

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Ms. Nancy R. Dykema

Official School Name McDowell Elementary School

School Mailing Address 29028 Aloma Avenue

Laguna Niguel California 92677-1504

City State Zip Code

County Orange County School Code Number\* N/A

Telephone (949) 495-5162 Fax (949) 495-6733

Webs site http://www.mcdowellelementary.com E-mail ndykema@mcdowellelementary.com

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 December 10, 2004

Name of Superintendent\* N/A

District Name private Tel. (949) 495-5162

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 Mr. Gregory S. Cygan & Mrs. Phyllis M. Cygan

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 December 10, 2004

## **PART I - ELIGIBILITY CERTIFICATION**

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**[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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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**

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

1. Number of schools in the district:     N/A Elementary schools  
   N/A Middle schools  
   N/A Junior high schools  
   N/A High schools  
   N/A Other  
   N/A TOTAL
  
2. District Per Pupil Expenditure:     N/A  
    Average State Per Pupil Expenditure: N/A

**SCHOOL**

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.   7   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 as of October 1 enrolled at each grade level:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	19	12	31	8			
1	8	8	16	9			
2	9	7	16	10			
3	6	3	9	11			
4	8	2	10	12			
5	8	6	14	Other			
6	8	1	9				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>105</b>

6. Racial/ethnic composition of the students in the school:
    89 % White  
    \_\_\_\_\_ % Black or African American  
      1 % Hispanic Latino  
      9 % Asian Pacific Islander  
    \_\_\_\_\_ % American Indian/Alaskan Native  
    **100%**     **Total**

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1 (same as in #5 above)	105
(5)	Subtotal in row (3) divided by total in row (4)	.066
(6)	Amount in row (5) multiplied by 100	7 %

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Farsi, Arabic, Chinese, Korean, Filipino, Spanish, and Norwegian

9. Students eligible for free/reduced-priced meals: 0 %  
Total number students who qualify: 0

10. Students receiving special education services: 7 %  
7 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>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  3  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>  3  </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:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>8</u>	<u>      </u>
Special resource teachers/specialists	<u>      </u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>      </u>
Support staff	<u>      </u>	<u>2</u>
Total number	<u>13</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 1:10

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	98%	99%	98%	99%	98%
Teacher turnover rate	13%	0%	14%	20%	13%
Student dropout rate (mid/hi)	%	%	%	%	%
Student drop-off rate (high s)	%	%	%	%	%

### **PART III - SUMMARY**

Local neighbors in Laguna Niguel, California know it is graduation time at McDowell Elementary School when graduates ring the turn-of-the-century school bell. The bell, rescued from an old school house, is proudly mounted at the entrance of the school.

McDowell Elementary opened its doors in 1976. Its founder, Sandra Senn, envisioned a school where children would be instilled with a positive attitude toward learning that would last a lifetime. McDowell’s mission is to foster that attitude and promote academic success, character development and citizenship. Small classes of sixteen or fewer children, individualized learning programs and a warm, nurturing environment continues to help accomplish that mission.

The kindergarten through sixth grade program follows the California State Standards and uses state approved textbooks in all academic areas. Students receive daily instruction in physical education and weekly classes in computers, Spanish and music. Instrumental music starts at second grade.

New students are given an assessment test to determine their academic ability. Small class sizes enable teachers to differentiate instruction to meet all levels of ability. The student/teacher ratio is further reduced by the utilization of full time classroom aides, and willing, capable parent volunteers who work under the direction of each teacher. The Stanford Nine Test is administered yearly in May to students in kindergarten through sixth grade.

In an effort to provide a full, rich, energized program for the students, many extra classes are offered. These include “Meet the Masters” art and “Composer Countdown” music workshops. Local high school students come to the campus to facilitate our “Character Counts” Program. Each grade level experiences several field trips, which reinforce classroom learning. An active parent support group conducts many fundraisers during the year and supplies the elementary program with special assemblies and events.

To foster responsibility, students in grades three through six are assigned buddies from

kindergarten through second. They meet for a variety of special activities. Each upper grade class takes responsibility for raising the American flag, conducting Monday announcements, organizing programs for box tops, soup labels and printer cartridge recycling. Starting in grade two, students operate the school's weekly snack bar. Classes take turns being in charge of the School Pride Project to keep our campus free of litter. These activities instill a sense of pride and school spirit.

