternate measures:**

IEP or Parent request; IEP or District assessments

Results reported as: X Percent of students **Above, At or Below** performance cutpoints

GRADE 3	2001-02	2000-01	1999-00	1998-99	1997-98
	Testing Month →	May	May	May	April
CIRCLE VIEW SCORES	Scale score	State reported results 1999-01 as "percent of items correct" on Math CST			
ALL Students <i>Mean score →</i>	372.9	77%	68%	66%	No State CST prior to 1998-1999
▪ At or Above Basic	85%	n/c	n/c	n/c	
▪ At or Above Proficient	67%	n/c	n/c	n/c	
▪ At Advanced	21%	n/c	n/c	n/c	
N of ALL students tested	N=99	N=116	N=112	N=98	
% tested	100%	98%	97%	98%	
N students excluded	∅	∅	∅	∅	
% excluded	∅	∅	∅	∅	
N / % of students excused	∅	∅	2/.02%	n/c	
SUBGROUP Scores	No statistically significant subgroups as per State criteria of 15% or more				
1. (group)					
STATE SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	331.6	66%	57%	53%	No State CST
▪ At or Above Basic	65%	n/c	n/c	n/c	
▪ At or Above Proficient	38%	n/c	n/c	n/c	
▪ At Advanced	12%	n/c	n/c	n/c	
COUNTY SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	341.3	67%	59%	45%	No State CST
▪ At or Above Basic	69%	n/c	n/c	n/c	
▪ At or Above Proficient	43%	n/c	n/c	n/c	
▪ At Advanced	15%	n/c	n/c	n/c	

n/c = not calculated by State

Mathematics Data Show:

Our grade 3 students perform at *high levels* on the State measure of grade level content standards mastery Ex.

67% of our students achieving **At or Above Proficient* levels of mastery Vs. just 38% in the State (2002)

85% of our students are achieving *At or Above Basic* levels of mastery Vs. just 65% in the State (2002)

100% of students were tested in 2001-02 and over 97% have participated in testing each of 4 years

In 3 years, just 2 grade 3 students have been excused from testing due to parent request or IEP issues

*(See Table 22 for State terms and cut off points)

Table 7

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
MATHEMATICS**

Grade: 4
Edition/publication year: 1999- Present
Groups excluded from testing: None
Number and percent groups excluded: 0

Test: California Standards Test (CST)
Publisher: California Department of Education
Individuals excused: 1 student (2001)
Percent of individuals excused: (see below)
Reason individuals excused / alternate measures:
 IEP; IEP assessments

Results reported as: X Percent of students **Above, At or Below** performance cutpoints

GRADE 4	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month →	May	May	May	April	April
CIRCLE VIEW SCORES	Scale score	State reported results 1999-01 as 'percent of items correct' on Math CST			
ALL Students <i>Mean score →</i>	382.4	76%	70%	67%	No State CST prior to 1998-1999
▪ At or Above Basic	89%	n/c	n/c	n/c	
▪ At or Above Proficient	66%	n/c	n/c	n/c	
▪ At Advanced	37%	n/c	n/c	n/c	
N of ALL students tested	N=140	N=148	N=138	N=133	
% tested	99%	95%	99%	96%	
N students excluded	∅	∅	∅	∅	
% excluded	∅	∅	∅	∅	
N / % of students excused	∅	1/.006%	∅	n/c	
SUBGROUP Scores	<i>No statistically significant subgroups as per State criteria of 15% or more</i>				
1. (group)					
STATE SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	332.4	61%	54%	47%	No State CST
▪ At or Above Basic	67%	n/c	n/c	n/c	
▪ At or Above Proficient	37%	n/c	n/c	n/c	
▪ At Advanced	13%	n/c	n/c	n/c	
COUNTY SCORES	Scale score	Percent of items correct on Math CST			
ALL Students <i>Mean score →</i>	341.1	64%	57%	39%	No State CST
▪ At or Above Basic	72%	n/c	n/c	n/c	
▪ At or Above Proficient	43%	n/c	n/c	n/c	
▪ At Advanced	16%	n/c	n/c	n/c	

n/c = not calculated by State

Mathematics Data Show:

Our grade 4 students perform at *high levels* on the State *measure of grade level content standards mastery* Ex.

