

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Bryant Ranch School
(As it should appear in the official records)

School Mailing Address 24695 Paseo de Toronto
(If address is P.O. Box, also include street address)

Yorba Linda California 92887-5116
City State Zip Code+4 (9 digits total)

Tel. (714) 692-8275 Fax (714) 694-0569

Website/URL bryantranchschool.com Email bbell@pylusd.k12.ca.us

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

Date _____
(Principal’s Signature)

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

Name of Superintendent Dr. Dennis Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Placentia-Yorba Linda Unified School District Tel. (714) 985-8401

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.

Date _____
(Superintendent’s Signature)

Name of School Board President/Chairperson Mrs. Judy Miner
(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.

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

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 21 - Elementary schools
5 - Middle schools
0 - Junior high schools
4 - High schools
30 - TOTAL
2. District Per Pupil Expenditure: \$6,669
Average State Per Pupil Expenditure: \$6,837

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	69	64	133	7	0	0	0
1	87	76	163	8	0	0	0
2	79	80	159	9	0	0	0
3	83	87	170	10	0	0	0
4	98	115	213	11	0	0	0
5	88	89	177	12	0	0	0
6	0	0	0	Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							1015

6. Racial/ethnic composition of the student in the school:

<u>80.2%</u>	White
<u>2.5%</u>	Black of African American
<u>6.2%</u>	Hispanic or Latino
<u>10.3%</u>	Asian/pacific Islander
<u>.2%</u>	American Indian/Alaskan Native

7. Student turnover, or mobility rate, during the past year: 12%

(this rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	75
(2)	Number of students who transferred from the school after October 1 until the end of the year.	45
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	120
(4)	Total number of students in the school as of October 1	994
(5)	Subtotal in row (3) divided by total in row (4)	.120
(6)	Amount in row (5) multiplied by 100	12%

8. Limited English Proficient student in the school: 3%

30 = Total Number LEP

Number of languages represented: 7

Specify Languages:

- Spanish**
- Korean**
- Vietnamese**
- Mandarin**
- Russian**
- Farsi**
- Japanese**

9. Students eligible for free/reduced priced means: 3.75%

38 = total number students who qualify

10. Students receiving special education services: 10%

99% = Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|----------------------------------|--|
| <u>6</u> - Autism | <u>0</u> - Orthopedic Impairment |
| <u>0</u> - Deafness | <u>9</u> - Other Health Impaired |
| <u>0</u> - Deaf-Blindness | <u>13</u> - Specific Learning Disability |
| <u>3</u> - Hearing Impairment | <u>68</u> - Speech or Language Impairment |
| <u>2</u> - Mental Retardation | <u>0</u> - Traumatic Brain Injury |
| <u>1</u> - Multiple Disabilities | <u>0</u> - Visual Impairment Including Blindness |

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>42</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>13</u>
Support staff	<u>4</u>	<u>11</u>
Total number	<u>49</u>	<u>32</u>

12. Student-“classroom teacher” ratio: **23.9 to 1**

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	96%	97%	96%	96%
Daily teacher attendance	94%	93%	91%	91%	92%
Teacher turnover rate	7%	5%	16%	5%	5%

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Bryant Ranch Elementary School, located in Yorba Linda, California, has both the mission and the history of developing self-actualized students who celebrate learning as a life long experience. The school provides a positive and caring environment that engages intellectual curiosity, encourages creativity, and establishes a tradition for achieving one’s personal best, both academically and socially.

A powerful teaching and support staff continually utilizes rich and diverse instructional techniques that are explicitly designed to assist all children in achieving rigorous content standards. Bryant Ranch teachers place a high priority on collaboration, professional growth, and enrichment opportunities. Our commitment to excellence compels us to continually provide the highest quality instructional programs for every student. Bryant Ranch has established itself as a professional development center for all staff members, continuously enriching curriculum and instruction through professional dialogue sessions, team meetings, conference and training attendance, and district/site staff development. For the past five years, Bryant Ranch’s standardized test scores have steadily increased, putting our institution in the top 10% of schools in the state. Two years ago, a survey of staff and of Student Study Team records indicated that 12% of the student population was at risk of grade level retention, prompting all stakeholders to aggressively embark on a self-improvement plan to meet these students’ needs, as well as the needs of those students exhibiting at-risk behaviors. Today, there are a multitude of interventions in place, offering services before school, during the day, and after school for over 250 students.

