

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 1025 Victoria Street
(If address is P.O. Box, also include street address)

Costa Mesa CA 92627-3929
City State Zip Code+4 (9 digits total)

County Orange State School Code Number* 30 66597 6029490

Telephone (949) 515-6985 Fax (949) 515-6841

Website/URL <http://www.nmusd.us/schools/victoria> E-mail jlaakso@nmusd.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 _____

Name of Superintendent* Dr. Jeffrey C. Hubbard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newport Mesa Unified School District Tel. (714) 424-5000

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

(Superintendent's Signature) Date _____

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

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

(School Board President's/Chairperson's Signature) Date _____

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

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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)

- Number of schools in the district:

<u>22</u>	Elementary schools
<u>2</u>	Middle schools
<u> </u>	Junior high schools
<u>6</u>	High schools
<u>2</u>	Other (Alternative Education Centers)
<u>32</u>	TOTAL
- District Per Pupil Expenditure: \$7881.00
 Average State Per Pupil Expenditure: \$7172.00

SCHOOL (To be completed by all schools)

- 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
- 14 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?
- 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	29	16	45		8			
1	28	24	52		9			
2	35	33	68		10			
3	33	34	67		11			
4	32	27	59		12			
5	29	21	50		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								341

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>39</u> | % White |
| <u>2</u> | % Black or African American |
| <u>55</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>2</u> | % American Indian/Alaskan Native |
| 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: 16 %

[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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	360
(5)	Total transferred students in row (3) divided by total students in row (4)	.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 37%
131 Total Number Limited English Proficient
 Number of languages represented: 9
 Specify languages: Spanish, Albanian, Turkish, Japanese, Marshallese, Vietnamese, Arabic, Farsi, Other

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 209

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: $\frac{20}{66}$ %
66 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>18</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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> </u>	<u>2</u>	(80%/20%)
Classroom teachers	<u>16</u>	<u>4</u>	
Special resource teachers/specialists	<u>2</u>	<u>8</u>	
Paraprofessionals	<u> </u>	<u>16</u>	
Support staff	<u>4</u>	<u>4</u>	
Total number	<u>22</u>	<u>34</u>	

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	94%	96%	93%	96%
Teacher turnover rate	0%	11%	10%	5%	5%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Victoria Elementary School is located in Costa Mesa, California, and is part of the Newport Mesa Unified School District. Our goal is to meet the diverse needs of our 341 students enrolled in kindergarten through fifth grade, including four special day classes. With a student population of 55% Hispanic, 39% White, 2% African American, 2% Filipino, and 1% Asian, our school promotes equity, responsibility, and success for all. Thirty-seven percent of our students are classified as English Language Learners, and 58% of students qualify for free and reduced lunch. Twenty-one percent of our student population is classified as Students with Disabilities.

Victoria receives funding through Title I, School Improvement and Economic Impact Aid, and a generous donor also supports the school through funding to enhance our science program. Through a partnership with Toyota Racing Development, the school is able to purchase additional materials.

We have an outstanding staff of professionals who are committed to providing the best possible learning environment for all students. Our educational program focuses on inspiring students to achieve at the proficient and advanced levels on state content standards, as well as paying attention to the well being of the "whole child". This focus on our vision of "Rising Above" has resulted in four years of sustained growth on our state Academic Performance Index (756 in 2003 to 828 in 2006). Victoria School was selected as a California Distinguished School in 2006, and as a Title I Academic Achievement School in both 2005 and 2006.

We believe that we have a commitment and a responsibility to develop a challenging scholastic program for each student, and to celebrate our students' academic excellence, not only when acquiring basic skills, but also when achieving more challenging benchmarks and personal aspirations. It is the goal of the staff to lead students toward being productive, informed and fulfilled individuals. The staff believes that individuals should be treated with dignity and respect, promoting a culture of appreciation and understanding for all. As Thomas Edison once said, "Touch the match of enthusiasm to the fuse of energy and let yourself explore." Our desire is to spark that enthusiasm in all students.

Victoria School is committed to the on-going use of technology. We utilize a networked file server to provide access to technology from all classrooms and a variety of other school locations. A highly qualified instructional assistant staffs our computer lab, and teachers and students are very adept in utilizing computers for word processing, internet access, and in the use of educational software to enhance learning.