66% of our students achieving **At or Above Proficient* levels of mastery Vs. just 37% in the State (2002)

89% of our students are achieving *At or Above Basic* levels of mastery Vs. just 67% in the State (2002)

99% of students were tested in 2001-02 and over 95% have participated in testing each of 4 years

In 3 years, just 1 grade 4 student has been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 8

**STATE CRITERION-REFERENCED / STANDARDS-BASED TEST
MATHEMATICS**

Grade: 5**Edition/publication year:** 1999- Present**Groups excluded from testing:** None**Number and percent groups excluded:** 0**Test:** California Standards Test (CST)**Publisher:** California Department of Education**Individuals excused:** 2 students (2000) 2 (2002)**Percent of individuals excused:** (see below)**Reason individuals excused / alternate measures:**

IEP or Parent request; IEP or District assessments

Results reported as: X Percent of students **Above, At or Below** performance cutpoints

GRADE 5		2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month →		May	May	May	April	April
CIRCLE VIEW SCORES		Scale score	State reported results 1999-01 as "percent of items correct" on Math CST			
ALL Students	<i>Mean score →</i>	420.0	69%	74%	58%	No State CST prior to 1998-1999
▪ At or Above Basic		94%	n/c	n/c	n/c	
▪ At or Above Proficient		78%	n/c	n/c	n/c	
▪ At Advanced		40%	n/c	n/c	n/c	
	N of ALL students tested	N=147	N=147	N=131	N=122	
	% tested	98%	99%	96%	98%	
	N students excluded	∅	∅	∅	∅	
	% excluded	∅	∅	∅	∅	
	N / % of students excused	2/.01%	∅	2/.01%	n/c	
SUBGROUP Scores		No statistically significant subgroups as per State criteria of 15% or more				
1. (group)						
STATE SCORES		Scale score	Percent of items correct on Math CST			
ALL Students	<i>Mean score →</i>	322.5	53%	44%	42%	No State CST
▪ At or Above Basic		59%	n/c	n/c	n/c	
▪ At or Above Proficient		29%	n/c	n/c	n/c	
▪ At Advanced		7%	n/c	n/c	n/c	
COUNTY SCORES		Scale score	Percent of items correct on Math CST			
ALL Students	<i>Mean score →</i>	334.5	56%	47%	35%	No State CST
▪ At or Above Basic		66%	n/c	n/c	n/c	
▪ At or Above Proficient		36%	n/c	n/c	n/c	
▪ At Advanced		10%	n/c	n/c	n/c	

n/c = not calculated by State

Mathematics Data Show:

Our grade 5 students perform at *high levels* on the State *measure of grade level content standards mastery* Ex.

78% of our students achieving **At or Above Proficient* levels of mastery Vs. just 29% in the State (2002)

94% of our students are achieving *At or Above Basic* levels of mastery Vs. just 59% in the State (2002)

98% of students were tested in 2001-02 and over 96% have participated in testing each of 4 years

In 3 years, just 4 grade 5 students have been excused from testing due to parent request or IEP issues

*(See Table 22 for State terms and cut off points)

Table 13

**STATE NATIONALLY NORM-REFERENCED TEST
MATHEMATICS**

Grade: 2
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 5 students (2000)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP; IEP tests used

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 2		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	630.8	624.1	617.2	599.2	594.8
	Score →					
	Mean NCE →	79.5	75.8	74.7	63.5	61.6
N of ALL students tested		N=109	N=95	N=102	N=116	N=99
% tested		96%	92%	94%	99%	92%
N students excluded		Ø	Ø	Ø	Ø	Ø
% excluded		Ø	Ø	Ø	Ø	Ø
N / % students excused		Ø	Ø	5/05%	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups <i>as per State criteria of 15% or more</i>				
1. (group)						
STATE SCORES						
ALL students	Mean NCE →	56.4	54.7	53.7	50.0	46.2
COUNTY SCORES						
ALL students	Mean NCE →	61.0	59.2	57.5	54.2	50.5

n/c = not calculated by State

Mathematics Data Show:

Our grade 2 students perform at *high levels* on the State *nationally norm referenced achievement test*
Ex.

