

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

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

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

School Mailing Address 22201 West Cypress Place (If address is P.O. Box, also include street address)

Saugus California 91390-4212 City State Zip Code+4 (9 digits total)

Tel. (661) 297-8835 Fax (661) 297-8637

Website/URL www.saugus.k12.ca.us E-mail kwolfson@saugus.k12.ca.us

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

Kathy Wolfson (Principal's Signature) Date 2/9/04

Name of Superintendent* Dr. Judy Fish (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saugus Union School District Tel. (661) 294-5300

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.

Judy Fish (Superintendent's Signature) Date 2/9/04

Name of School Board President/Chairperson Mr. Jon Myl (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.

Jon Myl (School Board President's/Chairperson's Signature) Date 2/9/04

*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: 14 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other (Briefly explain)
- 14 TOTAL
2. District Per Pupil Expenditure: 5839
 Average State Per Pupil Expenditure: 6739

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. 9 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	66	73	139	7			
1	64	77	141	8			
2	79	58	137	9			
3	78	74	152	10			
4	72	72	144	11			
5	79	62	141	12			
6	52	80	132	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							986

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>77.5</u> % White |
| <u>3.5</u> % Black or African American |
| <u>11.5</u> % Hispanic or Latino |
| <u>7.4</u> % Asian/Pacific Islander |
| <u>.1</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 5 %

(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.	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	54
(4)	Total number of students in the school as of October 1	986
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5.48

8. Limited English Proficient students in the school: .01 %
16 Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: Armenian Assyrian Farsi Filipino Japanese

9. Students eligible for free/reduced-priced meals: .03 %

38 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: $\frac{6}{62}$ %
62 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 28 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 31 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> 1 </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> 2 </u>	<u> </u>
Classroom teachers	<u> 40 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 2 </u>
Paraprofessionals	<u> </u>	<u> 31 </u>
Support staff	<u> 7 </u>	<u> 2 </u>
Total number	<u> 51 </u>	<u> 39 </u>

12. Average school student-“classroom teacher” ratio: 23:1

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	96.37	97.0	97.0	96.9	99.0
Daily teacher attendance	95.0	94.0	95.0	94.0	95.0
Teacher turnover rate	6.0	11.0	*20.0	12.0	10.0
Student dropout rate					
Student drop-off rate					

* 50% of turnover rate for 00-01 due to teachers being promoted to Administrative positions.

Part III School Summary

Mountainview School, so appropriately named by the community it serves, overlooks a valley in Santa Clarita. We proudly fly our State Distinguished School flag in front of the school, a symbol of our community's strong school spirit and passion for excellence. Mountainview is dedicated to the development of confident lifelong learners who possess the skills and knowledge to succeed. We believe that a positive partnership among home, school and community enables our students to become socially responsive citizens who contribute to a rapidly changing and culturally diverse society. This vision includes a focus on high academic and behavior standards. Our strong partnership with staff, parents, and community members supports Mountainview's vision. We all share a commitment to providing a caring and enriched environment where each child is successful and no child is left behind.

Mountainview staff believes that academic success is directly related to a child's physical and emotional security. High standards of academics and behavior are expected, known, and supported by our parents, students, and community members. This shared belief strengthens our partnership and provides success for all of our students. A continued commitment to class size reduction, 20 or fewer students, in grades K-3 sets the foundation for student success.

Mountainview exemplifies Saugus Union School District's (SUSD) traditions of parent/community involvement, high academic standards, and state/national recognition. Mountainview received its second California State Distinguished School award in 2002 under California's new standards based accountability system. This recognizes our commitment to the state standards and our development of a positive educational environment where all children experience success. A parent writes, "Mountainview is an outstanding school that is a leader in academic excellence and community partnership." Our students consistently achieve district honors in Math and Toastmaster events. Academic Performance Index (API) scores improve each year, placing Mountainview in the top 10% of schools within California. A high percentage of our students qualify for algebra and achieve honor roll status at junior high school. Community businesses are proud to support our educational programs.