Parents, along with community support, are an integral part of the education process. Parents provide valuable input by serving on the School Site Council, English Language Learner Advisory Committee and the GATE Parent Advisory Committees. Parents spend countless hours volunteering in classrooms and support our active PTA. Our bilingual School Community Coordinator is a vital part of our staff. This respected professional personally connects with our Spanish-speaking families and translates for teachers and the administrator, as well as interacting daily with students and parents. In addition, Victoria School offers many exemplary programs and activities such as Outdoor Science School, Class Act, Homework Club, After School Science Academy, Art Masters, Reading Club, Junior Achievement, and Student Council. Of special recognition is the cooperation and collaboration displayed by all who participate in the learning process. The principal supports both teachers and parents in an atmosphere of trust and cooperation. Teachers assist each other with training, problem solving, and improving programs for both gifted and at-risk students. Special education and general education teachers consult to improve classroom modifications and alternative strategies. Supportive, caring, and professional are the words that truly describe Victoria School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The California Department of Education reports both state and federal accountability results under the general heading of the “Accountability Progress Reporting” (APR) system. The APR system includes the state API (Academic Performance Index) reports as well as the federal Adequate Yearly Progress (AYP) and Program Improvement (PI) reports. California’s 2006 API growth reports are based on the results of statewide testing in spring. The test results used in the API calculations were from the California Standards Tests (CSTs) in English-Language Arts (ELA), Mathematics, and Science. In addition, the results of the California Achievement Test in grade three were included. The CST results are reported using five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The percent of students scoring at each performance level is reported by grade and subject for all students, as well as for subgroups of students. Results for school, school district, county, and state levels have been posted on the California Department of Education’s Web site at <http://cde.ca.gov>. The state target is to have all students score at the Proficient level or above.

Victoria School actively utilizes data throughout the school year to establish long and short-term goals for students by grade level, across grade levels, and for the school as a whole. As a staff, Victoria teachers meet before the school year begins to analyze STAR test results in the areas of English-Language Arts, Mathematics, and Science. The data is disaggregated to include all of the significant subgroups in the school’s population. The current year’s data is compared with the performance and growth of previous years. Patterns, trends, areas of strength, and areas for improvement are all discussed, and this information is used to assist in setting goals for the current year. A review of our progress on the API (Academic Performance Index) in English-Language Arts and Mathematics provides evidence of our sustained growth for all significant subgroups over the last four years:

	Schoolwide		Hispanic		White		Socio-economically Disadvantaged	
	API	Growth	API	Growth	API	Growth	API	Growth
2005-2006	828	15	805	20	860	11	793	25
2004-2005	813	45	785	76	849	24	768	48
2003-2004	771	12	712	22	832	12	719	16
2002-2003	756	10	684	7	820	20	700	6

Victoria School is most proud of the fact that, since the 2002-2003 school year, we have improved our API score by 72 points, to exceed the state standard of 800. Our current API is 828. We are pleased that our English Language Learners and Socioeconomically Disadvantaged Students have made significant progress in both English-Language Arts and Mathematics, and are extremely close to meeting the state standard. Our improvement targets are focused on moving all students towards the Proficient level on the Annual Measurable Objectives (AMOs) in both English-Language Arts and Mathematics. In English-Language Arts, the schoolwide percentage of students scoring at the Proficient level has increased from 41% in 2003 to 57% in 2006, an increase of 16 percentage points. In Mathematics, the schoolwide percentage of students scoring at the Proficient level has increased from 49% to 62%, an increase of 13 percentage points. The following strategies contributed to our growth:

- Use of differentiated instruction to meet the diverse needs of all of our subgroups.
- Intervention programs to support at risk students such as Homework Club, “Whatever It Takes”, Reading Club, and individual assistance before and after school.
- Focused program of staff development to ensure consistency among and between grade levels.
- Use of Renaissance Learning Programs to monitor student progress and provide interventions.
- Focus by teachers on the skill of comprehension in reading and problem solving in mathematics.
- Integration of RSP support into the classrooms for additional assistance with at-risk students.

