

OCEAN VIEW SCHOOL DISTRICT

Star View Elementary School

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Kristi Hickman, Principal



A California Distinguished School

2003-2004 School Accountability Report Card



Ocean View School District

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Voter approval of Proposition 98 in November of 1988 requires that each school publish an annual School Accountability Report Card (SARC) to explain school programs, their costs, and effectiveness. In addition, Federal No Child Left Behind legislation requires an annual report of progress in meeting State and National objectives. This annual report is based on the best data available at the time of publication.

Principal's Message

Star View Elementary School is a dynamic and unique school among the eleven elementary schools in the Ocean View School District. Although much of the District is in Huntington Beach, Star View's location allows us to serve students from Westminster, Midway City, and Fountain Valley. Our current population reflects the ethnic diversity of our community, as seen in the chart below. The exemplary reputation of Star View Elementary School shines in our community.

The epitome of a model school, our warm and caring atmosphere is balanced with the highest level of professionalism and commitment to student success. Star View Elementary School teachers pride themselves in maintaining a high level of expertise based on current practices, often sharing their knowledge throughout the school and District. A variety of instructional strategies are implemented to meet diverse student needs, promote student achievement, foster independence, build character, and encourage life-long learning. Star View Elementary School's commitment to the success of all students results from an open partnership among parents, students, community, and our staff. Together we work to meet the needs of each individual in an atmosphere of respect while celebrating our diversity. Our reputation is one of academic excellence; child centered, standards-based curriculum emphasizing thinking and meaning; site based teamwork and decision making; and instructional practices that promote life-long learning and success for all!

- Kristi Hickman, Principal

School Mission Statement

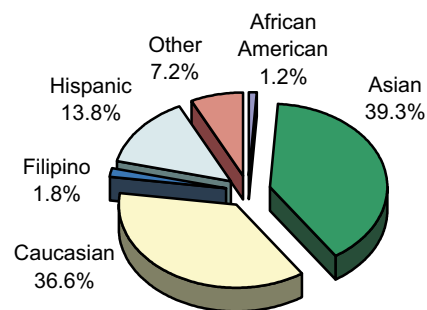
The mission of Star View Elementary School and of the Ocean View School District is to provide all students with a high quality educational program which: meets their individual, social, emotional, and physical health needs; creates a school environment that will best promote the learning necessary for each student to acquire maximum knowledge and experience; and fosters in each student a feeling of personal worth and philosophy that encompasses worthy moral and ethical values, and sustains a growing awareness of our interdependence with society and the environment.



District & School Profile

Located in western Orange County, minutes from the scenic California coastline, the Ocean View School District educates more than 10,000 pre-kindergarten through eighth grade students in the northern half of Huntington Beach and portions of Westminster, Fountain Valley, and Midway City. Founded in 1874, the District is proud of its long tradition of academic excellence. There are currently eleven elementary schools and four middle schools in the District. Students from Ocean View School District attend high schools within the Huntington Beach Union High School District. Award winning schools, a rigorous and supportive educational program, strong community partnerships, and high levels of parental involvement are hallmarks of the Ocean View School District. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, supporting its motto: "Charting the Course -- Success for All."

% of School Enrollment by Ethnic Group

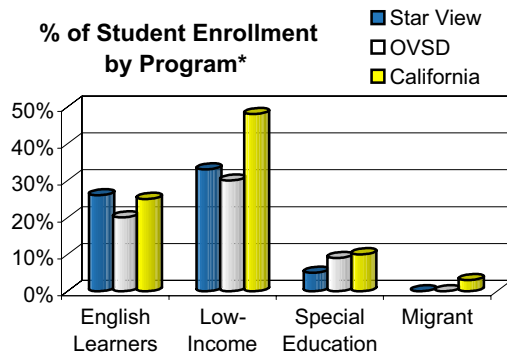


Other includes American Indian, Pacific Islander, and Multiple/No Response students.

Star View Elementary School, a California Distinguished School, serves about 600 students on a traditional school calendar year. Since it opened in 1965, Star View has had a close and active relationship with the community. Respect and closeness run so deep that four former students have recently returned to Star View... as teachers!

