



FINAL REVISION 4/6/05

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 : Mrs. Christine Gregg
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name : Peters Canyon Elementary School
(As it should appear in the official records)

School Mailing Address : 26900 Peters Canyon Road
(If address is P.O. Box, also include street address)

Tustin California 92782-3300
City State Zip Code+4 (9 digits total)
County Orange School Code Number* 30-73643-6114482

Telephone (714) 730-7540 Fax (714) 838-3385

Website/URL http://www.tustin.k12.ca.us/pcanyon/ E-mail cgregg@tustin.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.

(Principal's Signature) Date 2/1/05

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

District Name Tustin Unified School District Tel. (714) 730-7301, Ext. 305

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 2/1/05

Name of School Board
President/Chairperson Mrs. Francine Scinto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date 2/1/05

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

PART I - ELIGIBILITY CERTIFICATION

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

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

All data are the most recent year available.

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

1. Number of schools in the district:

18	Elementary schools
5	Middle schools
	Junior high schools
4	High schools
1	Other (Adult Education School)
28	TOTAL

2. District Per Pupil Expenditure: \$6,544.00
 Average State Per Pupil Expenditure: \$6,881.82

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
[<input checked="" type="checkbox"/>]	Suburban
[]	Small city or town in a rural area
[]	Rural

4. 2 Number of years the principal has been in her/his position at this school.
2 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 or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	53	38	91		8			
1	42	28	70		9			
2	41	43	84		10			
3	47	31	78		11			
4	38	44	82		12			
5	47	42	89		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								494

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>62.0</u> | % White |
| <u>1.0</u> | % Black or African American |
| <u>4.0</u> | % Hispanic or Latino |
| <u>31.0</u> | % Asian/Pacific Islander |
| <u>.0</u> | % American Indian/Alaskan Native |
| <u>2.0</u> | % Multi |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school	466
(5)	Subtotal in row (3) divided by total in row (4)	.034
(6)	Amount in row (5) multiplied by 100	3.4%

8. Limited English Proficient students in the school: 5 %
23 Total Number Limited English Proficient
 Number of languages represented: 15
 Specify languages: Spanish, Vietnamese, Mandarin, Korean, Khmer, Farsi (Persian), Cantonese, Greek, Hebrew, Hindi, Japanese, Arabic, Hmong, Urdu, Other Non-English

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 8

If this method does not produce an 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: 13 %
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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Emotional Disturbance

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>5</u>
Support staff	<u>3</u>	<u>12</u>
Total number	<u>27</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 20:1 (Gr.1-3) 33:1 (Gr. K, 4,5)

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	97%	96%
Teacher turnover rate	17%	20%	27%	*41%	35%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	NA%	N/A%	N/A%	N/A%

*Two new schools opened in 2001.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school. Include at least a summary of the school's mission or vision in the statement.

Peters Canyon Elementary School, located in Southern California in the city of Tustin, has established itself as a foremost leader in education. Built in 1997 as a school of technology, this award-winning facility was designed as a model for the 21st century. Since its inception, the school has evolved to reflect the academic excellence and professionalism that are the hallmarks of an exceptional educational institution. The Peters Canyon Trailblazers' mission is *to promote academic, social, and technological excellence to prepare students to be life-long, self-directed learners in a diverse society*. High standards, effective instruction, collaboration, and personalization are the school's defining characteristics. Our strength lies in the unwavering commitment that faculty, parent, and community members have made to provide an exemplary academic program to challenge all students within this state-of-the-art facility.

The curriculum at Peters Canyon is standards-based, both rigorous and comprehensive. It centers on our dedication toward producing the leaders of tomorrow who require high-caliber reading, writing, speaking, and listening skills, as well as the ability to collaborate and problem-solve. Meaningful student assessments guide instruction and facilitate the mastery of concepts and skills in all subject areas. We passionately believe that *Literacy is the Heart of Our School* and have chosen to make this motto not just precedence but also a pivotal component of every classroom. The teachers continually strive for innovative ways to nurture a love of reading, writing, and learning so that knowledge becomes a life-long pursuit for each and every student at Peters Canyon. As one of the most technologically advanced elementary schools in the state, Peters Canyon was among the first schools in Orange County with a data network and multimedia delivery system, which provides direct communication with all classrooms. Our school is uniquely designed to connect classroom space with hallways, which are lined with computers for student use.

The teachers at Peters Canyon not only have high expectations for their students but for themselves as well. All teachers meet or exceed the No Child Left Behind (NCLB) criteria for "highly qualified" staff which directly correlates to the California Standards for the Teaching Profession. The spirit of life-long learning is reflected in our collaborative learning community and the implementation of a quality professional development program both in our district and at our site. Parents are our partners and are welcomed and cherished for their steadfast support of academics and enrichment. With over 7,500 hours spent on campus and in our classrooms last year, their backing is essential to the success of our students. The fundraising efforts of our dynamic Parent-Teacher Organization (PTO) augment curriculum by providing educational assemblies, field trips, scholarships for Outdoor Science School, as well as math, science, and technological resources for all students. Our PTO is a model for reaching out and supporting community programs. This year the Community Awareness Committee has set a precedent within our own district and has initiated a partnership with one of our sister schools. Our first "reaching out" endeavor was a much welcomed donation of funds and books to support their library program.

