

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

Name of Principal: Elementary (K-5): Mr. Edward Yue, Middle (6-8): Rev. John Fong (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Chinese Christian Schools (As it should appear in the official records)

School Mailing Address: 750 Fargo Avenue (If address is P.O. Box, also include street address)

San Leandro California 94579-2104 City State Zip Code+4 (9 digits total)

Tel. (510) 351-4957 Fax (510) 351-1789

Website/URL www.ccs-rams.org Email RobinHom@aol.com

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

(Elementary School Principal's Signature) Date

(Middle School Principal's Signature) Date

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

Name of Superintendent Mr. Robin S. Hom (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. (510) 351-4957

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

(Superintendent's Signature) Date

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

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 14 Number of years the principal (Superintendent) has been in her/his position at this school.
We only re-organized our school structure and administration to have an elementary principal two years ago. We just added the middle school principal position this school year. However, our principals were selected from the existing administrative team to take on those specific responsibilities.
 _____ 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	39	36	75	7	31	37	68
1	47	39	86	8	40	28	68
2	48	31	79	9*	21	33	54
3	35	44	79	10*	31	24	55
4	38	37	75	11*	26	23	49
5	44	35	79	12*	16	24	40
6	33	40	73	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							880

* Our school has three divisions: Elementary (K-5), Middle (6-8), and High (9-12). This application is only for the Elementary and Middle school divisions because we do not have the requisite test data to have our high school division apply.

6. Racial/ethnic composition of the students in the school:
- | | |
|------|----------------------------------|
| 3.1 | % White |
| | % Black or African American |
| 0.31 | % Hispanic or Latino |
| 96 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 2.38%

(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 <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	682
(5)	Subtotal in row (3) divided by total in row (4)	0.0249
(6)	Amount in row (5) multiplied by 100	2.49%

8. Limited English Proficient students in the school: 2.9%
15-20 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Cantonese, Mandarin, Vietnamese

9. Students eligible for free/reduced-priced meals: 4.5%
_____ Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

We do not normally have information about family income unless they request tuition assistance. This percent is an estimate based on the 30 students and 22 families receiving tuition assistance. However, not all families that are eligible for free/reduced-price meals apply for tuition assistance.

10. Students receiving special education services*: 1.6 %
 *Our school does not have a special education program but we do work with families in providing accommodations recommended by learning specialists. 11 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> 4 </u> Hearing Impairment	<u> 5 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 8 </u>	<u> </u>
Classroom teachers	<u> 53 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 1 </u>
Paraprofessionals	<u> 8 </u>	<u> 4 </u>
Support staff	<u> 14 </u>	<u> 6 </u>
Total number	<u> 84 </u>	<u> 13 </u>

12. Student-“classroom teacher” ratio: 13:1

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*	99%	99%	99%	99%	99%
Daily teacher attendance*	98%	98%	98%	98%	97%
Teacher turnover rate	3.3%	0.0%	2.8%	4.9%	2.3%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	-0.29%**	0.76%	0.00%	0.18%	-0.92%**

* Our school does not track this information so it is based on a random sample of particular dates and a "best guess" by our school office, which tracks student & teacher absences.

** Student drop-off rate is a negative indicating that enrollment grew during the school year.

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002. *Note: The high school program of Chinese Christian Schools is not part of this application.*

Graduating class size	<u>41</u>
Enrolled in a 4-year college or university	<u>75</u> %
Enrolled in a community college	<u>25</u> %
Enrolled in vocational training	<u> </u> %
Found employment	<u> </u> %
Military service	<u> </u> %
Other (travel, staying home, etc.)	<u> </u> %
Unknown	<u> </u> %
Total	100 %

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.

As you enter the campus of Chinese Christian Schools in San Leandro, California, there is nothing ostentatious or pretentious to alert you to the fact that you are visiting one of the most unique schools in America. Your first hint may be the student body, which is 96% Asian and mostly of Chinese descent. But dig a little deeper and you will find out that this humble school's standardized test scores place it among the very top in the state. Students regularly win awards in math, spelling, science, art, and chess. Families battle through 30-40 miles of traffic each way to attend while others chose to purchase homes just to live close by. City officials say the school is the primary reason the Chinese population in San Leandro has doubled in the last 10 years.