No Child Left Behind

No Child Left Behind (NCLB) requires evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of our school and District's enrollment, as defined by these subgroups, is provided to assist in interpreting information presented in this report card. The enrollment of significant ethnic subgroups is located on page one.



*Source: STAR testing enrollment.

School Leadership

Leadership at Star View Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Assisting the principal is the Leadership Team, comprised of grade level team leaders. This team meets monthly to address issues such as staff development needs, school safety, program improvement, and intervention strategies. The focus during the 2003-04 school year was on curriculum calibration, English/language arts, math, and early reading interventions. The team members act as communication liaisons whereby they bring ideas and issues from their colleagues to be discussed in an open forum.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of our educational plan and to ensure instructional programs are consistent with students' needs and comply with District goals. Our school's committees and organizations include: School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Organization (PTO). At the District level, parents participate on the Instructional Advisory Council, the President's Roundtable, District ELAC, District Community Budget Advisory Committee, and the Gifted and Talented Education Parent Advisory Council.

Community Involvement

Parents and the community are very supportive of the educational program at Star View Elementary School. Our PTO has made generous contributions of time and money to numerous programs, activities, and equipment including the Art Masters Program, curriculum enrichment, field trips, computers, and playground equipment. This year the school benefited from over 20,000 volunteer hours. Our programs are further enriched by countless community partnerships.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating on organized committees, and attending schoolwide events such as Back-to-School Night, Open House, Literacy Day, and the nearly 20 student-run performances. We believe communication is the foundation for an inter-active educational program involving the administrators, teachers, students, and parents. Parents are constantly informed of school activities through weekly PTO newsletters, monthly school newsletters, classroom letters, and advisory committee meetings, as well as the school's marquee, website, and hotline.

Contact Information

Parents who wish to volunteer or participate in Star View Elementary School's leadership teams, school committees, and school activities may call the school's office at (714) 897-1009.

Discipline & Climate for Learning

Star View Elementary School has a high standard for student behavior. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Behavioral expectations are clearly explained and consistently enforced. Parents and students are informed of discipline policies through the student handbook, parent letter, Back-to-School Night, beginning of the year assembly, and weekly Flag Assemblies. At Star View Elementary School, "going to the Principal's office" is not always a bad thing! Each week students from every class make appointments to share their "Star Quality" work with Principal Hickman.

At the beginning of every school year, the students and teachers of each class draft and sign a class constitution containing specific rules of conduct based on the idea of committing "Random Acts of Simple Kindness." This philosophy of respect and acceptance is further facilitated by the school's conflict management program. Students who best exemplify these characteristics are recognized at weekly Flag Assemblies in front of their parents and peers.

	Suspensions & Expulsions					
	Star View			OVSD		
	2002	2003	2004	2002	2003	2004
Suspension (#)	0	11	7	412	444	574
Suspension (%)	0	1.8	1.17	4.1	4.4	5.6
Expulsion (#)	0	0	0	2	2	1
Expulsion (%)	0	0	0	0.0	0.0	0.0

Star View Elementary School has not expelled any students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Instructional Programs

All curriculum and instruction in the Ocean View School District is aligned to the California Academic Content Standards approved by the State Board of Education. Every child receives a comprehensive standards-aligned core program in English/language arts, mathematics, history/social science, science, physical education, and fine arts. It is our goal to ensure that all students are provided the support they need in order to experience academic success. We structure the educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Using standards-based adopted textbooks and materials, teachers are able to adapt classroom instruction to meet students' unique learning styles. When further assistance is needed for students to achieve grade level standards, several strategies are in place. Before- and after-school literacy clubs assist students with English/language arts.

Ocean View School District offers the Gifted and Talented Education (GATE) program to students in grades four through eight who have been recognized as capable of attaining high levels of achievement by their teachers and identified through testing programs. At Star View Elementary School, students in the GATE program are clustered to receive instruction with increased depth and complexity by GATE-trained teachers. Students in the GATE program also have the option of attending the magnet program at Circle View Elementary School.

For students whose primary language is not English and who have limited English proficiency, Ocean View School District offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are identified as English Learners through the California English Language

Development Test (CELDT). These students receive 30 minutes of English Language Development (ELD) daily and are placed with teachers who have supplemental credentials to provide instruction to English Learners. The school is working on having all teachers become CLAD certified. Students are also placed in flexible reading groups based on their ability. Star View Elementary School has the highest redesignation rate of English Learners moving to proficient in the District.

