

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal MR. RONALD N. FRITSCH (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name CANYON VIEW ELEMENTARY SCHOOL (As it should appear in the official records)

School Mailing Address 12025 YALE COURT (If address is P.O. Box, also include street address)

IRVINE CALIFORNIA 92620-0210 City State Zip Code+4 (9 digits total)

Tel. (949) 936-6905 Fax (949) 936-6909

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

(Principal's Signature) Date

Name of Superintendent* DR. DEAN WALDFOGEL (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name IRVINE UNIFIED SCHOOL DISTRICT Tel. (949) 936-5000

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. CAROLYN McINERNEY (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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: 22 Elementary schools
 4 Middle schools
 _____ Junior high schools
 5 High schools
 _____ Other (Briefly explain)
- 31 TOTAL
2. District Per Pupil Expenditure: \$6,089.00
 Average State Per Pupil Expenditure: \$6,719.00

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. 6 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	53	53	106	7			
1	61	56	117	8			
2	75	74	149	9			
3	63	66	129	10			
4	63	65	128	11			
5	60	50	110	12			
6	55	60	115	*Other	16	6	22
TOTAL STUDENTS IN THE APPLYING SCHOOL →							876

* Other = Autism students in SUSCESS Program

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>53</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>41</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5.9 %

(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.	33
(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)]	50
(4)	Total number of students in the school as of October 1	846
(5)	Subtotal in row (3) divided by total in row (4)	.0591016
(6)	Amount in row (5) multiplied by 100	5.9%

8. Limited English Proficient students in the school: 14.4%
126 Total Number Limited English Proficient

Number of languages represented: 14

Specify languages: Mandarin, Korean, Vietnamese, Japanese, Farsi, Gujarati, Indonesian, Spanish, Cantonese, Armenian, Kannada, Chaozhou, Urdu, and other Indian Dialects.

9. Students eligible for free/reduced-priced meals: .005 %

4 Total Number Students Who Qualify

If this method does not produce 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: $\frac{9.1}{80}$ %
 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>27</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>44</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>35</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u>5</u>
Paraprofessionals	<u> </u>	<u>20</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>41</u>	<u>26</u>

12. Average school student-“classroom teacher” ratio: K=32; 1-3=20; 4-6=32

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.3%	97.1%	94.2%	97.8%	95.6%
Daily teacher attendance	97.7%	96.7%	97.1%	98.2%	98.4%
Teacher turnover rate	6%	9%	7%	0%	0%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

PART III – SUMMARY

Canyon View School serves a predominantly upper-middle class neighborhood in a newly-developed community. In six years, the school has grown from 285 to 876 pupils. The student population is 53% white, 41% Asian/Pacific Islander, 3% American Indian/Alaskan and 3% Hispanic or African American. Parents are committed to building a strong school community and making the local elementary school a focal point for community involvement and cohesiveness.

The mission of Canyon View School is “to empower all students to succeed in a diverse and changing world.” The staff and community have partnered to create “a future-focused educational program that meets the needs of all students...and challenges them to develop to their full potential.” Guided by this vision, Canyon View School has produced outstanding student performance results. The school has consistently scored among the top 5% of all California schools on the Academic Performance Index, the state’s premier indicator of success. While recently reporting that CV has met all requirements for the 2003 Report of Annual Yearly Progress, the *L.A. Times* noted that Canyon View was among the top five performing schools in Orange County. With few exceptions (83%, 82% and 78%), all grade levels taking the CAT-6 Achievement Test (grades 2-6) had 90% or more students score above the 50th percentile in math and reading.

This success is based on significant resources including a state-of-the-art facility and an exemplary staff. This school is the first in Irvine to include infrastructure to support technology-based teaching and learning. An Information Resource Center (IRC) serves as an electronic hub for the school, providing information access and communication throughout the building, community and world. The facility includes science, art and music specialist rooms, in addition to classrooms for special day use. The multi-purpose room functions as a large theatre, with a raised stage and advanced sound system that facilitate integration of the performing arts with other curricular areas.

The staff implements a comprehensive academic program with a rigorous, meaning-centered, thinking curriculum that is delineated by the California Content Standards. Our faculty includes professionals who are IUSD mentor teachers, an Irvine Teacher of the Year, UCI and Concordia University master teachers, a National Board Certified teacher, literacy leaders, district trainers and fellows of the California curriculum projects. A special indicator of staff members’ professionalism is their success in winning nearly \$120,000 in grant support and state academic awards for safe school programs, staff development, curriculum improvement and technology initiatives.

CV teachers sustain a challenging, “safe-to-risk” learning community that nurtures children, frees their full potential and addresses all dimensions of human growth—academic, social/emotional, and physical. They believe that all students can learn and succeed when given high expectations and appropriate support. There is a strong commitment to creating a “caring, learning community” for our children, parents and school staff. The majority of our staff has worked with mainstreamed and fully included students, emphasizing an “asset” rather than a “deficit” model of instruction. They appreciate the cultural diversity of the community and strive to fully address learner needs, including those of children in our autism program, at-risk students, pupils in gifted and resource programs and the numerous ethnic and language groups currently represented within our school population.

The school enjoys extensive support from both parent and community partnerships that results in significant enrichment of the K-6 educational program. Thirty-six PTA committees, an active School Site Council, a School Safety Committee and numerous ad hoc groups provide financial and human resources to underwrite Canyon View’s after-school learning program, a full-service Information Resource Center, a complex technology program and special arts education at our school. Parent volunteers and community fundraising supplement the school’s efforts to address student health issues, augment career awareness activities, provide drug and violence prevention initiatives and bring service learning opportunities to our student body. Most importantly, our parents value education and positively support our staff’s work with their children. In a recent community survey, over 98% of Canyon View parents indicate that “our school is safe, secure and conducive to learning,” and that their children “have a good attitude about school.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school’s assessment results in reading and mathematics.

Throughout Canyon View’s six year history both national normed and state criterion-referenced assessments have consistently placed the school among the top 10 percent of California schools, reflecting the strong academic achievement of our students. In reviewing student performance each year, the Canyon View staff considers data and analyses from the following major assessments and accountability reports: the CAT-6, the California Standards Tests, the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) indicator for NCLB.

In 2003 the CAT-6 superseded the Stanford 9 as the nationally-normed test to measure student achievement. Reading and math scores on this assessment fall within the top performance quartile, except for 3rd grade language arts. This means that the average score for our students in reading/language arts and math was at or above the 75th percentile in relation to nationally established norms, exceeding the performance levels of 75 percent of students in comparable norm groups. More than half of our students at each grade level scored above the 75th percentile in math, while anywhere from 30 to 49% of our students at each grade level scored above the 75th percentile in reading. Moreover, Canyon View scores significantly surpassed the district’s mean percentile scores in every grade level and subtest in this assessment.