2. Using Assessment Results:

The staff at Victoria School uses data from standardized tests and other assessments to develop schoolwide goals in the areas of English-Language Arts and Mathematics. Student progress is monitored by use of district pacing guides in language arts and math, and by the use of summative assessments in reading and benchmark assessments in math. The results of these assessments are utilized to provide appropriate instruction and interventions for all students, and in particular, the “at risk” students. All assessments are designed to measure each student’s progress towards mastery of the State standards. Students are also assessed and progress is monitored closely using the Renaissance Learning programs such as STAR Reading and Math, and Accelerated Reader and Accelerated Math. Science journals, publisher and teacher created tests, and writing samples are also used to provide each teacher with a clear picture of students who are exceeding and meeting grade level standards, as well as those students who need additional support. Teachers modify their instruction based on assessment results, and use small groups settings or one-on-one tutoring to re-teach specific standards. A “universal access” block allows teachers to collaborate with the Resource Specialist Teacher for team-teaching students, providing instruction to meet the needs of students at specific levels of performance.

Individual teachers, grade levels, and the school staff analyze the results of all assessments on a daily, weekly, and monthly basis. Teachers meet by grade levels each week to discuss assessments and student progress toward meeting grade level standards. Non-and limited English speaking students are assessed at the District Assessment Center to determine English language Proficiency levels. Annual California English Language Development Test (CELDT) testing provides data on growth and establishes next steps for improving skills. Teachers use the Hampton Brown “Into English” program to provide English Language Development, and instruction in the content areas is modified by the use of Specially Designed Academic Instruction in English (SDAIE) strategies to provide comprehensible input and alternative ways to demonstrate understanding of the concepts presented.

Special Education students are given a variety of assessment options through the Individualized Educational Program (IEP) process. Individualized academic assessment to measure each student’s progress occurs at least yearly and a comprehensive assessment is given every three years. The IEP team determines the best testing situation for each student with disabilities, and alternative assessments such as the California Alternate Performance Assessment (CAPA) are used for some of our students.

3. Communicating Assessment Results:

Communication with parents is of vital importance at Victoria School. The standards for each grade level are reviewed by teachers at Back-to-School Night and during report card conferences in the fall and spring. Parents are provided with written copies of the standards in both English and Spanish. Report cards are standards based, and are discussed with parents during conferences. The report cards include a section for parent assistance and support. State STAR test scores are mailed to parents at the beginning of each school year, and teachers discuss these results with the parents during conferences. In addition, teachers and parents communicate informally on many occasions throughout the year. Through our yearly Report to the Community, as well as individual test results mailed to parents, disaggregated student assessment results are communicated to the school community. Communications are shared with the community in both English and Spanish.

Teachers communicate regularly with students to ensure that expectations are clear regarding progress towards meeting grade level goals. Content standards are cited in lesson plans, and students are informed of the learning and skills to be mastered before instruction begins. Students are a key part of the assessment process, and are given ample opportunities to self-evaluate their own work and track their own progress towards proficiency. Homework is assigned to offer practice of content standards and foster critical thinking skills, and parents are asked to take an active role in assisting their children at home by offering support and providing a quiet place to study. Many teachers have developed class web pages,

which provide parents with another opportunity to view assignments and upcoming events in their child's classroom. Teachers offer specific suggestions to parents to foster the teamwork that is necessary for each child to succeed.

4. Sharing Success:

Victoria Elementary School has been paired with another elementary school in our district to provide mutual assistance and sharing of strategies as we begin our process of preparing for Categorical Program Monitoring site reviews. During this process, we will visit the other elementary school to offer feedback and suggestions for improvement. Informal discussions among administrators are another avenue to share best practices and success.

Victoria Elementary has been asked by the state of California to submit successful practices and strategies to be included in a statewide *Visitor's Guide*. According to the California Department of Education, the *2006 Visitor's Guide to High Performing Elementary Schools (Visitor's Guide)* is a Web-based directory of successful, replicable practices used by some of the top-performing elementary schools in California. It features over 400 practices from 175 schools recognized in one of three statewide award programs: Distinguished Schools, Blue Ribbon Nominees, and Title I Academic Achievement Schools. All three programs identify and honor some of the state's most exemplary and inspiring schools. The *Visitor's Guide* represents an effort to recognize and disseminate successful practices statewide. Ideally, the guide will lead to telephone or e-mail contacts or, better yet, peer interactions at the participating school site.