Star View Elementary School provides instruction to all students in the least restrictive environment possible. Students with disabilities are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include services from a Speech and Language Specialist, Occupational Therapist, Resource Specialist, Adaptive Physical Education Specialist, or placement in a Special Day Class. Star View Elementary School offers pull-out and in-class cluster programs designed to mainstream these students as much as possible.

Training & Curriculum Improvement

The writing and implementation of Ocean View School District's curriculum is an ongoing process, designed to address continual instructional improvement and the implementation of state standards and associated adopted instructional materials. Under the leadership of the Assistant Superintendent of Curriculum and Instruction, the Instructional Advisory Council establishes the District's long-range objectives and vision as well as oversees eight subject area Curriculum Committees. Curriculum Committee members, comprised of administrators, teacher representatives, and parents, analyze testing data to determine students' progress in learning the standards, assess the effectiveness of District programs in meeting students' learning needs, evaluate and recommend new programs for implementation, articulate curriculum among grade levels, and develop District assessments.

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers two staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by the adoption of new programs and results of student assessment. Staff members are encouraged to attend conferences and workshops offered through professional organizations such as the University of California Irvine campus, the Orange County Department of Education, and the West Orange County Professional Development Center. District technology trainers and a consultant from the county office offer supplemental training in technology.

In the 2003-04 school year, the District focus for staff training was on curriculum calibration with an emphasis on aligning instruction with state standards in reading, English/language arts, writing, and math; implementing a new science program for grades K-5; and developing strategies for working with learners of differing abilities, including at-risk learners, English language learners, and GATE students. Expert consultants from the Orange County Department of Education and DataWorks Educational Research met with teachers to align curriculum with state standards and to develop teaching pacing guides.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development through the Beginning Teacher Support and Assessment (BTSA) program. This program utilizes the District's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Textbooks & Instructional Materials

Ocean View School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support each school's instructional program. Ocean View School District held a Public Hearing on December 7, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including Special Education and English learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The District follows the State Board of Education's six-year adoption cycle for core content materials.

In addition to books, Star View's fully automated library also contains computers, videos, audiotapes, DVDs, and periodicals. It is open before, during, and after school and students make weekly visits with their classes. A library specialist is available to students 25 hours a week and is assisted by numerous parent volunteers.

The District is committed to providing state-of-the-art technology to all students. Teachers integrate technology into classroom curriculum following the OVSD Student Technology Standards, which are aligned to the National Educational Technology Standards. At Star View Elementary School, every classroom has between three to six fully-networked computers. Computers are used to teach and reinforce reading, math, language arts, and keyboarding skills. Students also have the opportunity to learn about technical theater; students program and run the lighting, music and, recording boards for all of the school's performances.

Textbooks*		
Subject/ Adoption Year	Publisher and Series	Grade Levels
Language Arts		
June 2002	Houghton Mifflin: <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5th
Mathematics		
Dec. 2001	Scott Foresman: <i>California Mathematics</i>	K-5th
Science		
June 2003	Harcourt Brace: <i>Harcourt Science</i>	K-5th
History/Social Science		
June 2000	McGraw-Hill: <i>Adventures in Time and Place</i>	K-6th

*Only core textbooks are required to be reported. A list of textbooks used for interventions, GATE, music, and Spanish may be obtained from the District Instructional Services Office.

Measures of Student Achievement

To obtain accurate and valid measures of educational progress, Ocean View School District offers students multiple opportunities to demonstrate mastery of state and District grade-level standards. Multiple measures of assessment monitor the progress of students and measure the effectiveness of the instructional program and include District assessments, state standardized tests, classroom observation, and report card grades.

In the Ocean View School District, students take a battery of District assessments four times a year -- at the start of the school year and at the end of each trimester. Assessments measure student ability in reading, writing, and math. Results are compiled into an individual Student Assessment Profile/Rubric for each child. Teachers use this information to modify instruction according to a child's needs, recommend interventions to increase the level of achievement, and monitor possible retention candidates.