Bryant Ranch has been recognized as an innovative school, encouraging students, staff, and community members to continually **“Reflect the Past, Explore the Present, and Invent the Future.”** Bryant Ranch has been an integral part of the greater community. Its facilities, resources, and philosophy meet the varied learning needs and interests of its diverse participants during the school day and through after school activities. Through a partnership with the STAR Program, the after-school opportunities include: Spanish, French, musical theater, dance, math enrichment, homework assistance, broadcasting, chess, Tae Kwon Do and art. In addition, campus clubs such as Future Scientists and Engineers of America (FSEA) and Book Studies, provide students with enrichment opportunities.

Our school is rich with instructional/curricular technology and serves as a focal area for both community and staff. The school is completely wired for present and future needs; a strong technology team has developed a comprehensive 5-year plan. All classrooms have both computers and multi-media equipment networked to the Library Media Center and to the Pentium computer lab. Bryant Ranch also houses an internal, multimedia broadcasting system, organized by staff members and operated by children. The Principal’s Award Broadcast is aired to all classrooms on a weekly basis.

The staff, together with the parents and community, and with direction from the state of California, has established clear academic performance standards that are set at attainably high levels for all students. Our PTA prides itself on strengthening the entire school program by providing over 30 support programs/enrichment opportunities for parents and students, further evidenced by the over 16,000 annual volunteer hours and the 94% attendance rate at Back-to-School Night.

Bryant Ranch is not only continually acclaimed by the community, but was previously recognized as a California Distinguished School in 1993 and again in 2002. In 1994 the school was honored with the National Blue Ribbon award. Through the combined hard work and efforts of parents, teachers, administrators, students, and the community, Bryant Ranch School has evolved into the proud academic institution that it is today!

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.**
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.**
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.**
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.**

Bryant Ranch students are assessed through many means to monitor students’ learning on a continual basis. Three summative tests are specifically used to gauge the school’s overall strengths and weaknesses annually. These tests are: 1) the Stanford Achievement Test, Ninth Edition (SAT9), which is a norm referenced, multiple-choice assessment; 2) the California Standards Test (CST), which is a criterion-referenced test; and 3) District Multiple Measures (DMM) - Reading, Writing and Math. The SAT9 ranks students and measures their achievement against other students across the nation. The CST is a state mandated test for all students in second through fifth grade, aligns with the State Content Standards for each grade level, and yields a percent correct score for each student. Students are rated in various categories of CST proficiency that include: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The “Proficient” and “Advanced” levels are seen as “mastering the Standards.” This assessment shows how well our students have performed in comparison to the content standards. DMM assessments are designed to provide information that can be used to improve instruction and to help teachers make sound educational decisions about each student’s learning. All three of these tests are important. We want to know how our students have measured against the rigorous standards of our district and state, but we also want to benchmark our students against the rest of the nation.

We use these assessment results to analyze our progress on different levels. In a broad sense, our scores reflect a consistently high achievement level at all grades. Our students have performed significantly higher than the state average for the past three years, which places us in the top 10% of schools throughout California (pages 13-36). On the SAT9, Bryant Ranch students are well above the 50th percentile, i.e., the grade level benchmark. The reading grade-level performance scores range from the 73rd to 78th percentile, while Math scores are at the 82nd to 86th percentile.

Last year, on the CST, the state average for students scoring at “Proficient” and “Advanced” was 33% in Reading/Language Arts, as compared to a 67% mean at Bryant Ranch. In Math, this significant difference is also apparent. The state average is 37%, versus our 66%.

In addition to the SAT9 and the CST, we have also performed at high levels on the DMM. The Burns and Roe Reading Inventory is administered to monitor decoding and comprehension skills. Last year, 92% of all students scored at or above grade level on this reading assessment. Math Mastery tests, designed to specifically cover the State Content Standards, are given to all students to ensure mastery. An average of 85% of our students passed these challenging math assessments. Progress in writing is shown by a district-developed, grade-specific, writing prompt that is based on the State Standards. Given three times a year, to first through fifth graders, the rubric scores drive specific instruction. Our students continually improve on this assessment. Last year, 96% of our students scored at or above grade level.

As determined by California’s Department of Education, we have no statistically significant subgroups. Therefore, there is no disaggregated data available for any ethnic/racial or socioeconomic

groups. However, assessments are used to identify and monitor the progress of all students. Particular attention is applied to students considered to be at-risk for retention, and interventions are implemented based upon need. Teachers use assessment information to look for learning trends that indicate strengths and/or weaknesses. They target one area within Language Arts and Math as grade level goals for the year. Each grade level team meets to share curriculum and best practices, as well as to design assessments used to monitor progress.