Participating schools indicate which months are open for visits to their sites. Telephone calls are welcomed. The school profiles in the *Visitor's Guide* will include achievement and demographic data in addition to descriptions of one to three signature practices. Visitors will be able to search for a school or practice that matches their own school's needs or interest. Signature practices are practices or programs that have been deemed by school leaders to make a significant positive impact on student achievement at their schools. The practices fall into one of six areas of school programs: leadership and school-wide planning; standards and assessments for decision making; curriculum and instructional practice; staff development; teacher leadership and collaboration; student support; and family and community partnerships. These areas are based on the Distinguished Schools rubric and the Essential Program Components. Posting of the *Visitor's Guide* on the California Department of Education Web site at <http://www.cde.ca.gov> is anticipated by early 2007.

PART V- CURRICULUM AND INSTRUCTION

1. Curriculum:

All students at Victoria School are given equal access to a standards-based core curriculum, which includes all content areas. Teachers in every classroom implement the district adopted curriculum, which is linked to the state content standards. Resources are allocated so that all students have access to textbooks and materials to meet their particular educational needs. These materials ensure steady student progress towards meeting the state content standards. The district pacing plans in Mathematics and English-Language Arts foster collaboration between teachers who are working on the same theme and goals together. In the area of English-Language Arts, teachers provide instruction in the areas of listening, speaking, reading, and writing. We utilize the Houghton-Mifflin series as our base program, and differentiate instruction to meet the unique needs of all students. In the area of Mathematics, the McGraw Hill series is used as a guide for student learning. Students receive instruction in a rigorous program that emphasizes the mastery of basic skills, as well as opportunities for problem solving and critical thinking.

Teachers also use state adopted materials and textbooks in the areas of science and social science to strengthen the link between instruction and the state standards. Teachers work hard to develop interdisciplinary lessons, which integrate a variety of curricular areas. For example, a science lesson on how plants grow may include an art project, a math activity to study graphing, and a reading selection from the social studies text on the importance of agriculture to the early colonists. In addition, all teachers provide a variety of research and extension activities for students eager for additional challenges, to ensure that higher levels of thinking are emphasized in our total academic program.

The science program at Victoria provides instruction in earth, physical, and life sciences. Our part time science teacher introduces science concepts to students in an interactive, hands-on laboratory setting. Teachers then review these science concepts in their classrooms and provide additional learning experiences and follow up activities. Four Victoria teachers teach our after school Science Academy, in which students learn about such subjects as flight, geology, dinosaurs, and fun with science. Victoria School also sponsors Family Science Nights.

A PE specialist for grades 4 and 5, and a vocal music specialist for all students provide standards based lessons, and teachers follow up with instruction in their own classrooms. Upper grade students also have the opportunity to participate in an after school instrumental music program. In addition, Victoria is one of the original five schools participating in the free “Class Act” partnership provided by the Pacific Symphony Orchestra (PSO). This sequential program supports and enhances music education by focusing on repeated interaction with an “adopted” musician from the PSO. Lessons are augmented with workshops for teachers, a Prelude Assembly, a Family Night Concert, a concert for the entire school at the Orange County Performing Arts Center, and a Bravo Assembly (put on by students) at the end of the year. In the area of visual arts, all students participate in the “Art Masters” program. Students study famous artists and have the opportunity to apply the artists’ techniques to their own artwork.

Fourth and fifth grade Gifted and Talented students are placed in a “GATE cluster”. The teachers in this program have received extensive training in best practices for gifted students, and provide a program that implements depth and complexity to differentiate the grade level curriculum. The Resource Specialist serves as a consultant to all teachers in the school. She provides assistance with differentiated instruction, modifications and instructional strategies to meet the needs of students with learning disabilities, and for students at risk of not meeting the standards. Career awareness is developed at Victoria School by the Junior Achievement program, which gives students the opportunity to investigate the “real world” of business. Speakers from the community also provide information on a variety of careers in a number of classrooms.

2. Reading:

The staff at Victoria Elementary School utilizes a variety of strategies, materials, and resources to ensure student success in the areas of reading and language arts. Textbooks and instructional materials are adopted by the district from the list of state approved materials, to ensure that the content standards are woven throughout each lesson. The district has chosen the Houghton Mifflin program for English-Language Arts and the Hampton Brown "Into English" program for English Language Development. ELD standards are integrated with English-Language Arts standards to provide an articulated program of instruction.