When the school was purchased in 2002, the new owners were impressed by the school's excellent academic reputation, strong staff and solid curriculum. The core school philosophy was retained while adding many items that served to highlight the school's strengths and provided the staff, students and families with added opportunities. Sixth grade was added to allow parents to keep their children at McDowell for an additional year. Special activities like AstroCamp, an overnight outdoor science discovery camp, were initiated for sixth grade. New, state-of-the-art computers were purchased for the computer lab and the entire school was networked. The outdoor play yards were refurbished with new equipment, an outdoor amphitheater and Astroturf. A sports program was initiated for fourth through sixth grades in volleyball, flag football, basketball and soccer, fostering school spirit and teamwork. The after-school program has been enlarged to include a homework study skills session as well as classes in art, dance, science, chess, computers, piano, violin and clarinet.

Students are given opportunities to contribute to the community by adopting an inner-city school, contributing to Laura's House (a shelter for women and children), sending packages and letters to military men and women in Iraq, and earning chore money for local animal causes.

McDowell celebrates the individuality of every child. We feel our individualized program empowers each child to experience academic success as they build strong character and positive citizenship.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. McDowell Elementary Assessment Results in Reading, Language Arts and Mathematics**

To measure each student's academic success, McDowell Elementary administers the Stanford Achievement Test (SAT 9). All students in kindergarten through grade six take the SAT-9 each spring. McDowell accepts students regardless of academic ability or level, with the exception of students who need specific modifications that McDowell is not equipped to provide. The small class size enables children with academic challenges to receive the individualized program needed to maximize progress. Students clearly identified through appropriate independent testing as "special needs students" also take the SAT-9 Test so that we are able to assess their grade level performance as well as their progress from year to year. These students are excluded from the group scores.

Test scores are placed into one of four categories: Level 1, indicating little or no mastery of the key skills in that subject area; Level 2, showing partial mastery of skills and knowledge; Level 3, representing solid academic performance and indicating preparation for the next grade level; and Level 4 which indicates superior performance beyond grade-level mastery. For the past 5 years, McDowell Elementary students have consistently scored in the above average range in all grades in all of the academic areas tested. Students score in the Level 4 (superior performance beyond grade-level mastery) and Level 3 (solid academic performance). This indicates to us that our students are meeting, and often exceeding, the expectations of our standards-based curriculum.

### **2. The Use of Assessment Data to Understand and Improve Student and School Performance**

The data from the achievement test is carefully analyzed by each classroom teacher to assess areas of strengths and weaknesses. These patterns are examined for each individual student. This enables the teacher to design a program specific to the needs of each student. The teacher is also able to evaluate the overall performance of the class. The tests are helpful in evaluating how well the curriculum and

textbooks used align with the California Standards across grade levels. The information helps identify needs for additional materials, resources and areas for staff development.

On a daily basis, teachers also use a variety of assessment tools to identify students' mastery of the curriculum. Test, quizzes, oral and written reports are a few methods utilized to measure each child individually. Report cards, progress reports, parent-teacher conferences and individual notes home to the parents are also used to keep parents informed of their child's progress.

In the upper grades, the school is piloting the Scholastic Reading Inventory Assessment Program. SRI supports the requirements of No Child Left Behind. It gives each teacher immediate, actionable data on student reading progress. As progress is monitored the teacher will incorporate the information into daily instruction. Students can easily be targeted for intervention or enrichment. The full data export capabilities enables teachers to disaggregate student data to demonstrate accountability and ensure yearly progress for all students.

### **3. Parent, Student and Community Communication regarding student performance**

Communication of student performance is a key element of the McDowell Elementary culture. Parents anticipate the arrival of standardized test scores. They look forward to strong scores for their children, as well as all the school as a whole. The results of the Stanford Achievement Tests are sent to parents with a letter explaining how to interpret the reports. Grade level results and school wide performance trends are included in the letter along with each student's individual results. The grade level and school wide data is posted in the front office of the school. It is also included in school information packets and is available on the school web site. These results are shared with the community through local publications as well as in advertising.

Communication regarding individual student performance is accomplished in a variety of ways. Parents receive written progress reports (report cards) quarterly; in November, January, April and June. In addition, parent-teacher conferences are held in November and April. Back-to-school nights and open houses that highlight classroom work and activities are featured in September, February and May.