We take pride in providing a nurturing atmosphere that commemorates achievement and encourages learning. Students are positively rewarded with "Heart Throbs" as recompense for High expectations, Enthusiasm, Ambition, Responsibility, and Thoughtfulness. Student of the Month and Trimester Award ceremonies acknowledge the modeling of positive character traits and academic achievement. Peters Canyon's success is evident in our 2004 Academic Performance Index (API) score of 927-one of the highest achieving schools in the state. We were also honored by receiving the California Distinguished School Award in 2004. While our school is short on history, the dedicated staff, students and parents remain focused on our future. Our commitment and devotion to student success is evident. As a positive

model for upcoming schools, the Peters Canyon Trailblazers take pride in *blazing the trail* to prepare and educate our leaders of tomorrow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Peters Canyon is ranked in the top ten percent of schools in California. Our students have consistently scored high on both the California Achievement Test (CAT/6) and the California Content Standards Tests (CST). Each year, before students arrive, our staff reviews and analyzes test data from state and district assessments in order to gauge the school's overall strengths, and areas for improvement. The School Site Council (SSC), composed of elected parents, teachers, and classified members, studies the assessment results and makes decisions regarding program improvement, program focus, and program budget allocations.

For the three years since NCLB was implemented, Peters Canyon has demonstrated strong student achievement. Peters Canyon participates in the California Standardized Testing and Reporting System, known as STAR. The STAR assessment system is comprised of the CST and CAT/6, which are criterion-referenced and norm-referenced assessments. Information regarding this testing system can be found on the state web site: STAR@cde.ca.gov. The state reporting is school-wide and by significant subgroups. At Peters Canyon there are two significant subgroups: White and Asian. Student results are reported on the CST in five levels: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The state standard for all students is to be Proficient or Advanced. The reporting of Adequate Yearly Progress (AYP) for the purpose of compliance with the NCLB is in terms of the percent of students reaching Proficient or Advanced.

Our school-wide scores on the CST in English/Language Arts (ELA) showed growth from 68% Proficient or Advanced in 2002 to 83% Proficient or Advanced in 2004; in Mathematics from 73.4 % in 2002 to 84.3% in 2004, with no major disparity existing between our two subgroups. In contrast, the state-established targets for California elementary schools are 13.6% of students in ELA and 16% of students in Math score at the Proficient or Advanced levels. The goal for NCLB is 100% Proficient or Advanced by 2014 in both ELA and Mathematics. From 1999 to 2002 the norm-referenced assessment was the Stanford Achievement Test (SAT/9) which was desegregated by ethnic subgroups and did not reflect the two ethnic subgroups at Peters Canyon. In 2003 the norm-referenced assessment was changed to the CAT/6, which does include ethnic subgroups. In relation to state-established performance levels, the majority of Peters Canyon students demonstrated mastery of content standards and far exceeded state targets. Peters Canyon's continuous record of high student achievement is validated in the state's Academic Performance Index (API). For NCLB purposes, the state used its API as the other indicator to demonstrate student success. The expectation is that schools in California score 800 or higher out of a possible 1000 and that each school meet an annual growth target, both for the school's general population and for each significant subgroup. Peters Canyon began with an API score of 804 in 1999 and has grown to 927 in 2004, reflecting a significant growth of 123 points. Peters Canyon has clearly demonstrated that it has met its improvement targets throughout the history of the state's accountability system.

In analyzing the assessment results over time, it is evident that our students consistently score higher in math than in ELA. Given these results, specific reading strategies have been identified to increase student performance in the areas of reading comprehension, and literary response and analysis. Although our 2004 math scores were above average, we are continually striving for improvement and have identified needs for reinforcement at the 4th grade (measurement and geometry) and 5th grade (estimation, percents,

and factoring) levels. Our 4th and 5th grade team collaborated on an action plan to more effectively teach these concepts. After school tutoring is provided for students with test scores at or below the basic levels. Our District Standards Writing results indicate a need to improve student writing strategies in grades K-5. Monthly writing prompts are administered and evaluated by grade level teams to determine focus areas of instruction in order to increase student achievement. Teachers attend district grade level in-services monthly on the Six Traits of Writing. Each teacher at our site uses the 6+Traits Writing Kits in the classroom to improve student writing performance and enhance our writing program.

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

The lifeblood of student success at Peters Canyon is on-going formative and diagnostic assessments. State, district, and teacher created assessments help teachers identify student progress and pinpoint student needs. At the beginning of the year parents and teachers collaboratively use testing data, in both English/Language Arts and Math, to set student goals for the current year. Each trimester students are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to determine reading ability in relationship to letter recognition, phonemic awareness, oral fluency, and comprehension. An electronic reading profile is maintained to follow the student throughout his/her schooling. Students in need of interventions are diagnosed with district assessments to determine literacy needs. District grade level rubrics are used to evaluate monthly writing samples in various genres (*i.e. first grade expository paragraphs and fifth grade persuasive essays*). Part of our writing success is due to Peters Canyon students being active participants in the assessment process. The use of “kid-friendly” rubrics has increased writing performance by providing students with a better understanding of expectations and allowing for student reflection on monthly progress. The Sadlier-Oxford math program provides pre- and post-testing for each unit of study and periodic cumulative reviews, as well as weekly-snapshot assessments that serve as indicators of student performance. Placements in flexible reading, writing, and math groups are reviewed monthly, and appropriate interventions and differentiation of curriculum are designed for students at all levels, including those in the Gifted and Talented Education (GATE) program, Special Education program, and students identified as English Learners. To ensure the highest quality education for each student, the staff at Peters Canyon believes that a strong link must exist between curriculum, instruction, and assessment. Over the past three years, Peters Canyon Elementary School has celebrated a significant rise in both state test scores and the API. This success in student achievement is largely attributed to grade level teams establishing standards-based goals determined by specific areas for improvement in English/Language Arts and Mathematics. Peters Canyon teachers are committed to a relentless pursuit of focused instruction and continuous assessment related to the state standards.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