In addition to District-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The following sections provide an overview of tests and associated data showing the progress of students at Star View Elementary School and the Ocean View School District, and a comparison of that progress to students throughout the state.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/language arts and 16.0% for mathematics on the California Standards Tests (CST). Additional AMOs contributing to whether or not an elementary or middle school demonstrates AYP include: a 95% or above participation rate on the CST (grades 2-8) and an Academic Performance Index (API) of 560 or one point of API growth each year. Schools meeting AYP for three consecutive years may be eligible to apply for the Title I Achieving School Award.

Star View Elementary School exceeded all requirements for Adequate Yearly Progress in 2004. Ocean View School District met all AYP requirements in 2004.

Schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. mathematics) for two consecutive years will be identified for Program Improvement. Star View Elementary School does not receive Title I funding and is not subject to program improvement mandates. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	02	03	04
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		
Schools in the District Identified for Program Improvement			
Number of Schools	0	0	0
Percent of Schools	0%	0%	0%

Adequate Yearly Progress										
California Standards Test (CST)										
English/Language Arts										
Star View Elementary					OVSD					
Year Ending	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced			
	03	04	03	04	03	04	03	04		
Target	95%		13.6%		95%		13.6%			
	Met	%	Met	%	Met	%	Met	%	Met	
Subgroups										
All Students	Yes	99	Yes	99	Yes	55.4	Yes	53.5	Yes	99
English Learners	Yes	99	Yes	99	Yes	50.0	Yes	40.3	Yes	99
SED^	Yes	99	Yes	100	Yes	40.2	Yes	40.0	Yes	99
Special Education		94		100		31.2		21.0	Yes	97
African American		100		100					Yes	100
Asian	Yes	100	Yes	99	Yes	62.3	Yes	53.2	Yes	99
Caucasian	Yes	98	Yes	100	Yes	60.8	Yes	61.7	Yes	99
Hispanic or Latino	Yes	99	Yes	100	Yes	29.2	Yes	31.6	Yes	99
Math										
Star View Elementary					OVSD					
Year Ending	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced			
	03	04	03	04	03	04	03	04		
Target	95%		16.0%		95%		16.0%			
	Met	%	Met	%	Met	%	Met	%	Met	
Subgroups										
All Students	Yes	99	Yes	99	Yes	62.8	Yes	66.3	Yes	99
English Learners	Yes	99	Yes	99	Yes	62.7	Yes	60.5	Yes	99
SED^	Yes	99	Yes	100	Yes	50.3	Yes	53.3	Yes	99
Special Education		97		100		45.4		31.5	No	95
African American		100		100					Yes	100
Asian	Yes	100	Yes	99	Yes	72.6	Yes	76.9	Yes	99
Caucasian	Yes	99	Yes	100	Yes	65.5	Yes	65.4	Yes	99
Hispanic or Latino	Yes	99	Yes	100	Yes	40.0	Yes	41.6	Yes	99
Academic Performance Index (API)										
Star View Elementary					OVSD					
Year Ending	03		04		03		04			
	Met	Score	Met	Score	Met	Score	Met	Score		
Target	Minimum score of 560 or 1 point increase									
Scores	Yes	822	Yes	835	Yes	790	Yes	795		

Scores included in this report card were based on STAR test reports published in October 2004.

^SED = Socioeconomically Disadvantaged

*Only numerically significant subgroups are required to be reported

Standardized State Assessments

Ocean View School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test Survey (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit the STAR website at: <http://star.cde.ca.gov>.

California Standards Tests (CST)

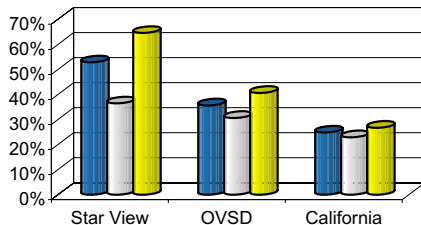
California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state of California are required to report their CST results in comparison to the state. In this report card, the percentage of students achieving Advanced and Proficient levels is reported.