A sense of community is built throughout the school and surrounding area. Safety is a priority. Local developers, community representatives, and the county were instrumental in adding stop signs and crossing guards. Mountainview's staff is nurturing and truly cares. Many parent letters thank administrators and teachers for showing how much they care and for going above and beyond to help children. "Welcome to our Mountainview family!" is heard when new staff members or families join our school. Extensive efforts are made to create an atmosphere where all cultures are accepted and appreciated. Mutual respect is modeled and serves as a foundation from which students learn and grow. Multicultural events and a sharing of traditions and purpose enrich our environment. We invite all members of the community to share in our quest for excellence.

Mountainview's population is a reflection of the community it serves. Our parents are predominantly professional and skilled tradespersons. They value education and eagerly participate in Goal Setting, Report Card conferences, and school wide events. Daily attendance has ranged from 96% to 99% over the past five years. Parents consistently volunteer to support classrooms and the office. Mountainview benefits from 250-300 volunteers per week. Many parents have chosen to move here and send their children to Mountainview because of its outstanding reputation. In response to the needs of our working parents, before and after school childcare is provided on campus. Families send their pre-kindergarten students to our "Fun for Fours" program, which provides a springboard into our language arts/reading program and overall readiness for school. Our childcare personnel provide a safe, caring, supportive atmosphere outside the regular school day. Teachers choose to send their own children to our school.

Mountainview's pride and spirit permeate our school culture. It is the heart of our school community. Our heart beats strong in celebration of learning. "Excellence" is our past, present, and future!

Part IV Meaning of School Assessment Results

Mountainview School is dedicated to excellence through a strong academic program based on the California State Standards. Norm-referenced and criterion based assessment results have proven continued success and growth with meeting these standards, ranking Mountainview in the top 10% of all schools in California for the past five years.

California's accountability system uses an Academic Performance Index (API) rank. The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state set 800 as the API score that schools should strive to meet. Since the inception of this system, Mountainview has exceeded the 800 mark and shown growth each year, with a current API score of 870. Schools are given a statewide rank of 1 (low) – 10 (high). Mountainview has received a statewide rank of 10 each year.

California testing procedures includes both Norm-referenced testing and California Standards testing. Initially, only the Stanford 9 norm referenced achievement test was used. This system evolved to include the recently developed California Standards Test, a criterion-referenced test in language arts and mathematics aligned to state standards. The California Standards Tests measure how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met or exceeded state standards in that content area.

California Standards Test (CST) scores are included for three years of Language Arts and two years of Math. Three years of Standardized Achievement Test (SAT9) scores are also provided. All students are tested with the exception of absences due to illness. Analysis of overall school data is listed as an approximation and is as follows:

Language Arts – California Standards Test (2001-2003):

- 95% of students tested at or above Basic, 67% at or above Proficient, and 27% at Advanced
- 76% of Special Education students tested at or above Basic, and 34% at or above Proficient
- There was an increase in the number of students who scored Proficient and Advanced.

Math– California Standards Test (2001-2003):

- 90% of students tested at or above Basic, 66% at or above Proficient, and 27% at Advanced
- 74% of Special Education students tested at or above Basic, and 47% at or above Proficient
- There was an increase in the number of students who scored Proficient and Advanced.

Math– Stanford Achievement Test (2001-2003):

- Over three years, 85% of the students scored at or above the 50th percentile

The federal No Child Left Behind (NCLB) law requires that all students perform at or above the proficient level on the state standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, schools must improve each year according to set requirements. Mountainview is proud to have met and exceeded all 2003 Phase I, Phase II, and Phase III Adequate Yearly Progress (AYP) Criteria. Having already attained two thirds of the national goal, Mountainview is dedicated to providing intervention to ensure that all students will attain proficiency.

Mountainview is proud of its test results especially in light of its dramatic growth of 32% over the past five years. New students are assessed formally and informally, provided with assistance and encouragement; and quickly assimilated into a high quality, high expectation learning environment.