Teachers at McDowell Elementary understand the importance of daily grading and assessment in order to effectively individualize the program for each student. Classroom work is returned to the parents weekly with a cover sheet assessing performance. Included in this assessment are areas of mastery and needs for reinforcement and/or reteaching. Students in grades four through six use daily planners with assignments and teacher comments. These provide an opportunity for both the students and their parents to receive a daily assessment. Parents are responsible for reading and signing these planners at the end of each week.

Each teacher has a web site which posts assignments, including weekly homework. These pages are updated at least once per week and parents receive an email notification alerting them to the fact that the page has been updated. Parents are able to communicate via e-mail with the teacher regarding any questions or concerns that arise. Teachers are also available in their classrooms before and after school hours for impromptu conferences. Phone calls from parents are returned the same day. The school director also has a web page posting events, activities and important school news. Parents are able to communicate via email with the director and receive an immediate response. Finally, a quarterly newsletter is distributed to both current families and prospective families.

### **4. Sharing Success with Other Schools**

As a member of the Orange County Private School Association, McDowell Elementary has an opportunity to share data, curriculum development and new programs with other private schools in the geographical area. Topics shared include: staff development topics, activities and speakers, curriculum ideas, textbook adoption, sports programs, extra-curricular activities, standardized testing, technology, school calendars, operational elements, facility operations, legal updates and other timely topics. McDowell Elementary has recently benefited from several new ideas on summer programs, student

mentoring programs and new text book options.

McDowell administrators and staff have enjoyed sharing their methodology for preparing their children for standardized testing and how the test results are communicated to our parents. Local schools are amazed at our parent's passion and excitement in receiving individual and school-wide test scores. McDowell administrators also participate in local school visits to review and analyze new programs and determine their benefit to our school. Finally, McDowell administrators were asked to participate in a local school national accreditation process, providing valuable insight and commentary on how the school site could improve its total operation.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. McDowell Elementary Curriculum and Instruction**

The McDowell Elementary Curriculum is California State Standards-based. It is academically challenging with attention to individual abilities and styles of learning. The goal is to help each student experience success and growth in all academic areas.

**LANGUAGE ARTS:** The focus is to build strong reading skills, recognizing that reading impacts all areas of learning. State approved textbooks, workbooks and evaluation portfolio are used. The program includes a placement survey, progress survey, phonics and vocabulary skills. It also includes writing, comprehension, listening and speaking strategies. In the early grades, special focus is on becoming independent workers by being able to read and follow directions competently. Students work on both written and oral communication skills on a daily basis. Spelling, grammar and vocabulary development are incorporated into the daily learning schedule. Students are taught the standard proofreading marks for consistency across grade levels and proofreading skills are gradually introduced, starting in first grade. Dictionary and research skills are introduced appropriate to curriculum and grade level.

**MATHEMATICS:** Math is taught daily in each classroom. The program is individualized so each student receives reteaching, reinforcement or enrichment based on their level of progress and ability. Again, state approved textbooks are used. Concept before practice is stressed. Basic facts are drilled and reviewed systematically to increase accuracy and speed. Time is spent daily on critical thinking, problem solving and math procedures. An effort is made to present problems in a meaningful format that can be related to everyday living.

**SOCIAL STUDIES:** Students at every grade level explore their world, guided by the California State Standards and Social Studies Framework and state approved texts. They are introduced to a variety of people and places. Map skills are explored. Current events are studied with the help of local and regional news papers as well as weekly Scholastic News for each student. Field trips provide relevant learning. Projects such as mission building for fourth grade and ancient community construction for sixth grade also bring social studies to life.

**SCIENCE:** Although Harcourt 2002 Science Textbooks are utilized, the main approach to science is interactive student activities and experimentation. Students are introduced to scientific processes such as observing, classifying, inferring and predicting. Each grade level follows the state approved curriculum for life, physical and earth science. The school also uses Science Unit Kits for each grade level. Here, too, field trips such as AstroCamp, and visits to planetariums, aquariums, zoos and the Discovery Science Center add an exciting dimension to the program.