Gr. 2 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 2 mean NCE score 79.5 exceeds SAT/9 90th percentile and is 23.1 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 61.6 mean NCE improving to 2002 – 79.5)

96% of students were tested in 2001-02 and over 92% have participated in testing each of past 4 years

In 3 years, just 5 grade 2 students have been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 14

**STATE NATIONALLY NORM-REFERENCED TEST
MATHEMATICS**

Grade: 3
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 2 students (2000)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP or Parent request; IEP or District tests

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 3		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	644.8	642.9	638.9	627.9	633.4
	Score →					
	Mean NCE →	72.7	71.8	70.9	64.2	66.2
	N of ALL students tested	N=99	N=116	N=112	N=98	N=92
	% tested	100%	98%	97%	98%	96%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	Ø	Ø	2/.02%	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups				
1. (group)		<i>as per State criteria of 15% or more</i>				
STATE SCORES						
ALL students	Mean NCE →	57.5	55.8	53.7	49.4	45.7
COUNTY SCORES						
ALL students	Mean NCE →	61.0	58.6	57.5	53.7	50.0

n/c = not calculated by State

Mathematics Data Show:

Our grade 3 students perform at *high levels* on the State *nationally norm referenced achievement test*

Ex.

Gr. 3 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 3 mean NCE score 72.7 exceeds SAT/9 90th percentile and is 15.2 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 66.2 mean NCE improving to 2002 – 72.7)

100% of students were tested in 2001-02 and over 97% have participated in testing each of past 4 years

In 3 years, just 2 grade 3 students have been excused from testing due to parent request and IEP issues

*(See Table 22 for State terms and cut off points)

Table 15

**STATE NATIONALLY NORM-REFERENCED TEST
MATHEMATICS**

Grade: 4
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 1 student (2001)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP; IEP tests used

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 4		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	666.1	668.5	661.0	662.0	649.1
	Score →					
	Mean NCE →	70.0	70.9	70.0	68.4	61.0
	N of ALL students tested	N=140	N=148	N=138	N=133	N=114
	% tested	99%	95%	99%	97%	93%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	Ø	1/006%	Ø	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups <i>as per State criteria of 15% or more</i>				
1. (group)						
STATE SCORES						
ALL students	Mean NCE →	54.2	52.1	50.5	46.8	44.1
COUNTY SCORES						
ALL students	Mean NCE →	58.1	56.4	54.7	51.0	48.9

n/c = not calculated by State

Mathematics Data Show:

Our grade 4 students perform at *high levels* on the State *nationally norm referenced achievement test*

Ex.

Gr. 4 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 4 mean NCE score 70.0 exceeds SAT/9 90th percentile and is 15.8 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 61.0 mean NCE improving to 2002 – 70.0)

99% of students were tested in 2001-02 and over 95% have participated in testing each of past 4 years

In 3 years, just 1 grade 4 student has been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 16

**STATE NATIONALLY NORM-REFERENCED TEST
MATHEMATICS**

Grade: 5
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 2 students (2000), 2 (2002)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP or Parent request; IEP or District tests

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 5		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	704.9	702.5	701.0	689.1	693.7
	Score →					
	Mean NCE →	79.5	78.2	78.2	72.7	73.7
	N of ALL students tested	N=147	N=147	N=131	N=122	N=103
	% tested	98%	99%	96%	98%	90%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	2/0.01%	Ø	2/0.01%	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups <i>as per State criteria of 15% or more</i>				
1. (group)						
STATE SCORES						
ALL students	Mean NCE →	54.2	52.6	50.5	47.3	45.2
COUNTY SCORES						
ALL students	Mean NCE →	58.6	57.5	55.3	52.6	50.0

n/c = not calculated by State

Mathematics Data Show:

Our grade 5 students perform at *high levels* on the State *nationally norm referenced achievement test*

Ex.

