

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

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

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

School Mailing Address 1208 Linda Drive
(If address is P.O. Box, also include street address)

Arroyo Grande CA 93420-2467
City State Zip Code+4 (9 digits total)

Tel. (805) 474-3730 Fax (805) 473-5526

Website/URL www.lucia.mar.k12.ca.us Email sroemer@lmusd.org

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

(Principal's Signature) Date _____

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

Name of Superintendent Mrs. Nancy DePue
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lucia Mar Unified Tel. (805) 474-3000

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. Donna Mills
(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 I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 10 Elementary schools
 3 Middle schools
 _____ Junior high schools
 3 High schools

 16 TOTAL
2. District Per Pupil Expenditure: (2000-01) 6,306 (2001-02) 6,180

 Average State Per Pupil Expenditure: (2000-01) 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. 5 1/2 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	32	29	61	7				
1	44	37	61	8				
2	39	42	81	9				
3	50	50	100	10				
4	44	38	82	11				
5	49	50	99	12				
6	56	51	107	Other				
			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>85</u> | % White |
| <u>1</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>2</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4.6 %

(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.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	611
(5)	Subtotal in row (3) divided by total in row (4)	.046
(6)	Amount in row (5) multiplied by 100	4.6

8. Limited English Proficient students in the school: .3 %
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 9% reduced / 5% free
90 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: $\frac{11}{66}$ %
 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>30</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>1</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> </u>
Classroom teachers	<u>30</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>11</u>	<u>7</u>
Total number	<u>48</u>	<u>11</u>

12. Student-“classroom teacher” ratio: K-3 = 20 to 1 Special Day Classes=10 to 1
 4-6 = 30 to 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.3 %	95:4 %	95:5 %	95:3 %	96.1 %
Daily teacher attendance	95.5 %	96.8 %	95.7 %	96.0 %	95.9 %
Teacher turnover rate	6 %	0 %	0 %	3 %	10%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

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

Ocean View Elementary School in Arroyo Grande, California has been meeting the educational needs of its students in kindergarten through sixth grade since 1962. The staff's tradition of dedicated service and high quality education has continued with the combined support of a strong parental community and highly motivated students. Ocean View truly exemplifies its motto: **"Learning Takes Three: Parent, Teacher and Me."**

Although Ocean View School was designed to house approximately 400 students, its current enrollment of 615 students makes it one of the largest schools in the Lucia Mar School District. As the community expands, Ocean View continues to extend its programs beyond the walls of the school and meets the needs of a changing environment. This increased population has been matched with increased performance as Ocean View scored the highest in the district on standardized test scores. Yet, even with all these changes, the mission of Ocean View School has remained the same: **To provide a collaborative approach to education, emphasizing the partnership between parents, teachers, and students.**

Ocean View's staff is a dedicated team of professional educators. Teachers, support staff, and administrators work together with parents as an effective team. This team has remained focused on the goal of implementing standard based grade level expectancies taught to mastery. Two class size reduction teachers provide assistance and re-teaching opportunities. Star tutors provide support for struggling readers, and a mastery tutor provides additional support as needed. Before and after school math classes are available for students to help improve proficiency in computation and problem solving. Literacy classes are available before and after school to help improve proficiency in reading and comprehension. A "Volunteers in Reading Program" gives extra reading help during school hours. The exemplary school volunteer program has over 300 volunteers each year, logging in approximately 15,000 hours. More than 65% of the students participate in the "Readers Are Leaders" reading incentive program. It is evident as you walk through the halls of Ocean View School that the people who work here truly care about students. From the custodial staff through the library, computer lab, and front office, you will find a team of individuals dedicated to providing the best education possible for all the students.

Students are given many opportunities to achieve and excel in various competitions, including the Oral Language Festival, writing contests, Destination ImagiNation, Excel Math, and various art contests. It is common to see students practicing for these events during their recesses. Despite a crowded school campus, the students respect and value their relationships with each other as evidenced by the low numbers of referrals and suspensions. There are school-wide character education and bullying prevention programs. Low staff turnover, parent involvement, and student pride make high achievement a reality for the students of Ocean View.