The Peters Canyon staff believes that consistent communication between teachers, parents, students, and the community is key in maintaining academic excellence. The SSC meets regularly to review *The Single Plan for Student Achievement*, which is the vehicle used to effectively plan and support the curricular successes of children. With input from staff, the Council identifies student needs, establishes goals and objectives, reviews and creates parent surveys, and develops action plans to improve student performance. All parents are invited and notified about the meetings through our Principal’s Weekly Bulletin. At the start of the school year, academic expectations are communicated to parents during Back-to-School Night presentations. In October, teachers meet individually with parents to review and explain the STAR reports and current district test results. Grade level standards are reviewed and goals for the current year are set. District and school web sites, accessible by community members, post the school’s accountability report and state/district grade level academic standards. Parent-Teacher conferences are held in March to review and determine remaining goals, and make recommendations for meeting each student’s needs for

the remainder of the year. Our monthly PTO meetings, PTO Trailblazer Newsletter, Principal's Weekly Bulletin, classroom/grade level newsletters, electronic bulletin board, and daily bulletin update our community about academics, expectations, and activities. Teachers communicate student performance to parents through trimester report cards, twice-yearly progress reports for students who are at risk academically or have behavioral concerns, fall and spring parent conferences, individual weekly/daily behavior and/or academic reports (as needed), e-mail, and phone conferences. Weekly Friday Folders include graded class work, information regarding available programs to enhance student achievement, and space for parent responses, comments or questions.

4. Describe how the school has shared and will continue to share its successes with other schools.

The staff at Peters Canyon takes pride in sharing their successes with other schools, teachers, universities, and the community. Visitors come to see our state-of-the art technological facility that won recognition from the American Institute of Architects California Council for its design and architecture. Many of our highly qualified teachers serve as mentors to student teachers, interns, and observers from the universities of Pepperdine, Cal State Long Beach, Concordia, Cal State Fullerton, and University of California at Irvine. Eighteen of our 22 teachers have benefited from the Beginning Teacher Support and Assessment (BTSA) program as a Participating Teacher and/or a Support Provider. Each Participating Teacher is paired with a Support Provider who provides personal guidance and encouragement throughout their first two years of teaching. Additionally, our principal serves as a member of the district's *BTSA Leadership Team* and provides on-going trainings for both Support Providers and new teachers throughout the year. Keeping with our district's theme, *Sharing Strategies for Success*, our talented teachers often share their expertise in various subject areas at district-wide professional development workshops. One of our third grade teachers was selected to join the newly formed *District Writing Coach Team*, which gives monthly presentations to teachers on the 6+Traits of Writing. Our 4th grade team was the first within the district's elementary schools to employ portfolios and rubrics to measure student achievement in physical education. This model was shared with district staff as one approach to improving student performance. In addition, we collaborated with one of our neighboring elementary schools and were able to share ideas and strategies for integrating social studies and writing. Through the media, including web sites, local newspaper articles, and school board presentations, we are given ample opportunities to share our successful programs and awards with others, both inside and outside our district. Teachers are committed to seeking out additional resources to support future programs. To date, staff members have received over \$27,000 in grants and they eagerly share their award winning grant ideas with other colleagues at an annual forum.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Peters Canyon teachers believe in a teaching approach that integrates the disciplines across the curriculum and provides students with varying opportunities to develop life skills such as the ability to read, write and think critically, make decisions, problem-solve, assume responsibility, and speak eloquently. Our integrated approach provides all students with a challenging and comprehensive core curriculum based on state standards. Flexible grouping, hands-on activities, supplemental materials, the Internet, and library research, are a few of the strategies that are used daily. The 2nd through 5th grade curriculum is reinforced through the use of interdisciplinary projects allowing students opportunities to develop and apply knowledge they have acquired in their learning. Curriculum is differentiated to accommodate English Learners (EL), students identified as at-risk, and students in the GATE and special education programs. Instructional materials for our core curriculum are district-adopted and aligned to the state standards. Scientifically researched-based supplementary materials, approved by the district, are utilized to enhance

our already rich curriculum. The Houghton Mifflin program, both challenging and inclusive, meets the students' developmental needs through instruction in grammar, spelling, phonics, writing, and reading. Teachers use the Universal Access Handbooks (*i.e. Challenge, Extra Support, Classroom Management, and English Language Learners*), within the program to help differentiate in the area of ELA. Other activities that are integrated within the ELA program include writer's workshop, literature circles, book clubs, cross-age reading buddies, Word of the Week (a vocabulary enrichment activity), Reading Counts, and the Junior Great Books program. The Sadlier-Oxford math program clearly identifies the state standards so that teachers can easily organize their units of study. Math concepts are presented in a tiered manner that allows for reinforcement of acquired skills while introducing new skills. Students have ample opportunities to work on a variety of cross-curricular projects that may incorporate math concepts, such as conducting surveys and using statistical methodology to analyze data. Supplemental instructional materials include the use of Marilyn Burns replacement units, Activities Integrating Mathematics and Science (AIMS), Math Their Way, Touch Math, University of Chicago Math kits, Mountain Math, and the Marcy Cook Math Program. The social studies curriculum consists of using the Houghton Mifflin textbook, district and teacher created materials, such as *History in a Box*, video libraries, and teacher directed plays (*i.e. Rumpus in the Rainforest, Aesop's Fables, Gold Dust or Bust, Thirteen Colonies*). The Arnold and Mabel Beckman Foundation has been a generous contributor in supporting our district and site hands-on inquiry based science programs. The Peters Canyon science curriculum is enhanced through PTO sponsored after school science classes (for a fee). All students are invited to participate in our annual Astounding Inventions program. Instrumental band and strings, choral music, Meet the Masters art program, musical and dramatic plays, poetry presentations, history of music, and classroom oral presentations for individual and group projects are some of the many visual and performing arts opportunities made available for students. Peters Canyon has taken a leadership role in aligning and implementing district and state standards in physical/health education by employing portfolios and rubrics in 4th grade to measure student achievement. Grade level classes participate in sports and games that develop gross motor skills, hand-eye coordination, and teamwork. Rhythm and body movement activities such as yoga and dance enrich the curriculum by providing students with ways to non-verbally express themselves. Additional physical/health education programs include the President's National Fitness Program, Red Ribbon Week (drug/alcohol awareness), and our school-wide field day. It is through grade level collaboration and cross-curricular differentiated instruction that our teachers enable all students to master the standards and to achieve the high expectations set at Peters Canyon.