Gr. 5 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 5 mean NCE score 79.5 exceeds SAT/9 90th percentile and is 25.3 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 73.7 mean NCE improving to 2002 – 79.5)

98% of students were tested in 2001-02 and over 96% have participated in testing each of past 4 years

In 3 years, just 4 grade 5 students have been excused from testing due to parent request and IEP issues

*(See Table 22 for State terms and cut off points)

Table 9

**STATE NATIONALLY NORM-REFERENCED TEST
READING/LANGUAGE ARTS**

Grade: 2
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 5 students (2000)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP; IEP tests used

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 2		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	620.9	611.4	613.1	605.2	601.0
	Score →					
	Mean NCE →	66.9	62.9	64.8	59.8	58.1
	N of ALL students tested	N=109	N=95	N=100	N=114	N=97
	% tested	96%	92%	93%	97%	90%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	Ø	Ø	5/.05%	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups				
1. (group)		<i>as per State criteria of 15% or more</i>				
STATE SCORES						
ALL students	Mean NCE →	51.0	50.0	48.9	46.2	44.1
COUNTY SCORES						
ALL students	Mean NCE →	53.1	52.6	51.5	49.4	47.3

n/c = not calculated by State

Reading Data Show:

Our grade 2 students perform at *high levels* on the State *nationally norm referenced achievement test*
Ex.

Gr. 2 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 2 mean NCE score 66.9 exceeds SAT/9 90th percentile and is 15.9 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 58.1 mean NCE improving to 2002 – 66.9)

96% of students were tested in 2001-02 and over 92% have participated in testing in each of past 4 years

In 3 years, just 5 grade 2 students have been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 10

**STATE NATIONALLY NORM-REFERENCED TEST
READING/LANGUAGE ARTS**

Grade: 3
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 2 students (2000)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP or Parent request; IEP or District tests

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 3		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale Score →	643.6	648.7	641.2	634.1	637.9
	Mean NCE →	62.2	64.8	62.9	58.1	59.2
	N of ALL students tested	N=99	N=116	N=112	N=96	N=92
	% tested	100%	98%	97%	96%	96%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	Ø	Ø	2/.02%	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups				
1. (group)		<i>as per State criteria of 15% or more</i>				
STATE SCORES						
ALL students	Mean NCE →	48.4	47.8	46.8	44.6	42.4
COUNTY SCORES						
ALL students	Mean NCE →	51.0	50.0	48.9	47.3	45.7

n/c = not calculated by State

Reading Data Show:

Our grade 3 students perform at *high levels* on the State *nationally norm referenced achievement test*
Ex.

Gr. 3 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 3 mean NCE score 62.2 exceeds SAT/9 90th percentile and is 13.8 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 59.2 mean NCE improving to 2002 – 62.2)

100% of students were tested in 2001-02 and over 96% have participated in testing each of past 4 years

In 3 years, just 2 grade 3 students have been excused from testing due to parent request and IEP issues

*(See Table 22 for State terms and cut off points)

Table 11

**STATE NATIONALLY NORM-REFERENCED TEST
READING/LANGUAGE ARTS**

Grade: 4
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 1 student (2001)
Percent of individuals excused: (see below)
Reason excused &/ alternate measure:
 IEP; IEP tests used

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 4		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	676.8	674.8	670.5	676.7	664.4
	Score →					
	Mean NCE →	69.2	67.7	65.5	68.4	61.6
	N of ALL students tested	N=137	N=147	N=138	N=131	N=110
	% tested	97%	95%	99%	96%	89%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	Ø	1/006%	Ø	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups <i>as per State criteria of 15% or more</i>				
1. (group)						
STATE SCORES						
ALL students	Mean NCE →	50.0	48.4	47.3	45.7	44.6
COUNTY SCORES						
ALL students	Mean NCE →	52.6	51.5	50.5	48.9	47.8

n/c = not calculated by State

Reading Data Show:

Our grade 4 students perform at *high levels* on the State *nationally norm referenced achievement test*
Ex.