Ocean View has a reputation as a successful school with great community support. In recent years, the standardized test scores have shown steady improvement and reflected the dedication of the parents, teachers and students. We have successfully faced the challenge of providing a high quality education and meeting students' individual needs. As new challenges arise, we will continue to maintain the school motto: "Learning Takes Three: Parent, Teacher, and Me!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. See pages 12 – 32.

For Public and Private Schools

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

Ocean View’s assessment system begins with disaggregated data provided by the district for the yearly standardized assessments focusing on the California State Standards. Each teacher also has an assessment binder that includes district assessments in language arts and math. Results of these assessments are provided for individual students, individual classes and grade levels within the school. Teachers meet by grade level, analyze both their former class and current students’ results, and select areas for improvement. Teachers then develop yearlong plans addressing the selected areas. Assessments are developed by grade level teams and used to track student progress throughout the year. Results of these assessments are easily obtained using the school’s newly purchased Scantron machine. In addition, teachers use a variety of ongoing assessments in the classroom to track student progress and drive instruction. District and teacher-developed proficiency rubrics are used to evaluate and direct student performance. Summative evaluations are also used in determining student grades. However, utilizing the principle of Mastery Learning, a make-up test is often given to enable the student to achieve success. Equal emphasis is placed on the assessment of student mastery of new and review material.

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

Ocean View School regularly communicates information regarding student performance, and assessment to parents, students, and the community. The School Accountability Report Card and our web site, www.luciamar.k12.ca.us, give extensive information about the school to the community including assessment data from the previous academic year. Results of statewide testing are published in the local newspaper and our school was featured in the news on television because of our tremendous growth in test scores. The parent community is kept informed about students’ successes through Parent/Principal coffees once a month, the monthly school newsletter, “The Cougar Chronicle”, parent/teacher conferences, periodic progress reports, and classroom newsletters. Families receive information about grade level standards throughout the year. Back to School Night in the fall, and Open House in the spring provide opportunities for parents, students, and teachers to meet and discuss goals and successes. Students know what is expected for proficient work through a variety of practices. District proficiency rubrics, as well as teacher made rubrics are displayed as a model for student achievement. Students participate in goal setting and self-evaluation. They set personal goals for the year, note areas where they need to improve, and identify what could help them to achieve these goals. Students are often included in the parent/teacher conferences. Report cards include Language Arts and Math standards for that grade level. Our school motto, “Learning Takes Three, Parent, Teacher, and Me” truly is an example of how effective our school is at communicating our successes.

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

Ocean View shares its successes with other schools in a variety of ways. Our teachers share teaching techniques and programs at district level committee meetings in many curricular areas. These district meetings are held to validate current assessment techniques and results. Our librarian attends district-wide library meetings where successful books and strategies are shared. Monthly principal meetings provide another avenue to share our successes.

Professional development in-services held at Ocean View School are open for staff within the school district. Writing inservices with Mr. Scott Purdy from Santa Ynez School District have been held at Ocean View and attended by staff members throughout the district. Earobics, a computer program designed specifically to reinforce auditory memory and phonemic awareness concepts, was implemented after collaboration between a school in a neighboring district and Ocean View School. Arts Attack, an art curriculum developed for elementary school, was piloted at our school, demonstrated at a Lucia Mar Unified School District Board meeting, and subsequently adopted district-wide.

Ocean View School's successes have been featured regularly in monthly newsletters, local newspapers and television stations whenever standardized test scores are shared. Many student teachers from Cal Poly San Luis Obispo and Chapman University take the skills they learn from their assignments at Ocean View and proceed to promising careers at other schools throughout the state.

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.