Exclusions to these norm-referenced and criterion-based tests include 141 kindergartners and 167 first graders (30% of our population). Our state does not require nor fund testing for these students. However, kindergartners and first graders take the DMM assessments and are monitored through grade level assessments. Other excluded students would be those with special needs who are exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans. In addition, any parent has the right to exclude their student from mandated testing. However, they must provide the school with a written request. This waiver is kept on file in the student's cumulative record and a copy is forwarded to the State. The total number of exclusions for Special Education students and parent waivers are noted on the upcoming tables.

2. **Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

“Teachers at Bryant Ranch are action oriented, competent, creative and compassionate in meeting the academic needs of students.”

Bonita W. Bell, Principal

The Leadership Team and over half of the school's teaching staff spends part of their vacation to attend an annual summer retreat to analyze assessment information, in order to plan or modify curriculum and instruction for the upcoming school year. Grade level teams evaluate the previous year's assessment data, and their grade level focus areas, to annually target areas in Language Arts and Math in need of improvement. The entire staff meets in August to design curriculum and instruction for these identified focus areas. Grade level teams design types of assessments and rubrics to measure student progress towards these goals. For instance, in first grade, our Language Arts goal reads, “Each student will recognize and spell first grade sight words (32 words), with 80% accuracy (State Content Standard – Decoding and Word Recognition 1.11 and Spelling 1.8).” And, in the area of Math, the fifth grade team is focusing on the goal that “All students will use a variety of problem solving strategies to increase correct response on word problems as well as in dealing with computation in context. Students will receive an 80% or improve by at least 10% on a grade level assessment (State Content Standard – Mathematical Reasoning 2.0).” Based on assessment results, teachers write Case Studies to assist all students in meeting grade level standards. Progress is monitored in each classroom through three levels of learners (foundational, grade-level and advanced), and Case Studies are created for each of three students to focus on strengths, weaknesses, instructional practice, and progress, with the goal of improving learning for all students.

Assessment data is used in the classroom on an on-going basis, to provide students with explicit feedback. Rubrics for writing, social studies, and science, as well as benchmark products are shared with students prior to beginning assignments. For example, first through fifth grade students have writing rubrics based on a genre of writing discussed throughout the writing process. Opportunities, such as writing conferences, further provide students the chance to evaluate their own work and reflect on their progress. In addition, all GATE students have individual achievement plans that include a section for students to write academic and social goals for themselves. Thus, students are afforded multiple opportunities to describe what assistance they need and see their teachers as advocates and coaches.

Teachers meet at quarterly Professional Dialogue Meetings and monthly team meetings to conduct inclusive dialogues about what students should know and be able to do, and to design interventions, choose curriculum and modify instruction to address each student's needs. At these meetings, teachers review student work samples and compare them to the standards. These work samples, coupled with assessment scores and information provided by rubrics, promote the adjustment of teaching practice in the interest of greater quality and coherence. This information is entered on each teacher's Case Study form,

which becomes a working document on disk and includes summaries/comments of on-going student progress and instructional strategies used.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

In addition to the traditional forms of communication, open and frequent dialogue is the bond that our staff shares with our respective constituents. The community is consistently kept abreast of the results toward targeted skills and the resources used to support these goals. Weekly Tuesday Letters from the Principal, Parent Teacher Association (PTA) newsletters, monthly PTA and School Site Council (SSC) meetings, and informal conversations are just some of the additional avenues used to share our progress. Also, at the end of each year, the school mails a brochure to our constituency indicating the school's accomplishments. This brochure covers the six district goals and what our school has specifically accomplished in each goal area.

Throughout the school year, the most common forms of communication is our school's weekly letter home from the Principal and classroom work folders. Each Tuesday, an envelope is given to every student on campus. This envelope contains the Principal's newsletter as well as information about upcoming events at both the school and throughout the community. Parents are asked to read the contents, sign and return the envelope. Weekly classroom folders provide the opportunity for families to review each child's progress toward the content standards and give written feedback. Another form of communication to our students, parents, and community, is the Bryant Ranch School website (<http://www.bryantranchschool.com>). The California Content Standards, as well as current grade level expectations, are shared with parents at Back-To-School Night and at parent conferences. Additionally, standards for the subsequent grade level are distributed with the final report card each year. Bryant Ranch administrators host a "Principal's Coffee", where parents come to preview grade level assessments and sample SAT9 questions for reading, math and written language. Every five weeks, a progress report is generated for students that are below mastery levels and every child receives a quarterly report card. Formally scheduled parent conferences occur in November of each school year; telephone conferences as well as written communiqués occur frequently.