School Use of Student Achievement Data

All staff members are involved in the assessment process. Use of a multiple measure matrix allows teachers and administrators to monitor student achievement and progress across all academic areas. The matrix incorporates annual state (SAT9/CST/STAR) results and district achievement scores including writing samples, math scores, and report card grades. This matrix provides teachers with the data to drive instruction, analyze student strengths and weaknesses, determine intervention needs, and develop differentiated lessons. At the beginning of the year, each teacher meets with an administrator to review student data and develop goals and strategies for meeting state standards and district expectations.

Ongoing assessment guides teachers as they monitor students' progress, adapt the curriculum to meet individual needs, and provide feedback to students and parents. Teachers use formal and informal benchmark assessments, publisher and teacher developed unit tests, daily and weekly instructional focus quizzes, and frequent running records to ensure that state standards are met in all curricular areas. Additionally, our staff utilizes the Scholastic Reading Inventory (SRI) and Reading Counts computer programs to systematically monitor student progress in reading comprehension, as well as to integrate technology into the language arts curriculum.

Assessment data drives the instructional process. At collegial planning meetings, grade level teams analyze and discuss standards assessment data to develop an action plan for meeting the needs of our student population. Throughout the year, these meetings are critical in identifying student strengths/weaknesses and determining the level of progress towards grade level standards. Professional development time is used to identify school wide trends as well as grade level goals. Instructional plans are developed for review, reinforcement, and enrichment of these standards. Frequent cross-grade level articulation facilitates communication between the grade levels and identification of specific student needs.

Communication of Student Performance

Communication with parents regarding state standards, district expectations, and individual performance is critical to students' success. School performance results are shared with the community through School Site Council and Parent Teacher Association (PTA) meetings, the annual School Accountability Report Card, weekly Principal/PTA newsletter, local newspapers, and the school website.

Individual student performance is formally and informally communicated throughout the year. In the fall, parents attend Back to School Night where they are given information about the state standards and district/classroom expectations. Teachers and parents participate in two formal parent conferences. At the Goal Setting Conference, held at the beginning of the year, parents receive information about their child's performance including state assessment data and diagnostic testing results. Strengths and areas of concern are communicated and goals are mutually agreed upon. Intervention needs are established and Academic Intervention Plans are developed for at-risk students. Enrichment/GATE and English Language Learner (ELL) goals are determined at this time. During our second trimester, a formal conference is held to discuss student progress in achieving the standards. Teacher and parent communication is ongoing throughout the year. There are three formal report card grading periods. Within these grading periods, progress reports are sent home allowing feedback for improvement of student achievement.

Students are encouraged to be responsible for their own learning and are guided in reflecting on individual progress towards standards. Student achievement is measured against grade level standards throughout the year. Teachers and administrators discuss assessment results with students during Goal Setting and individual conferences. Daily feedback occurs within the classroom using test results, portfolios, rubrics and progress reports.

Sharing School Success

Mountainview staff has been actively involved in sharing information about our school and its programs. Our teachers are regular presenters at district in-service days and professional growth conferences outside of the district. Staff representatives share school successes with district committee representatives for curriculum instruction, professional development, and piloting of new textbooks. Our teachers meet regularly in grade level/staff planning sessions to discuss curriculum, assessment issues, and share best practices.

Mountainview teachers are often asked to share their expertise with new teachers. California's Beginning Teacher Support and Assessment (BTSA) program provides participants with a network for sharing and implementing the California Teaching Standards. In addition, teachers at Mountainview are regularly requested to be Master Teachers by local colleges. Some teachers and administrators teach at the university level for teacher preparation programs.

At a community level, we share information through newspaper articles, PTA meetings, Site Council meetings, and our district website. The district website provides a "Sharing Best Practices Questionnaire," which allows schools and individuals to share successful ideas. The district website contains API scores and the Accountability Report Card. The Accountability Report Card is sent to parents and also to real estate agencies and homeowners interested in our area.

Administrators share successes informally and formally with other district Administrators as well as the valley-wide and regional Administrator's Association. The principal has been active at the state level serving as an Elementary School Curriculum Committee member to share best practices statewide. In recognition of our success, our Administrator received the "Principal of the Year" award for Region 15, Los Angeles County.