The California Standards Tests also demonstrate strong student achievement. For reading/language arts, 79 to 91% of our students scored within the Proficient to Advanced levels. In mathematics 82 to 93% of our students performed at the Proficient to Advanced levels. In contrast, the state-established targets for California elementary schools are that 13.6% of students in reading/language arts and 16.0 % of students in math score at the Proficient or Advanced levels. This means that in relation to state-established performance levels, the majority of our students demonstrated mastery of content standards and far exceeded state targets.

This continuous record of high student achievement is expressed in the state’s Academic Performance Index (API). The expectation is that schools in California score 800 or higher out of a possible 1000, and that each school meet an annual growth target, both for the school’s general student population and for each “numerically significant subgroup.” For 2002-2003, Canyon View’s API score of 927 reflects a growth of 20 points from the previous year, and the school has met its improvement targets throughout the history of the state’s accountability system. Clearly, this means that Canyon View students, across the grades and over the years, sustain scores at the top of the rankings in the critical areas of literacy and numeracy.

Examination of the assessment results over time shows that our students consistently score higher in math than they do in reading/language arts. For 2003, differences between the percentile scores in reading and math vary from 14 to 20 points. A detailed look at math results reveals fairly consistent achievement of our second grade students across skill areas, while the performance of third, fourth, fifth, and sixth graders is more uneven. Scores reflect generally strong performance in the areas of statistics, data analysis, probability, algebra and functions, and weaker performance in measurement and geometry. Alignment of curricular materials and instruction to the state standards appears to be reflected in these strong performance results.

Analysis of student achievement in reading/language arts indicates a higher number of pupils who fall below the 50th percentile in reading (13 percent in second grade, 30 percent in third grade, and between 18 and 20 percent in grades 4, 5 and 6), with comparable percentages of students scoring below proficiency on the California Standards Test in Language Arts. Given these results, specific strategies and activities have been identified to increase student proficiency in reading and writing, particularly in vocabulary development, comprehension, writing conventions and topic organization. Also, since this is the first year that the state has provided reading/language arts materials aligned to standards, and the staff has identified reading/language arts as the school’s major continuous improvement target, we anticipate an increased rate of success in student performance in this critical area of the curriculum

2. Show how the school uses assessment data to understand/improve student/school performance.

The CV staff systematically examines student work and school/district/state assessment data to accomplish the following: 1) measure student learning, 2) plan and modify classroom instruction, 3) define interventions for students needing assistance in meeting standards, and 4) target program improvement, staff development and student performance goals. Grade level team meetings and special staff sessions are devoted to periodic scrutiny of key state assessments. This analysis yields specific student performance data for each student, grade level and learning sub-group within the school population. In fall and spring, the staff and School Site Council review this information to determine student progress in each reporting cluster, strand and sub-test of the major assessments.

Implementation of this process, as it was applied to reading/language arts, illustrates how Canyon View uses assessment data to improve student and school performance. As we were setting our continuous improvement goals, the analysis of Stanford 9, California Standards Tests and the Academic Performance Index scores indicated that a significant number of students fell below the 60th percentile in reading and writing. We identified weaknesses in “word analysis and vocabulary development,” literary response and analysis,” and “writing applications/narrative form.”

These areas became the instructional focus for the school’s improvement targets in Reading/Language Arts. The staff defined an “action plan” to improve student performance. Success would be measured by “a higher percentage of pupils scoring “proficient/advanced” and a decreased percentage of pupils scoring “basic and below” on the 2003 CST scores in Reading/Language Arts. A comparison of the 2002 and 2003 CST scores provided in this application substantiate that our staff and students achieved this performance goal at four of the five grade levels that were assessed.

3. Describe how the school communicates student performance/assessment data to its constituents.

Canyon View provides ongoing, consistent communication concerning student performance with parents, students, and the community in a variety of ways. Annual STAR Test results (Cat-6 and California Standards Assessments) for individual students are mailed to parents in late June and discussed at fall conferences. These scores, the state Academic Performance Index Report (API), and the new Annual Yearly Progress Report for “No Child Left Behind” are presented and explained by the principal and school psychologist at School Site Council and PTA meetings. Parents and the community can also review this data on the school website, newsletter and the principal’s “State of the School Report” which is provided at the beginning of each school year. Once the State Department of Education posts this assessment data on its website, local newspapers including the *L.A. Times*, *Orange County Register*, and *Irvine World News* print the information, accompanied with guidelines for interpreting the scores.

Teachers communicate to parents through standards-based report cards, periodic progress reports, grade level websites, conferences, daily communication logs, classroom newsletters, individual contracts, telephone conferences, notes, and e-mails. Communication and discussion of student performance information also occurs at IEP planning meetings for special needs students, Individual Learning Plan meetings for GATE and ELL students, and Student Study Team meetings for at-risk learners. Lightspan, a district on-line assessment tool, informs upper grade students and parents about progress toward meeting the standards in language arts, math, social studies and science. Upper grade students use portfolios, rubrics, and checklists to conduct student-led parent conferences in which they reflect upon and communicate their progress.

To enhance school-to-home communication, two parent volunteers act as school liaison to our Korean and Chinese families, explaining aspects of the school program and student performance. In addition, the school utilizes the services of the IUSD Language Minority Office to translate key documents and school-to-home communications, as well as to provide translators at parent conferences and I.E.P. meetings.

4. Describe how the school will share its successes with other schools.

The tradition at Canyon View has always been one of collegial dialogue and collaboration. The staff actively shares their expertise within the school district and outside its borders. Within Irvine Unified

School District, teachers share their successes as trainers and mentors for the IUSD literacy project, spelling and writing, Launch Point Thinking Project, GATE, and as pilot teachers for textbook adoption committees. At district administrator meetings, our principal has presented our Integrated Technology Projects and shared the success of our Classroom Evidence Protocol which helps us systematically analyze student work. Teachers in our Autism Program train and support staff from other special education sites. The IRC coordinator has presented to media specialists within IUSD and shared our transition process from a traditional library-media center to a 21st Century Information Resource Center.

Reaching beyond our district, the staff is committed to ongoing relationships with local universities, serving as master teachers and demonstration teachers for student teacher education programs at the University of CA, Irvine, CA State Universities at Fullerton and Long Beach, Concordia University, and Chapman University. Presently a teacher acts as an advisor for the Teacher Education Program, and our principal serves as an advisor for the Graduate School of Studies for the Department of Education at Concordia University.

