

# U.S. Department of Education

---

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

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

Official School Name Dow's Prairie Elementary School  
(As it should appear in the official records)

School Mailing Address 3940 Dow's Prairie Rd.  
(If address is P.O. Box, also include street address)

McKinleyville, CA      95519-9144  
City                      State                      Zip Code+4 (9 digits total)

Tel. ( 707 ) 839-1558                      Fax ( 707 ) 839-5652

Website/URL http://www.nohum.k12.ca.us/msd                      Email tparisi@nohum.k12.ca.us

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

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

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

Name of Superintendent Mr. Alan W. Jorgensen  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McKinleyville Union School District                      Tel. ( 707 ) 839-1549

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. Richard Woods  
(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:        2   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
    \_\_\_\_\_ High schools  
      3   TOTAL
2. District Per Pupil Expenditure:      \$ 6126.  
     Average State Per Pupil Expenditure:    \$ 6360.

### 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.   1   Number of years the principal has been in her/his position at this school.  
  6   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
<b>K</b>	37	37	<b>74</b>	<b>7</b>			
<b>1</b>	26	34	<b>60</b>	<b>8</b>			
<b>2</b>	37	23	<b>60</b>	<b>9</b>			
<b>3</b>	42	34	<b>76</b>	<b>10</b>			
<b>4</b>	39	41	<b>80</b>	<b>11</b>			
<b>5</b>	42	36	<b>78</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>428</b>

6. Racial/ethnic composition of the students in the school:
- 78.27 % White
  - 1.17 % Black or African American
  - 4.9 % Hispanic or Latino
  - .93 % Asian/Pacific Islander
  - 12.38 % American Indian/Alaskan Native
  - 3.0 % Declined to state or stated multiples

**100 % Total**

7. Student turnover, or mobility rate, during the past year: 18.33 %

(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.	50
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1	442
(5)	Subtotal in row (3) divided by total in row (4)	.18325
(6)	Amount in row (5) multiplied by 100	18.33%

8. Limited English Proficient students in the school: 1.63%  
7 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 41.8%

187 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.

10. Students receiving special education services:  $\frac{13.3\%}{57}$  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>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  6  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 15 </u> Specific Learning Disability
<u>  2 </u> Hearing Impairment	<u> 29 </u> Speech or Language Impairment
<u>  2 </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  2 </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>  1  </u>	<u>  0  </u>
Classroom teachers	<u> 20 </u>	<u>  0  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  3  </u>
Paraprofessionals	<u>  0  </u>	<u> 24 </u>
Support staff	<u>  4  </u>	<u>  5  </u>
Total number	<u> 26 </u>	<u> 32 </u>

12. Student-“classroom teacher” ratio:  $\frac{21.4}{1}$

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	95.48	95.40	95.62	95.5	95.68
Daily teacher attendance	95.75	96.16	96.15	95.88	96.87
Teacher turnover rate	0	<1>	<1>	1	2

## **PART III – SUMMARY**

Dow's Prairie School (DPS), in McKinleyville, California, is located in a beautiful rural setting at the edge of the Pacific Ocean, surrounded by mountains and forests of towering redwoods. Dow's Prairie was named for the rancher, Mr. Dow, who owned land nearby in the mid-1800's. Our school has a proud history, dating back to 1872. It is common to have students in our classrooms whose parents and grandparents attended our school. The first school was constructed on this site in 1872. The current main building, completed in 1957, is the fourth Dow's Prairie School.

Our school has recently undergone a major modernization. Maples, rhododendrons, and evergreens accentuate the beautiful, clean, well-maintained grounds. It is a pleasure to walk into our newly redesigned, state-of-the-art office. The enclosed hallways are bright, well lit, and covered with colorful displays of student projects and artwork. Our hallways often become activity centers for special projects: a sewing center, a cooking station, and carpentry.

DPS is large enough to offer an exceptional educational program, but small enough that we know each student on an individual basis. We serve approximately 430 students. Population growth in the McKinleyville area resulted in steady increase for several years. However, the District is currently in an enrollment decline of about 3% per year. Our student transience rate is about 18.33% each year. Our student population includes approximately 78% white, 13% Native American, 5% Hispanic, and 5% other ethnicities. We actively encourage respect for cultural diversity within our school and the community with specifically designed programs. An active Title IX (Indian Education) Program is available for all Native American students.