Part V

Implementation of School Curriculum Based on High Standards

Our school community provides a dynamic student-centered learning environment in which all students have the opportunity to meet or exceed state content standards and district expectations. Teachers use a standards-based core curriculum and supplementary materials to present meaningful instruction for student success. Mountainview's standards-based program emphasizes Reading/Language Arts and Mathematics while supporting the academic rigor of all other core disciplines.

The Houghton Mifflin English Language Arts curriculum is research-based, aligned to state standards, and designed to meet the needs of all students. Teachers utilize this series and state approved supplementary materials to meet state and district standards through direct and systematic instruction, which starts in our primary grades and spirals to the upper grades. Our Primary Grade reading program, which includes phonemic awareness, phonics, word attack, fluency and comprehension skills, sets the foundation for building successful readers. Project Read and Grade Academic Intervention Teams (GRAIT) programs provide systematic research-based instruction for students who need reading intervention. Our upper grade program builds upon all skills taught in the primary grades with emphasis on developing critical thinking skills and applying those skills. Throughout the grades, students actively participate in drama, technology, and cooperative groups. The Mountainview writing program is aligned to state standards and district expectations. Students focus on the complete writing process in all domains, from brainstorming to publishing the finished product. At each successive grade, writing skills are built upon and expectations increase according to the state and district writing rubrics. Each grade level focuses on the specific genres of writing: personal narrative, memoir, informative, and persuasive. Mountainview has a sequential oral language program in which students learn lifelong listening and speaking strategies. Throughout all grades, students are given daily opportunities to practice these strategies. The Junior Toastmasters program provides students with opportunities to speak formally in front of audiences and enhance speaking skills.

Mountainview adopted the Harcourt Brace mathematics series. This series provides teachers with a strong standards-based curriculum with multiple components for enrichment and intervention. Teachers utilize this series and a variety of resources to address all math strands and key standards. Multiple modalities including the use of manipulatives, technology, games, and simulations are utilized to assure student conceptual understanding. Number concepts, math facts, and computation skills are learned and reinforced daily. The goal of our math program is for all students to have strong mathematical reasoning and the ability to apply these skills to every day situations.

Our Social Science/Science programs are aligned to the California History/Social Science/Science Framework. Using the Harcourt Brace and Holt (sixth grade) text series, teachers engage students in the scientific process, experiments, research activities, and hands on learning experiences. The social science and science themes are embedded in the core curriculum.

The core curriculum is supported with weekly lessons in Physical Education (P.E.), music, library, and computer skills. Mountainview adopted the "Meet the Masters" and "Art in Action" programs to integrate art throughout the curriculum. Musical performances are given by all grades. Our Library Media Center is a hub of interactive, interdisciplinary learning with resources for both teachers and students. The computer lab is equipped with the latest technology to supplement the curriculum and enhance student learning. Technology is utilized in the classroom to assist and motivate in the learning process.

Teamwork is the strength of our academic program. Staff and students are committed to school wide implementation of the state standards. Teachers systematically plan together to build continuity within and across grade levels to establish strengths, weaknesses, and needs. Teaching methods and strategies are shared, and practices are assessed. A differentiated curriculum is established in each classroom to meet the needs of all students. Flexible/small group learning is standard in the classroom, and individual help is provided daily.

Reading Curriculum

Mountainview adopted the Houghton Mifflin reading program because of its strong foundation of research and best teaching strategies. The Houghton Mifflin program supports our philosophy of a combination of direct and small group instruction to target the needs of each student. California standards and differentiated instructional strategies are embedded throughout the entire reading program. The program ensures beginning reading success through explicit and systematic language instruction in the development of oral language, phonemic awareness, letter recognition, phonics and blending skills, and high frequency vocabulary recognition. A focus on early reading fluency and comprehension skills leads to the development of independent, confident readers. Stories from the program have been correlated with our Character Counts program, reinforcing positive values and qualities that will help our students be more successful.