Members of Canyon View are featured in teacher training videotapes for Milliken Foundation and the Bureau of Educational Research which reach teachers across the nation. Our school technology plan was presented at Orange County Department of Education teacher training classes and reported in China's *Commonwealth Magazine*, prompting visits by educators from overseas. Finally, to continue our commitment to sharing successes, we are planning to expand our newly-developed video lab to produce a "video scrapbook" of "Canyon View Best Practices." This video catalog, via our website, will include an overview of topics such as the Big6, Six Traits Writing, GATE instructional strategies, integrated technology projects, and demonstration lessons for differentiated instruction in language arts and math.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

Canyon View provides a comprehensive, balanced curriculum for all students that emphasizes 21st century life skills such as the ability to compete, read, listen carefully, speak and write clearly, assume responsibility, make decisions, solve problems, learn independently and work on teams. Technology is used across the curriculum as a tool for thinking, accessing and applying information, communicating and doing work. The language arts program, Houghton Mifflin Reading, is a research-based program with integrated instruction in reading, writing, listening and speaking, and "universal access" components to meet varying student needs. Students read all genres of literature to develop reading fluency, decoding skills, vocabulary, comprehension and application of strategic reading behaviors. The staff utilizes the Collaborative Literacy Intervention Project, English Language Development software, and Project Read to move students toward reading proficiency. Reading Counts provides electronic assistance to develop comprehension and motivate recreational reading. Core writing instruction is presented in the anthologies, which is supplemented with the Six Traits Model emphasizing the key qualities of strong writing. School-wide assessments focus on the types of writing identified by the standards. Students participate in the stages of the writing process, journal writing, crafting explanations of thinking and problem solving processes, letter writing and e-mailing. Spelling is fully integrated, with students acquiring phonetic spelling strategies and core lists of high frequency words.

The McGraw Hill Mathematics Program is correlated to state standards. With a hands-on approach, it allows students with different readiness levels to develop proficiency in conceptual understanding, problem solving, computational and procedural skills. "Mountain Math" ensures practice in basic skills. "Activities in Math and Science" (AIMS) provides thematic lessons that include graphing, weighing, measuring and probability. ALEKS (a web-based tutorial) and Problem of the Week extend the math program. Students use technology for computation, charting, data arrays, statistical analysis and for accessing on-line publisher resources.

The Social Studies curriculum strives to develop "contributing, responsible citizens." Textbook resources include Harcourt Brace (K-4), McGraw Hill (gr. 5) and Houghton Mifflin (gr. 6). Character

education is an integral part of the curriculum, as well as service learning and leadership skills. All students complete integrated technology performances focused on essential questions and correlated to standards. Real-life competencies are developed through participation in student council, conflict managers, career education, video production and “helping hands,” an IRC student assistant program.

Standards-based science education includes earth, life and physical sciences and emphasizes investigation and active learning based on the scientific method. The program utilizes Beckman Science kits at the primary level and the Harcourt School Publisher’s curriculum at grades 4-6. Supplementary experiences and activities include guest speakers and assemblies, parent specialists, Space Lab and Astronomy Nights, Primary Science Night, after-school enrichment classes, Invent America, IUSD Science Fair and Outdoor Science School.

Educating the “whole child,” with its emphasis on social-emotional growth, personal development and individual expression, prompts Canyon View to fully include the fine arts and performing arts in its educational program. Primary students benefit from the district’s “Arts Attack” and Silver Burdett music curriculum and PTA’s “Meet the Masters” presentations. District specialists provide art and music education for grades 4-6. All students participate in the school’s “CLASS ACT” partnership with the Orange County Pacific Symphony and extensive integration of the arts throughout the classroom instructional program.

P.E./Health Education includes activities for gross motor development, instruction in sports and games, rhythms and body movement. There are emphases on promoting physical fitness/healthy lifestyle, self-image, and personal and social development. This program is augmented with Drug, Alcohol and Tobacco Use Prevention Education, the President’s National Fitness Program, DARE education, Canyon View Field Day and the Irvine Junior Games.

2. Describe the school’s reading curriculum and the reasons for choosing this approach to reading.

The Canyon View staff identified the Houghton Mifflin series as the research-based reading program best suited to meet student needs. This program utilizes a standards-based integrated approach to the teaching of the four language arts domains: reading, writing, listening and speaking. The skills and strategies in this series are delivered through explicit, systematic instruction and build a strong foundation for reading success. Skills include phonemic awareness, letter recognition, phonics and blending skills, high frequency vocabulary recognition, spelling, grammar, writing, as well as a strong emphasis on comprehension. Differentiating instruction to reach all learners within our student population is an identified Continuous Improvement Effort for Canyon View. Houghton Mifflin addresses differentiated instruction through a variety of excellent resources specifically geared to the instructional needs of English learners, special education students, students with learning difficulties, advanced learners, as well as benchmark students.

Multiple assessment resources provided by Houghton Mifflin, combined with our school-wide writing assessments, Lightspan Online Assessment and the district’s K-3 Literacy Assessments, allow teachers to make informed instructional decisions based on the performance of their students. Other measures such as Scholastic Reading Inventory and the Burns and Roe Informal Reading Inventory provide teachers with valuable insight into students’ strengths and needs.

Teachers integrate multiple technology and specialized instructional supports into the Houghton Mifflin reading program, such as the Collaborative Literacy Intervention Project (CLIP), Early Intervention Reading Model (EIRM), Primary Literacy Project, Early Intervention for School Success (EISS), Junior Great Books, Karaoke Singing Speech and the 6-Trait Writing Model. The software application, *English Express*, is used to assist our ELL students, and pupils struggling with reading fluency benefit from the *Read Naturally* software. To encourage independent reading both at home and at school, Canyon View utilizes Scholastic’s Reading Counts software program on a school-wide basis. Extended learning opportunities are offered through “double doses” of small group reading instruction in the primary grades, the Northwood Reading Clinic, after school homework clubs, summer school, and the referral of kindergarten students to our district’s school readiness program.

3. Describe one other curriculum area and how it relates to the school's mission.

The school's Social Studies program is based on the History-Social Science Content Standards for California Public Schools, which define three broad instructional goals across the curriculum: 1) knowledge and cultural understanding, 2) skills attainment and social participation, and 3) democratic understanding and civic values. Beyond these general goals, Canyon View has articulated more rigorous school-wide expected student learning results that focus on developing pupils who are "self-directed learners," "critical thinkers," "evaluative information managers," and "proficient technology users"—key proficiencies demanded of citizens in the "Information Age."

The essence of our mission statement is "...to empower all students to succeed in a diverse and changing world." Through our paradigm for the Information Resource Center, the staff and the IRC Coordinator (a credentialed teacher) have implemented a collaborative curriculum planning and teaching partnership to create high-level Social Studies investigations that develop the competencies and proficiencies required of citizens in the 21st century. This teamwork has produced a tech-based social studies curriculum that integrates information literacy, thinking, problem solving, learning-to-learn and communication skills.

Each instructional unit centers on an "essential question" that is derived from the grade-level social studies standards, and that requires students to solve "real-life" problems through effective teamwork, investigation, and careful analysis and synthesis of pertinent information. Using the Big6 Information Literacy Model, students become decision makers as they check printed text as well as web-based sources. Does the information help them solve the problem? Is the source reliable? The goal is to engage students in the research process as they continuously make decisions about their investigation. Once their research is complete, students prepare tech-based presentations (PowerPoint, Hyper Studio, video) to support their project reports and conclusions. By the end of the unit, students have become experts. They are able to share what they have learned, explain their decisions and provide reasons for their positions on critical issues.