This year, reading comprehension is one of our school's professional development themes. All teachers have been trained in strategies to assist students in acquiring a deeper understanding of what they read. Teachers then have the opportunity to try the techniques and share the results with their colleagues. Additional strategies for teaching reading comprehension are presented throughout the school year during staff development sessions, and teachers given time to observe other teachers trying the lessons with time to reflect and evaluate the results.

Teachers use a variety of groupings in the classroom, such as pair-share, collaborative learning groups, and independent and teacher directed activities. Instructional strategies such as reciprocal teaching, Readers Theater, literature circles, textbook mapping, and picture walks are used to provide access to the curriculum for all students. Students receive whole group and small group instruction, and students are grouped in order to meet their diverse needs. Students participate in small, leveled reading groups during our "universal access" block. Reading books at the appropriate instructional level assist students in acquiring skills. Problem solving strategies and higher levels of thinking are also emphasized. The use of Renaissance Learning Programs such as Accelerated Reading allow for differentiation of instruction.

3. Additional Curriculum Area (Media and Technology):

A state of the art library and media center was built when Victoria was reopened. With over 14,000 up to date books and a circulation of approximately 3500 student and 250 parent books per month, the center is well used by children, parents, and teachers. Books are available in both English and Spanish, and books on tape are also available for parents to check out and use at home. The library remains open at recess and lunchtime for students and parents. Our library aide schedules 19 classes per week for book check out, free reading, story time, and opportunities for research. Several time slots are left open for research projects, and computer workstations are available with information software and Internet access. The library aide gathers books on a specific topic for teachers to check out for in-class use, and supports our schoolwide character education program by finding books that demonstrate the character trait of the month. She also oversees the fall and spring Book Fairs and Author's Day. In addition, she rewards students who have earned a specific number of points in the Accelerated Reader program with bookmarks, pencils, and other incentives.

All students have the opportunity to use the Victoria computer lab each week. Our technology aide and classroom teachers provide instruction using various computer programs tied to content standards, and teach word processing skills to all students. Computer lab time may also be used for research, and students are shown how to successfully navigate the Internet to obtain information from a variety of sources.

Technology is also present in all classrooms. Teachers are linked through the school and district server, and students have access to computers and the Internet throughout the school day. Many teachers use video streaming to bring the outside world to their classrooms. The use of Renaissance Learning programs such as Accelerated Math and Accelerated Reading allow students to master skills and progress at their own levels, thus providing a differentiated program for all students. Teachers use the Renaissance programs to record and monitor student achievement.

4. Instructional Methods:

Victoria teachers have been trained in and use a variety of instructional strategies to meet the needs of our diverse student population. Teachers read and discuss research on best practices linked to our focus areas for the year. Best practices are modeled during staff development sessions, and teachers implement these strategies in their classrooms. Grade level chairs work collaboratively with teachers to disseminate information, share materials, plan instruction, and provide assistance as needed. Teachers at Victoria routinely act as mentors for each other, and everyone's contribution is valued as a part of the instructional team.

Victoria teachers have implemented a variety of methods into their classrooms, such as strategies for improving reading comprehension, and the use of Bloom's Taxonomy and GATE strategies. Teachers who are trained in both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies provide instruction for English learners in all classrooms. Teachers use a variety of resources and instructional materials to enhance instruction for English learners. Beginning and intermediate students in kindergarten receive 30 minutes of daily ELD instruction, and students in grades 1-5 receive 45 minutes of specialized instruction each day. Students at the advanced levels receive additional assistance from their classroom teachers, using SDAIE strategies. In addition, teachers utilize "preview-review" strategies, the use of realia, cooperative learning strategies, songs and chants, peer assistance, and support from bilingual instructional aides to ensure student understanding in the content areas. The district offers on-going training and support for teachers of English Language Learners. Through district level training, the principal becomes familiar with the materials and strategies that teachers are using in their classrooms. She is then able to provide suggestions and support for teachers as they implement these strategies.

