

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

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

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

School Mailing Address 1121 Via Nogales
(If address is P.O. Box, also include street address)

Palos Verdes Estates California 90274-1671
City State Zip Code+4 (9 digits total)

Tel. (310) 378-5228 Fax (310) 375-7484

Website/URL www.pvpusd.k12.ca.us/ Email Stewartp@mail.pvpusd.k12.ca.us

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

Patricia A. Stewart Date 3/27/2003
(Principal's Signature)

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

Name of Superintendent Dr. Ira Toibin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Palos Verdes Peninsula Unified S.D. Tel. (310) 378-9966

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.

Ira Toibin Date 3/27/03
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. James Goodhart
(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.

James Goodhart Date 3/27/03
(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: 10 Elementary schools
 3 Middle schools
 0 Junior high schools
 2 High schools

 15 TOTAL

2. District Per Pupil Expenditure: 5828

 Average State Per Pupil Expenditure: 6360

SCHOOL (To be completed by all schools)

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

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

4. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	37	27	64	7			
1	32	32	64	8			
2	45	33	78	9			
3	52	31	83	10			
4	45	45	90	11			
5	37	37	74	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							

453

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>67</u> % White |
| <u>4</u> % Black or African American |
| <u>2.2</u> % Hispanic or Latino |
| <u>30.2</u> % Asian/Pacific Islander |
| <u>.2</u> % American Indian/Alaskan Native |

100% Total

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

(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.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	453
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7%

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

Number of languages represented: 8

Specify languages: Japanese, Korean, Cantonese, Mandarin, Dutch,
Turkish, Spanish, Greek

9. Students eligible for free/reduced-priced meals: 1.5 %
7 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: $\frac{11}{52}$ % 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>11</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>11</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</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>22</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>2</u>	<u>11</u>
Total number	<u>35</u>	<u>11</u>

12. Student-“classroom teacher” ratio: $\frac{20}{1}$ Grades K, 1, 2 and 3
 $\frac{32}{1}$ Grades 4 and 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	95%	96%	94%		
Daily teacher attendance	90%	90%	90%		
Teacher turnover rate	10%	10%	10%		
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Montemalaga Elementary School, in Palos Verdes Estates, California, is named for its location, a lovely mountain above Malaga Cove, on the Palos Verdes Peninsula. Our mascot, Monte the Eagle, aptly represents our students, who are encouraged to fly to great heights. This year, we have 453 "Eagles". Some are newly arrived from Asia and other far away places, and many were born here. The majority of our students is with us from kindergarten through fifth grade. Montemalaga students like to have fun, but are also serious students.

Mission Statement:

Montemalaga School is committed to preparing students to achieve academic excellence in a safe and caring environment. Our goal is to ensure that students become lifelong learners and live as responsible citizens who value all individuals and make positive contributions to society.

We take pride in the strong educational partnership we have developed among all members of our community. Students, teachers, parents, staff and the principal form a dynamic decision-making team that provides exceptional educational support for our children.

The teachers and staff at Montemalaga "launch" students by helping them reach and exceed state standards. Since our students have begun taking the California Standardized Testing and Reporting (STAR) tests, their scores have been among the highest in the state. We are especially proud that the scores of our at-risk students and special-needs students have continually improved. This is the result of dedicated teachers using researched-based practices to teach essential standards. Montemalaga is responsive to new directions from the state and from the district, and our teachers embrace opportunities to learn the best ways to help our students succeed. The District offers a variety of staff development opportunities to deepen skills and our PTA generously funds teacher conferences and workshops. Several teachers hold masters degrees and others are in the process of completion. Some of our teachers are support providers for beginning teachers. Others provide staff development workshops in reading, writing, spelling, math and technology skills.

At Montemalaga, parents and teachers work together, to provide a rich experience for our children. During the year, parents help teachers in the classroom and with activities like our Big Buddy program, Nature Garden, Grandparent's Day, Outdoor Science School, Chorus, Orchestra, Open House and numerous fieldtrips. In addition, the PTA sponsors many community-based activities, including a Family Barbecue, Fall Festival, Holiday Sing-along, Author's Fair, Science Night, Cultural Enrichment Assemblies, the Reflections Art Contest, and the Multicultural Festival, which celebrates the food, music and dance of all countries represented by our diverse student population.

Because our school is well below the state average for funding, we greatly value the tremendous support we are given by our Palos Verdes community. *The Peninsula Education Foundation* provides funding for library and computer assistants, the *Palos Verdes Art Center* continues to guide us through delightful *Art at Your Fingertips* projects, and *The Friends of Music* provide exciting concerts. The *Japanese Business Association* supplies books for our classrooms and sponsors educator visits to Japan each summer.