4. Describe the different instructional methods the school uses to improve student learning.

Instructional decisions are based on examination of assessment results and systematic analysis of student work. There is special emphasis on active learning strategies that are developmentally appropriate, differentiated instruction to meet varying student needs, and teaching practices that reflect how the brain best learns. The staff utilizes a broad range of methods to accommodate student interests, readiness levels and learning profiles (styles, modalities, multiple intelligences). Instructional strategies include guided reading, cooperative learning, direct instruction, small and large group instruction, flexible groupings, literature circles, simulations, visual aides, realia, manipulatives, modeling and demonstrations, problem-based learning, independent studies, investigations, tiered assignments, computer-assisted learning, and specially designed strategies to support English Language Learners.

We identify and support those students who are at risk and who have special needs. While providing full access to the standards-based core curriculum, teachers tailor instruction to support individual learning plans. Regular classroom strategies are augmented with specialized methods, such as Collaborative Literature Intervention Project, Lindamood Bell and Touch Math for struggling students, and video feedback, Links-to-Language and TEACCH/PECS methods for autism pupils. Coordinated student support often includes collaboration with Speech and Language Therapists, Adaptive P.E. staff, Occupational and Physical Therapists, the school psychologist and IUSD Guidance Services.

A hallmark of the school program is technology to support teaching and learning. The IRC coordinator and classroom teachers plan and implement standards-based, integrated, technology-supported instructional units that focus on essential questions and involve authentic student performances to demonstrated understanding and proficiency. Teachers use technology to organize and manage student work and to analyze achievement data to make effective instructional decisions. Software, video, and online resources are selected to support instruction and enhance student learning.

5. Describe the school's professional development program and its impact on student achievement.

The continuous goal of Canyon View staff development is to facilitate the process by which all students become "self-directed, reflective learners." Proposals for in-services are suggested by the leadership team. Their suggestions flow from general staff's analysis of student assessment results, the examination of classroom work, the annual program review and needs assessment. The district also conducts training in the implementation of new, standards-based instructional materials. Finally, categorical funds provide opportunities for staff members to select specific workshops and seminars to meet individual interests and needs.

Our teachers have been CLAD and SDAIE trained, earned district GATE certification, received Autism Awareness instruction, participated in Launch Point Thinking Training, and have attended Eric Jensen's 6-Day Workshop on "Teaching With the Brain In Mind." Often, skilled faculty members conduct trainings at bi-monthly staff meetings in topics such as differentiated instruction, 6 Traits Writing, United Streaming on-line video resources, Big6 Information Literacy Model and best practices in spelling instruction. Additionally, teachers have both led and participated in the IUSD Literacy Project, new teacher induction activities, Junior Great Books, UCI Writing Project, Conflict Manager coaching, county technology and curriculum classes, Bureau of Education and Research language arts training and Computer Using Educators Conferences (CUE).

This on-going professional development is producing a highly skilled educational team, who are equipped to effectively address pupil needs and achieve significant student learning results. This is verified by the school's overall record of high-achieving student performance. For example, a comparison of the 2002 and 2003 California Standard Tests in both math and language arts indicates an increasing number of students performing at the "advanced" and "proficient" levels and a decreasing number of students performing at "basic, below basic, and far below basic" in 80% of the grades assessed (see assessment data).

PART VI – ASSESSMENT RESULTS

Explanatory Information for Assessment Results Reported on Pages 13-42

- The school has been in existence for six years. The predominant demographic factor during this time has been growth in population from 285 to 876 pupils. Consequently, cohorts of students at each grade level have changed significantly in size and ethnic composition over these years.
- Assessment data have been disaggregated by racial/ethnic rather than socioeconomic, or any other subgroups, because these are the only subgroups of adequate size to have been reported over a five year period.
- In some cases the school has reported fewer assessment results than stipulated in this application. However, we are reporting the results agreed upon in discussions between the U.S. Department of Education and the California State Department of Education, as they have reconciled the NCLB Data Requirements with our state's approved accountability system.
- The State Criterion-Referenced Assessment System has been in existence long enough to report only 2001, 2002 and 2003 results in Language Arts and 2002 and 2003 results in Mathematics.
- National Normed Assessment Results were derived from the Stanford 9 for 1998-2002 and from the CAT 6 for 2002-2003.
- Scores for the California Standards Tests are reported in five categories: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Only Advanced and Proficient are considered to be passing.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 2

Test California Standards Test - English Language Arts

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

130 ('02-'03), 129 ('01-'02), 122 ('00-'01)

Number of students who took the test

124 ('02-'03), 124 ('01-'02), 122 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	98%	93%	99%		
% At or Above Proficient	88%	82%	86%		
% At Advanced	45%	41%	46%		
Number of students tested	124	124	122		
Percent of total students tested	95%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	83%	79%	--		
% At Advanced					
Number of students tested	59	76	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	96%	88%	--		
% At Advanced					
Number of students tested	56	42	--		
STATE SCORES					
% At or Above Basic	68%	63%	61%		
State Mean Score	332.3	324.1	--		
% At or Above Proficient	36%	32%	32%		
State Mean Score					
% At Advanced	12%	9%	10%		
State Mean Score					

* Subgroup scores not provided in 2000-2001.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 2

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

130 ('02-'03), 129 ('01-'02), 122 ('00-'01)

Number of students who took the test

124 ('02-'03), 124 ('01-'02), 0 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	99%	97%	--		
% At or Above Proficient	93%	91%	--		
% At Advanced	73%	55%	--		
Number of students tested	124	124	--		
Percent of total students tested	95%	100%	--		
Number of students excluded	0	0	--		
Percent of students excluded	0	0	--		
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	88%	87%	--		
% At Advanced					
Number of students tested	59	77	--		
<u>2. Asian</u>					
% At or Above Basic					
% At or Above Proficient	98%	98%	--		
% At Advanced					
Number of students tested	56	42	--		
STATE SCORES					
% At or Above Basic	76%	68%	--		
State Mean Score	356.7	342.7	--		
% At or Above Proficient	53%	43%	--		
State Mean Score					
% At Advanced	24%	16%	--		
State Mean Score					

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 3

Test California Standards Test - English Language Arts

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

141 ('02-'03), 132 ('01-'02), 102 ('00-'01)

Number of students who took the test

138 ('02-'03), 127 ('01-'02), 83 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	92%	99%	95%		
% At or Above Proficient	81%	87%	78%		
% At Advanced	38%	47%	43%		
Number of students tested	138	127	83		
Percent of total students tested	98%	100%	81%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	78%	91%	--		
% At Advanced					
Number of students tested	74	56	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	84%	87%	--		
% At Advanced					
Number of students tested	58	60	--		
STATE SCORES					
% At or Above Basic	63%	62%	59%		
State Mean Score	323.9	323.5	--		
% At or Above Proficient	33%	34%	30%		
State Mean Score					
% At Advanced	10%	11%	9%		
State Mean Score					

*Subgroup scores not provided in 2000-2001.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 3