Physical Fitness

In the spring of each year, Star View Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of Students in Healthy Fitness Zone 2003-04

- 5th Grade Total
- 5th Grade Boys
- 5th Grade Girls



California Standards Test (CST)																								
2002, 2003, 2004																								
Combined % of Students Scoring at Advanced & Proficient Levels																								
Grade Level	English/Language Arts						Mathematics																	
	2		3		4		5		2		3		4		5									
Year Ending	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04						
All Students																								
Star View	49	48	43	40	55	33	51	56	71	52	61	60	61	67	84	47	70	60	39	51	63	44	63	55
OVSD	43	48	49	44	47	41	47	52	55	47	51	56	60	70	72	46	54	61	46	59	60	46	48	52
California	32	36	35	34	33	30	36	39	39	31	36	40	43	53	51	38	46	48	37	45	45	29	35	38
Male																								
Star View	48	33	40	31	53	29	46	52	65	47	55	57	67	65	83	41	75	53	40	52	63	45	58	48
OVSD	42	44	47	42	45	38	43	47	49	42	44	49	65	69	73	48	58	61	47	57	59	47	46	48
California	29	30	32	31	29	27	33	37	36	28	36	36	45	54	52	39	47	50	38	46	45	30	35	36
Female																								
Star View	48	65	45	46	56	38	57	60	75	57	68	62	55	67	86	50	66	69	37	50	62	43	70	59
OVSD	44	53	51	46	50	45	53	55	61	51	57	63	54	70	71	44	51	60	45	60	61	45	51	56
California	35	40	39	36	37	33	40	43	43	33	39	44	41	51	50	36	43	47	37	46	45	28	35	38
English Learners (EL)																								
Star View	41	42	37	36	48	18	7	39	41	39	38	59	63	71	37	70	59	14	39	44	63	38		
OVSD	12	26	27	14	18	19	9	15	20	8	11	20	32	51	54	15	29	41	20	35	36	18	18	18
California	14	19	18	12	13	11	10	15	15	6	9	12	27	37	38	22	30	32	18	29	26	10	15	17
Non EL																								
Star View	50	51	46	40	58	40	59	61	81	56	65	64	63	69	93	49	71	61	43	54	69	46	63	57
OVSD	52	56	57	53	56	50	57	62	65	55	60	66	68	77	78	55	63	67	53	67	67	52	55	60
California	41	45	45	44	42	40	46	49	51	39	44	51	52	61	59	46	53	56	46	53	53	37	42	45
SED^																								
Star View	29	38	33	20	38	19	36	42	55	43	53	55	48	54	70	25	63	49	34	39	58	36	58	45
OVSD	19	29	28	17	24	26	22	25	33	22	28	33	38	55	56	19	33	46	28	39	45	26	27	28
California	18	23	22	18	20	17	19	24	25	14	20	24	30	41	39	25	34	36	24	33	32	16	22	25
Non SED																								
Star View	56	56	46	48	62	42	57	66	77	55	66	63	67	77	90	55	74	68	41	58	65	47	66	60
OVSD	57	60	59	59	60	50	62	67	65	57	65	67	72	79	80	61	67	68	55	70	66	56	60	62
California	51	55	54	54	52	49	56	59	60	49	54	60	61	69	68	55	62	65	54	62	61	45	50	53
Special Education																								
Star View							63			50												45	46	
OVSD	34	24	25	36	27	17	30	26	24	18	22	18	43	45	49	39	46	33	25	38	26	25	19	22
California	16	17	16	17	15	14	15	15	16	11	12	13	27	31	29	21	24	26	18	20	20	12	12	12
African American																								
Star View																								
OVSD	63	50		28	52		30	17		63	41		63	64		14	48		35	33		59	28	
California	28	27		23	20		27	27		23	28		37	36		29	32		29	28		19	22	
Asian																								
Star View	52	45		57	34		68	63		71	66		73	89		76	77		63	68		83	68	
OVSD	62	55		63	50		66	71		71	71		81	86		78	77		78	77		81	75	
California	62	60		56	52		62	63		56	63		75	76		73	75		74	74		64	67	
Caucasian																								
Star View	54	50		62	41		61	84		66	64		72	93		67	59		56	66		64	52	
OVSD	58	60		59	51		64	65		60	67		79	80		63	70		67	66		55	60	
California	54	53		52	48		59	59		54	60		71	67		61	64		61	61		49	51	
Filipino																								
Star View			21			12			53			27			50			39			42			20
OVSD			75			56			57			70			83			88			79			85
California			56			54			46			58			50			58			67			68
Hispanic																								
Star View			13			33			14			48			33			67			14			38
OVSD			24			27			20			27			25			32			51			51
California			23			22			19			17			14			25			20			25

Scores included in this report card were based on STAR test reports published in October 2004. Fifth grade science scores are available at <http://star.cde.ca.gov>

^SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested scores are not disclosed. 2002 testing data unavailable from the California Department of Education.