The Houghton Mifflin program provides our teachers with several different assessment tools. This flexible program incorporates a wide variety of genres, cross-disciplinary core topics, and leveled reading books that can be used for reinforcement and enrichment depending upon student need. In addition, we use Scholastic Reading Counts and R.E.A.D. (Read, Enjoy, and Discover) programs to encourage our students to develop as independent readers.

Mountainview is committed to providing the best texts, materials, and technology to support student success and mastery of California State Standards.

Mathematics Curriculum

The California Standards and district expectations are the cornerstone of our math curriculum at Mountainview. Teachers use the standards to plan and guide instruction. Mathematics has consistently been an area of strength for our school. Test data shows that Mountainview students have met and exceeded standards in this area. Our mission of reaching each student and making sure students are equipped with the necessary life skills is exemplified in our math curriculum design and implementation.

We are committed to ensuring that our students have the necessary computational and problem solving skills to compete and succeed in the future.

Direct instruction, modeling, individualized instruction, and small groups are teaching practices we use to help every student master the mathematics standards. Scaffolding and spiraling across all grades increase our students' ability to learn and retain math concepts. Ongoing diagnostic and prescriptive assessment are utilized to determine whether additional assistance or enrichment is required. Mountainview employs a comprehensive intervention program in which students who need assistance outside the classroom are provided individual and small group instruction. The Resource Specialist Program (RSP) teachers and resource assistants work with students on Individualized Education Plan (IEP) goals in and out of the classroom. For advanced students, enrichment and challenge opportunities are embedded in daily lessons. High achieving students from each upper grade level are given opportunities to solve challenging geometry, probability, measurement, and statistical analysis problems at our district Math Field Day. Annually, sixth grade students are invited to participate in a demanding exam to qualify for district math honors. A majority of students have placed in "high honors" every year.

The strength of our math program continues to be recognized and is reflected in standardized scores. High student achievement is a direct result of our instructional practices. At Mountainview, flexible groups are dynamic, pacing is appropriate, and the students are challenged to achieve.

Methods and Differentiation to Improve Student Learning

Mountainview teachers are masters at modifying lessons to address multiple intelligences. Lessons include motivational strategies to engage all students and provide for different learning modalities. Teachers utilize whole group, flexible groups, and individual instruction. Scaffolding and spiraling instructional methods are implemented throughout all grade levels to improve comprehension and retention of learned skills. Our “Caring School Community” program promotes cross-age tutoring. Peer-to-peer assistance within the classroom is also used to improve student learning.

Meeting the needs of all students, including those with special needs, is essential. Students requiring additional support are grouped to enable the resource teacher or aide to work closely with the general education teacher within the classroom. When students are not achieving grade level standards, teacher, parents, and student collaborate to write an Academic Intervention Plan (AIP), whereby modifications are put into place at the earliest possible date. A formal intervention program with identified criteria for each grade level is implemented during and after school. If concerns for a student continue, a Student Success Team (SST), consisting of administrator, present and previous teachers, parents, and support personnel, is convened to discuss strengths, review performance, and implement further modifications and interventions. Students at risk are given priority enrollment in summer school classes, which focus solely on reading and math. Support for those students who are having difficulty in social, emotional, and physical domains is available during the school day. Cross Cultural Language Acquisition Development (CLAD) teachers are fully trained in the use of a wide variety of strategies for English Language Learners (ELL) students. These strategies include graphic organizers, preview/review, and vocabulary development.

In math and science, manipulatives and experiments engage and motivate students to learn. In reading, flexible groupings and literature circles help teachers meet individual needs. Across all core subjects, teachers use technology such as Reading Counts, PowerPoint presentations, and AlphaSmart typing programs to engage students in the learning process and assist in meeting the content standards.