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

141 ('02-'03), 132 ('01-'02), 102 ('00-'01)

Number of students who took the test

138 ('02-'03), 127 ('01-'02), 0 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	95%	97%	--		
% At or Above Proficient	82%	82%	--		
% At Advanced	47%	43%	--		
Number of students tested	138	127	--		
Percent of total students tested	98%	100%	--		
Number of students excluded	0	0	--		
Percent of students excluded	0	0	--		
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	80%	77%	--		
% At Advanced					
Number of students tested	74	56	--		
<u>2. Asian</u>					
% At or Above Basic					
% At or Above Proficient	89%	92%	--		
% At Advanced					
Number of students tested	58	61	--		
STATE SCORES					
% At or Above Basic	71%	65%	--		
State Mean Score	344.3	331.6	--		
% At or Above Proficient	46%	38%	--		
State Mean Score					
% At Advanced	19%	12%	--		
State Mean Score					

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 4

Test California Standards Test - English Language Arts

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

114 ('02-'03), 104 ('01-'02), 92 ('00-'01)

Number of students who took the test

109 ('02-'03), 104 ('01-'02), 90 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	98%	100%	94%		
% At or Above Proficient	91%	83%	73%		
% At Advanced	64%	50%	32%		
Number of students tested	109	104	90		
Percent of total students tested	96%	100%	98%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	88%	77%	--		
% At Advanced					
Number of students tested	52	56	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	94%	92%	--		
% At Advanced					
Number of students tested	48	39	--		
STATE SCORES					
% At or Above Basic	74%	71%	66%		
State Mean Score	339.0	332.9	--		
% At or Above Proficient	39%	36%	33%		
State Mean Score					
% At Advanced	15%	14%	11%		
State Mean Score					

*Subgroup scores not provided in 2000-2001.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 4

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

114 ('02-'03), 104 ('01-'02), 92 ('00-'01)

Number of students who took the test

109 ('02-'03), 101 ('01-'02), 0 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	98%	95%	--		
% At or Above Proficient	90%	80%	--		
% At Advanced	59%	43%	--		
Number of students tested	109	101	--		
Percent of total students tested	96%	97%	--		
Number of students excluded	0	0	--		
Percent of students excluded	0	0	--		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	94%	73%	--		
% At Advanced					
Number of students tested	52	56	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	94%	88%	--		
% At Advanced					
Number of students tested	48	42	--		
STATE SCORES					
% At or Above Basic	72%	67%	--		
State Mean Score	343.6	332.4	--		
% At or Above Proficient	45%	37%	--		
State Mean Score					
% At Advanced	18%	13%	--		
State Mean Score					

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 5

Test California Standards Test – English Language Arts

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

110 ('02-'03), 105 ('01-'02), 88 ('00-'01)

Number of students who took the test

110 ('02-'03), 102 ('01-'02), 88 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	98%	95%	95%		
% At or Above Proficient	87%	76%	68%		
% At Advanced	42%	25%	23%		
Number of students tested	110	102	88		
Percent of total students tested	100%	97.1%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	83%	65%	--		
% At Advanced					
Number of students tested	54	49	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	92%	69%	--		
% At Advanced					
Number of students tested	49	48	--		
STATE SCORES					
% At or Above Basic	72%	71%	66%		
State Mean Score	332.0	327.7	--		
% At or Above Proficient	36%	31%	28%		
State Mean Score					
% At Advanced	10%	9%	7%		
State Mean Score					

*Subgroup scores not provided in 2000-2001.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 5

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered

110 ('02-'03), 105 ('01-'02), 88 ('00-'01)

Number of students who took the test

110 ('02-'03), 102 ('01-'02), 0 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	96%	95%	--		
% At or Above Proficient	85%	75%	--		
% At Advanced	45%	23%	--		
Number of students tested	110	102	--		
Percent of total students tested	100%	97.1%	--		
Number of students excluded	0	0	--		
Percent of students excluded	0	0	--		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	80%	70%	--		
% At Advanced					
Number of students tested	54	50	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	92%	85%	--		
% At Advanced					
Number of students tested	49	48	--		
STATE SCORES					
% At or Above Basic	61%	59%	--		
State Mean Score	332.1	322.5	--		
% At or Above Proficient	35%	29%	--		
State Mean Score					
% At Advanced	10%	7%	--		
State Mean Score					

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 6

Test California Standards Test – English Language Arts

Edition/publication year 2003

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered

104 ('02-'03), 99 ('01-'02), 62 ('00-'01)

Number of students who took the test

104 ('02-'03), 97 ('01-'02), 60 ('00-'01)

What groups were excluded from testing?

None

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	97%	95%	98%		
% At or Above Proficient	79%	74%	82%		
% At Advanced	52%	30%	40%		
Number of students tested	104	97	60		
Percent of total students tested	100%	99%	97%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	78%	73%	--		
% At Advanced					
Number of students tested	49	55	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	80%	75%	--		
% At Advanced					
Number of students tested	51	40	--		
STATE SCORES					
% At or Above Basic	71%	66%	67%		
State Mean Score	332.2	323.0	--		
% At or Above Proficient	36%	30%	31%		
State Mean Score					
% At Advanced	13%	9%	8%		
State Mean Score					

*Subgroup scores not provided in 2000-2001.

CANYON VIEW SCHOOL – STATE CRITERION-REFERENCED ASSESSMENT RESULTS

Grade 6

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered

104 ('02-'03), 99 ('01-'02), 62 ('00-'01)

Number of students who took the test

104 ('02-'03), 98 ('01-'02), 0 ('00-'01)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03	4/02	4/01		
SCHOOL SCORES					
% At or Above Basic	96%	93%	--		
% At or Above Proficient	82%	76%	--		
% At Advanced	45%	36%	--		
Number of students tested	104	98	--		
Percent of total students tested	100%	98.9%	--		
Number of students excluded	0	0	--		
Percent of students excluded	0	0	--		
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% At or Above Basic					
% At or Above Proficient	80%	65%	--		
% At Advanced					
Number of students tested	49	55	--		
2. <u>Asian</u>					
% At or Above Basic					
% At or Above Proficient	86%	90%	--		
% At Advanced					
Number of students tested	51	40	--		
STATE SCORES					
% At or Above Basic	64%	62%	--		
State Mean Score	331.1	320.1	--		
% At or Above Proficient	34%	32%	--		
State Mean Score					
% At Advanced	10%	10%	--		
State Mean Score					

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 2

Test Stanford 9 - Reading

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered 129 ('01-'02), 122 ('00-'01), 95 ('99-'00), 66 ('98-'99)