**PHYSICAL EDUCATION:** Starting at first grade, students have daily physical education taught by a teacher specializing in this subject, with a background in occupational therapy. Lesson plans developed for each grade level by the Orange County Department of Education are used to plan a well rounded and age appropriate program. Students (with their parents) in grades four through six are offered an

opportunity to take a series of SHAPE (Sharing Healthy Adolescent and Parent Experiences) Classes. These classes, taught by professionals, are designed to help parents have an open dialogue with their students in a variety of topics related to sex education.

MUSIC: Students have weekly classes with a music teacher. She provides a variety of experiences such as singing, rhythm, movement and theory. In addition, each grade level has four Composer Countdown Workshops during the school year to learn first hand about the four different periods of Classical Music.

ART: Students experience art activities weekly. They often are combined with cooking and science experiences. A hands-on, across the curriculum approach is used. Crafts often tap into holidays and current events. Every year the “Meet the Masters Program” comes to our campus for a series of lectures and art experiences.

SPANISH: Starting at the kindergarten level students are taught Spanish. In the lower grades the focus is on vocabulary development and proper pronunciation. As students move through the grades more focus is on reading sentences, short stories and books, writing in Spanish and conversing.

TECHNOLOGY: Starting at the kindergarten level, all students receive weekly computer instruction. The computer specialist instructs students in keyboarding skills as well as simple learning programs and games. Students progress through the well planned program with introductions to word processing, spreadsheets, graphics, internet research, PowerPoint presentations and web page design.

## **2. McDowell Elementary Reading Curriculum**

The kindergarten teachers, working as a team, have developed a comprehensive reading program. It includes the Houghton Mifflin “Beginning to Read” ABC Readers with Selection Response and Student Resource Workbooks. Also used are SRA, Creative Teaching Press and Emergent Reader Stories, called “Bob Books”. Kindergarten relies heavily on phonics and word attack skills. This foundation paves the way for comprehension, resource and study skills. Word lists, games and related follow up worksheets are sent home for reinforcement.

Students in grades one through four use the Houghton Mifflin Reading-Language Arts Program. It has several components. The Literary Readers are organized by theme. The Selection Response Workbook contains activities for each Literary Reader selection. These activities involve students in writing personal responses to the selection, as well as selection-related writing/language arts projects and materials for informal selection-comprehension assessment. The Student Resource Workbook provides vocabulary reinforcement and skill/strategy activity support. It also includes a mechanics and usage section. The Student Evaluation Portfolio includes a placement survey, progress surveys involving holistic testing with full-length selections, a skills survey and self monitoring forms. In addition, there is a Literature Bookshelf offering a variety of genres, featuring award-winning authors and illustrators. Each book is accompanied by a cassette tape of the story. The bookshelf is complimented by Student Literature Journals which guide students in understanding, interpreting and appreciating story features. With the help of the journals, students also participate in group discussions and story-related activities.

For grades five and six the complete Houghton Mifflin Reading Program is utilized. The teachers have access to Literary Readers, workbooks, literature selections, journals and assessment portfolios. For the most part, this is a transition year to a novel-based reading and language arts program. Some of the novel selections complement and are integrated with the Social Studies curriculum. A variety of literary forms are explored, including plays, poetry, classics, biographies, speeches, historical documents, mythology and fables. The reading program includes vocabulary, comprehension, literary terms, elements of writing, oral and written presentations, spelling and grammar.

For students in grades three through six, McDowell is piloting the Scholastic Reading Inventory with plans to implement it in grades one through three as well. This computer-adaptive program enables

teachers to assess reading and monitor individual progress. It provides immediate feedback on each student's reading growth. It is a continuous, school-based assessment that will be used to improve performance on an ongoing basis.

### **3. McDowell Elementary Technology Curriculum**

The computer lab is furnished with up-to-date Pentium computers and flat screened monitors networked together and all with high speed access to the internet. Our dedicated computer teacher coordinates the program for the various grade levels.

Starting at kindergarten, students spend time in the Computer Lab weekly. Younger students focus on identifying parts of the computer and learning to use the keyboard correctly. Software programs are used with attention to grade level and individual needs and interests. Older students are introduced to word processing programs with all of their components. Research skills are developed with the use of encyclopedia programs and appropriate internet search engines. All grade levels learn word processing skills that permit them to publish poems and stories, use graphics and also edit their work. A digital microscope is used in the upper elementary to compliment the science curriculum. The upper grades, starting with third, use Microsoft PowerPoint and Excel to create interesting reports and presentations that correspond to classroom lessons and reports. All classrooms have computers and printers and have access to the internet. This permits students to do in-class research, enrichment activities, word processing and also a variety of grade appropriate learning programs.