Gr. 4 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 4 mean NCE score 69.2 exceeds SAT/9 90th percentile and is 19.2 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 61.6 mean NCE improving to 2002 – 69.2)

97% of students were tested in 2001-02 and over 95% have participated in testing each of past 4 years

In 3 years, just 1 grade 4 student has been excused from testing due to IEP issues

*(See Table 22 for State terms and cut off points)

Table 12

**STATE NATIONALLY NORM-REFERENCED TEST
READING/LANGUAGE ARTS**

Grade: 5
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: 2 students (2000), 2 (2002)
Percent of individuals excused: (see below)
Reason excused / alternate measure:
 IEP or Parent request; IEP or District tests

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

GRADE 5		2001-02	2000-01	1999-00	1998-99	1997-98
Testing month →		May	May	April	April	April
CIRCLE VIEW SCORES						
<i>ALL students</i>	Mean Scale	686.0	690.8	695.7	683.0	685.6
	Score →					
	Mean NCE →	66.9	68.4	71.8	65.5	65.5
	N of ALL students tested	N=147	N=147	N=128	N=121	N=102
	% tested	98%	99%	93%	98%	89%
	N students excluded	Ø	Ø	Ø	Ø	Ø
	% excluded	Ø	Ø	Ø	Ø	Ø
	N / % students excused	2	Ø	2	n/c	n/c
SUBGROUP Scores		No statistically significant subgroups				
1. (group)		<i>as per State criteria of 15% or more</i>				
STATE SCORES						
ALL students	Mean NCE →	47.8	47.3	46.8	45.2	44.6
COUNTY SCORES						
ALL students	Mean NCE →	51.0	50.5	50.0	48.4	47.8

n/c = not calculated by State

Reading Data Show:

Our grade 5 students perform at *high levels* on the State *nationally norm referenced achievement test*
Ex.

Gr. 5 mean NCE scores for past 3 years exceed SAT/9 90th percentile

Gr. 5 mean NCE score 66.9 exceeds SAT/9 90th percentile and is 19 points higher than the State (2002)

Circle View students consistently outperform the state and county average for the past 5 years

Pattern of continuing improvement (1999 – 65.5 mean NCE improving to 2002 – 66.9)

98% of students were tested in 2001-02 and over 93% have participated in testing each of past 4 years

In 3 years, just 4 grade 5 students have been excused from testing due to parent request and IEP issues

*(See Table 22 for State terms and cut off points)

TABLE 17

**STATE CRITERION-REFERENCED TEST
(GRADES 2-5)**

**SUMMARY: STATE CST ALL STUDENTS
PERCENT ACHIEVING AT OR ABOVE BASIC, PROFICIENT, ADVANCED LEVELS**

Grade: 2-5 (Circle View composite)
Edition/publication year: 1999-Present
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: California Standards Test (CST)
Publisher: California Department of Education
Individuals excused: (see below)
Percent of individuals excused: (see below)
Reason individuals excused / alternate measures:
 IEP or Parent request; IEP or District assessments

Results reported as: X Percent of students *Above, At* or *Below* performance cut points

Grades 2-5	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Reading/Language Arts					No State CST Prior to 1998-1999
At or Above Basic	92%	92%	n/c	n/c	
At or Above Proficient	67%	65%	n/c	n/c	
At Advanced	32%	31%	n/c	n/c	
Mathematics					
At or Above Basic	91%	n/c	n/c	n/c	
At or Above Proficient	74%	n/c	n/c	n/c	
At Advanced	39%	n/c	n/c	n/c	
N of ALL students tested	N=495	N=506	N=483	N=469	
% tested	98%	96%	96%	98%	
N students excluded	Ø	Ø	Ø	Ø	
% excluded	Ø	Ø	Ø	Ø	
N / % of students excused	2/.004%	1/.002%	9/.018%	n/c	

n/c = not calculated by state

Composite Data Show:

All students tested achieve at *high levels* on State measures of grade level content standards mastery
Ex.