Number of students who took the test 122 ('01-'02), 121 ('00-'01), 91 ('99-'00), 66 ('98-'99)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		122	121	91	66
Percent of total students tested		94.6%	99.2%	95.8%	100%
NPR for "Average" Student Score		85	86	84	79
% Scoring Above 75 th NPR		73%	72%	69%	65%
% Scoring At or Above 50 th NPR		92%	95%	92%	85%
% Scoring Above 25 th NPR		98%	100%	100%	97%
Mean Scaled Score		631.8	632.9	629.5	621.0
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		75	54	45	38
% Scoring Above 75 th NPR		67%	72%	73%	58%
% Scoring At or Above 50 th NPR		89%	96%	93%	82%
% Scoring Above 25 th NPR		99%	99%	99%	97%
Mean Scaled Score		628.7	630.4	635.1	616.9
<u>2. Asian</u>					
Students tested		42	58	40	27
% Scoring Above 75 th NPR		81%	78%	68%	78%
% Scoring At or Above 50 th NPR		95%	97%	93%	89%
% Scoring Above 25 th NPR		98%	99%	99%	96%
Mean Scaled Score		636.7	640.3	625.8	628.1

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 2

Test Stanford 9 - Mathematics

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered 129 ('01-'02), 122 ('00-'01), 95 ('99-'00), 66 ('98-'99)

Number of students who took the test 123 ('01-'02), 121 ('00-'01), 93 ('99-'00), 66 ('98-'99)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		123	121	93	66
Percent of total students tested		95.3%	99.9%	97.9%	100%
NPR for "Average" Student Score		92	93	88	85
% Scoring Above 75 th NPR		81%	83%	76%	64%
% Scoring At or Above 50 th NPR		96%	96%	91%	94%
% Scoring Above 25 th NPR		99%	99%	97%	98%
Mean Scaled Score		630.8	634.5	620.4	615.6
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		76	54	46	38
% Scoring Above 75 th NPR		76%	81%	74%	55%
% Scoring At or Above 50 th NPR		93%	94%	93%	97%
% Scoring Above 25 th NPR		99%	99%	96%	99%
Mean Scaled Score		621.3	628.4	621.0	609.5
<u>2. Asian</u>					
Students tested		42	58	40	27
% Scoring Above 75 th NPR		90%	91%	83%	78%
% Scoring At or Above 50 th NPR		99%	98%	90%	89%
% Scoring Above 25 th NPR		99%	99%	99%	96%
Mean Scaled Score		648.1	645.7	625.3	624.8

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 3

Test Stanford 9 - Reading

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

132 ('01-'02), 102 ('00-'01), 90 ('99-'00), 53 ('98-'99)

Number of students who took the test

127 ('01-'02), 100, ('00-'01), 87('99-'00), 52 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		127	100	87	52
Percent of total students tested		96.2%	98.0%	96.7%	98.1%
NPR for "Average" Student Score		84	81	75	74
% Scoring Above 75 th NPR		66%	60%	51%	50%
% Scoring At or Above 50 th NPR		95%	91%	84%	79%
% Scoring Above 25 th NPR		99%	98%	93%	94%
Mean Scaled Score		664.4	657.2	647.6	646.5
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		56	55	46	31
% Scoring Above 75 th NPR		68%	67%	48%	55%
% Scoring At or Above 50 th NPR		98%	91%	78%	84%
% Scoring Above 25 th NPR		98%	96%	93%	94%
Mean Scaled Score		665.5	661.0	644.2	649.5
<u>2. Asian</u>					
Students tested		61	41	36	18
% Scoring Above 75 th NPR		70%	49%	53%	44%
% Scoring At or Above 50 th NPR		92%	93%	92%	72%
% Scoring Above 25 th NPR		99%	99%	94%	94%
Mean Scaled Score		666.8	653.3	651.4	644.0

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 3

Test Stanford 9 - Mathematics

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

132 ('01-'02), 102 ('00-'01), 90 ('99-'00), 53 ('98-'99)

Number of students who took the test

127 ('01-'02), 100 ('00-'01), 87 ('99-'00), 52 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		127	100	87	52
Percent of total students tested		96.2%	98.0%	96.7%	98.1%
NPR for "Average" Student Score		93	89	88	85
% Scoring Above 75 th NPR		79%	73%	69%	63%
% Scoring At or Above 50 th NPR		96%	92%	88%	88%
% Scoring Above 25 th NPR		99%	98%	97%	94%
Mean Scaled Score		663.7	651.9	649.4	643.3
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		56	55	47	31
% Scoring Above 75 th NPR		73%	69%	60%	61%
% Scoring At or Above 50 th NPR		95%	87%	83%	87%
% Scoring Above 25 th NPR		99%	96%	96%	94%
Mean Scaled Score		654.5	644.9	638.9	638.2
<u>2. Asian</u>					
Students tested		61	41	36	18
% Scoring Above 75 th NPR		90%	83%	86%	78%
% Scoring At or Above 50 th NPR		98%	98%	94%	94%
% Scoring Above 25 th NPR		99%	99%	99%	94%
Mean Scaled Score		678.9	663.5	663.8	657.3

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 4

Test Stanford 9 - Reading

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

104 ('01-'02), 92 ('00-'01), 68 ('99-'00), 46 ('98-'99)

Number of students who took the test

104 ('01-'02), 87 ('00-'01), 65 ('99-'00), 46 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		104	87	65	46
Percent of total students tested		100%	94.6%	95.6%	100%
NPR for "Average" Student Score		84	78	76	80
% Scoring Above 75 th NPR		71%	61%	57%	61%
% Scoring At or Above 50 th NPR		93%	79%	77%	89%
% Scoring Above 25 th NPR		100%	95%	97%	98%
Mean Scaled Score		681.0	671.8	668.7	674.2
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
Students tested		56	47	39	26
% Scoring Above 75 th NPR		70%	51%	56%	69%
% Scoring At or Above 50 th NPR		93%	74%	77%	88%
% Scoring Above 25 th NPR		99%	96%	97%	96%
Mean Scaled Score		682.0	666.7	667.7	676.6
2. <u>Asian</u>					
Students tested		42	36	22	15
% Scoring Above 75 th NPR		74%	75%	55%	40%
% Scoring At or Above 50 th NPR		93%	89%	77%	93%
% Scoring Above 25 th NPR		99%	97%	95%	99%
Mean Scaled Score		681.3	680.8	669.7	666.2

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 4

Test Stanford 9 - Mathematics

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

104 ('01-'02), 92 ('00-'01), 68 ('99-'00), 46 ('98-'99)

Number of students who took the test

101 ('01-'02), 88 ('00-'01), 68 ('99-'00), 46 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		101	88	68	46
Percent of total students tested		97.1%	95.7%	100%	100%
NPR for "Average" Student Score		90	83	87	84
% Scoring Above 75 th NPR		80%	68%	74%	74%
% Scoring At or Above 50 th NPR		96%	84%	85%	91%
% Scoring Above 25 th NPR		99%	94%	97%	98%
Mean Scaled Score		679.0	664.1	672.0	664.5
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		54	47	41	26
% Scoring Above 75 th NPR		76%	57%	68%	69%
% Scoring At or Above 50 th NPR		94%	85%	80%	92%
% Scoring Above 25 th NPR		98%	96%	98%	99%
Mean Scaled Score		674.3	654.9	667.4	661.4
<u>2. Asian</u>					
Students tested		41	37	23	15
% Scoring Above 75 th NPR		88%	84%	83%	80%
% Scoring At or Above 50 th NPR		98%	86%	91%	93%
% Scoring Above 25 th NPR		99%	95%	96%	99%
Mean Scaled Score		687.3	678.9	681.8	668.6