Communicating assessment data to parents is essential to keep them informed of skills being taught and levels of mastery. Parents receive results of their child's mastery levels in reading, writing and math based upon district-established assessments. In addition, parents receive printed results from the SAT9 and the California Standards Test along with an explanation to help parents understand the data. We encourage parents to call their child's teacher or the school administration for further information and/or explanation.

4. Describe in one-half page how the school will share its successes with other schools.

"The number one skill that teachers will need is to be team-based, collegial, sharing their knowledge and wisdom."

Alan, Nov. 1998

Professionalism is a priority at Bryant Ranch! Based on the tenants of Mike Schmoker's book, **Results**, collaboration and sharing are a regular feature of our school life. This model of "Results" has been the driving force behind our success and the Principal has shared this model at monthly district-wide administrative meetings. In 1999, we were the only school in the district that determinedly used regular collaboration to examine student achievement data and make critical sense of it, as well as share instructional strategies. In 2001, one more school joined our efforts, and now five schools in our district are following this model of excellence. Collaborative time is now spent with other schools in our district.

Partnerships foster communication and teachers regularly share information to raise the level of awareness and learning for all. Teachers and support staff begin each year by evaluating the strengths and weaknesses of their students and then plan standards-based instruction to address those needs. Ongoing discussions are held about specific instructional strategies and materials that will be needed, and regular meetings throughout the year are reserved for dialogue about student progress made in meeting district

and state standards. Each grade level meets annually with the teaching staff from the grade level that precedes it and follows it, to network, communicate expectations and areas of focus, and to provide for seamless student transition between grades. The fifth grade team travels to the middle school to articulate with their sixth grade team and provide a smooth transition for the coming year. Additionally, teachers and the administrators at Bryant Ranch volunteer and/or are selected as presenters for the County Department of Education, the Fullerton Community College, California State University at Fullerton, and for the district's Professional Development Academy. Our district-wide email system further enhances this collaborative effort by providing yet another vehicle for teachers to communicate about their professional practices.

We plan to continue this process of sharing "best practices." Next year, our teachers are scheduled to share our process of improvement with other school's Leadership Teams. Additionally, our representatives to the Superintendent's Advisory Council and School Improvement committees will be sharing "Results!"

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

The Bryant Ranch staff is dedicated to life-long learning and, based on the California State Content Standards, provides a solid academic foundation for students. Instructional materials are district-adopted for every core area and utilized in conjunction with supplementary materials purchased by the site and district to provide greater depth and breadth for each subject area. For instance, Project Read is used in primary grades to integrate spelling, phonics, grammar, and reading skills. Writing programs, such as Steve Dunn Writing Strategies, Writer’s Workshop, and Written Expression, all encompass language arts standards and strategies. The PTA incentive program, Read to Achieve, promotes teamwork between parents, students, and teachers in meeting reading standards and increasing fluency. Challenging literature is read in every classroom to supplement the reading series, and many classrooms use Jr. Great Books. District-adopted math texts align with standards and teachers regularly use lessons from programs such as Winning Equations, Math Steps, Mountain Math, Marcy Cook Math, Math to Achieve, Math Their Way, Box it and Bag it, Everyday Counts, and Hands on Algebra and Geometry. Social Science curriculum not only focuses on the textbook, but also on Interact simulations, additional research materials from the Internet, and thematic units designed and developed by the teachers. Science standards are met through the use of the Harcourt Brace textbook series, Beckman Science kits, AIMS, CSIN, Windows on Science, Research-based Big Books, and teacher created texts, based on current research materials available through the district’s instructional materials center, and Internet.

Identified GATE students have a choice to attend a magnet school in another part of the district or to remain at Bryant Ranch. The number of GATE students remaining at our site has increased from 6 to 43 students over the past four years. This dramatic increase can be attributed to teacher attendance at GATE trainings and then developing a specific program addressing the needs of these students. In the classroom, fourth and fifth grade GATE students are clustered with regular education students. Instruction is differentiated according to their abilities and the curriculum “compacted,” using strategies learned from Kay Law and Roger Taylor inservices. GATE students also participate in bimonthly Academic Academies (curriculum enrichment), special field trips, leveled math groups, book clubs, family GATE nights, and Future Scientists and Engineers of America (FSEA). Additional opportunities exist through an after-school enrichment program.