Ocean View School strives to insure that all students receive quality instruction across all areas of curriculum. Teachers design the curriculum to be standards based, well balanced and comprehensive. The entire curriculum is aligned to the state standards. This standards-based curriculum reflects a well-articulated hierarchy of skills from K-6. Each child is considered in the planning of instruction in order to help them not only meet but exceed the state standard in each subject area. All teachers have a copy of the state frameworks and standards for their grade and subject areas. Instruction focuses on a continuous building of skills and concepts for each subject area. The content is grade appropriate, and the instructional practices are varied as necessary to meet students' individual needs. The standards are used as the driving influence when making textbook/program adoptions and selecting assessment tools.

The Ocean View staff uses a wide variety of strategies and methods to meet the instructional needs of all students. Reduced class sizes in grades K-3 have provided a greater opportunity for teachers to incorporate multi-modal techniques and multi-sensory instructional practices to ensure student success. Traditional direct instruction is modified throughout the subject areas with differentiation. Students in all grades have equal access to instruction in all subject areas. As students progress through the grades, the staff continues to collaboratively delineate individual curricular goals and achievement. Each grade level develops a yearlong plan illustrating how the standards will be implemented. Cross grade level meetings are planned throughout the year. Each student's previous teacher provides a background for the current teacher during informal meetings. This communication and collaboration contributes to the success of all our programs.

All curricular instructional vehicles are state and district approved, adopted, and standards driven. All textbooks are standards-based and approved by the state of California. The Language Arts, Math, Science, Social Studies, Art, and Physical Education programs are highly successful due to excellent teaching and utilization of many varied methods of instruction. Incorporation of technology and trained support staff ensures that all students are engaged with significant content areas. Programs in phonemic awareness, fluency, and online intervention are used in the computer lab to facilitate student success. Class size reduction tutors, mastery tutors, star tutors, peer tutors, and many parent volunteers help to make each classroom successful. Within the classrooms many techniques for active participation are used. Manipulative activities, small group instruction, literature circles, and individual tutoring are used on a daily basis.

Within the classrooms of Ocean View School students are actively engaged in learning. The students are held to high standards of achievement and receive quality instruction. The curriculum is well balanced, comprehensive, and standards based. Students at Ocean View school can and do succeed. We are proud of our successes and our students!

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

The reading program at Ocean View is part of a comprehensive language arts program. Each classroom has state adopted, standards based texts, and materials (K-Wright Group and 1-6 McMillan/McGraw Hill) to address the needs of all students. Instruction in kindergarten focuses on letter identification, phonics, phonemic awareness, and making meaning from text. Zoo Phonics, a program using all of the learning modalities, is used to introduce letter names and sounds. Earobics, a computer program, enables students to develop auditory and visual phonemic awareness. Teachers use a guided reading format to help students make meaning from print. Grades one, two and three rely heavily on the guided reading format because of its focus on individual and small group instruction. This enables teachers to accelerate or remediate instruction as needed. Grades four, five, and six utilize a combination of traditional whole group instruction and literature circles in order to promote a love of literature and an understanding of expository text. Individual students' needs can be met more effectively in this manner. Several programs are utilized across the grade levels as needed to reinforce skills and provide remedial instruction. These include Earobics, Read Naturally, Reading Counts, and before/after school literacy classes. At Ocean View School we feel that development of literacy is the basis of all success.

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.

Mathematics instruction at Ocean View relates directly to state standards and our mission of a collaborative approach between parents, teachers and students to achieve maximum student success. Each child is considered in the planning of instruction to help them not only meet but exceed the state standards. Our mathematics program consists of a combination of hands on activities and a state adopted, standards aligned text, which supply computational, conceptual, and application strategies. Teachers are given the opportunity to plan a consistent curriculum, analyze data specific to their students, and develop grade level targets during grade level meetings where they create and find programs such as: *Math Steps*, *Math Their Way Interact Simulations*, *Touch Math* and a family math night. A variety of strategies are used to meet the instructional needs of all students. Manipulative based instruction, with concept development as the primary goal, is incorporated in solving open-ended problems, and challenges students to explain their results. Students work independently, in cooperative groups, and with support personnel or parent volunteers to achieve success. Before/after school tutoring, cross-curricular mathematics instruction and supplementary programs are utilized to enhance student learning. Differentiation of instruction is evident with mastery tutors providing support for both remediation and enrichment.