So why does this accomplished school have such an understated presence? You will understand when you read the school motto: "Transforming Lives for the Glory of God." The school staff will tell you that transformation takes place from the inside to the outside. Therefore, the emphasis is on what is happening inside, not on what is showing on the outside. Moreover, students are taught that achievements are not for personal aggrandizement, but opportunities to assist and elevate others, reach new heights and frontiers, and bring Glory to God.

The school itself is an example of transformation, opening in 1979 with just 13 elementary students in two rented apartments located in central Oakland, California. The apartment living rooms and bedrooms served as classrooms, the kitchens were the work areas, dining nooks were office areas, and the driveway was the playground. Word quickly spread that despite outward appearances, amazing things were happening at Chinese Christian Schools. By 1984, all five apartments in the complex were used for classrooms and almost 300 K-12th grade students were in attendance. In 1985, the school moved to a rented elementary school in San Leandro, a suburb just south of Oakland. Since that time, the school has had to double classroom and playground space to handle a three-fold increase in students. This fall, despite the local downturn in the economy, the school will finish construction on a much-needed second campus with 33,000 square feet of classrooms on 8 acres of undeveloped land.

Student accomplishments and awards are numerous and come from events such as the Bay Area Science Fair, Regional Spelling Bees, Math Olympics, and the Alameda County Fair. The award-winning Marching Units have been ranked tops in Northern California several times and regularly perform throughout the Bay Area. Student groups regularly conduct projects to benefit local food banks, senior centers, homeless shelters, crisis pregnancy centers, police and fire departments, libraries, battered women's shelters, blind centers, recycling centers, and special education schools.

A family atmosphere pervades the campus. Students from grades Kindergarten through 12th ride on the same school buses, share the same campus facilities, and study in close proximity to each other. As an example of mutual cooperation and support, older students serve as reading buddies and campus monitors to assist younger students. A positive learning environment, where students are safe and secure physically and emotionally, gives students the freedom to grow, expand their horizons, and explore.

The continuous and ongoing transformation of young lives is readily apparent at Chinese Christian Schools. However, you will not see it in fancy buildings or ostentatious banners. You will see it in the lives of accomplished and achieving students who have learned to use their talents to serve and help others in their community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.**

All Chinese Christian Schools students in grades Kindergarten through 9th take the Stanford 9 test in April of each school year (starting this year, the Stanford 10). The last three years' test data for grades Kindergarten through 8th are included with the application.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). 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.**

Since the school does not keep economic data on students and 96% are of Asian descent, there are no subgroups to report. However, test data show that the vast majority of students (94.3%) score in the upper two quartiles (50th percentile and above) nationally. Since our school accepts anyone who can benefit from our program, this confirms our core belief that all students can achieve and embodies the commitment of our staff to insure there is no child left behind.

- 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.**

No student is excluded from taking the test in grades Kindergarten through 9th. Students that are absent are given make up test administrations the following week.

- c. Attach all test data to the end of this application and continue to number the pages consecutively.**

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

All entering students take a standardized test for placement purposes to insure they are ready to enter their requested grade level. In addition to the Stanford 9 test every Spring, every student in grades 6th - 12th participate in the University of California Math Diagnostic Testing Program at the beginning and end of the school year to assess math readiness and progress. Every student also participates in the Accelerated Reader program throughout the school year as a means of ongoing assessment in reading comprehension

All standardized test results and school reports (including college admissions and AP tests) are reviewed by the Academics Director, Academics Advisor, high school counselors, and appropriate grade level administrators. Student scores are examined to assess whether specific areas of weakness can be identified. Staff has participated in several in-service sessions on how to properly interpret test data so they can adjust their instruction to their students' needs. In addition, test results are considered in determining a student's classes and schedule in the future.