Professional Development to Improve Student Achievement

Professional development is the foundation of teacher growth at Mountainview. Teachers are provided training by the district and school site, and seek opportunities for professional growth. Each year the district provides a variety of training opportunities for all staff. Teachers are consistently engaged in high quality professional development, including the effective utilization of adopted textbooks and the implementation of standards within the classroom. Training programs such as Reading Academy, GATE Training, Making Standards Work, and Differentiated Instruction, have enabled our teachers to learn and utilize the most effective teaching strategies to meet the needs of our diverse population. Teachers also benefit from the California Technology Assistance Project (CTAP), which provides funding for technology education.

In addition to district training, teachers participate in onsite training, during and after school that is specific to the needs of our student population. Engaging Students and Making Connections, Standards Based Planning, Special Education Needs, and ELL/GATE Instructional Techniques are just some of the valuable in-services that have made a difference in our students’ achievement.

A Professional Planning Conference demonstrates the school’s commitment to continuing support for all teachers. Each teacher meets with an administrator to develop professional goals aligned with the California Standards for the Teaching Profession. New teachers are provided additional support through the state funded programs Beginning Teacher Support Assistance (BTSA) and Mentor/Peer Assistance Review (PAR). All teachers are involved in a formal observation and evaluation process, which allows for feedback of successful teaching practices.

Administrators have continually provided teachers with the resources and time needed for professional development. We believe, and test scores support, that our implementation of a strong professional development program has contributed to the consistent improvement in student achievement.

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 2

Test Language Arts

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 116 (2001) 147 (2002) 140 (2003)

Number of students who took the test 115 (2001) 146 (2002) 140 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2001) 1 (2002) 0 (2003) Percent excluded 1 (2001) 1 (2002) 0 (2003)

Language Arts Grade 2

	Spring 2001	Spring 2002	Spring 2003
TOTAL			
At/Above Basic	97	97	91
At/Above Proficient	60	68	62
At Advanced	19	25	26
Number of Students Tested	115	146	140
Percent of Students Tested	99	99	100
Number of Students Excluded	1	1	0
Percent of Students Excluded	1	1	0
SUBGROUP SCORES			
Special Education			
At or Above Basic	*	70	77
At or Above Proficient	*	31	23
At Advanced	*	12	0

* Less than 10 scores

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 2

Test Math

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 147 (2002) 140 (2003)

Number of students who took the test 147 (2002) 140 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 0 (2002) 0 (2003) Percent excluded 0 (2002) 0 (2003)

Math

	Spring 2002	Spring 2003
TOTAL		
At/Above Basic	96	91
At/Above Proficient	80	62
At Advanced	35	26
Number of Students Tested	147	140
Percent of Students Tested	100	100
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
SUBGROUP SCORES		
Special Education		
At or Above Basic	88	85
At or Above Proficient	53	54
At Advanced	35	31

* Less than 10 scores

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 3

Test Language Arts

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 134 (2001) 132 (2002) 156 (2003)

Number of students who took the test 134 (2001) 131 (2002) 156 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 0 (2001) 1 (2002) 0 (2003) Percent excluded 0 (2001) 1 (2002) 0 (2003)

Language Arts Grade 3

	Spring 2001	Spring 2002	Spring 2003
TOTAL			
At/Above Basic	88	93	95
At/Above Proficient	57	65	66
At Advanced	17	25	19
Number of Students Tested	134	131	156
Percent of Students Tested	100	99	100
Number of Students Excluded	0	1	0
Percent of Students Excluded	0	1	0
SUBGROUP SCORES			
Special Education			
At or Above Basic	58	100	89
At or Above Proficient	21	85	45
At Advanced	16	54	6

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 3

Test Math

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 132 (2002) 156 (2003)

Number of students who took the test 131 (2002) 156 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2002) 0 (2003) Percent excluded 1 (2002) 0 (2003)

Math

	Spring 2002	Spring 2003
TOTAL		
At/Above Basic	94	95
At/Above Proficient	64	74
At Advanced	19	30
Number of Students Tested	131	156
Percent of Students Tested	99	100
Number of Students Excluded	1	0
Percent of Students Excluded	1	0
SUBGROUP SCORES		
Special Education		
At or Above Basic	77	78
At or Above Proficient	54	50
At Advanced	0	22

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 4

Test Language Arts

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 133 (2001) 135 (2002) 145 (2003)