Students participate in extra curricular activities. The GATE program provides opportunities for students to attend math workshops. All qualified students are also invited to participate in the Math Olympiad competition and the MC4 Math Contest. Parents, teachers and students all take an active part in promoting student success in mathematics.

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

Ocean View uses a variety of instructional methods to improve student learning. Students experiencing difficulty in meeting standards are given support in the classroom with many interventions, which include small group instruction, peer tutoring, modified assignments, “Volunteers in Reading,” preferential seating, and a multi-modal instructional delivery. In addition, the students are offered STAR, class size reduction and mastery tutoring as well as before/after school classes in math and language arts. Ocean View is proud of the comprehensive academic support reflected in its tutoring programs. If all of the interventions above are not sufficient, a Student Success Team meeting is scheduled to develop a personal learning plan to prepare the student for success in achieving standards.

Technology and support services are additional components for success. Classrooms have a Smart Wall that can accommodate eight computers. Learning activities are supported by a library media center with a library technician and a computer lab with thirty-five computers and a technician, who supports work begun in the classroom. Coordinated support services include the Services Affirming Family Empowerment Program, a counselor, and an active GATE program.

Also, we are proud of our strong music, language arts and drama programs. Students are offered opportunities to participate in grade level performances, choral music, band, after school Spanish, talent show, oral language contest and other activities that enhance our educational program. All of these instructional methods combine to assure that the students at Ocean View School succeed.

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

Professional development is essential and given high priority. Teachers have ample opportunities to participate in relevant workshops and seminars. The school district provides 3-5 staff development days to each teacher, allowing them to focus on techniques that address the specific learning needs of their students. At the school level, the staff evaluates previous year’s standardized test scores and each grade level targets areas of improvement. Professional development opportunities are based on needs assessed in this process with input from administrators and teaching staff. These targets are assessed in a pretest format, taught and reinforced with a plan developed by each grade level and then post-tested at year’s end to determine effectiveness. Several examples of onsite professional development opportunities have focused in the areas of technology, autism, writing, bullying prevention and time management. Teachers then incorporate these new methods and techniques into the classroom to enhance and improve student learning. An additional opportunity for input is also provided at the district level. The district administers an annual staff development needs assessment from which district wide inservice classes are established.

These professional development opportunities have had a direct impact on student achievement. Test scores have shown a consistent and marked improvement within previous years. Students have demonstrated successes in other areas as well. Writing contests, oral language contests, math competitions and the national Destination ImagiNation program have shown that Ocean View students consistently perform well and often place highly. These accomplishments can be directly related to our highly trained and professional staff.

**Lucia Mar Unified School District
Ocean View Elementary School**

CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 2-6 Test: California Content Standards Tests

Edition/publication year: 2002 Publisher : California Department of Education

What groups were excluded* from testing? Why, and how were they assessed? NONE

Number excluded 0 Percent excluded 0%

No groups of students are excluded. Individual students may be exempted through the Parent/Guardian or IEP Exemption procedures established by the California Department of Education. The percent of students exempted is indicated on the criterion referenced test reports.

Cut scores for the five levels of proficiency as measured on the California Standards Tests in reading, written language, and math are based on scale score ranges unique to each grade level. Average cut scores for grades 2-11 are: below 260 is “Far Below Basic”, 260 – 299 is “Below Basic”, 300 – 349 is “Basic”, 350 – 400 is “Proficient”, and above 400 is “Advanced”.