Similarly, systematic trends are sought to determine if broader areas of improvement are needed. Based

on reading comprehension scores, we moved from a Christian publisher to Open Court for reading, sent all of our staff for training in literature-based writing through the Bay Area Writing Project, and purchased the Accelerated Reader program. Poor student performance on the UC Math Diagnostic Test is why we refuse to recognize student credits for community college math classes taken over the summer; students were not getting close to a year's equivalent of instruction despite earning the units. We also use longitudinal studies as a way of assessing how well our teachers and curricula are preparing students.

Since we have such an extensive array of student test data from a variety of sources, very few academic program decisions, either at the student or school level, are made without consultation and support from standardized assessment data.

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

The results of all standardized tests are reported to parents and students. Report cards are sent home quarterly and progress reports sent home mid-quarter to inform parents of student progress and performance. A mandatory parent-teacher conference is held at school to deliver and go over the first report card. Student test scores by grade are included in school literature, given to parents and prospective school families, and are published in local papers. Student accomplishments are published on our web site and in our monthly newsletter that is circulated throughout the school and local community.

Every teacher is accessible to parents through voicemail, email, and message pouches in student planners. The school is currently installing and implementing the PowerSchool administrative software so parents can have instant and constant access to student grades and assignments through the Internet. Parent access is scheduled to begin this year during the 4th quarter.

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

Chinese Christian Schools is uniquely positioned to share its successes with other schools, both public and private. The Association of Christian Schools International (ACSI) recognized the school last year as an Exemplary School Program. CCS was featured recently in two national education publications and it has a seat on the ACSI Urban/Minority Leadership Council. The school's superintendent, an attorney who used to work for the Christian Law Association, still advises local schools and educators on legal, administrative, and operational issues.

Chinese Christian Schools is also in the process of becoming an extension campus for the Biola University Graduate School of Education. The school already hosts graduate level classes in Education and becoming an extension campus will allow the school to host programs leading to a California credential or Master's degree in Education. School administrators regularly serve on accreditation teams (e.g. five this academic year) for ACSI and the Western Association of Schools and Colleges (WASC). CCS teachers regularly present at ACSI conventions and serve as consultants to other local schools and educational organizations.

The school has membership in three local Chambers of Commerce, works in cooperation with the Lion's Club and Rotaries International, and participates in numerous functions with local educational, civic, and public benefit organizations. Chinese Christian Schools has the opportunity to share its successes with other schools through numerous formal and informal means of communication. The school staff has shown a commitment to raising the quality of education locally and nationally and freely shares whatever successes and help it can offer to other educators and schools.

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 curriculum at Chinese Christian Schools is comprehensive in scope, college preparatory in complexity, Christian in philosophy, and Chinese in culture. Instruction is designed to help students develop to their full potential in all areas of life and study, with the underlying premise that all students can advance to post-secondary education. The school's 100% college matriculation rate and 0% drop out rate is the natural outgrowth of this core value.

All K-8th students follow a course of study that includes a core of seven solid subjects: language arts, math, science, history, Chinese (Cantonese in K-5th and Mandarin in grades 6th-12th), Bible, and physical education. In addition, every student takes music, computer science, or art for at least one grading period each.

The course of study is intense in order to prepare students for honors level secondary classes. Over two-thirds will take an Honors or AP class in high school and 25% -35% will concurrently attend college before high school graduation. 8th grade students begin taking high school level classes in Mandarin, Math, and History.

- 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.**

In kindergarten and first grades, students are introduced to the Spalding Phonics system, also known as the "Writing Road to Reading." Students learn phonograms and rules of spelling and pronunciation in order to begin reading. They start reading from limited vocabulary books after a few weeks in school. This phonics system works well with our student population because we have an all-day kindergarten so we can spend more time on phonics, plus many of our students do not speak English at home. The systematic and incremental approach is slow and cumbersome for some students, but very much needed for others. Those that can already read are encouraged to move ahead in separate reading circles.