5. Professional Development

District and site level professional development at Victoria School is focused towards improving student achievement and teaching to the state standards. Professional development needs and research topics are determined by the percentage of proficient students in the core academic areas, STAR results, summative and formative assessment measures, and the school site plan. The staff meets as a whole to share strategies and materials. Teachers participate in study groups to analyze student work and discuss best practices for increasing student achievement. The principal and teachers provide professional articles for the staff. Teachers have access to a growing on-site professional library, and they personally subscribe to many professional publications and journals. Staff development opportunities are available at school, district, and county levels, and teachers are encouraged and supported in attending so that they may grow professionally. Teachers attend outside conferences which are aligned with the California Content Standards. Nutrition education is provided through a partnership with the District and the California Nutrition Network. Training for first and second year teachers is provided through the District's Beginning Teacher Support and Assessment (BTSA) program, and all new teachers are provided with individual support providers to assist them in their professional growth.

Teachers at Victoria guide the professional development efforts based on current research and student needs. In order to monitor the effectiveness of professional development activities, each year the Professional Development Needs Assessment Report is administered to all teachers. This survey evaluates the professional development at both site and district levels, and the results help guide future professional development opportunities. After each professional development day, teachers complete an evaluation of the training that they received. The data is analyzed and shared with the staff. The surveys also help plan future trainings.

**Victoria Elementary School
State Criterion-Referenced Test**

Subject: English Language Arts

Grade: 2

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	63	51	42	46
% Advanced	24	22	4	14
Number of Students Tested	59	55	47	66
Percent of Total Students Tested	100	97	96	90
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	53	47	31	30
% Advanced	6	10	0	7
Number of Students Tested	36	30	26	30
2. White				
% At or Above Proficient	77	59	60	59
% Advanced	48	36	10	21
Number of Students Tested	21	22	20	34
3. Socioeconomically Disadvantaged				
% At or Above Proficient	49	36	34	**
% Advanced	10	10	0	**
Number of Students Tested	31	31	29	**
4. English Language Learners				
% At or Above Proficient	41	43	30	24
% Advanced	0	5	0	0
Number of Students Tested	22	21	20	25
5. Students with Disabilities				
% At or Above Proficient	*	*	*	*
% Advanced	*	*	*	*
Number of Students Tested	7	7	1	0

* Data are not reported for groups with less than 10 students.

** No data available.

**Victoria Elementary School
State Criterion-Referenced Test**

Subject: English Language Arts

Grade: 3

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	39	41	29	37
% Advanced	13	7	5	7
Number of Students Tested	54	41	58	74
Percent of Total Students Tested	100	100	97	95
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	35	24	18	21
% Advanced	7	0	0	0
Number of Students Tested	29	21	28	39
2. White				
% At or Above Proficient	41	61	38	54
% Advanced	18	11	7	16
Number of Students Tested	22	18	29	32
3. Socioeconomically Disadvantaged				
% At or Above Proficient	28	26	22	**
% Advanced	0	0	3	**
Number of Students Tested	32	23	31	**
4. English Language Learners				
% At or Above Proficient	21	14	20	12
% Advanced	0	0	4	0
Number of Students Tested	19	14	25	25
5. Students with Disabilities				
% At or Above Proficient	*	*	20	*
% Advanced	*	*	0	*
Number of Students Tested	9	4	10	0

* Data are not reported for groups with less than 10 students.

** No data available.

**Victoria Elementary School
State Criterion-Referenced Test**

Subject: English Language Arts

Grade: 4

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	62	53	40	46
% Advanced	26	19	16	20
Number of Students Tested	47	64	75	61
Percent of Total Students Tested	98	97	98	92
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	54	38	21	24
% Advanced	8	9	2	3
Number of Students Tested	24	34	42	28
2. White				
% At or Above Proficient	74	69	67	65
% Advanced	42	28	32	31
Number of Students Tested	19	29	31	32
3. Socioeconomically Disadvantaged				
% At or Above Proficient	57	37	22	**
% Advanced	15	8	13	**
Number of Students Tested	26	38	46	**
4. English Language Learners				
% At or Above Proficient	40	32	7	13
% Advanced	20	11	0	0
Number of Students Tested	15	28	28	16
5. Students with Disabilities				
% At or Above Proficient	*	20	*	*
% Advanced	*	20	*	*
Number of Students Tested	6	10	4	0

* Data are not reported for groups with less than 10 students.