Descriptions:

5. Advanced - Students exceed state grade level performance standards in English language arts and math as measured on the California Standards Tests. Grade level cut scores are used to determine proficiency as shown above.
4. Proficient - Student demonstrate mastery of state grade level performance standards in English language arts and math as measured on the California Standards tests. Grade level cut scores are used to determine proficiency as shown above.
3. Basic - Students score below the proficient cut score on the state grade level performance standards in English language arts and math as measured on the California Standards tests. Grade level cut scores are used to determine proficiency as shown above.
2. Below Basic - Students score significantly below the proficient cut score on the state grade level performance standards in English language arts and math as measured on the California Standards tests. Grade level cut scores are used to determine proficiency as shown above.
1. Far Below Basic - Students score significantly below the Basic cut score on the state grade level performance standards in English language arts and math as measured on the California Standards tests. Grade level cut scores are used to determine proficiency as shown above.

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

English Language Arts - Reading

Grade 2

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scale d scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>81</u>	84	83		
Number of students tested	86	67	85		
Percent of total students tested*	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	59	-	63		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES	52	50	48		
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

Mathematics

Grade 2

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	86	88	87		
Number of students tested	87	70	87		
Percent of total students tested*	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	69	-	69		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES	62	59	57		
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

English Language Arts - Reading

Grade 3

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>82</u>	77	66		
Number of students tested	69	88	96		
Percent of total students tested*	100	99	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Economically Disadvantaged	62	62	50		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES	47	46	44		
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

Mathematics

Grade 3

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	90	83	73		
Number of students tested	69	88	97		
Percent of total students tested*	100	99	100		
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. Economically Disadvantaged	70	70	47		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES	64	61	57		
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

English Language Arts - Reading

Grade 4

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	80	77	78		
Number of students tested	90	96	86		
Percent of total students tested *	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	60	61	54		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	50	47	45		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

Mathematics

Grade 4

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>84</u>	73	66		
Number of students tested	91	98	87		
Percent of total students tested*	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	70	46	50		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	58	54	51		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

English Language Arts - Reading

Grade 5

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>66</u>	75	70		
Number of students tested	103	87	83		
Percent of total students tested *	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	43	48	-		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	46	45	44		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

Mathematics

Grade 5

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>70</u>	78	70		
Number of students tested	105	87	83		
Percent of total students tested *	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	39	55	-		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	58	55	51		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

English Language Arts - Reading

Grade 6

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>76</u>	73	73		
Number of students tested	96	83	102		
Percent of total students tested *	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	-	-	-		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	49	48	47		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

Nationally Norm-Referenced SAT-9 Results

Mathematics

Grade 6

Test: Stanford Achievement Test (SAT-9)

Edition/publication year: 1996 Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? NONE

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score	<u>85</u>	79	77		
Number of students tested	94	84	101		
Percent of total students tested *	100	99	100		
Number of students excluded					
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. Economically Disadvantaged	-	-	-		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
CALIFORNIA AVERAGE NPR SCORES					
Total Score	62	60	57		
STANDARD DEVIATIONS					
Total Standard Deviation					

* Reported on API Results

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

English Language Arts – Grade 2

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES	373.0				
TOTAL					
Advanced (percent of students tested)	30				
Proficient	35				
Basic or Below	35				
Number of students tested	86				
Percent of total students tested	93%				
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES (Number Tested)	12				
1. Economically Disadvantaged	333.8				
Advanced	17				
Proficient	8				
Basic or Below	75				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	324.1				
Advanced	9				
Proficient	23				
Basic or Below	68				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

Mathematics – Grade 2

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	406.1				
Advanced (percent of students tested)	39				
Proficient	37				
Basic or Below	24				
Number of students tested	87				
Percent of total students tested	95%				
Number of students excluded					
Percent of students excluded	5%				
SUBGROUP SCORES (Number Tested)	11				
1. Economically Disadvantaged	364.2				
Advanced	9				
Proficient	36				
Basic or Below	55				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	342.7				
Advanced	16				
Proficient	27				
Basic or Below	57				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

English Language Arts – Grade 3

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	381.4				
Advanced (percent of students tested)	32				
Proficient	41				
Basic or Below	27				
Number of students tested	69				
Percent of total students tested	95%				
Number of students excluded					
Percent of students excluded	5%				
SUBGROUP SCORES (Number Tested)	11				
1. Economically Disadvantaged	342.6				
Advanced	9				
Proficient	36				
Basic or Below	55				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	323.5				
Advanced	11				
Proficient	23				
Basic or Below	66				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