On average, **97% of students were tested annually**; no groups were excluded from testing
 In reading 67% students achieved **At/Above Proficient* levels of standards mastery; in math, 74% (2002)
 In **reading 92%** of students achieved **At/Above Basic* levels of mastery; in **mathematics, 91%** (2002)

Over 3 years, just 12 students have been excused from testing due to parent request or IEP issues

(See Table 22 for State terms and cut off points)

Table 18

**STATEWIDE SCHOOL PERFORMANCE RANK
BASED ON NATIONALLY NORM-REFERENCED & CRITERION-REFERENCED TESTS
(GRADES 2-5)**

SUMMARY: STATE ACADEMIC PERFORMANCE INDEX (API) RANK

API School Report -- Circle View Elementary School

	STAR Percent Tested	N of Students Included in API	Points Above State Target of *800	State-wide School Rank (w/ rank of 10 being best/top)
2001-2002	99%	452	+83	10
2000-2001	100%	450	+84	10
1999-2000	100	437	+74	10

California Department of Education's explanation of the API statewide school ranking system: "Schools are ranked in deciles by school type: elementary, middle, and high school. A rank of 10 is the highest and is the lowest. Each decile in each type contains 10% of that type of school."

**Statewide, the school performance target is 800.*

Data Show:

Circle View students *achieve at high levels* -- top 10%-- when compared to other schools in the state

Circle View *ranks in the 10th decile* when compared to other elementary schools in the state-- the **top 10 % of elementary schools**

Circle View exceeds the State school performance target of 800 by 83 points (2001-2002)

Circle View has exceeded the state performance target of 800 for each of the past 3 years

TABLE 19

**STATE NATIONALLY NORM-REFERENCED TEST
(GRADES 2-5)**

*SUMMARY: SAT/9 ALL STUDENTS
grade level mean scale scores at or above 90th percentile*

Grades: Grades 2, 3, 4, and 5
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: (see Tables 14-21)
Percent of individuals excused: (see Tables 14-21)
Reason excused / alternate measure:
 IEP/Parent request; IEP/District tests used

Scores reported as: NCEs Scaled Scores X Percentiles

Circle View 2001-2002 Mean Scale Scores:		NCLB- BRSP “HIGH LEVELS” OF ACHIEVEMENT CRITERIA:		
		SAT/9 90% Percentile Scale Score Cut Point	Is mean Scale Score At or Above 90 th Percentile as per NCLB-BRSP criteria?	If yes, by how many scale score points?
Reading				
2 nd	620.9	610	YES	+ 10.9
3 rd	643.6	640	Yes	+ 3.6
4 th	676.8	665	Yes	+ 11.8
5 th	686.0	681	Yes	+ 5.0
Mathematics				
2 nd	630.8	596	YES	+ 34.8
3 rd	644.8	625	Yes	+ 19.8
4 th	666.1	650	Yes	+ 16.1
5 th	704.9	669	Yes	+ 35.9

Data Show:

All students tested, across all grades, achieve at *high levels* on the State nationally norm-referenced test Student achievement in grades 2-5 is in the top 10 percent of the nation (See also Tables 14-21)

Ex.

Circle View *Mean Scale Scores* grades 2-5 exceed the 90th percentile publisher cut points for SAT/9 Scale Scores exceed the 90th percentile SAT/9 cut points by a range of 3.6 (3rd Reading) points to 35.9 points (5th Math)

Table 20

STATE NATIONALLY NORM-REFERENCED TEST
(GRADES 2-5)

SUMMARY: SAT/9 ALL STUDENTS
*p*PERCENTAGE PERFORMING AT OR ABOVE 50TH and 75TH PERCENTILES

Grades: 2, 3, 4, and 5

Edition/publication year: 9th edition / 1996

Groups excluded from testing: None

Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)

Publisher: Harcourt Educational Measurements

Individuals excused: (see Tables 14-21)

Percent of individuals excused: (see Tables 14-21)

Reason excused / alternate measure:

IEP/Parent request; IEP/District tests used

Scores reported as: X Percentages of students At or Above 50th and 75th percentiles

CIRCLE VIEW	2001-2002				2000-2001				1999-2000				1998-1999*				
	At or Above:	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th
Reading	50%	88%	78%	89%	81%	84%	83%	82%	87%	77%	80%	81%	87%	71%	68%	83%	78%
	75%	62%	40%	64%	55%	43%	50%	56%	62%	54%	50%	53%	69%	21%	18%	22%	21%
Language	50%	91%	81%	88%	92%	87%	83%	84%	90%	89%	82%	79%	86%	75%	76%	87%	87%
	75%	70%	46%	59%	73%	64%	56%	58%	65%	73%	50%	63%	65%	26%	20%	21%	24%
Math	50%	93%	91%	86%	95%	89%	92%	84%	92%	87%	88%	84%	94%	75%	77%	81%	85%
	75%	80%	69%	67%	80%	71%	65%	63%	79%	71%	64%	62%	76%	27%	24%	23%	22%

<*Note: Year 1997-1998 did not fit on table; student percentages for that year are similar to 1998-1999 performance levels.>

Data Show:

All students tested, across all grades, achieve at high *levels* on the State *nationally norm-referenced test*
Ex.