Number of students who took the test 132 (2001) 130 (2002) 145 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2001) 5 (2002) 0 (2003) Percent excluded 1 (2001) 5 (2002) 0 (2003)

Language Arts Grade 4

	Spring 2001	Spring 2002	Spring 2003
TOTAL			
At/Above Basic	95	95	96
At/Above Proficient	72	68	73
At Advanced	30	31	41
Number of Students Tested	132	130	145
Percent of Students Tested	99	96	100
Number of Students Excluded	1	5	0
Percent of Students Excluded	1	5	0
SUBGROUP SCORES			
Special Education			
At or Above Basic	73	71	100
At or Above Proficient	18	21	94
At Advanced	0	7	67

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 4

Test Math

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 135 (2002) 145 (2003)

Number of students who took the test 134 (2002) 145 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2002) 0 (2003) Percent excluded 1 (2002) 0 (2003)

Math

	Spring 2002	Spring 2003
TOTAL		
At/Above Basic	81	91
At/Above Proficient	62	65
At Advanced	24	22
Number of Students Tested	134	145
Percent of Students Tested	99	100
Number of Students Excluded	1	0
Percent of Students Excluded	1	0
SUBGROUP SCORES		
Special Education		
At or Above Basic	60	86
At or Above Proficient	33	73
At Advanced	0	53

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 5

Test Language Arts

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 122 (2001) 133 (2002) 142 (2003)

Number of students who took the test 122 (2001) 132 (2002) 142 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 0 (2001) 1 (2002) 0 (2003) Percent excluded 0 (2001) 1 (2002) 0 (2003)

Language Arts Grade 5

	Spring 2001	Spring 2002	Spring 2003
TOTAL			
At/Above Basic	93	94	96
At/Above Proficient	62	64	62
At Advanced	20	19	20
Number of Students Tested	122	132	142
Percent of Students Tested	100	99	100
Number of Students Excluded	0	1	0
Percent of Students Excluded	0	1	0
SUBGROUP SCORES			
Special Education			
At or Above Basic	64	*	73
At or Above Proficient	8	*	17
At Advanced	0	*	11

* Less than 10 scores

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 5

Test Math

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 133 (2002) 142 (2003)

Number of students who took the test 133 (2002) 142 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 0 (2002) 0 (2003) Percent excluded 0 (2002) 0 (2003)

Math

	Spring 2002	Spring 2003
TOTAL		
At/Above Basic	83	91
At/Above Proficient	49	62
At Advanced	23	26
Number of Students Tested	133	142
Percent of Students Tested	100	100
Number of Students Excluded	0	0
Percent of Students Excluded	0	0
SUBGROUP SCORES		
Special Education		
At or Above Basic	*	50
At or Above Proficient	*	28
At Advanced	*	17

* Less than 10 scores

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 6

Test Language Arts

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 110 (2001) 137 (2002) 131 (2003)

Number of students who took the test 109 (2001) 136 (2002) 131 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2001) 1 (2002) 0 (2003) Percent excluded 1 (2001) 1 (2002) 0 (2003)

Language Arts Grade 6

	Spring 2001	Spring 2002	Spring 2003
TOTAL			
At/Above Basic	97	95	95
At/Above Proficient	69	73	77
At Advanced	27	25	44
Number of Students Tested	109	136	131
Percent of Students Tested	99	99	100
Number of Students Excluded	1	1	0
Percent of Students Excluded	1	1	0
SUBGROUP SCORES			
Special Education			
At or Above Basic	*	*	76
At or Above Proficient	*	*	26
At Advanced	*	*	13

* Less than 10 scores

CALIFORNIA STANDARDS TEST DATA
CRITERION-REFERENCED

Grade 6

Test Math

Edition/publication year Ninth Edition 2001/2002 Publisher Harcourt Educational Measurement

Edition/publication year Sixth Edition 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered 137 (2002) 131 (2003)

Number of students who took the test 136 (2002) 131 (2003)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