California Achievement Test Survey (CAT/6)

The CAT/6 is a norm referenced survey test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. **Please Note: Prior to 2003, the STAR included the SAT9 norm referenced test, which has been replaced by CAT/6. These are two different exams, developed five years apart; results from CAT/6 should not be directly compared to those from the SAT9.**

CAT/6 Survey Norm Referenced Test*									
2003, 2004									
% At or Above 50th Percentile									
Subject Area	Reading				Math				
	2	3	4	5	2	3	4	5	
Grade Level	2	3	4	5	2	3	4	5	
Year Ending	03 04	03 04	03 04	03 04	03 04	03 04	03 04	03 04	
All Students									
Star View	53 60	51 41	51 60	69 60	81 82	73 65	62 69	75 70	
OVSD	56 65	46 46	45 47	55 53	73 77	62 65	58 62	62 62	
California	46 47	34 35	35 36	40 41	57 59	52 54	48 49	49 50	
Subgroups									
Females	67 65	61 51	52 69	66 66	87 84	71 74	65 66	80 77	
Males	40 55	39 31	50 49	71 52	75 81	75 57	57 73	71 59	
English Learners	17 44	21 10	22 37	53 31	71 71	79 52	33 56	58 44	
Non English Learners	65 70	63 54	57 67	72 65	85 89	71 71	68 73	79 74	
SED^	38 54	25 19	39 48	58 47	77 65	66 49	42 68	63 66	
Non SED	63 62	61 54	58 65	74 67	84 89	76 75	73 70	82 72	
Asian	48 53	31 31	46 58	77 64	79 81	88 69	76 82	91 80	
Caucasian	65 73	75 53	63 70	77 69	83 93	75 70	66 72	80 67	
Hispanic or Latino	27 50	33 33	21 37	57 27	73 57	44 56	14 37	48 40	

*Scores included in this report card were based on STAR test reports published in October 2004.

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

SAT9 Survey Norm Referenced Test									
2002									
% At or Above 50th Percentile									
Subject Area	Reading				Math				
	2	3	4	5	2	3	4	5	
Grade Level	2	3	4	5	2	3	4	5	
All Students									
Star View	66 63	60 73	81 75	67 81					
OVSD	66 62	62 62	79 74	72 76					
California	53 47	49 46	62 62	58 57					
Subgroups									
Females	61 65	67 73	75 72	73 84					
Males	72 60	55 72	87 79	62 77					
English Learners	48 44	13	74 72	38					
Non English Learners	73 69	69 76	84 76	73 80					
SED^	52 45	43 64	68 66	61 79					
Non SED	72 70	67 76	86 79	70 81					
Asian	63 58	57 77	83 85	72 94					
Caucasian	78 70	67 72	85 73	78 75					
Hispanic or Latino	53 55	55 57	63 55	50 64					

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on state testing results. The statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's state testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program (currently unfunded) are the two remaining components of the PSAA. API results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. Star View Elementary School was eligible for the Governor's Performance Award in 2003.

API School Results							
All Students	Base			All Students	Growth		
	2001	2002	2003		2002	2003	2004
Percent Tested	98	100	99	Percent Tested	100	99	100
API Score	815	784	824	API Growth Score	798	822	834
Growth Target	*	1	*	Actual Growth	-17	38	10
Statewide Rank	9	8	9	Eligible for Awards	No	Yes	No
Similar Schools Rank	7	6	7	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Asian							
Base API Score	850	797	868	API Growth Score	814	861	857
Growth Target	*	1	*	Actual Growth	-36	64	-11
Caucasian							
Base API Score	816	812	846	API Growth Score	829	844	852
Growth Target	*	*	*	Actual Growth	13	32	6
Hispanic							
Base API Score	730	691	699	API Growth Score	683	703	725
Growth Target	1	1	1	Actual Growth	-47	12	26