In the elementary grades, we have adopted the Open Court readers for their rich content, emphasis on reading strategies, and teacher's helps in extending lessons. This is the second year since we adopted Open Court and our teachers have benefited from the publisher's in-service training and various seminars on its implementation. In grades 3rd through 5th, students are given two additional whole works to study.

In the middle school, Language Arts is combined with History and Bible to provide opportunities for reading and writing across the curriculum. Students read at least 3-4 whole works for literature along with a reading anthology or collection of short stories. Middle school students are expected to read approximately 1,400-2,000 pages of literature each year. To assist in reaching this goal, students are assigned one sustained silent reading period and one library period each week.

Every student also participates in the Accelerated Reader program. Students are required to earn points by passing tests on books they read independently. Points are assigned based on the length and reading level of the book. Students also participate in reading programs such as "Book-It" (sponsored by Pizza Hut), "Bonus Bucks for Reading" (sponsored by the Alameda Newspaper Group), and the Summer Reading Program (sponsored by the San Leandro City Library). We have established a "Reading Buddies" program where middle school students read stories with our Kindergarten students and our 2nd grade has reading days where students read all day and have stories read to them by visiting parents and special guests.

The overall message we send our students is that reading is fun, reading is important, and reading can open vast new horizons limited only by our imagination.

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.

The Chinese language program begins with Cantonese in Kindergarten through 5th grades. Students are trained how to speak, read, and write using traditional character sets. The elementary curriculum was designed and written by our staff several years ago and starts with vocabulary sets based on commonly seen people and objects (e.g. family members, household furnishings, body parts, etc.). As the student advances, vocabulary sets cover various topics, locations, or situations (e.g. a day in school, going to a restaurant, visiting relatives, etc.).

In middle school, the students switch to Mandarin. They again begin with introductory words and phrases. Although the written language is the same, students now learn the pinyin form of Romanization. In 8th grade, students start their first year of high school Mandarin using the *Integrated Chinese* series, the most popular Mandarin curricula in colleges and high schools today. They will continue their studies for three more years with the opportunity to take Mandarin Honors at the end of the sequence.

Teaching the Chinese language is a key component in the school's effort to teach appreciation for the Chinese culture and heritage. From teaching Cantonese and Mandarin, it is easy to springboard into teaching Chinese customs, history, literature, geography, and cuisine. It also prepares students to communicate with their families, people of their own heritage, and be of service to those in their own community.

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

Instruction is not limited to the classroom. Lower elementary students average 30 minutes of homework a night, middle elementary 60 minutes, upper elementary 90 minutes, and middle school students average 1.5-2.5 hours of homework per night. Students are also involved in numerous projects, competitions, outings, and excursions throughout the school year: science projects, speech contest, spelling bees, math olympics, art contests, outdoor education, educational travel, drama productions, service projects, science labs and observations, etc.

Textbooks, resources, and curricula are chosen for their ability to develop higher order thinking skills. Some of the teaching techniques employed include math manipulatives, phonics, literature-based writing, writing across the curriculum, rubrics, document-based questions, PowerPoint presentations, graphic organizers, Socratic questioning, hands-on science, and open ended questioning. Direct instruction with a high percentage of time on task is still the emphasis, although teachers do use cooperative learning strategies, peer editing, journals, group work, self assessment, oral reports, portfolios, discussion and debate, research projects, and other means as appropriate.

The goal of the curriculum is to achieve a balance between knowledge (facts), wisdom (application), and understanding (experiences). As a school, we are committed to use any and all proven methods of instruction in order to help our students succeed. We are open to innovative approaches and accommodate the individual preferences of students and teachers as much as possible. We always work closely with parents to keep students accountable and we provide a secure and supportive environment for learning.

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

Continuous professional and personal development is a core value at Chinese Christian Schools. The Scriptures teach that students shall be no greater than their teacher, so we view staff improvement as vital to student improvement. We require professional and personal development for all teaching staff every year and we subsidize the cost to send teachers to seminars, conventions, classes, and training. To facilitate teachers who wish to pursue a credential, we established a partnership program with a Christian college in southern California several years back and we are now seeking to be an extension campus so we can offer the whole program on our site.