** No data available.

**Victoria Elementary School
State Criterion-Referenced Test**

Subject: English Language Arts

Grade: 5

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	51	50	54	38
% Advanced	14	23	27	3
Number of Students Tested	63	70	63	62
Percent of Total Students Tested	97	99	96	82
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	39	27	28	13
% Advanced	10	8	7	0
Number of Students Tested	31	37	29	30
2. White				
% At or Above Proficient	68	75	75	67
% Advanced	18	41	42	7
Number of Students Tested	28	32	33	30
3. Socioeconomically Disadvantaged				
% At or Above Proficient	40	31	37	**
% Advanced	8	11	14	**
Number of Students Tested	38	44	35	**
4. English Language Learners				
% At or Above Proficient	15	9	8	0
% Advanced	5	0	0	0
Number of Students Tested	20	23	13	15
5. Students with Disabilities				
% At or Above Proficient	*	*	40	*
% Advanced	*	*	0	*
Number of Students Tested	9	2	10	0

* Data are not reported for groups with less than 10 students.

** No data available.

**Victoria Elementary School
State Criterion-Referenced Test**

Subject: Mathematics

Grade: 2

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	71	68	61	62
% Advanced	34	35	23	36
Number of Students Tested	59	55	47	66
Percent of Total Students Tested	100	97	96	90
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	59	73	61	60
% Advanced	17	30	15	20
Number of Students Tested	36	30	26	30
2. White				
% At or Above Proficient	90	64	65	62
% Advanced	57	41	35	47
Number of Students Tested	21	22	20	34
3. Socioeconomically Disadvantaged				
% At or Above Proficient	65	65	59	**
% Advanced	23	23	21	**
Number of Students Tested	31	31	29	**
4. English Language Learners				
% At or Above Proficient	63	76	55	56
% Advanced	18	19	15	20
Number of Students Tested	22	21	20	25
5. Students with Disabilities				
% At or Above Proficient	*	*	*	*
% Advanced	*	*	*	*
Number of Students Tested	7	7	1	0

* Data are not reported for groups with less than 10 students.

** No data available.

Victoria Elementary School

State Criterion-Referenced Test

Subject: Mathematics

Grade: 3

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	50	63	40	43
% Advanced	22	24	16	15
Number of Students Tested	54	41	59	74
Percent of Total Students Tested	100	100	98	95
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	45	57	32	34
% Advanced	17	14	11	8
Number of Students Tested	29	21	28	39
2. White				
% At or Above Proficient	59	66	45	53
% Advanced	27	33	17	19
Number of Students Tested	22	18	29	32
3. Socioeconomically Disadvantaged				
% At or Above Proficient	41	48	32	**
% Advanced	16	9	13	**
Number of Students Tested	32	23	32	**
4. English Language Learners				
% At or Above Proficient	37	36	36	20
% Advanced	11	0	16	0
Number of Students Tested	19	14	26	25
5. Students with Disabilities				
% At or Above Proficient	*	*	30	*
% Advanced	*	*	10	*
Number of Students Tested	9	4	10	0

* Data are not reported for groups with less than 10 students.

** No data available.

Victoria Elementary School

State Criterion-Referenced Test

Subject: Mathematics

Grade: 4

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	57	49	38	44
% Advanced	23	11	11	18
Number of Students Tested	47	64	75	61
Percent of Total Students Tested	98	97	98	92
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	55	44	26	28
% Advanced	17	6	5	7
Number of Students Tested	24	34	42	28
2. White				
% At or Above Proficient	63	52	51	56
% Advanced	26	14	16	28
Number of Students Tested	19	29	31	32
3. Socioeconomically Disadvantaged				
% At or Above Proficient	58	44	28	**
% Advanced	23	5	4	**
Number of Students Tested	26	38	46	**
4. English Language Learners				
% At or Above Proficient	40	39	11	12
% Advanced	20	7	0	6
Number of Students Tested	15	28	28	16
5. Students with Disabilities				
% At or Above Proficient	*	20	*	*
% Advanced	*	0	*	*
Number of Students Tested	6	10	4	0

* Data are not reported for groups with less than 10 students.