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Teacher Assignment

We take great pride in our caring and dedicated teachers. For the 2003-04 school year, Star View Elementary School had 28 fully credentialed teachers in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	30	30	28
Emergency Credentials	1	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	31	30	28
Teacher Misassignments			0
Teacher Vacancies			0
Working Outside Subject	0	0	0
Average Years Teaching	15.5	16.6	18.4
Average Years in District	13.8	14.5	16.0
<i>Data not required to be reported for these years.</i>			

NCLB-Compliant Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 92.59 percent of core academic classes at Star View Elementary School were taught by NCLB-compliant teachers and 80.8 percent of core academic classes in the District were taught by NCLB-compliant teachers.

Teacher Education Levels 2003-04		
	Star View	OVSD
Doctorate	0.0%	0.4%
Master's Degree +30*	39.3%	27.2%
Master's Degree	25.0%	38.9%
Bachelor's Degree +30*	35.7%	29.2%
Bachelor's Degree	0.0%	6.7%
<i>*Indicates additional hours above and beyond degree.</i>		

Teacher Evaluation

A constructive evaluation process is a fundamental element in a sound educational program. Non-tenured teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are performed by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are modeled after the Stull guidelines for teacher evaluations and include: maintenance of a suitable learning environment, attainment of standards of expected student progress, working staff relationships, professional qualities, instructional techniques and strategies, adherence to curricular objectives, and other duties relevant to the position.

Substitute Teachers

Ocean View School District employs more than 230 qualified substitute teachers, including part-time teachers, retired teachers, and aspiring full-time teachers. About 35-40 percent of District substitutes are fully credentialed; all have a minimum of a bachelor's degree, have passed the California Basic Education Skills Test, and have a 30-day substitute permit. On the rare occasion when a substitute is not available, students receive instruction from a certificated teacher or school administrator.

Student Support Services

We make every effort to meet the academic, emotional, and physical needs of our students. The school and District employ qualified

personnel to provide support services. An active Student Study Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. For students at-risk of retention, a Monitor and Assistance Plan (MAP) is created in collaboration with the parent, student, and teacher. The plan outlines intervention strategies and the roles and responsibilities of each participant.

Counseling & Support Services Staff			
Title	Number of Staff	Days Available Per Week	Full Time Equivalent
Adaptive PE Specialist	1	as needed	-
Counselor (Intern)	1	2	0.4
Health Technician	2	4	0.8
Nurse	1	1	0.2
Campus Supervisors	6	4	0.8
Psychologist	1	1	0.2
Resource Specialist	1	5	1.0
Speech/Language Specialist	1	3	0.6

School Facilities & Safety

Star View Elementary School provides a safe, clean environment for students, staff, and volunteers. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. Campus grounds encompass approximately 13.1 acres. Facilities include 26 permanent classrooms, 7 portable classrooms, a lunch shelter, administrative offices and a multi-purpose room. Recently, state modernization funds were used to upgrade Star View Middle School's heating, ventilating, and air conditioning systems.

A team of custodians ensures classrooms, restrooms, and campus grounds are cleaned daily. The District's maintenance and operations department continually monitors all school sites to ensure that classrooms and facilities are well-maintained and provide a suitable learning environment. A work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. In the 2004-05 school year, the District and local agencies immediately addressed and resolved the following emergency situation on campus: two broken windows. At the time this report was published, 100 percent of restrooms on campus were in good working order. The Board of Trustees oversees a District Master Plan to ensure our schools are safe and up-to-date.

Star View Elementary School is a closed campus. Signs posted throughout campus entry points direct visitors to check in with the front office. All visitors are required to register and to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. During lunch, breaks, and before and after school, noon duty aides, the principal, and teachers supervise students and monitor the campus.

The comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. The plan was last updated in August 2002. Safety procedures, including elements of the Safe School Plan, are reviewed with school staff annually.

School Attendance

Regular attendance at Star View Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Our teachers and office manager proactively address attendance issues before they develop into further problems. In the case of chronic truancy, we contact the home with letters and telephone calls. In addition, students may be referred to the School Attendance and Review Board (SARB) for further intervention.