2a. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The focus at Peters Canyon is evident in our school motto: **Literacy is the Heart of our School**. All students receive a block of ELA instruction for two and a half hours per day. Students work independently and receive small group instruction through flexible groupings. Weekly lesson plans, with standards embedded, ensure that every student is learning the essential grade level skills. In 2004, the Tustin School Board, along with consensus from teachers and administrators, selected the Houghton Mifflin balanced literacy program based upon the scientific findings of the National Reading Panel. This standards-based ELA program is delivered through explicit, systematic instruction and builds a strong foundation for reading success. Strategies and skills include phonemic awareness, phonics, vocabulary development, comprehension strategies, grammar, writing, independent reading, extra support, and a home-school connection. Houghton Mifflin addresses differentiated instruction through a variety of resources specifically designed for the instructional needs of English Learners, students in special education, and advanced and gifted students. Multiple assessment resources provided by Houghton Mifflin, combined with our school-wide monthly writing assessments, and the district's K-5 literacy assessments, allow teachers to make informed instructional decisions based on each student's performance. Multiple technology resources such as the computer-based comprehension/assessment program called Reading Counts also support the Houghton Mifflin reading program. In addition, the

6+Traits of Writing, Reading Logs, Writers' Workshop, Literature Circles, book clubs, weekly library time, cross-age reading buddies, the Junior Great Books program (grades 1-5), Word of the Week enrichment activity, and Family Reading Nights are all essential components of our successful reading program. Our diverse approach to ELA instruction enables each teacher to ensure the success of every student at Peters Canyon.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Peters Canyon's inquiry-based science curriculum, which is aligned with the state standards, is designed to support our mission of promoting life-long learners who demonstrate academic, social, and technological excellence. The Arnold and Mabel Beckman Foundation formed a partnership with the Tustin Unified School District in 1998 to ensure quality science education at the elementary level. Through the foundation's generous contributions, Peters Canyon teachers have attended in-services to acquire the knowledge needed to teach the specific grade-level science standards. Our science kits (i.e. *Animals 2 by 2* in kindergarten, *Plant Growth and Development* in the 3rd grade, and *The Human Body* in the 5th grade) directly correlate with the district and state standards for life, earth, and physical sciences. Through hands-on experiences students learn the scientific process by maintaining science notebooks where they record predictions, data, questions, and discoveries regarding investigations. A "Line of Learning" at the end of each lesson allows for the synthesis of data and serves as an important assessment tool for teachers. Reverse mainstreaming provides opportunities for our students in special education to fully participate in science exploration and analysis. Additionally, working in small groups and with partners allows all students to develop social skills essential to success in the real world. Students utilize technology by creating graphs, designing Power Point presentations, and researching information on the Internet. Teachers enhance the science curriculum through technology with videos, programs such as United Streaming, and the Internet. The school-wide Astounding Inventions program, designed to spotlight young scientists, allows students an enrichment opportunity to create their own unique invention. Last year, twelve inventions by Peters Canyon students advanced to the top level of the competition at a local junior college. One of our young scientists, with his *Shakey Wakey Pillow Alarm*, was honored with the opportunity to share his invention on the Tonight Show with Jay Leno. As an indicator of our successful science program, 75% of our fifth grade students scored at the proficient or advanced level on the 2004 California Content Standards Test for Science.

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

Teachers at Peters Canyon successfully personalize every student's education and a variety of instructional methods are utilized to support student mastery of the California Content Standards. Assessment data is used to measure the depth of understanding and mastery of content in order to create meaningful cross-curricular learning experiences. All students are provided with opportunities for a "compacted" curriculum, using pre-testing as a means to assess what children already know allowing teachers to differentiate instruction appropriately. Modified assignments that address individual learning levels are utilized to meet the needs of students in the GATE program, English Learners, students in special education, and students who are at-risk. Opportunities for challenge and acceleration include Independent Study projects that permit children to choose an area of interest for further exploration. Teachers and students receive additional support and guidance from our resource specialist teacher, speech and language therapist, adaptive P.E. teacher, occupational therapist, nurse, and school psychologist. Instruction is differentiated through guided reading, flexible groups, direct instruction, learning centers, cooperative groups, and interdisciplinary projects. A strong component of our writing curriculum is the *6+Traits of Writing Program* which focuses on instilling young writers with the necessary skills to effectively communicate their thoughts in words. Icons to represent "scholarly behavior" and "depth and complexity" are evident in classrooms to reinforce essential scholarly

characteristics of life-long learners. In addition to the icons, teachers use visual aides, realia, manipulatives, simulations, the Internet, and a variety of computer programs to help enhance the curriculum. As educators in a high-tech school, our teachers project Power Point presentations, educational web sites, and other curricular information onto 32" classroom monitors to enhance lessons throughout each week. The true strengths of our instructional program are planning and evaluation, and as a professional learning community, teachers invest significant amounts of time and effort to collaboratively align lesson plans to district and state standards in order for all students to succeed.