Number excluded 1 (2002) 0 (2003) Percent excluded 1 (2002) 0 (2003)

Math

	Spring 2002	Spring 2003
TOTAL		
At/Above Basic	92	89
At/Above Proficient	71	71
At Advanced	31	33
Number of Students Tested	136	131
Percent of Students Tested	99	100
Number of Students Excluded	1	0
Percent of Students Excluded	1	0
SUBGROUP SCORES		
Special Education		
At or Above Basic	*	63
At or Above Proficient	*	25
At Advanced	*	0

* Less than 10 scores

STANDARDIZED ACHIEVEMENT TEST
NORM-REFERENCED

Grade 2

Test Math

Edition/publication year Ninth Edition 1999/2000/2001 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 119 (1999) 121 (2000) 116 (2001)

Number of students who took the test 118 (1999) 115 (2000) 116 (2001)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

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

Grade 2

	Spring 1999	Spring 2000	Spring 2001
TOTAL			
Percent at/above 50% Percentile	86	86	84
Number of Students Tested	118	115	116
Percent of Students Tested	99	96	100
Number of Students Excluded	1	6	0
Percent of Students Excluded	1	4	0
SUBGROUP SCORES			
Special Education	*	88	*

* Less than 10 scores

STANDARDIZED ACHIEVEMENT TEST
NORM-REFERENCED

Grade 3

Test Math

Edition/publication year Ninth Edition 1999/2000/2001 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 123 (1999) 134 (2000) 134 (2001)

Number of students who took the test 121 (1999) 130 (2000) 134 (2001)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

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

Grade 3

	Spring 1999	Spring 2000	Spring 2001
TOTAL			
Percent at/above 50% Percentile	81	88	81
Number of Students Tested	121	130	134
Percent of Students Tested	99	97	100
Number of Students Excluded	2	4	0
Percent of Students Excluded	1	3	0
SUBGROUP SCORES			
Special Education	*	*	53

* Less than 10 scores

STANDARDIZED ACHIEVEMENT TEST
NORM-REFERENCED

Grade 4

Test Math

Edition/publication year Ninth Edition 1999/2000/2001 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 110 (1999) 124 (2000) 134 (2001)

Number of students who took the test 109 (1999) 119 (2000) 134 (2001)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

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

Grade 4

	Spring 1999	Spring 2000	Spring 2001
TOTAL			
Percent at/above 50% Percentile	71	83	81
Number of Students Tested	109	119	133
Percent of Students Tested	99	96	99
Number of Students Excluded	1	5	1
Percent of Students Excluded	1	4	1
SUBGROUP SCORES			
Special Education	*	*	33

* Less than 10 scores

STANDARDIZED ACHIEVEMENT TEST
NORM-REFERENCED

Grade 5

Test Math

Edition/publication year Ninth Edition 1999/2000/2001 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 93 (1999) 113 (2000) 122 (2001)

Number of students who took the test 92 (1999) 111 (2000) 122 (2001)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

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

Grade 5

	Spring 1999	Spring 2000	Spring 2001
TOTAL			
Percent at/above 50% Percentile	85	89	89
Number of Students Tested	92	111	122
Percent of Students Tested	99	99	100
Number of Students Excluded	1	2	0
Percent of Students Excluded	1	1	0
SUBGROUP SCORES			
Special Education	*	*	42

* Less than 10 scores

STANDARDIZED ACHIEVEMENT TEST
NORM-REFERENCED

Grade 6

Test Math

Edition/publication year Ninth Edition 1999/2000/2001 Publisher Harcourt Educational Measurement

Number of students in the grade in which the test was administered 97 (1999) 94 (2000) 110 (2001)

Number of students who took the test 97 (1999) 94 (2000) 110 (2001)

What groups were excluded from testing? Why, and how were they assessed? _____

_____ No groups were excluded from testing _____

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

Grade 6

	Spring 1999	Spring 2000	Spring 2001
TOTAL			
Percent at/above 50% Percentile	92	90	88
Number of Students Tested	97	94	110
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
Special Education	*	55	*

* Less than 10 scores