Parents throughout our district are invited to serve on the Curriculum Council and Textbook Adoption Committee, which meet regularly to review and analyze curriculum materials in support of implementing state standards. In addition, a representative from every school attends the Superintendent’s Community Advisory Council to discuss and offer solutions to relevant issues regarding curriculum. Our School Site Council meets monthly to discuss curriculum funding to provide additional materials for implementing concepts and standards that need more depth and breadth. The PTA is also instrumental in providing input on teaching materials, sponsoring a Book Fair and the Read To Achieve and Math To Achieve incentive programs. Bryant Ranch administration and staff truly believe parents are partners.

The Principal and Assistant Principal serve as instructional leaders and continually seek avenues to support student learning. Teachers gather at least once a month to discuss student progress and achievement, and grade level teams regularly share their findings with the entire staff. At the end of the year, the staff meets for a culminating breakfast to celebrate our student successes.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Bryant Ranch teachers ensure a balanced reading program for **all** students. This standards-based approach requires Bryant Ranch teachers to know which skills need to be developed in each child at specific times throughout the school year. The reading program is comprehensive because it includes: print concepts, alphabet recognition, phonemic awareness, decoding or systematic, explicit phonics, independent reading, spelling, vocabulary development, comprehension strategies, oral language

development, writing, interventions, and home/school partnerships. For example, Project Read is used in primary grades to integrate spelling, phonics, grammar, and reading skills. Upper grades use literature units to provide students a differentiated curriculum, based on their reading level. Fourth and fifth grade students are expected to complete an in-depth study of the plot, characters, point of view, historical significance, and vocabulary using critical thinking and analysis. Challenging literature is read in every classroom to supplement the reading series. Many classrooms use Jr. Great Books to facilitate shared inquiry discussions and to develop students' critical thinking skills. The PTA sponsors the Read to Achieve program that promotes independent reading. Our library houses the Accelerated Reader program which is individualized to assist students in meeting the rigorous California State Content Standards in reading by increasing their reading fluency.

Bryant Ranch's balanced reading program is based on current research into best practices, where skills, comprehension, and fluency are closely aligned with student literacy levels. While providing a comprehensive program, our goal is to create a life long interest in reading through a variety of genres, exemplary instructional practices, and shared joy in the written word.

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

Bryant Ranch's mathematics curriculum is designed to support and enhance student mastery in number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability and mathematical reasoning (California State Content Standards). Bryant Ranch teachers continuously work toward school-wide improvement in math. Appropriate thinking skills, problem solving, and skill mastery are included in lessons at each grade level. Setting goals, working collaboratively, and assessing student achievement drives math instruction at Bryant Ranch. Using a variety of data, grade level teams meet in August to identify an area of focus for the upcoming year and methods of instruction are analyzed and re-designed in order to improve instruction in the targeted area. Students are assessed three times a year to monitor student progress and to allow teachers the opportunity to make mid-course instructional changes. Research indicates that high-performing mathematics classes have teachers who possess a thorough understanding of mathematical processes. Recognizing this, Bryant Ranch teachers seek additional training to enhance their own understanding and to strengthen their skills.

In the upper grades, students are flexibly grouped, based on their mathematical needs. This practice allows students to reinforce standards for the grade level, but also provides opportunities for advanced learners to progress at an accelerated pace. We have seen a steady increase in the amount of Bryant Ranch students placed in Honors classes at the middle school. In GATE Math Academies, complex math problems are solved within a group setting, allowing for differentiation of the curriculum. From these academies, students are selected to participate in the Orange County Math Field Day.

In primary grades, students build conceptual knowledge through a variety of math manipulatives. Our third grade classes approach the mastery of multiplication with "Multiplication in a Week." Through the use of small groups, students sing raps, say poems, and use different manipulatives to make rows and columns to represent multiplication fact families. Bryant Ranch teachers sponsor Family Math Nights two times a year. Numerous classrooms utilize a hands-on "Math Lab" time to further conceptual understanding.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Bryant Ranch utilize a variety of different instructional methods to support students in developing concept mastery of the California Content Standards. Teachers at Bryant Ranch are focused on going above and beyond the "one-size-fits-all" philosophy. Teachers seek to differentiate the curriculum through their methods of teaching in order to expand the array of reading levels, interests, and learning profiles of our students. Differentiating curriculum at Bryant Ranch has allowed us to focus our instruction by allowing choices, flexible groupings, and creating a responsive learning environment. At all grade levels, curriculum decisions are made based on the teacher's awareness of students' fluency, readiness in reading comprehension, complex reasoning, and phonology. Through Project Read, phonology, written expression, and linguistics, students are offered auditory, visual, and

kinesthetic methods of instruction.