Visitors to our school comment about the kind, caring attitude of our students. The adults at Montemalaga model positive behavior and teach character development. Older students are encouraged to look after younger ones, and students with special needs work side-by-side with regular education students. Each grade level has adopted a service/learning project that combines academic skills with service to the larger community. We are proud of the children who call themselves "Eagles".

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Public schools in California use three annual measures of academic achievement, the Academic Performance Index (API), the California Standards Tests (CST), and the Stanford Achievement Test, Ninth Edition (SAT9).

The **Academic Performance Index (API)** measures the academic progress of every school in California on a scale of 200 to 1000. STAR Test results and demographics are among many factors that make up this score. The state has set 800 as the API score that schools should strive to meet. At Montemalaga School, our current API score is 927.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Schools that reach their annual targets are eligible for monetary awards. For the past three years, Montemalaga School has exceeded its growth target scores, from 911 in 2000, to 922 in 2001, to 927 in 2003.

Subgroup APIs and Targets: Schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Each subgroup must also meet its target for the school to be identified as having met its target. Montemalaga has reached its growth target for every subgroup.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. Montemalaga School has tested between 95% and 100% of its students. The one or two in each graded level that were excluded are due to written parent request. In addition, Individual Education Plans (IEP) exclude our severely autistic students from taking the California Standards Tests (CST) and SAT 9 Tests.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). The statewide Rank of Montemalaga School is 10.

(See Appendix A)

California Standards Tests (CST)

The California Standards Tests measures individual student achievement of grade level standards in English/Language Arts and Mathematics, (grades 2-5 for elementary). Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. 2001-2002 is the first year that scores are available for the California Standards Test. State Scores are not currently available.

(See Appendix B)

Stanford 9 (SAT 9)

The SAT 9 is a nationally-normed test that measures student achievement in Reading, Language, Spelling, and Mathematics (grades 2-5). Results from the Stanford 9 Test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

(See Appendix C)

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

Montemalaga School and the Palos Verdes Peninsula Unified School District are committed to a standards-based program. We pay especially close attention to the results of the California Standards Tests (CST). Each teacher examines individual student's scores. Most of our students score at the Proficient and Advanced levels in Language Arts and in Mathematics. Our goal is to increase the number of students in these two areas each year by 5 percent, moving Basic scores to Proficient and Proficient scores to Advanced. More important than the continuing success of these students is the performance improvement of students who score in the Far Below Basic, Below Basic and Basic categories. Although these numbers are low at our school, we take seriously the national motto, *No Child Left Behind*. We make great effort to move these students into the Proficient category.

After reviewing student data levels from the CST, teachers work in grade level teams to administer additional assessments and pinpoint which standards individual students still need to master. These assessments include criterion-referenced tests from publisher's materials, and teacher-designed assessments. Lessons are taught in flexible groups that address a particular standard, and then students are again assessed for mastery. Throughout the year the process continues of pre-assessment, instruction, post-assessment and re-teaching or moving to the next standard.

The Stanford 9 (SAT 9) Achievement Test informs teachers and parents of student progress relative to other students, nationally, at the same grade. Results are given in the areas of Reading Mathematics, Language, and Spelling. Through the SAT 9 sub-tests, we can identify potential areas of strength and weakness, to determine in what areas help is needed.

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

Montemalaga School communicates student performance and assessment data to the community at large in two primary ways. Results from the California Standards Tests (CST) and Stanford 9 Test for all California Schools are reported annually in the *Los Angeles Times* and in our South Bay newspapers, *The Daily Breeze* and *The Peninsula News*. (Our school's scores are consistently among the highest in Los Angeles County.) In addition, each California public school is required to have a School Report Card printed and published on the Internet. The Montemalaga Accountability Report Card can be found on the Palos Verdes Peninsula Unified School District web site: <http://www.pvpusd.k12.ca.us/>

Parent communication is a high priority at Montemalaga. We know that student success depends on a strong school/home partnership. CST and SAT 9 test scores are sent to parents from the state after annual testing. PTA meetings and grade level parent coffees are devoted to explaining the content of tests and student results. Teachers further explain test results during *Back To School Night* talks and at parent conferences. In addition, parent workshops are conducted in the areas of reading, writing and math to help parents learn how to support their children at home. Parents of English learners participate in these workshops with aide of translators. We are excited about our new standards-based report cards, which will provide students and parents with specific information about which standards have been mastered and which still need to be addressed. These report cards will soon be available online.