Students are also taught about the ethical use of information accessed electronically. Attention is given to understanding the authenticity of data as well as copyright and ownership issues. Students are taught to understand the power and scope of the internet and also the abuse and dangers that apply.

### **4. McDowell Elementary Instructional Methods**

McDowell Elementary teachers and administrators recognize that children are individuals and successful learning is achieved in a variety of ways. Small class sizes enable the teachers to carefully observe each student and also assess one-on-one to identify the best learning modalities for each child. Teachers also know that often, more than one approach is needed to help the child really understand and retain the subject matter. Ongoing testing and checking for understanding and retention is an integral part of the program. At the center of classroom instruction is careful and creative lesson planning. Teachers need to be knowledgeable and excited about the lesson in order to impart it effectively to their students. Students receive instruction as a whole class, in small groups and one-on-one. In subjects such as science and social studies, students often pair up to work together on research and experimentation.

We, at McDowell, feel that the environment created in the classroom must be positive and supportive in order to promote the best possible learning situation. Classroom discipline techniques vary slightly from classroom to classroom, but all focus on positive reinforcement and natural consequences. Students are taught to respect one another's unique learning needs and styles. Communication with students and parents is straightforward, timely and always with the goal of progress. Teachers regularly contact parents with "good news" phone calls or notes. Parents are encouraged to communicate with teachers or administrators about any concern.

Learning is not confined to the classroom. Frequent field trips are a valuable source of learning. Students are prepared in advance for the trip and teachers diligently maximize the experience with appropriate follow up. The same approach holds true for the many assemblies and workshops held each year. They include a Mad Science Assembly, Pioneer Living, Inside the Outdoors Workshops and Composer Countdown Interactive Sessions.

Homework is also designed as part of the learning process. Teachers avoid giving "busy work" and focus on meaningful activities and assignments that reinforce current classroom learning. The main goal of homework, in addition to reinforcement, is to help students to learn independent work habits and develop a sense of responsibility. Emphasis is on quality rather than quantity.

The bi-monthly Character Counts program is an important part of promoting academic success. It addresses the six pillars of character: respect, responsibility, fairness, trustworthiness, citizenship and caring. It helps students make responsible choices both in and out of the classroom.

McDowell seeks to fulfill the mission of its original owner to create life long learners by providing an exciting, dynamic and complete educational program with opportunities for each individual child to experience success. This program also focuses on the overall school mission of academic success, character development and citizenship.

## **5. McDowell Elementary Professional Development**

Staff development at McDowell seeks to keep our teachers current in the latest educational materials, methods and techniques. Attending workshops, conferences, seminars, in-services and classes are all excellent ways for staff to network with other professionals. Not only are they provided with valuable information, ideas and contacts but also with renewed enthusiasm and excitement to bring back to their students and fellow staff members.

Weekly staff meetings are conducted by the school director and keep the teachers informed of school events. Successes, ideas and concerns are shared. Goals and strategies are also discussed. The staff works together as a cohesive unit to support one another. In addition, kindergarten teachers have weekly grade level planning meetings. The primary and secondary teachers also meet on a regular basis to mentor one another in their specialty areas. These include science, technology and writing.

Recently all of the elementary teachers took part in a writer's workshop at the school. Teachers have also participated in CPR training. They have been trained to use the computerized progress reports developed by the technology teacher.

Each teacher receives a yearly stipend to attend at least one off-campus workshop. The content of the workshop is then shared with the rest of the staff both in written materials and a brief presentation at the weekly staff meeting. Some of the recent educational opportunities our teachers have availed themselves of are: the UCI Writer's Workshop, a Third Grade Workshop, The Discovery Science Museum Teacher Workshop, Dana Point Institute Teacher Workshop, Hands On Science in the Classroom, Houghton Mifflin Math Adoption Training, Guided Language Acquisition and Development, Science Standards for 4<sup>th</sup> and 5<sup>th</sup> grade teachers, Harcourt Brace Science Adoption Training, Classroom Management Techniques and Easy Grade Pro and Web Page Set Up.