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 5

Test Stanford 9 - Reading

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

105 ('01-'02), 88 ('00-'01), 57 ('99-'00), 36 ('98-'99)

Number of students who took the test

101 ('01-'02), 84 ('00-'01), 56 ('99-'00), 35 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		101	84	56	35
Percent of total students tested		96.2%	95.5%	98.2%	97.2%
NPR for "Average" Student Score		75	77	80	79
% Scoring Above 75 th NPR		51%	56%	59%	60%
% Scoring At or Above 50 th NPR		82%	80%	84%	86%
% Scoring Above 25 th NPR		95%	99%	98%	100%
Mean Scaled Score		680.7	683.7	687.2	684.8
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
Students tested		48	50	31	17
% Scoring Above 75 th NPR		50%	56%	55%	76%
% Scoring At or Above 50 th NPR		83%	82%	81%	82%
% Scoring Above 25 th NPR		96%	99%	97%	99%
Mean Scaled Score		681.3	686.1	684.7	690.1
2. <u>Asian</u>					
Students tested		48	30	21	16
% Scoring Above 75 th NPR		54%	53%	62%	44%
% Scoring At or Above 50 th NPR		83%	77%	86%	88%
% Scoring Above 25 th NPR		96%	97%	99%	99%
Mean Scaled Score		681.6	679.9	687.6	679.5

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 5

Test Stanford 9 - Mathematics

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

105 ('01-'02), 88 ('00-'01), 57 ('99-'00), 36 ('98-'99)

Number of students who took the test

102 ('01-'02), 84 ('00-'01), 56 ('99-'00), 35 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		102	84	56	35
Percent of total students tested		97.1%	95.5%	98.2%	97.2%
NPR for "Average" Student Score		88	91	91	84
% Scoring Above 75 th NPR		67%	76%	77%	67%
% Scoring At or Above 50 th NPR		89%	96%	95%	89%
% Scoring Above 25 th NPR		97%	100%	100%	97%
Mean Scaled Score		694.4	698.1	698.7	684.6
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		49	50	31	17
% Scoring Above 75 th NPR		63%	70%	68%	65%
% Scoring At or Above 50 th NPR		92%	96%	94%	82%
% Scoring Above 25 th NPR		96%	99%	99%	94%
Mean Scaled Score		687.3	695.6	688.7	684.4
<u>2. Asian</u>					
Students tested		48	30	21	17
% Scoring Above 75 th NPR		73%	87%	90%	65%
% Scoring At or Above 50 th NPR		90%	97%	99%	94%
% Scoring Above 25 th NPR		99%	99%	99%	99%
Mean Scaled Score		705.1	701.4	715.4	683.6

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 6

Test Stanford 9 - Reading

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in

which the test was administered

99 ('01-'02), 62 ('00-'01), 54 ('99-'00), 0 ('98-'99)

Number of students who took the test

97 ('01-'02), 61 ('00-'01), 54 ('99-'00), 0 ('98-'99)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	4/99
SCHOOL SCORES					
Students Tested		97	61	54	--
Percent of total students tested		98 %	98.4%	100%	--
NPR for "Average" Student Score		78	83	85	--
% Scoring Above 75 th NPR		59%	64%	69%	--
% Scoring At or Above 50 th NPR		84%	90%	87%	--
% Scoring Above 25 th NPR		97%	98%	96%	--
Mean Scaled Score		691.3	698.4	701.4	--
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		55	32	24	--
% Scoring Above 75 th NPR		60%	50%	75%	--
% Scoring At or Above 50 th NPR		84%	88%	88%	--
% Scoring Above 25 th NPR		96%	99%	99%	--
Mean Scaled Score		692.5	691.9	704.7	--
<u>2. Asian</u>					
Students tested		39	26	28	--
% Scoring Above 75 th NPR		56%	77%	64%	--
% Scoring At or Above 50 th NPR		82%	92%	89%	--
% Scoring Above 25 th NPR		97%	96%	96%	--
Mean Scaled Score		689.9	703.8	701.9	--

* No 6th grade in 1998-1999.

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 6

Test Stanford 9 - Mathematics

Edition/publication year 9th

Publisher Harcourt Educational Testing

Number of students in the grade in which the test was administered

99 ('01-'02), 62 ('00-'01), 54 ('99-'00)

Number of students who took the test

98 ('01-'02), 61 ('00-'01), 54 ('99-'00)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month		4/02	4/01	4/00	
SCHOOL SCORES					
Students Tested		98	61	54	
Percent of total students tested		98.9%	98.4%	100%	
NPR for "Average" Student Score		92	93	90	
% Scoring Above 75 th NPR		83%	83%	78%	
% Scoring At or Above 50 th NPR		96%	95%	93%	
% Scoring Above 25 th NPR		97%	98%	96%	
Mean Scaled Score		716.8	723.7	712.8	
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested		55	31	24	
% Scoring Above 75 th NPR		76%	74%	75%	
% Scoring At or Above 50 th NPR		93%	90%	92%	
% Scoring Above 25 th NPR		95%	97%	99%	
Mean Scaled Score		708.5	707.9	714.2	
<u>2. Asian</u>					
Students tested		40	25	28	
% Scoring Above 75 th NPR		90%	92%	86%	
% Scoring At or Above 50 th NPR		99%	99%	96%	
% Scoring Above 25 th NPR		99%	99%	96%	
Mean Scaled Score		728.9	737.9	716.1	

* No 6th grade in 1998-1999.

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 2

Test CAT/6 - Reading

Edition/publication year 6th

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 130 ('02-'03)

Number of students who took the test 124 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	124				
Percent of total students tested	95.4%				
NPR for "Average" Student Score	75				
% Scoring Above 75 th NPR	46%				
% Scoring At or Above 50 th NPR	87%				
% Scoring Above 25 th NPR	98%				
Mean Scaled Score	635.4				
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
Students tested	59				
% Scoring Above 75 th NPR	51%				
% Scoring At or Above 50 th NPR	81%				
% Scoring Above 25 th NPR	95%				
Mean Scaled Score	633.8				
2. <u>Asian</u>					
Students tested	56				
% Scoring Above 75 th NPR	43%				
% Scoring At or Above 50 th NPR	95%				
% Scoring Above 25 th NPR	100%				
Mean Scaled Score	637.8				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 2

Test CAT/6 - Mathematics

Edition/publication year 6th

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered **130** ('02-'03)