In the classroom, students participate in the process of monitoring their own progress. During instruction they know which standard(s) are being addressed and how mastery will be measured. Students are encouraged to strive for individual growth rather than to compete with others. Teachers make the learning process fun by involving students in innovative lessons.

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

Montemalaga School shares academic successes with the nine other elementary schools in our District. All are high achieving schools. Together the schools have embraced a standards-based curriculum and report card, under the guidance of our district office. Teachers meet by grade level, district wide, to develop effective assessment tools and to share successful strategies. Montemalaga teachers regularly contribute to this discussion. Recently, several schools have agreed to bank hours each day to allow for an early dismissal once a week. During this time, teachers will meet by grade level, district wide, on a regular basis.

Some of our teachers and our office manager are exceptionally computer literate. They have designed an outstanding Montemalaga web page and classroom web pages that are updated regularly and serves models for other schools in the District. The Internet is a primary way in which we share information with other schools and with our community.

Principals in our district also meet regularly to celebrate successes and share strategies. For example, our principal has a special interest in language arts, so she has agreed to convene a district committee of teachers to examine best spelling practices and develop a Palos Verdes spelling program. Another principal has shared strategies from her school's very successful writing program.

We also share our successes with the South Bay Consortium. Five neighboring school districts share resources and ideas with one another. Our Beginning Teacher Support and Assessment (BTSA) Program is run by the consortium and we share strategies with all beginning teachers. Loyola Marymount University (LMU) is a BTSA partner, and our principal, having been a student there, regularly collaborates with fellow principals affiliated with LMU. Our Assistant Superintendent also shares successes with other district administrators in the South Bay. Finally, our Superintendent works with other South Bay Superintendents to share successful practices. All parties benefit from such collaboration.

Part V – Curriculum and Instruction

1. Describe in one page the school’s curriculum, including foreign languages, (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

At Montemalaga School, we believe that children learn best when they are highly engaged in cognitive activities, and when teachers consistently monitor student progress toward achieving grade level standards. It is important for students to have direct instruction as well as time to make their own discoveries in a social setting. The art of teaching is to know the next learning step needed for each child and then invite the child to “try it”. At our school, every student is given a great deal of support and practice in order to become a successful learner.

For the past three years, there has been a concerted effort from our state, district, and school, to develop a standards-based curriculum. Two years ago, our district contracted with the Pulliam Group, a nationally recognized educational resource for standards-based education and school improvement, to help us determine *essential learnings* at each grade level. School teams then met by grade level, to create a calendar that would identify when these standards would be taught during the school year. The teams also determined which assessment tools would be used to monitor progress toward achieving the standards. A standards-based report card will be introduced in the fall of 2003.

The teachers at Montemalaga meet on a weekly basis by grade level teams for structured teacher planning time. The groups review student assessments from the previous week and plan which standards and lessons will be addressed during the following week. The principal attends meetings to support the needs of the group, yet allows time for the group to work independently. Parents take comfort in the fact that all students in the same grade will be receiving similar lessons and homework. Our master teachers share their knowledge with beginning teachers. Classroom teachers also collaborate on a regular basis with special education teachers and teachers of English learners, as well as teachers in different grade levels.

Curricular materials are adopted district wide, are standards-based, and reflect the academic needs of our community. We have adopted *Everyday Mathematics* from SRA, *Discover Works* from Houghton Mifflin for science, and Harcourt Brace Social Studies. We are in the process of adopting a new standards-based reading program from Houghton/Mifflin. Teachers at our school have chosen to supplement these adoptions with such materials as *Junior Great Books*, *Mountain Language*, *Words Their Way Spelling*, and *The Six Traits of Writing*.

At Montemalaga, we focus on language arts. Throughout the day, students are immersed in reading and writing activities that relate to other subjects. When teaching social studies, science, and math lessons, great emphasis is placed on reading. For example, we use our social studies and science texts to teach students how to systematically access the content in non-fiction texts. In math, students are taught the key vocabulary words found in story problems, to help them find correct solutions.

Our teachers also integrate social studies with writing assignments. During a unit on ancestors, second grade students interviewed their grandparents and wrote their stories. When studying our government, third grade students wrote letters to state officials and were thrilled to receive an answer from Senator Barbara Boxer. Fifth grade students published original *Tall Tales* when studying American History.