Professional in-service starts the first two weeks teachers return every school year and there are additional in-service days every other month. We also have a well-stocked teacher's reference library, videotape library of previous in-service sessions, and a teacher induction and mentoring program for all new teachers. Through in-service, we have trained our teachers to properly interpret standardized test scores, use math manipulatives, achieve writing across the curriculum, develop Socratic questioning skills, resolve student conflicts, conduct more effective parent-teacher conferences, assign homework more productively, implement hands-on science, and employ numerous other teaching methodologies and strategies.

The staff at Chinese Christian Schools excels at being diligent, hard working, and passionate about their responsibilities. Professional development has helped them to "work smarter, not harder:" to achieve student learning more efficiently and productively so it can be more of a joy and less of a burden on everyone.

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade K Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
 excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	97	95	95
Total Math Score	83	83	80
Total Language Score			
Total Battery Score	87	85	85
75 th -99 th percentile	62	55	57
51 st -75 th percentile	19	23	20
26 th -50 th percentile	1	4	2
1 st -25 th percentile			
Number of students tested	82	82	79
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 1st Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	94	92	89
Total Math Score	86	85	85
Total Language Score	90	85	80
Total Battery Score	89	86	84
75 th -99 th percentile	68	66	19
51 st -75 th percentile	11	15	36
26 th -50 th percentile	2	3	26
1 st -25 th percentile			3
Number of students tested	81	84	84
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2nd Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	82	76	76
Total Math Score	88	88	91
Total Language Score	79	76	73
Total Battery Score	83	80	80
75 th -99 th percentile	62	48	42
51 st -75 th percentile	14	31	26
26 th -50 th percentile	6	2	3
1 st -25 th percentile			
Number of students tested	82	81	71
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3rd Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	79	77	77
Total Math Score	94	91	90
Total Language Score	86	88	87
Total Battery Score	86	85	84
75 th -99 th percentile	57	59	53
51 st -75 th percentile	15	18	20
26 th -50 th percentile		2	1
1 st -25 th percentile			
Number of students tested	72	79	75
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4th Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	78	75	72
Total Math Score	87	81	84
Total Language Score	88	85	85
Total Battery Score	81	77	77
75 th -99 th percentile	53	39	14
51 st -75 th percentile	28	28	28
26 th -50 th percentile	4	6	11
1 st -25 th percentile			1
Number of students tested	85	73	56
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5th Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	85	81	78
Total Math Score	93	90	88
Total Language Score	92	88	81
Total Battery Score	86	83	80
75 th -99 th percentile	56	40	48
51 st -75 th percentile	16	17	31
26 th -50 th percentile	1		4
1 st -25 th percentile			1
Number of students tested	73	57	84
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6th Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	84	85	87
Total Math Score	91	91	88
Total Language Score	85	80	86
Total Battery Score	85	84	84
75 th -99 th percentile	55	55	44
51 st -75 th percentile	14	22	11
26 th -50 th percentile		2	2
1 st -25 th percentile		1	
Number of students tested	69	80	57
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7th Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	83	80	78
Total Math Score	94	95	91
Total Language Score	88	86	81
Total Battery Score	86	86	81
75 th -99 th percentile	37	48	23
51 st -75 th percentile	24	6	4
26 th -50 th percentile	11	2	2
1 st -25 th percentile	6		
Number of students tested	61	58	59
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .

Chinese Christian Schools

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8th Test Stanford Achievement Test

Edition/publication year 9th Edition Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No students were
excluded from testing.

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

	2001-2002	2000-2001	1999-2000
Testing month - April			
SCHOOL SCORES			
Total Reading Score	80	75	80
Total Math Score	96	94	91
Total Language Score	86	84	84
Total Battery Score	86	82	83
75 th -99 th percentile	28	38	37
51 st -75 th percentile	24	16	11
26 th -50 th percentile	7	4	6
1 st -25 th percentile	2		
Number of students tested	61	58	54
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

* Chinese Christian Schools has administered the Stanford 9 since April 2000. In previous years, we used the California Achievement Test .