Our technology specialist has advanced training in Hyper Studio, Web Workshop and Microsoft Programs. Our teachers are encouraged to work with her to keep current in computer programs and technologies.

Teachers are given information in a timely fashion on any opportunities available through the Orange County Department of Education as well as through private sources. The teachers' file cabinet has a folder with currently available workshops.

**PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association(s): Orange County Private School Association and NIPSA – National Independent Private Schools Association

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes \_\_\_\_\_ No X

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>6440.00</u>	\$ <u>6890.00</u>				
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u>6890.00</u>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	Other				

4. What is the educational cost per student? \$6,401.24  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1,909.55

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 19 %

**PART VII - ASSESSMENT RESULTS**

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**Private Schools**

McDowell Elementary has a policy of accepting certain students who have been identified by a private agency or public school testing as being “at risk”. These students also have been identified as possibly benefiting from a small class size rather than a special education placement. We administer our own entrance assessment to determine if we believe our individualized program will meet the needs of each student. These students are usually at least one grade level below their placement. Please see the footnotes on the assessment pages regarding specific students.

Grade: **Kindergarten**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	93%	94%	91%
Number of students tested	29	35	34
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	90%	92%	95%
Number of students tested	29	35	34
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade: **First Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004*	2002-2003**	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	95%	90%	94%
Number of students tested	12	13	14
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004*	2002-2003**	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	89%	83%	88%
Number of students tested	12	13	14
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\*Year 03-04

Student identified as at risk with weakness in central auditory processing of language. Took test with classmates but was not included in class summary total.

\*\* Year 02-03

Student identified as at risk with auditory processing problems. Reassessed and moved to a Special Education placement at the end of the school year. Took test with classmates but was not included in class summary total.

Grade: **Second Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	98%	97%	97%
Number of students tested	8	10	16
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	94%	93%	91%
Number of students tested	8	10	16
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade: **Third Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004	2002-2003	2001-2002*
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	95%	95%	96%
Number of students tested	8	15	16
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004	2002-2003	2001-2002*
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	95%	88%	88%
Number of students tested	8	15	16
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

\*Year 01-02

Student identified as at risk, performing far below grade level. Took test with classmates but was not included in class summary total.

Grade: **Fourth Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004*	2002-2003**	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	85%	90%	93%
Number of students tested	11	12	10
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004*	2002-2003**	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	90%	88%	89%
Number of students tested	11	12	10
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**Year 03-04 \***

Two students took test with classmates but were not included in class summary total.  
 Student identified as at risk with deficits in attention and auditory processing.  
 Student identified as at risk with seizure disorder and deficits in attention and language processing.

**Year 02-03\*\***

Student identified as at risk, performing far below grade level. Took test with classmates but was not included in class summary total.

Grade: **Fifth Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004*	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	91%	96%	87%
Number of students tested	9	7	3
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

READING SCORES	2003-2004*	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	88%	90%	90%
Number of students tested	9	7	3
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Year 03-04\*

Two students took test with classmates but were not included in class summary total.

Student identified as at risk, performing far below grade level.

Student transferred to McDowell in March 2004. Records show at risk with attention deficit hyperactivity disorder.

Grade: **Sixth Grade**  
 Edition/Publication Year: **Ninth Ed./96**  
 Scores are reported as **percentiles**.

Test: **Stanford Achievement Test-9**  
 Publisher: **Harcourt, Brace & Co.**

MATH SCORES	2003-2004*	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	94%	no 6 <sup>th</sup> grade	no 6 <sup>th</sup> grade
Number of students tested	4		
Percent of total students tested	100%		
Number of students excluded	0		
Percent of students excluded	0		

READING SCORES	2003-2004*	2002-2003	2001-2002
Testing Month	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>			
Total Score	88%	no 6 <sup>th</sup> grade	no 6 <sup>th</sup> grade
Number of students tested	4		
Percent of total students tested	100%		
Number of students excluded	0		
Percent of students excluded	0		

Year 03-04\*

Two students took test with classmates but were not included in the class summary total. Student was out of the country and missed 73 of the 176 school days. She was unable to make up work. Student was identified as at risk when admitted for 03-04 school year. Records and entrance assessment showed well below grade level.