At **grade 5** (Circle View's highest grade), **80% of students performed at or above the 75 percentile in mathematics** and 59 % performed *at or above 75%* in reading (2002)

At every grade/subject there is a **5 year pattern of increasing numbers of students achieving at or above the 75%** (e.g., **21%** of Gr. 2 at/above 75% in 1998-1999 Vs. **62%** at/above 2001-2002)

Table 21

STATE NATIONALLY NORM-REFERENCED TEST
(GRADES 2-5)

SUMMARY: SAT/9 ALL STUDENTS
MEAN NCE

Grades: Grades 2-5 (Circle View composite)
Edition/publication year: 9th edition / 1996
Groups excluded from testing: None
Number and percent groups excluded: Ø

Test: Stanford Achievement Test (SAT)
Publisher: Harcourt Educational Measurements
Individuals excused: (see below)
Percent of individuals excused: (see below)
Reason excused/alternate measure:
IEP/Parent request; IEP/District tests used

Scores reported as: NCEs X Scaled Scores _____ Percentiles _____

Grades 2-5	2001-2002		2000-2001		1999-2000		1998-1999		1997-1998	
	NP	NCE								
Reading	78%	66.2	77%	65.5	77%	65.6	74%	63.5	70%	61.0
Language Arts	83%	70.0	80%	67.7	81%	68.4	78%	66.2	75%	64.2
Mathematics	88%	74.7	87%	73.7	86%	72.7	80%	67.7	77%	65.5
N of ALL students tested	N=495		N=506		N=483		N=469		N=408	
% tested	98%		96%		96%		98%		91%	
N students excluded	Ø		Ø		Ø		Ø		Ø	
% excluded	Ø		Ø		Ø		Ø		Ø	
N / % students excused	2/.004%		1/.002%		9/.018%		n/c		n/c	

n/c = not calculated by State

Composite Data Show:

Student achievement all grades at *high levels* on the State *nationally norm-referenced test* (See Table 3) Data show **sustained patterns high achievement/improvement** over 5 years in reading, mathematics Ex.

5-year **pattern of increasing achievement in reading, language arts, mathematics** (e.g., in reading from 61.0 mean NCE in 1997-1998 to 66.2 NCE in 2001-2002; mathematics from 65.5 NCE in 1997-1998 to 74.7 NCE in 2001-2002 – *indicators that the staff continues to get better in their teaching*)

Table 22

CALIFORNIA DEPARTMENT OF EDUCATION
PERFORMANCE DEFINITIONS AND CRITERIA

DEFINITIONS:

CST:

"% *Advanced, Proficient, Basic* ... is the percentage of students in the group whose scores were at this performance standard. The state target is for every student to score at the Proficient or Advanced Performance Standard" <http://star.cde.gov/star2002/help/AboutScores.html>

"*Mean scaled score* is the group average scaled score for each grade and content area. The California Standards Test scaled scores range from approximately 200 to 500. Scores between 300 and 349 are at the Basic Performance Standard (Academic Achievement Standard) and scores of 350 or higher *at or above* the Proficient Performance Standard. <http://star.cde.gov/star2002/help/AboutScores.html>

SAT/9:

"% *Scoring Above 75th NPR* is the percent of students in this group that scored above where 75% of the students in the national sample scored." <http://star.cde.gov/star2002/help/AboutScores.html>

STAR or *Standardized Testing and Reporting Program* refers to the state assessment program consisting of the California Standards Test (CST), the SAT/9 (Stanford Achievement Test), and the SABE primary language test for English Language Learners at the beginning stages of speaking English.