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

The success of the Peters Canyon staff lies in their love for students, their passion for learning, and their commitment to collaboration. In addition to preparing and presenting dynamic and engaging lessons, the teachers at Peters Canyon model what it means to be life-long learners. With information and research in hand, the teachers and principal focus on three important questions: What do we want students to learn? How do we know they are mastering the standards? What can we do for students who are not meeting the standards and for those who have already mastered the standards? To enhance their teaching practices, teachers choose to attend outside classes, conferences, and workshops, as well as district and county in-services. From these training sessions, teachers learn current teaching strategies and methods, which they use to help motivate students in expanding their skills and knowledge. Teachers also share their newly acquired skills with their grade level teams and/or at staff meetings to determine the most effective plan for school implementation of new ideas in order to obtain the best results. For example, after implementing kid-friendly rubrics presented at a district-wide writing in-service, our teachers noticed a marked improvement in the students' ability to critically evaluate their writing. A majority of the staff holds or is in the process of earning advanced degrees. Of the 22 teachers on staff, 19 members have received the Cross-cultural Language and Academic Development (CLAD) certificate or its equivalent certification, eleven are GATE certified or are in the process of obtaining certification, and two members are working towards National Board Certification. Test scores have improved increasingly each year due to staff members going above and beyond to ensure that their teaching skills are "top notch." New teachers are immediately paired with a Support Provider and enrolled in the BTSA Program to offer assistance and extra support for the first two years of their teaching career. To facilitate the goal of *teamwork*, the Banking Minutes program was implemented this year. This program allows for one minimum day each week for our Professional Learning Communities (*i.e. grade level teams, leadership team, staff*) to meet cohesively and discuss such things as assessment data, student growth, daily lesson plans, and other pertinent information related to meeting the needs of all Peters Canyon students.

Part VI- Private School Addendum

Not applicable.

Part VII- Assessment Results

The test data tables demonstrate student progress at Peters Canyon over a three-year or four-year period depending on the reporting of data by the California Department of Education. The data tables included show Adequate Yearly Progress for the school on the California Content Standards Test. The State of California does not show the five proficiency levels at a schoolwide level, but rather shows the percent of students proficient or above, which California considers reaching proficiency. Additionally, grade level results on the California Content Standards Tests are reported in the test data tables. This State Criterion-Referenced Assessment System has been in existence long enough to report only 2001 through 2004 results in Language Arts and 2002 through 2004 results in Mathematics. Scores are reported by percent of students performing at five different proficiency levels in both content areas for each year reported. There are, however, several anomalies to this reporting listed below:

- In the 2000-01 school year math scores were reported as “average number correct/number possible,” and as a result are not recorded on the data tables.
- Subgroup scores for Content Standards Tests by grade level are not divided further than “percent at or above proficient.” Therefore, the percent of students at the basic level is not reported on the data tables for the subgroups.
- Subgroup scores for Content Standards Tests by grade level do not report the percent of students tested. The report provides only the number of students tested in the subgroups and therefore the number is reported in the data table.

California’s accountability system also includes the reporting of student results on a norm-referenced assessment. From 1999 to 2002, the Stanford Achievement Test, 9th Edition (SAT/9) was administered to all students in grades 2 through 11. In 2003 the norm-referenced assessment changed to the California Achievement Test, 6th Edition (CAT/6) published by Harcourt. The SAT/9 did not report ethnic subgroups, and as a result there are no subgroup results for Peters Canyon reported in the data tables from 1999 through 2002. The subgroups, which were reported on the SAT/9, were Socioeconomically Disadvantaged or English Learners. Peters Canyon did not have a significant subgroup in either of these sets. Assessment data have been disaggregated by racial/ethnic rather than socioeconomic, or any other subgroups, because these are the only subgroups of adequate size to have been reported over a five-year period. Also, CAT/6 and SAT/9 report the number of students tested, but omit the percent of students tested.

Adequate Yearly Progress (AYP) for No Child Left Behind (NCLB) Compliance
English/Language Arts

Subject English/Language Arts Grade: School Wide
 Test: California Content Standards Test

Edition/Publication Year: 2004
 Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL WIDE SCORES			
Valid Scores	301	271	260
Number At or Above Proficient	250	223	177
Percent At or Above Proficient	83	82.2	68.0
Met AYP Criteria	Yes	Yes	Yes
Participation	100%	100%	96.8%
SUBGROUP SCORES			
1. <u>White (not Hispanic)</u>			
Valid Scores	187	162	147
Number At or Above Proficient	158	128	97
Percent At or Above Proficient	84.4	79.0	65.9
Met AYP Criteria (100% Participation)	Yes	Yes	Yes
Participation	100%	100%	97.4%
2. <u>Asian</u>			
Valid Scores	88	84	74
Number At or Above Proficient	74	76	59
Percent At or Above Proficient	84	90.4	79.7
Met AYP Criteria (100% Participation)	Yes	Yes	Yes
Participation	100%	100%	100%

**Adequate Yearly Progress (AYP) for No Child Left Behind (NCLB) Compliance
Mathematics**

Subject: Mathematics School Wide
Test: California Content Standards Test

Edition/Publication Year: 2004
Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL WIDE SCORES			
Valid Scores	301	271	260
Number At or Above Proficient	254	243	191
Percent At or Above Proficient	84.3	89.6	73.4
Met AYP Criteria	Yes	Yes	Yes
Participation	100%	100%	96.8%
SUBGROUP SCORES			
1. <u>White (not Hispanic)</u>			
Valid Scores	187	162	147
Number At or Above Proficient	153	141	111
Percent At or Above Proficient	81.8	87.0	75.5
Met AYP Criteria (100% Participation)	Yes	Yes	Yes
Participation	100%	100%	97.4%
2. <u>Asian</u>			
Valid Scores	88	84	74
Number At or Above Proficient	82	80	60
Percent At or Above Proficient	93.1	95.2	81.0
Met AYP Criteria (100% Participation)	Yes	Yes	Yes
Participation	100%	100%	100%