In a typical classroom, observers will find small guided-reading groups, cooperative groups working on a project, and students conducting individual research. Through music, Kathryn Short's instructional materials teach primary students content standards, providing them with vocabulary, comprehension, and exposure to different genres of writing, including poetry. Novel Quest is a literature unit designed to meet the diverse needs of our upper grade students. Novel Quest is an exciting reading adventure where students work in groups to explore literary devices and hold book discussions, while building their reading comprehension and fluency. Integrating social science, reading, writing and oral language, second grade students are introduced to the concept of a hero, how to research and write a report, as well as how to give a speech. Upper grade students work in cooperative groups to research, write, and present a brochure on the impact geography had on Native American lives. Students become more accountable for their own learning through Desktop Teaching. Students select an area to investigate, conduct research, and create a visual to explain the topic and a "hands-on" activity. Fifth grade students research colonial day concepts and invite third grade students to participate in an all-day simulation of the researched and "hands-on" activities. Fourth grade students present their knowledge of gold rush topics to parents at Open House, where they assume the role of a gold rush character.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

"Who dares to teach must never cease to learn."

John Cotton Dana

Bryant Ranch staff has always modeled the belief in life-long learning. Almost half of our teachers currently hold Master's Degrees in Education and, to date, one teacher holds a National Board Certification. In the years 2000, 2001, and 2002, the School District Teacher of the Year distinction has been awarded to a Bryant Ranch teacher. Additionally, we serve as a Professional Development School for California State University at Fullerton, training 12-15 student teachers per year.

Bryant Ranch has established itself as a professional development center, where staff members are continually enriching their curriculum and instruction through professional dialogue sessions, team meetings, conferences, and district/site staff development. Each August, teachers spend personal time to attend a retreat to analyze student assessment data from the previous year. The School Improvement Plan is updated each year with new goals based on this analysis. The achievement data of both the current and previous years drives all staff development decisions.

After reviewing the initial assessment data, grade level teams determine two or more focus areas for the upcoming school year. Teachers design assessments for each focus area, so that evidence of student growth can be measured throughout the year. Grade level teams meet during release time at least two times a month to utilize this formal/informal data as a basis for discussion on best instructional practices and successful curriculum. Discussion also focuses on differentiated instruction, including remediation and acceleration to meet individual student needs. In addition, Professional Dialogues are held quarterly. Teachers learn new strategies and review current research on curricular consistency and raising expectations, and target standards that are difficult for students.

Teachers further improve instructional practices and curriculum by attending the many opportunities for staff development offered through the district. The district's Professional Development and Beginning Teacher Support and Assessment (BTSA) Academies offer courses that introduce the latest, research-based techniques in education. Topics have included: classroom management, at-risk students, differentiated instruction, technology, special education, English Language (EL) learning, and new programs to further address the rigorous California State Content Standards.

We believe that these opportunities for professional development and grade level collaboration are the driving force behind our consistently improved test scores.

GRADE: 2

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
TOTAL			*56.4/75 = avg. no. correct/no. possible = 75%	*54.2/75 = avg. no. correct/no. possible = 72%
At or above Basic	89%	93%		
At or above Proficient	60%	73%		
At or above Advanced	15%	28%		
Number of students tested	164	197	158	173
Percent of total students tested	98%	99%	98%	96%
Number of students excluded	3	2	3	7
Percent of students excluded	2%	1%	2%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL			*43.3/75 = avg. no. correct/no. possible = 58%	no state data available
At or Above Basic	63%	61%		
At or Above Proficient	32%	32%		
At or Above Advanced	9%	10%		
State Mean Score	324.1	N/A		

* State Performance Levels were not developed during this time period.

GRADE: 2

TEST: Mathematics – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL		*50.7/65 = avg. no. correct/no. possible = 78%	*47.6/65 = avg. no. correct/no. possible = 73%	*34.0/50 = avg. no. correct/no. possible = 68%
At or above Basic	92%			
At or above Proficient	68%			
At or above Advanced	33%			
Number of students tested	165	201	161	177
Percent of total students tested	99%	99%	100%	98%
Number of students excluded	2	3	0	3
Percent of students excluded	1%	1%	0%	2%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL		*42.6/65 = avg. no. correct/no. possible = 66%	*38.1/65 = avg. no. correct/no. possible = 59%	no state data available
At or Above Basic	68%			
At or Above Proficient	43%			
At or Above Advanced	16%			
State Mean Score	342.7			

* State Performance Levels were not developed during this time period.