At Montemalaga we value visual and performing arts, which are also aligned with state standards. Our children participate in choral and instrumental music, experience ethnic folk dances and enjoy multiethnic art projects taught by parents trained at the Palos Verdes Art Center.

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

Montemalaga School uses a balanced, comprehensive reading program that includes direct instruction of the skills needed to master reading, (especially phonics), along with collaborative activities that focus on reading comprehension and higher level questioning strategies. Each lesson is carefully designed to help students achieve specific reading standards. Our teachers use a variety of materials to enable all students to learn to comprehend content area texts as well as narrative texts.

If you walk unto a classroom at Montemalaga, you will see students engaged in a variety of directed, interactive and independent activities. You might see a teacher assessing a small group of students during guided reading lesson, while another group is practicing phonetic strategies with our intervention teacher. Still other students are writing original stories using the *Six Traits of Writing* to revise their work. In another classroom, a trained parent engages a group of students in a *Junior Great Books* discussion, utilizing a shared inquiry method, while the teacher is working with the rest of the class on research projects using our wireless laptop computers. A teaching assistant helps a small group of English Learners work on their projects.

We believe that no one program will meet the needs of all of our students in their quest to read with excellence. Our teachers have a deep knowledge of comprehensive reading strategies. The key to their success is the continual process of collaboration in planning and teaching lessons that address the standards, and then assessing the students to determine if the standards have been mastered or if additional work is needed.

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.

To achieve academic success in mathematics, four years ago our district adopted the *Everyday Math* Program. This program is a challenging one for both students and teachers, but it has been extremely successful. Our scores on the California Standards Test (CST) and Stanford Achievement Test (SAT 9) in the area of mathematics have consistently been among the highest in the state.

When *Everyday Math* was first introduced in our district, teachers attended a series of workshops to learn to implement the program. Since then, teachers have continued to work together to understand the many facets of this comprehensive program. Experienced teachers guide beginning teachers through this process.

Ongoing assessment is an important part of the *Everyday Math* program. Many concepts that are introduced in one unit do not require mastery until later, when the concept has been revisited several times. A checklist for mastery (using a beginning, developing, and secure scale,) allows the teacher to evaluate how a student is progressing toward mastering each concept. “Math boxes” assess previously taught material, focusing on specific skills students should already know, and they are used to identify small groups for re-teaching. At intervals throughout the year, our teachers use the Standards Assessment for Math (SAM), designed by the San Diego County Office of Education, to measure student progress toward grade level math standards

Each year, our teachers also present *Everyday Math* concepts and vocabulary to parents at PTA meetings to help them understand unfamiliar terms and concepts that students will be bringing home. Parent-teacher communication is an essential key to our school’s academic success.

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

We attribute the academic success of our students to excellent and consistent instruction. All teachers are clear about the *essential learnings* their students must master and they collaborate in grade level teams to design appropriate lessons and assessments. In this model, if a child is unable to master the standard, re-teaching can occur in many ways.

For our first grade students who are learning to read, a retired teacher provides the needed intervention in small groups during the school day. For students in grades two through five, reading intervention is provided before school four days per week. We have seen great gains as a result of these intervention lessons. (Our district also offers a four-week summer school intervention program to help students maintain their newly gained skills during the summer.) When math assessments show that some students have yet to master needed concepts, teachers collaborate to design *Math Clinics*. Students with similar needs meet in small intervention groups with one teacher for guided practice, while other students are presented new material by the other teachers.

If students need additional support in learning, they are referred to our special education team for testing. Our specialists are well trained and compassionate. Montemalaga truly serves the learning needs of all students, including our special education students. Our resource students and special day class students are making exceptional progress.

Recently, our entire school has focused on writing as an area for student improvement. Every classroom uses rubrics from *The Six Traits of Writing* to help the students begin to take responsibility for improving their own writing. Teachers across grade levels meet voluntarily to share successes and to learn from one another.

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

Teachers at Montemalaga actively participate in conferences and workshops throughout year. One example is our district-wide *Summer Reading Institute*, which focused on research-based strategies that improve reading. For a full week, experts such as Hallie Yopp, Mary Ellen Vogt, and Kate Kinsella helped teachers design powerful lessons with which to begin their new school year. We believe that all of our teachers need to have a deep understanding of how literacy develops. It is a complex process.

Whenever possible, teachers are involved with the selection of appropriate staff development offerings. In January of last year, all of our staff attended a district-wide *Special Education Seminar* requested by teachers. Strategies learned were particularly useful for teachers and assistants at Montemalaga, for we include many students with special needs in our classrooms. Our principal has developed a Power Point presentation that supports the inclusion process.