**Second Grade/California Content Standards Test
English/Language Arts**

Subject: English/Language Arts Grade 2
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004
Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	97	100	91	98
% At or Above Basic (B+P+A)	97	96	91	93
% At or Above Proficient (P+A)	82	77	65	70
% At Advanced (A)	54	43	27	28
Number of students tested	80	79	73	128
Percent of total students tested	100	100	92	90
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White (not Hispanic)</u>				
% At or Above Proficient or Advanced	87	71	*	*
Number of students tested	54	48	*	*
2. <u>Asian</u>				
% At or Above Proficient or Advanced	79	89	*	*
Number of students tested	19	28	*	*
STATE SCORES – All Students				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	87	87	86	85
% At or Above Basic (B+P+A)	65	68	63	61
% At or Above Proficient (P+A)	35	36	32	32
% At Advanced	12	12	9	10

*Subgroups not reported prior to 2002-2003.

Third Grade/California Content Standards Test English Language Arts

Subject: English Language Arts Grade 3
 Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004
 Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	98	99	98	97
% At or Above Basic (B+P+A)	94	96	96	89
% At or Above Proficient (P+A)	78	79	71	71
% At Advanced	37	30	40	34
Number of students tested	75	77	65	106
Percent of total students tested	100	100	94	95
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White (not Hispanic)</u>				
% At or Above Proficient or Advanced	80	76	*	*
Number of students tested	46	45	*	*
2. <u>Asian</u>				
% At or Above Proficient or Advanced	77	88	*	*
Number of students tested	26	25	*	*
STATE SCORES				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	83	84	85	83
% At or Above Basic (B+P+A)	61	63	62	59
% At or Above Proficient (P+A)	30	33	34	30
% At Advanced	9	10	11	9

*Subgroups not reported prior to 2002-2003.

**Fourth Grade/California Content Standards Test
English Language Arts**

Subject: English Language Arts Grade 4
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004
Publisher Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	99	100	96	99
% At or Above Basic (B+P+A)	99	98	96	96
% At or Above Proficient (P+A)	86	91	84	78
% At Advanced	49	57	42	34
Number of students tested	79	70	63	109
Percent of total students tested	100	100	90	95
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White (not Hispanic)</u>				
% Above Proficient or At Advanced	85	91	*	*
Number of students tested	47	43	*	*
2. <u>Asian</u>				
% Above Proficient or At Advanced	92	94	*	*
Number of students tested	25	17	*	*
STATE SCORES – All Students				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	91	92	90	87
% At or Above Basic (B+P+A)	73	74	71	66
% At or Above Proficient (P+A)	39	39	36	33
% At Advanced	16	15	14	11

*Subgroups not reported prior to 2002-2003

**Fifth Grade/California Content Standards Test
English Language Arts**

Subject: English Language Arts Grade 5
Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004
Publisher Educational Testing Service

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May
SCHOOL SCORES				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	98	100	91	96
% At or Above Basic (B+P+A)	95	100	84	92
% At or Above Proficient (P+A)	86	82	63	59
% At Advanced	52	40	26	24
Number of students tested	67	50	73	99
Percent of total students tested	100	100	100	89
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>White (not Hispanic)</u>				
% At or Above Proficient or Advanced	85	79	*	*
Number of students tested	40	29	*	*
2. <u>Asian</u>				
% At or Above Proficient or Advanced	89	94	*	*
Number of students tested	18	16	*	*
STATE SCORES – All Students				
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100	100
% At or Above Below Basic (BB+B+P+A)	87	90	91	88
% At or Above Basic (B+P+A)	71	72	71	66
% At or Above Proficient (P+A)	40	36	31	28
% At Advanced	16	10	9	7

*Subgroups not reported prior to 2002-2003

**Second Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 2

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004

Publisher: Educational Testing Service

	2003- 2004	2002- 2003	2001- 2002
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	100	100	90
% At or Above Basic (B+P+A)	97	100	87
% At or Above Proficient (P+A)	92	91	72
% At Advanced	63	58	40
Number of students tested	80	79	73
Percent of total students tested	100	100	95
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White (not Hispanic)</u>			
% At or Above Proficient or Advanced	93	90	*
Number of students tested	54	48	*
2. <u>Asian</u>			
% At or Above Proficient or Advanced	95	96	*
Number of students tested	19	28	*
STATE SCORES – All Students			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	96	96	92
% At or Above Basic (B+P+A)	76	76	68
% At or Above Proficient (P+A)	51	53	43
% At Advanced	23	24	16

*Subgroups not reported prior to 2002-2003

Third Grade/California Content Standards Test Mathematics

Subject: Mathematics Grade 3

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004

Publisher: Educational Testing Service

	2003- 2004	2002- 2003	2001- 2002
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	100	100	98
% At or Above Basic (B+P+A)	99	95	92
% At or Above Proficient (P+A)	85	86	80
% At Advanced	58	55	58
Number of students tested	75	77	65
Percent of total students tested	100	100	94
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White (not Hispanic)</u>			
% At or Above Proficient or Advanced	82	82	*
Number of students tested	46	45	*
2. <u>Asian</u>			
% At or Above Proficient or Advanced	92	96	*
Number of students tested	26	25	*
STATE SCORES – All Students			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	96	94	91
% At or Above Basic (B+P+A)	73	71	65
% At or Above Proficient (P+A)	48	46	38
% At Advanced	21	19	12