GRADE: 2

TEST: SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	74%ile	78%ile	73%ile	69%ile
Number of students tested	165	198	158	172
Percent of total students tested	99%	97%	98%	96%
Number of students excluded	2	4	3	8
Percent of students excluded	1%	3%	2%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 2

TEST: SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	83%ile	83%ile	83%ile	78%ile
Number of students tested	165	201	160	176
Percent of total students tested	99%	99%	99%	98%
Number of students excluded	2	3	1	4
Percent of students excluded	1%	1%	1%	2%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 2

TEST: SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	81%ile	83%ile	83%ile	79%ile
Number of students tested	165	201	159	175
Percent of total students tested	99%	99%	99%	97%
Number of students excluded	2	3	2	5
Percent of students excluded	1%	1%	1%	3%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 2

TEST: SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	78%ile	79%ile	76%ile	72%ile
Number of students tested	165	201	160	176
Percent of total students tested	99%	99%	99%	98%
Number of students excluded	2	3	1	4
Percent of students excluded	1%	1%	1%	2%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 3

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL			*54.9/75 = avg. no. correct/no. possible = 73%	*52.4/75 = avg. no. correct/no. possible = 70%
At or above Basic	92%	95%		
At or above Proficient	65%	62%		
At or above Advanced	29%	22%		
Number of students tested	214	153	170	171
Percent of total students tested	99%	99%	98%	96%
Number of students excluded	2	1	3	7
Percent of students excluded	1%	1%	1%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL			*42.9/75 = avg. no. correct/no. possible = 57%	no state data available
At or Above Basic	61%	59%		
At or Above Proficient	34%	30%		
At or Above Advanced	11%	9%		
State Mean Score	323.5	N/A		

* State Performance Levels were not developed during this time period.

GRADE: 3

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL		*50.7/65 = avg. no. correct/no. possible = 78%	*45.9/65 = avg. no. correct/no. possible = 71%	*31.9/50= avg. no. correct/no. possible = 64%
At or above Basic	92%			
At or above Proficient	70%			
At or above Advanced	31%			
Number of students tested	216	154	171	171
Percent of total students tested	100%	98%	99%	96%
Number of students excluded	0	3	2	7
Percent of students excluded	0%	2%	1%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL		*42.2/65 = avg. no. correct/no. possible = 65%	*36.7/65 = avg. no. correct/no. possible = 56%	no state data available
At or Above Basic	65%			
At or Above Proficient	38%			
At or Above Advanced	12%			
State Mean Score	331.6			

* State Performance Levels were not developed during this time period.

GRADE: 3

TEST: SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	74%ile	72%ile	71%ile	65%ile
Number of students tested	214	154	171	171
Percent of total students tested	99%	98%	99%	96%
Number of students excluded	3	3	2	7
Percent of students excluded	1%	2%	1%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 3

TEST: SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	86%ile	86%ile	82%ile	75%ile
Number of students tested	216	154	172	171
Percent of total students tested	99%	98%	99%	96%
Number of students excluded	1	3	1	7
Percent of students excluded	1%	2%	1%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 3

TEST: SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	77%ile	77%ile	74%ile	67%ile
Number of students tested	216	154	171	171
Percent of total students tested	99%	98%	99%	96%
Number of students excluded	1	3	2	7
Percent of students excluded	1%	2%	1%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 3

TEST: SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	77%ile	76%ile	71%ile	67%ile
Number of students tested	216	154	172	171
Percent of total students tested	99%	98%	99%	96%
Number of students excluded	1	3	1	7
Percent of students excluded	1%	2%	1%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 4

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL			*59.7/90 =	*56.3/90 =
At or above Basic	95%	93%	avg. no.	avg. no.
At or above Proficient	75%	69%	correct/no.	correct/no.
At or above Advanced	36%	26%	possible =	possible =
			66%	63%
Number of students tested	165	157	163	176
Percent of total students tested	98%	99%	98%	96%
Number of students excluded	3	2	4	8
Percent of students excluded	2%	1%	2%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL			*46.9/90 =	no state data available
At or Above Basic	71%	66%	avg. no.	
At or Above Proficient	36%	33%	correct/no.	
At or Above Advanced	14%	11%	possible =	
State Mean Score	332.9	N/A	52%	

* State Performance Levels were not developed during this time period.

GRADE: 4

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL		*47.9/65 =	*43.3/65 =	*28.7/50 =
At or above Basic	88%	avg. no.	avg. no.	avg. no.
At or above Proficient	69%	correct/no.	correct/no.	correct/no.
At or above Advanced	34%	possible =	possible =	possible =
		74%	67%	57%
Number of students tested	167	159	162	179
Percent of total students tested	99%	99%	97%	97%
Number of students excluded	1	2	5	5
Percent of students excluded	1%	1%	3%	3%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL		*39.3/65 =	*35.1/65 =	no state data available
At or Above Basic	67%	avg. no.	avg. no.	
At or Above Proficient	37%	correct/no.	correct/no.	
At or Above Advanced	13%	possible =	possible =	
State Mean Score	332.4	60%	54%	

* State Performance Levels were not developed during this time period.