Our district's Peer Assistance and Review (PAR) panel invites teacher to request funds for pursuing professional growth goals. So far, five teachers from Montemalaga have received grants. One teacher has developed integrated social studies/language arts lessons to accompany our new Social Studies adoption. A team of teachers used their grant to learn higher-level computer skills and then provide workshops for other teachers at our school and in our district in designing classroom web pages. Students in the classrooms of these teachers use computers daily for writing and research purposes.

Beginning teachers at our school are enrolled in our Beginning Teacher Support and Assessment (BTSA) program and each one is assigned a support provider, a teacher-mentor at their grade level. As part of this program, an extensive variety of seminars, tailored to the needs of new teachers, are offered in conjunction with Loyola Marymount University.

Appendix A

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	100	100	100	Percentage Tested	100	100	98
API Base Score	896	912	912	API Growth Score	912	929	928
Growth Target		#	A	Actual Growth	16	17	16
Statewide Rank	10	10	10				
Similar Schools Rank	7	7	7				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score	899	913	923	API Growth Score	913	948	932
Growth Target		#	A	Actual Growth	14	35	9
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	899	911	908	API Growth Score	911	922	927
Growth Target		#	A	Actual Growth	12	11	19

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.
 ***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	YES	YES	YES	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

Appendix B

The following 8 pages show the results of the **California Standards Tests (CST)** for grades 2 through 5 in Language Arts and Mathematics. Last year was the first year that these tests results available. (Following the 8 pages, we have included the same results in the format of our state's Accountability Report Card.) **Appendix C** shows the results of the **SAT 9 Test** for the last three years.

The California Standards Tests and the SAT 9 Test are given together so the same student took both tests in May, 2002. Between 95% and 100% of our students in grades 2 through 5 were tested.

The only group of students excluded from testing was our class of six severely autistic students. They were given alternate non-verbal assessments. (This year, they will be given the CAPA Test.)

Two students English Learners were excused by written parent request. They were enrolled less than three months prior to testing. Instead, they were given the (California English Language Development Test (CELDT)). Two special education students were excused as specified by their Individual Education Plans (IEP). They are carefully monitored by other criterion-referenced tests and are given a standardized achievement test every three years.

Number excluded 10

Percent excluded 4.5%

Data Display Table for Language Arts

Grade 2

California Standards Test	2001-2002
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	75
Percent of total students tested	99%
Number of students excluded	2
Percent of students excluded	3%
Total - All Students - Language Arts	75
At or Above Basic	19%
At or Above Proficient	47%
At Advanced	31%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	17%
At or Above Proficient	45%
At Advanced	33%
2. English Learners	15
At or Above Basic	27%
At or Above Proficient	53%
At Advanced	20%
3. Special Ed	3%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Mathematics Grade 2

	2001-2002
California Standards Test	
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	75
Percent of total students tested	99%
Number of students excluded	4
Percent of students excluded	5%
Total - All Students - Mathematics	75
At or Above Basic	11%
At or Above Proficient	28%
At Advanced	61%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	13%
At or Above Proficient	30%
At Advanced	57%
2. English Learners	
At or Above Basic	0%
At or Above Proficient	20%
At Advanced	80%
3. Special Ed	5%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Language Arts Grade 3

	2001-2002
California Standards Test	
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	77
Percent of total students tested	100%
Number of students excluded	0
Percent of students excluded	0
Total - All Students - Language Arts	
At or Above Basic	10%
At or Above Proficient	47%
At Advanced	42%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	9%
At or Above Proficient	46%
At Advanced	43%
2. English Learners	4%
At or Above Basic	
At or Above Proficient	
At Advanced	
3. Special Ed	0%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Mathematics Grade 3

	2001-2002
California Standards Test	
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	77
Percent of total students tested	100%
Number of students excluded	0
Percent of students excluded	0
Total - All Students - Mathematics	77
At or Above Basic	9%
At or Above Proficient	38%
At Advanced	51%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	9%
At or Above Proficient	36%
At Advanced	51%
2. English Learners	4%
At or Above Basic	
At or Above Proficient	
At Advanced	
3. Special Ed	0%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Language Arts Grade 4

	2001-2002
California Standards Test	
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	80
Percent of total students tested	100%
Number of students excluded	0
Percent of students excluded	0
Total - All Students - Language Arts	
At or Above Basic	20%
At or Above Proficient	26%
At Advanced	49%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	19%
At or Above Proficient	25%
At Advanced	52%
2. English Learners	
At or Above Basic	6%
At or Above Proficient	
At Advanced	
3. Special Ed	0
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Mathematics Grade 4