Mathematics – Grade 3

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	399.4				
Advanced (percent of students tested)	36				
Proficient	45				
Basic or Below	19				
Number of students tested	69				
Percent of total students tested	95%				
Number of students excluded					
Percent of students excluded	5%				
SUBGROUP SCORES (Number Tested)	11				
1. Economically Disadvantaged	332.3				
Advanced	0				
Proficient	45				
Basic or Below	55				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	3312				
Advanced	12				
Proficient	26				
Basic or Below	62				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

English Language Arts – Grade 4

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	371.8				
Advanced (percent of students tested)	34				
Proficient	40				
Basic or Below	25				
Number of students tested	89				
Percent of total students tested	89%				
Number of students excluded					
Percent of students excluded	11%				
SUBGROUP SCORES (Number Tested)	12				
1. Economically Disadvantaged	348.3				
Advanced	25				
Proficient	33				
Basic or Below	41				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	332.9				
Advanced	14				
Proficient	22				
Basic or Below	64				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

Mathematics – Grade 4

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	382.0				
Advanced (percent of students tested)	36				
Proficient	36				
Basic or Below	28				
Number of students tested	90				
Percent of total students tested	90%				
Number of students excluded					
Percent of students excluded	10%				
SUBGROUP SCORES (Number Tested)	12				
1. Economically Disadvantaged	348.3				
Advanced	17				
Proficient	33				
Basic or Below	50				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	332.4				
Advanced	13				
Proficient	24				
Basic or Below	63				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

English Language Arts – Grade 5

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	349.8				
Advanced (percent of students tested)	16				
Proficient	31				
Basic or Below	53				
Number of students tested	103				
Percent of total students tested	94%				
Number of students excluded					
Percent of students excluded	6%				
SUBGROUP SCORES (Number Tested)	14				
1. Economically Disadvantaged	321.2				
Advanced	0				
Proficient	29				
Basic or Below	71				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	327.7				
Advanced	9				
Proficient	22				
Basic or Below	69				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

Mathematics – Grade 5

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	350.3				
Advanced (percent of students tested)	14				
Proficient	35				
Basic or Below	51				
Number of students tested	104				
Percent of total students tested	95%				
Number of students excluded					
Percent of students excluded	5%				
SUBGROUP SCORES (Number Tested)	15				
1. Economically Disadvantaged	321.2				
Advanced	0				
Proficient	7				
Basic or Below	93				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	322.5				
Advanced	7				
Proficient	22				
Basic or Below	71				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

English Language Arts – Grade 6

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	360.8				
Advanced (percent of students tested)	23				
Proficient	40				
Basic or Below	37				
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES (Number Tested)	10				
1. Economically Disadvantaged	-				
Advanced	-				
Proficient	-				
Basic or Below	-				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	323.0				
Advanced	9				
Proficient	21				
Basic or Below	70				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.

**Lucia Mar Unified School District
Ocean View Elementary School**

**CALIFORNIA CONTENT STANDARDS TESTS (CST)
Criterion-Referenced Tests**

Mathematics – Grade 6

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	NA	NA		
SCHOOL SCORES					
TOTAL	379.0				
Advanced (percent of students tested)	32				
Proficient	35				
Basic or Below	33				
Number of students tested	95				
Percent of total students tested	94%				
Number of students excluded					
Percent of students excluded	6%				
SUBGROUP SCORES (Number Tested)	10				
1. Economically Disadvantaged	-				
Advanced	-				
Proficient	-				
Basic or Below	-				
2. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
3. _____ (specify subgroup)					
Advanced					
Proficient					
Basic or Below					
STATE SCORES					
TOTAL	328.3				
Advanced	10				
Proficient	22				
Basic or Below	68				

Economically Disadvantaged is the only subgroup with a significantly large population to result in test scores. Subgroups with 10 or fewer students are not calculated.