*Subgroups not reported prior to 2002-2003

**Fourth Grade/California Content Standards Test
Mathematics**

Subject: Mathematics Grade 4

Test: STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	99	99	95
% At or Above Basic (B+P+A)	94	97	92
% At or Above Proficient (P+A)	81	90	80
% At Advanced	42	60	43
Number of students tested	79	70	60
Percent of total students tested	100	100	95
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
<u>1. White (not Hispanic)</u>			
% At or Above Proficient or Advanced	77	88	*
Number of students tested	47	43	*
<u>2. Asian</u>			
% At or Above Proficient or Advanced	96	88	*
Number of students tested	25	17	*
STATE SCORES – All Students			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	97	93	93
% At or Above Basic (B+P+A)	73	72	67
% At or Above Proficient (P+A)	45	45	37
% At Advanced	18	18	13

*Subgroups not reported prior to 2002-2003

Fifth Grade/California Content Standards Test Mathematics

Subject Mathematics Grade 5
Test STAR Program California Content Standards Test (Criterion Referenced)

Edition/Publication Year 2004
Publisher Educational Testing Service

	2003- 2004	2002- 2003	2001- 2002
Testing Month	May	May	May
SCHOOL SCORES			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	100	100	95
% At or Above Basic (B+P+A)	96	100	89
% At or Above Proficient (P+A)	81	92	67
% At Advanced	39	56	26
Number of students tested	67	50	73
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>White (not Hispanic)</u>			
% At or Above Proficient or Advanced	75	86	*
Number of students tested	40	29	*
2. <u>Asian</u>			
% At or Above Proficient or Advanced	89	100	*
Number of students tested	18	16	*
STATE SCORES – All Students			
% At or Above Far Below Basic (FBB+BB+B+P+A)	100	100	100
% At or Above Below Basic (BB+B+P+A)	90	87	90
% At or Above Basic (B+P+A)	27	61	59
% At or Above Proficient (P+A)	65	35	29
% At Advanced	12	10	7

*Subgroups not reported prior to 2002-2003

**Second Grade/Nationally Norm Referenced Assessment
Reading**

Subject: Reading Grade 2

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	45	44	61	52	42
% Scoring At or Above 50 th NPR	86	77	88	86	74
% Scoring At or Above 25 th NPR	96	89	100	97	96
Number of students tested	80	79	66	123	74
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	46	50	*	*	*
% Scoring At or Above 50 th NPR	89	81	*	*	*
% Scoring At or Above 25 th NPR	98	92	*	*	*
Number of students tested	54	48	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	42	36	*	*	*
% Scoring At or Above 50 th NPR	84	71	*	*	*
% Scoring At or Above 25 th NPR	95	86	*	*	*
Number of students tested	19	28	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website.

Third Grade/Nationally Norm Referenced Assessment Reading

Subject: Reading Grade 3

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	41	34	62	57	49
% Scoring At or Above 50 th NPR	69	68	93	88	82
% Scoring At or Above 25 th NPR	93	90	98	97	95
Number of students tested	75	77	60	97	78
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	41	33	*	*	*
% Scoring At or Above 50 th NPR	72	71	*	*	*
% Scoring At or Above 25 th NPR	93	93	*	*	*
Number of students tested	46	45	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	42	40	*	*	*
% Scoring At or Above 50 th NPR	65	64	*	*	*
% Scoring At or Above 25 th NPR	96	88	*	*	*
Number of students tested	26	25	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website.

**Fourth Grade/Nationally Norm Referenced Assessment
Reading**

Subject: Reading Grade 4

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	37	39	70	61	59
% Scoring At or Above 50 th NPR	70	76	94	92	89
% Scoring At or Above 25 th NPR	94	97	100	99	98
Number of students tested	79	70	53	101	95
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White (not Hispanic)					
% Scoring Above 75 th NPR	40	33	*	*	*
% Scoring At or Above 50 th NPR	68	70	*	*	*
% Scoring At or Above 25 th NPR	96	98	*	*	*
Number of students tested	47	43	*	*	*
2. Asian					
% Scoring Above 75 th NPR	36	41	*	*	*
% Scoring At or Above 50 th NPR	76	88	*	*	*
% Scoring At or Above 25 th NPR	96	94	*	*	*
Number of students tested	25	17	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website.

**Fifth Grade/Nationally Norm Referenced Assessment
Reading**

Subject: Reading Grade 5

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	55	54	59	46	49
% Scoring At or Above 50 th NPR	81	88	93	77	81
% Scoring At or Above 25 th NPR	96	100	98	98	93
Number of students tested	67	50	53	91	70
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	58	29	*	*	*
% Scoring At or Above 50 th NPR	75	86	*	*	*
% Scoring At or Above 25 th NPR	95	100	*	*	*
Number of students tested	40	43	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	44	63	*	*	*
% Scoring At or Above 50 th NPR	89	88	*	*	*
% Scoring At or Above 25 th NPR	94	100	*	*	*
Number of students tested	18	16	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website.

**Second Grade/Nationally Norm Referenced Assessment
Language**

Subject: Language Grade 2

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	53	46	76	62	65
% Scoring At or Above 50 th NPR	83	73	93	90	83
% Scoring At or Above 25 th NPR	96	94	100	97	96
Number of students tested	80	79	67	125	94
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White (not Hispanic)					
% Scoring Above 75 th NPR	57	44	*	*	*
% Scoring At or Above 50 th NPR	85	77	*	*	*
% Scoring At or Above 25 th NPR	98	96	*	*	*
Number of students tested	54	48	*	*	*
2. Asian					
% Scoring Above 75 th NPR	42	46	*	*	*
% Scoring At or Above 50 th NPR	84	68	*	*	*
% Scoring At or Above 25 th NPR	95	93	*	*	*
Number of students tested	19	28	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Third Grade/Nationally Norm Referenced Assessment
Language**