For each day a student is absent, \$25 is taken from the District's budget by the state. In the 2003-04 school year, Ocean View School District implemented a districtwide attendance incentive program to increase student attendance. If a school achieved an increase in its annual attendance rate, it received a monetary award -- corresponding to the appropriate increase in funding from the state. The actual attendance rate for Star View Elementary School in the 2003-04 school year was 97.23 percent, which was, in addition to an increase from 96.53 in 2002-03, the highest attendance rate in the District.

Class Size

Small class sizes allow us to focus more attention on the individual needs of each student. We provide instruction for grades kindergarten through five in a self-contained classroom environment. In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. During the 2003-04 school year, 100% of our K-3 classrooms participated in the CSR program.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20			21-32			33+		
	02	03	04	Students	Students	Students	Students	Students	Students	Students	Students	
K	18	20	17	6	6	5						
1st	20	20	19	5	5	5						
2nd	20	18	19	7	5	5						
3rd	20	20	20	5	6	5						
4th	29	30	32				3	3	3			
5th	30	30	31				3	3	3			
4th-5th	28	12	30	2			1		1			

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Star View Elementary School met or exceeded state requirements. For the 2003-04 school year, Star View Elementary School offered 180 days of instruction comprised of 134 regular days, 35 modified Wednesdays, and 11 minimum days. Minimum days are used for parent/teacher conferences and the last day of school. Students are released early on Wednesdays so that we may use the time for staff development, teacher planning, and faculty meetings.

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,400
4th-8th	54,000	58,410

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2002-03 school year. In 2002-03, Ocean View School District spent an average of \$6,427 to educate each student (based on 2002-03 audited financial statements).

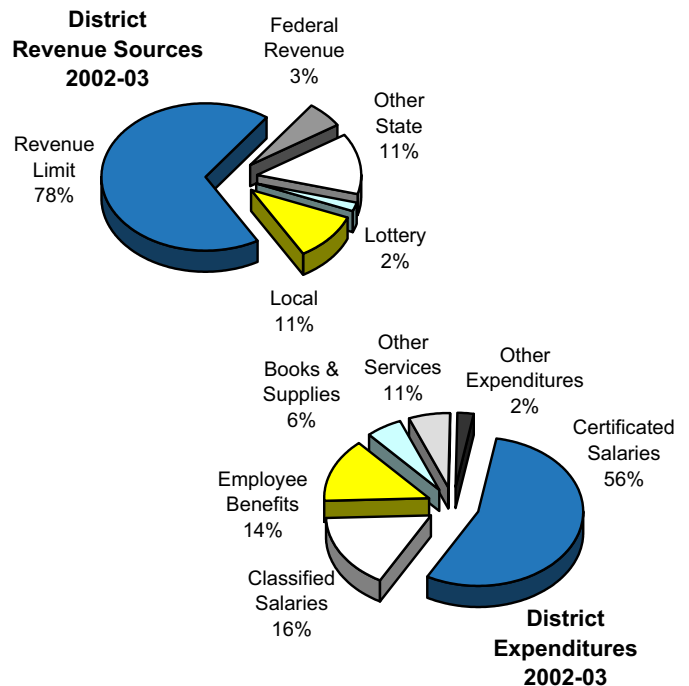
Ocean View School District receives federal and state categorical funding for special programs. For the 2002-03 school year, the District received approximately \$1,268 per student in federal and state aid for categorical, special education, and other support programs including:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aid (EIA-LEP)

- Educational Technology Assistance
- Eisenhower Math and Science
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review
- School Improvement Program
- Special Education
- Title I

Current Expense of Education Per Student* 2002-2003		
Statewide Average		
OVSD	All Elementary School Districts	All Districts
\$6,427	\$6,542	\$6,822

Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from elementary school districts having over 5,000 average daily attendance throughout the state.

Average Salary Information Teachers - Principal - Superintendent 2002-03		
	OVSD	State Average
Beginning Teachers	\$34,000	\$37,951
Mid-Range Teachers	\$62,487	\$61,262
Highest Teachers	\$81,285	\$74,414
Elementary Principals	\$96,409	\$94,506
Middle School Principals	\$103,556	\$94,506
Superintendent	\$146,007	\$140,715
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.44%	44.63%
Administrative Salaries	5.66%	5.51%