California Standards Test	2001-2002
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	82
Percent of total students tested	100%
Number of students excluded	0
Percent of students excluded	0
Total - All Students - Mathematics	
At or Above Basic	17%
At or Above Proficient	44%
At Advanced	37%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	17%
At or Above Proficient	44%
At Advanced	36%
2. English Learners	
At or Above Basic	6%
At or Above Proficient	
At Advanced	
3. Special Ed	0
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Language Arts

Grade 5

California Standards Test	2001-2002
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	67
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
Total - All Students - Language Arts	
At or Above Basic	21%
At or Above Proficient	34%
At Advanced	40%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	18%
At or Above Proficient	35%
At Advanced	44%
2. English Learners	7%
At or Above Basic	
At or Above Proficient	
At Advanced	
3. Special Ed	1%
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Data Display Table for Mathematics Grade 5

California Standards Test	2001-2002
Testing Month - May 2002	
SCHOOL SCORES	
Number of students tested	67
Percent of total students tested	99%
Number of students excluded	1
Percent of students excluded	1%
Total - All Students - Mathematics	
At or Above Basic	4%
At or Above Proficient	40%
At Advanced	48%
SUBGROUP SCORES	
1. English Only and FEP	
At or Above Basic	5%
At or Above Proficient	40%
At Advanced	48%
2. English Learners	5
At or Above Basic	
At or Above Proficient	
At Advanced	
3. Special Ed	1
STATE SCORES	
TOTAL	
At or Above Basic	
State Mean Score	
At or Above Proficient	
State Mean Score	
At Advanced	
State Mean Score	

Appendix B

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	67	77	---	77	77	---	32	32
3	---	73	88	---	75	80	---	30	34
4	---	81	75	---	75	81	---	33	36
5	---	69	75	---	72	71	---	28	31
6	---			---	69	68	---	31	30
7	---			---	70	69	---	32	33
8	---			---	65	70	---	32	32
9	---			---	65	71	---	28	33
10	---			---	70	68	---	31	33
11	---			---	62	66	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	89	---	---	90	---	---	43
3	---	---	88	---	---	80	---	---	38
4	---	---	80	---	---	80	---	---	37
5	---	---	88	---	---	79	---	---	29
6	---	---		---	---	75	---	---	32
7	---	---		---	---	74	---	---	29
8	---	---		---	---	68	---	---	26
9	---	---		---	---	61	---	---	22
10	---	---		---	---	56	---	---	21
11	---	---		---	---	53	---	---	18

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	70	88	73	78		77	
3	85	93	67	89		88	
4	74	76	40	77		76	

5	63	84	20	79		75	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	91	88	100	87		89	
3	91	83	100	88		88	
4	78	83	80	81		81	
5	90	86	80	89		88	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			83				76	
3			90				91	
4			87				71	
5			68				80	
6								
7								
8								
9								
10								
11								

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			92				88	
3			100				87	
4			91				77	
5			88				88	
6								
7								
8								
9								
10								
11								

APPENDIX C

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	77	97	96	88	92	93	49	51	53
3	90	84	95	85	89	90	44	46	47
4	91	95	85	86	87	91	45	47	49
5	86	87	90	84	85	86	44	45	46
6				83	82	83	46	47	48
7				84	84	85	46	48	48
8				81	82	87	49	50	49
9				78	71	76	35	35	34
10				64	71	70	34	34	34
11				74	68	70	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	91	99	10	94	94	94	57	58	62
3	98	92	99	92	92	92	56	59	62
4	97	100	94	92	89	92	51	54	58
5	95	97	97	89	92	92	50	54	57
6				88	89	92	55	57	60
7				87	87	88	48	50	52
8				86	86	90	48	49	50
9				91	86	88	51	51	52
10				80	81	83	46	45	46
11				85	77	81	47	46	47

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	93	10	10	95		96	
3	91	10		96		95	
4	82	88		88		86	
5	92	89		93		92	
6							
7							
8							

9							
10							
11							

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	10	10	10	10		10	
3	98	10		99		99	
4	95	93		95		94	
5	10	94		97		97	
6							
7							
8							
9							
10							
11							

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			92				98	
3			90				96	
4			87				85	
5			86				95	
6								
7								
8								
9								
10								
11								

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			99				99	
3			99				98	
4			96				94	
5			99				95	
6								
7								
8								

9								
10								
11								