GRADE: 4

TEST: SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	78%ile	75%ile	71%ile	65%ile
Number of students tested	167	157	164	176
Percent of total students tested	99%	98%	98%	96%
Number of students excluded	1	4	3	8
Percent of students excluded	1%	2%	2%	4%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 4

TEST: SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	82%ile	77%ile	74%ile	69%ile
Number of students tested	167	159	164	179
Percent of total students tested	99%	99%	98%	97%
Number of students excluded	1	2	3	5
Percent of students excluded	1%	1%	2%	3%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 4

TEST: SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	76%ile	74%ile	70%ile	68%ile
Number of students tested	167	158	163	179
Percent of total students tested	99%	98%	98%	97%
Number of students excluded	1	3	4	5
Percent of students excluded	1%	2%	2%	3%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 4

TEST: SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	81%ile	78%ile	74%ile	65%ile
Number of students tested	167	159	164	179
Percent of total students tested	99%	99%	98%	97%
Number of students excluded	1	2	3	5
Percent of students excluded	1%	1%	2%	3%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 5

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL			*59.9/90 = avg. no. correct/no. possible = 67%	*56.1/90 = avg. no. correct/no. possible = 62%
At or above Basic	96%	91%		
At or above Proficient	66%	53%		
At or above Advanced	20%	14%		
Number of students tested	164	158	170	157
Percent of total students tested	99%	100%	97%	99%
Number of students excluded	1	0	5	2
Percent of students excluded	1%	0%	3%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL			*47.2/90 = avg. no. correct/no. possible = 52%	no state data available
At or Above Basic	71%	66%		
At or Above Proficient	31%	28%		
At or Above Advanced	9%	7%		
State Mean Score	327.7	N/A		

* **State Performance Levels were not developed during this time period.**

GRADE: 5

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
TOTAL		*40.3/65 = avg. no. correct/no. possible = 62%	*36.1/65 = avg. no. correct/no. possible = 56%	*25.1/50 = avg. no. correct/no. possible = 50%
At or above Basic	86%			
At or above Proficient	57%			
At or above Advanced	23%			
Number of students tested	164	158	171	158
Percent of total students tested	99%	100%	98%	99%
Number of students excluded	1	0	4	1
Percent of students excluded	1%	0%	2%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
At or above Basic				
At or above Proficient				
At or above Advanced				
2. (specify subgroup)				
At or above Basic				
At or above Proficient				
At or above Advanced				
STATE SCORES				
TOTAL		*34.6/65 = avg. no. correct/no. possible = 53%	*28.6/65 = avg. no. correct/no. possible = 44%	no state data available
At or Above Basic	59%			
At or Above Proficient	29%			
At or Above Advanced	7%			
State Mean Score	322.5			

* State Performance Levels were not developed during this time period.

GRADE: 5

TEST: SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	73%ile	69%ile	65%ile	61%ile
Number of students tested	165	158	174	157
Percent of total students tested	100%	100%	99%	99%
Number of students excluded	0	0	1	2
Percent of students excluded	0%	0%	1%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 5

TEST: SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	82%ile	79%ile	75%ile	70%ile
Number of students tested	163	158	175	158
Percent of total students tested	99%	100%	100%	99%
Number of students excluded	2	0	0	1
Percent of students excluded	1%	0%	0%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 5

TEST: SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	77%ile	74%ile	77%ile	69%ile
Number of students tested	165	158	175	158
Percent of total students tested	100%	100%	100%	99%
Number of students excluded	0	0	0	1
Percent of students excluded	0%	0%	0%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			

GRADE: 5

TEST: SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April
SCHOOL SCORES				
Total Score	75%ile	69%ile	69%ile	65%ile
Number of students tested	165	158	174	157
Percent of total students tested	100%	100%	99%	99%
Number of students excluded	0	0	1	2
Percent of students excluded	0%	0%	1%	1%
SUBGROUP SCORES				
1. (specify subgroup)	N/A	N/A	N/A	N/A
2. (specify subgroup)				
3. (specify subgroup)				

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES				
Total Score	N/A - Percentiles were used above			
STANDARD DEVIATIONS				
Total Standard Deviation	N/A - Percentiles were used above			