** No data available.

Victoria Elementary School

State Criterion-Referenced Test

Subject: Mathematics

Grade: 5

Test: California Standards Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% At or Above Proficient	51	62	52	39
% Advanced	14	20	19	5
Number of Students Tested	63	69	63	62
Percent of Total Students Tested	97	97	96	82
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% At or Above Proficient	48	51	34	20
% Advanced	3	5	3	0
Number of Students Tested	31	37	29	30
2. White				
% At or Above Proficient	57	74	66	57
% Advanced	25	35	33	10
Number of Students Tested	28	31	33	30
3. Socioeconomically Disadvantaged				
% At or Above Proficient	50	51	40	**
% Advanced	8	9	9	**
Number of Students Tested	38	43	35	**
4. English Language Learners				
% At or Above Proficient	35	39	8	7
% Advanced	0	0	0	0
Number of Students Tested	20	23	13	15
5. Students with Disabilities				
% At or Above Proficient	*	*	30	*
% Advanced	*	*	10	*
Number of Students Tested	9	2	10	0

* Data are not reported for groups with less than 10 students.

** No data available.

**Victoria Elementary School
CAT/6 Reading
Referenced Against National Norms**

Grade: 3

Subject: Reading
Edition: 6th Edition

Test: CAT/6 CA Achievement Survey Test
Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

The scores are reported as the percentage of students scoring at or above the 50th percentile ranking which is considered at or above grade level.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% Scoring At or Above 50 th NPR	43	41	29	34
% Scoring Above 75 th NPR	22	17	5	8
Number of Students Tested	54	41	58	74
Percent of Total Students Tested	93	93	88	95
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% Scoring At or Above 50 th NPR	21	19	14	13
% Scoring Above 75 th NPR	10	5	0	3
Number of Students Tested	29	21	28	39
2. White				
% Scoring At or Above 50 th NPR	68	67	41	59
% Scoring Above 75 th NPR	36	28	10	16
Number of Students Tested	22	18	29	32
3. Socioeconomically Disadvantaged				
% Scoring At or Above 50 th NPR	19	26	13	20
% Scoring Above 75 th NPR	3	9	0	5
Number of Students Tested	32	23	31	44
4. English Language Learners				
% Scoring At or Above 50 th NPR	16	14	16	12
% Scoring Above 75 th NPR	5	0	0	0
Number of Students Tested	19	14	25	25
5. Students with Disabilities				
% Scoring At or Above 50 th NPR	*	*	*	*
% Scoring Above 75 th NPR	*	*	*	*
Number of Students Tested	9	4	10	*

* Data are not reported for groups with 10 or less students.

**Victoria Elementary School
CAT/6 Mathematics
Referenced Against National Norms**

Grade: 3

Subject: Mathematics

Test: CAT/6 CA Achievement Survey Test

Edition: 6th Edition

Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

The scores are reported as the percentage of students scoring at or above the 50th percentile ranking which is considered at or above grade level.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May
School Scores				
% Scoring At or Above 50 th NPR	59	68	48	50
% Scoring Above 75 th NPR	31	39	19	23
Number of Students Tested	54	41	58	74
Percent of Total Students Tested	93	93	88	95
Number of Students Alternatively Assessed	*	*	*	*
Percent of Students Alternatively Assessed	*	*	*	*
Subgroup Scores				
1. Hispanic				
% Scoring At or Above 50 th NPR	52	62	36	41
% Scoring Above 75 th NPR	28	29	14	15
Number of Students Tested	29	21	28	39
2. White				
% Scoring At or Above 50 th NPR	73	72	59	59
% Scoring Above 75 th NPR	36	50	21	31
Number of Students Tested	22	18	29	32
3. Socioeconomically Disadvantaged				
% Scoring At or Above 50 th NPR	47	57	39	41
% Scoring Above 75 th NPR	22	26	19	18
Number of Students Tested	32	23	31	44
4. English Language Learners				
% Scoring At or Above 50 th NPR	47	43	40	28
% Scoring Above 75 th NPR	21	29	20	4
Number of Students Tested	19	14	25	25
5. Students with Disabilities				
% Scoring At or Above 50 th NPR	*	*	*	*
% Scoring Above 75 th NPR	*	*	*	*
Number of Students Tested	9	4	10	*

* Data are not reported for groups with 10 or less students.