Number of students who took the test **124** ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	124				
Percent of total students tested	95.4%				
NPR for "Average" Student Score	95				
% Scoring Above 75 th NPR	79%				
% Scoring At or Above 50 th NPR	90%				
% Scoring Above 25 th NPR	98%				
Mean Scaled Score	627.7				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	59				
% Scoring Above 75 th NPR	73%				
% Scoring At or Above 50 th NPR	85%				
% Scoring Above 25 th NPR	97%				
Mean Scaled Score	622.2				
<u>2. Asian</u>					
Students tested	56				
% Scoring Above 75 th NPR	88%				
% Scoring At or Above 50 th NPR	98%				
% Scoring Above 25 th NPR	100%				
Mean Scaled Score	634.3				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 3

Test CAT/6 - Reading

Edition/publication year 6th

Publisher CTB Mc-Graw-Hill

Number of students in the grade in which the test was administered 141 ('02-'03)

Number of students who took the test 138 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	138				
Percent of total students tested	98.0%				
NPR for "Average" Student Score	67				
% Scoring Above 75 th NPR	30%				
% Scoring At or Above 50 th NPR	70%				
% Scoring Above 25 th NPR	88%				
Mean Scaled Score	647.2				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	74				
% Scoring Above 75 th NPR	32%				
% Scoring At or Above 50 th NPR	76%				
% Scoring Above 25 th NPR	91%				
Mean Scaled Score	654.4				
<u>2. Asian</u>					
Students tested	58				
% Scoring Above 75 th NPR	26%				
% Scoring At or Above 50 th NPR	62%				
% Scoring Above 25 th NPR	86%				
Mean Scaled Score	638.8				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 3

Test CAT/6 - Mathematics

Edition/publication year 6th

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered 141 ('02-'03)

Number of students who took the test 138 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	138				
Percent of total students tested	97.9%				
NPR for "Average" Student Score	87				
% Scoring Above 75 th NPR	59%				
% Scoring At or Above 50 th NPR	78%				
% Scoring Above 25 th NPR	97%				
Mean Scaled Score	648.8				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	74				
% Scoring Above 75 th NPR	58%				
% Scoring At or Above 50 th NPR	76%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	644.7				
<u>2. Asian</u>					
Students tested	58				
% Scoring Above 75 th NPR	64%				
% Scoring At or Above 50 th NPR	83%				
% Scoring Above 25 th NPR	100%				
Mean Scaled Score	657.1				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 4

Test CAT/6 - Reading

Edition/publication year 6th

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered 114 ('02-'03)

Number of students who took the test 109 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Number of Students Tested	109				
Percent of Total Students Tested	95.6%				
NPR for "Average" Student Score	78				
% Scoring Above 75 th NPR	44%				
% Scoring At or Above 50 th NPR	82%				
% Scoring Above 25 th NPR	97%				
Mean Scaled Score	671.4				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	52				
% Scoring Above 75 th NPR	46%				
% Scoring At or Above 50 th NPR	81%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	670.1				
<u>2. Asian</u>					
Students tested	48				
% Scoring Above 75 th NPR	44%				
% Scoring At or Above 50 th NPR	81%				
% Scoring Above 25 th NPR	98%				
Mean Scaled Score	674.4				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 4

Test CAT/6 - Mathematics

Edition/publication year 6th

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 114 ('02-'03)

Number of students who took the test 109 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	109				
Percent of total students tested	95.6%				
NPR for "Average" Student Score	92				
% Scoring Above 75 th NPR	81%				
% Scoring At or Above 50 th NPR	90%				
% Scoring Above 25 th NPR	98%				
Mean Scaled Score	682.4				
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
Students tested	52				
% Scoring Above 75 th NPR	77%				
% Scoring At or Above 50 th NPR	87%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	679.0				
2. <u>Asian</u>					
Students tested	48				
% Scoring Above 75 th NPR	90%				
% Scoring At or Above 50 th NPR	96%				
% Scoring Above 25 th NPR	100%				
Mean Scaled Score	691.3				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 5

Test CAT/6 - Reading

Edition/publication year 6th

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered 110 ('02-'03)

Number of students who took the test 110 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	110				
Percent of total students tested	100%				
NPR for "Average" Student Score	77				
% Scoring Above 75 th NPR	49%				
% Scoring At or Above 50 th NPR	82%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	682.5				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	54				
% Scoring Above 75 th NPR	59%				
% Scoring At or Above 50 th NPR	87%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	694.6				
<u>2. Asian</u>					
Students tested	49				
% Scoring Above 75 th NPR	57%				
% Scoring At or Above 50 th NPR	92%				
% Scoring Above 25 th NPR	98%				
Mean Scaled Score	687.5				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 5

Test CAT 6/ Mathematics

Edition/publication year 6th

Publisher CTB McGraw- Hill

Number of students in the grade in which the test was administered 110 ('02-'03)

Number of students who took the test 110 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	110				
Percent of total students tested	100%				
NPR for "Average" Student Score	92				
% Scoring Above 75 th NPR	65%				
% Scoring At or Above 50 th NPR	90%				
% Scoring Above 25 th NPR	95%				
Mean Scaled Score	701.7				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	54				
% Scoring Above 75 th NPR	59%				
% Scoring At or Above 50 th NPR	87%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	694.6				
<u>2. Asian</u>					
Students tested	49				
% Scoring Above 75 th NPR	71%				
% Scoring At or Above 50 th NPR	94%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	712.4				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 6

Test CAT/6 - Reading

Edition/publication year 6th

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

104 ('02-'03)

Number of students who took the test

104 ('02-'03)

What groups were excluded from testing?

None

Number excluded 0

Percent excluded 0

Scores are reported here as (check one):

NCEs Scaled scores Percentiles **X**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	104				
Percent of total students tested	100%				
NPR for "Average" Student Score	75				
% Scoring Above 75 th NPR	49%				
% Scoring At or Above 50 th NPR	80%				
% Scoring Above 25 th NPR	95%				
Mean Scaled Score	686.2				
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
Students tested	49				
% Scoring Above 75 th NPR	43%				
% Scoring At or Above 50 th NPR	78%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	684.1				
2. <u>Asian</u>					
Students tested	51				
% Scoring Above 75 th NPR	55%				
% Scoring At or Above 50 th NPR	82%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	687.5				

CANYON VIEW SCHOOL – NATIONAL NORMED ASSESSMENT RESULTS

Grade 6

Test CAT/6 - Mathematics

Edition/publication year 6th

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 104 ('02-'03)

Number of students who took the test 104 ('02-'03)

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	5/03				
SCHOOL SCORES					
Students Tested	104				
Percent of total students tested	100%				
NPR for "Average" Student Score	90				
% Scoring Above 75 th NPR	67%				
% Scoring At or Above 50 th NPR	90%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	714.3				
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
Students tested	49				
% Scoring Above 75 th NPR	55%				
% Scoring At or Above 50 th NPR	92%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	702.7				
<u>2. Asian</u>					
Students tested	51				
% Scoring Above 75 th NPR	82%				
% Scoring At or Above 50 th NPR	88%				
% Scoring Above 25 th NPR	96%				
Mean Scaled Score	725.4				