Subject: Language Grade 3

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	52	45	63	68	65
% Scoring At or Above 50 th NPR	80	82	93	88	94
% Scoring At or Above 25 th NPR	97	96	98	99	100
Number of students tested	75	77	60	97	93
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	46	51	*	*	*
% Scoring At or Above 50 th NPR	83	82	*	*	*
% Scoring At or Above 25 th NPR	98	96	*	*	*
Number of students tested	47	45	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	42	40	*	*	*
% Scoring At or Above 50 th NPR	77	84	*	*	*
% Scoring At or Above 25 th NPR	96	100	*	*	*
Number of students tested	26	25	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Fourth Grade/Nationally Norm Referenced Assessment
Language**

Subject: Language Grade 4

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	52	50	74	56	61
% Scoring At or Above 50 th NPR	85	84	96	89	91
% Scoring At or Above 25 th NPR	91	96	100	100	96
Number of students tested	79	70	53	101	97
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	49	47	*	*	*
% Scoring At or Above 50 th NPR	87	81	*	*	*
% Scoring At or Above 25 th NPR	91	93	*	*	*
Number of students tested	47	43	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	56	59	*	*	*
% Scoring At or Above 50 th NPR	88	94	*	*	*
% Scoring At or Above 25 th NPR	96	100	*	*	*
Number of students tested	25	17	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Fifth Grade/Nationally Norm Referenced Assessment
Language**

Subject: Language Grade 5

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	63	60	69	61	61
% Scoring At or Above 50 th NPR	87	92	93	90	86
% Scoring At or Above 25 th NPR	97	98	100	98	100
Number of students tested	67	50	59	92	71
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	58	62	*	*	*
% Scoring At or Above 50 th NPR	80	97	*	*	*
% Scoring At or Above 25 th NPR	95	97	*	*	*
Number of students tested	40	29	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	67	63	*	*	*
% Scoring At or Above 50 th NPR	94	88	*	*	*
% Scoring At or Above 25 th NPR	100	100	*	*	*
Number of students tested	18	16	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Second Grade/Nationally Norm Referenced Assessment
Mathematics**

Subject: Mathematics Grade 2

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	78	70	70	67	67
% Scoring At or Above 50 th NPR	90	90	93	89	83
% Scoring At or Above 25 th NPR	98	99	97	98	94
Number of students tested	80	77	67	125	94
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	74	73	*	*	*
% Scoring At or Above 50 th NPR	91	85	*	*	*
% Scoring At or Above 25 th NPR	98	100	*	*	*
Number of students tested	54	48	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	84	75	*	*	*
% Scoring At or Above 50 th NPR	89	96	*	*	*
% Scoring At or Above 25 th NPR	95	100	*	*	*
Number of students tested	19	28	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website.

**Third Grade/Nationally Norm Referenced Assessment
Mathematics**

Subject: Mathematics Grade 3

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	67	70	87	75	72
% Scoring At or Above 50 th NPR	83	90	95	93	98
% Scoring At or Above 25 th NPR	99	99	100	98	100
Number of students tested	75	77	60	97	93
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
<u>1. White (not Hispanic)</u>					
% Scoring Above 75 th NPR	67	71	*	*	*
% Scoring At or Above 50 th NPR	83	91	*	*	*
% Scoring At or Above 25 th NPR	98	98	*	*	*
Number of students tested	54	45	*	*	*
<u>2. Asian</u>					
% Scoring Above 75 th NPR	73	80	*	*	*
% Scoring At or Above 50 th NPR	85	92	*	*	*
% Scoring At or Above 25 th NPR	100	100	*	*	*
Number of students tested	26	25	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Fourth Grade/Nationally Norm Referenced Assessment
Mathematics**

Subject: Mathematics Grade 4
 Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 1999 and 2003
 Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	65	71	77	75	68
% Scoring At or Above 50 th NPR	77	90	94	94	93
% Scoring At or Above 25 th NPR	94	96	100	100	98
Number of students tested	78	70	53	101	97
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	74	70	*	*	*
% Scoring At or Above 50 th NPR	91	91	*	*	*
% Scoring At or Above 25 th NPR	98	95	*	*	*
Number of students tested	54	43	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	64	71	*	*	*
% Scoring At or Above 50 th NPR	80	88	*	*	*
% Scoring At or Above 25 th NPR	100	94	*	*	*
Number of students tested	25	17	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website

**Fifth Grade/Nationally Norm Referenced Assessment
Mathematics**

Subject: Mathematics Grade 5

Test: California Achievement Test/6th Edition, Survey (CAT/6) in 2003 and 2004
Stanford Achievement Test/9th Edition, Form T (SAT/9) in 1999 to 2002

Edition/Publication Year: 9th Edition (1999) and 6th Edition (2003)

Publisher: CAT/6– CTB/McGraw Hill SAT/9 - Harcourt

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

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Scoring Above 75 th NPR	66	76	73	63	76
% Scoring At or Above 50 th NPR	88	98	97	90	92
% Scoring At or Above 25 th NPR	96	100	100	95	99
Number of students tested	67	50	59	92	71
Percent of total students tested	**	**	**	**	**
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>White (not Hispanic)</u>					
% Scoring Above 75 th NPR	60	79	*	*	*
% Scoring At or Above 50 th NPR	85	97	*	*	*
% Scoring At or Above 25 th NPR	93	100	*	*	*
Number of students tested	40	29	*	*	*
2. <u>Asian</u>					
% Scoring Above 75 th NPR	78	75	*	*	*
% Scoring At or Above 50 th NPR	94	100	*	*	*
% Scoring At or Above 25 th NPR	100	100	*	*	*
Number of students tested	18	16	*	*	*

*Subgroups not reported prior to 2002-2003

**Percentage not reported on State Website