An enthusiastic supportive community interwoven with our beautiful surroundings offers our students rich and unique learning experiences. We have visits from performing groups, such as Dell'Arte International School of Physical Theatre, Chamber Readers, and storytellers. We visit logging conferences, environmental fairs, local businesses, and historical sites. Our students participate in salmon restoration, Wolf Creek Outdoor School, local and regional spelling and geography bees, and the science fair. Community involvement is encouraged through Back-To-School-Night, Open House, Site Council, parenting programs, academic excellence assemblies, volunteer appreciation tea, Humboldt Bank "Learn to Earn" Program, and Parent Club activity nights.

Our core curriculum is enhanced by a wide variety of extra-curricular classes. We offer before school Spanish, Gifted and Talented programs, band, and classroom music. An artist-in-residence teaches the Monart model of art to all classes. Children at DPS can participate in interscholastic and intramural sports.

DPS receives State and Federal categorical funds to supplement the District's core curricular program. These funds are the School Improvement Program (SIP), Economic Impact Aid, Miller Unruh Reading, Gifted and Talented Education State programs, and Title I, Title IV, and Title IX federal programs. We have one Special Day Class and a Resource Specialist Program. Our speech and language therapist, school nurse, and school psychologist are on site on an itinerant basis. The school psychologist intern is on site two and one half days per week to address student needs.

The mission of the McKinleyville Union School District, a family-centered, educational community on the Redwood Coast, is to develop ethical, life-long learners living successfully in a constantly changing global society. We guarantee all students challenging, progressive, academic programs, innovative learning experiences, technological competence, and community involvement.

We are a proud community connected by a common thread of caring for our children. Seventeen of our teachers live within the immediate McKinleyville area. Our close connection to the families we serve allows us to offer outstanding emotional and academic support for all students and to provide parents a safe atmosphere for involvement in their children's growth and development.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

1. In California, students are tested annually as part of the Standardized Testing and Reporting (STAR) Program. Students in grades 2 – 5 are tested in Reading, Mathematics, Language, and Spelling. The Stanford 9 was first administered under the STAR program in the spring of 1998. In 1999, test items in Language Arts and Mathematics were added. These items are the California Standards Tests (CST). In 2001, the fourth grade writing test was added. The CST determines how well students are learning the skills and knowledge required by the California Academic Content Standards for each grade.

According to state law, we administer the tests to all students, except for those whose parents or guardians submit written requests to exclude their child. Over the last three years the following number of students did not participate: spring of 2002 (8), spring of 2001 (18), and spring of 2000 (27). Parental requests for exclusions included the following: philosophical differences with state testing, stress level from test anxiety, not an appropriate measure of abilities, medical reasons, and requests contained in 504/Individual Education Plans.

Forty-one and eight-tenths of our students are identified as Socio-Economically Disadvantaged (SED). Although time, money, and effort have been invested into improving the achievement of all students, some persistent barriers still exist for our SED students. Improving attendance is ongoing and never-ending. Regular attendance has improved with school calendar changes, School Attendance Review Board action, on-site childcare for grades K-5, and head lice control procedures. However, for a small segment of our school population, poor health habits, lack of family structure/scheduling, and unreliable family transportation continue to chip away at regular attendance and prevent steady growth and progress. In addition, a segment of our SED population chooses values from cultures that do not agree with, or support our federal and state educational goals and standards. For a variety of reasons, some parents choose not to participate in school-provided support services.

From 1998-2002, there was an overall increase in norm referenced scores at all grade levels. Total Reading scores show increases ranging from 12 to 23 percentile points. SED students showed gains in Reading with a range of 3 to 19 percentile points. Total Math scores show increases ranging from 14 to 32 percentile points. SED students showed gains in Math with a range of 10 to 38 percentile points.

California's Criterion – Referenced Tests are the CST. The performance standard of At or Above Basic represents the State Mean Scaled Score for all grades and content areas. The CST scores in English/Language Arts were reported in the performance standards format in 2001 and 2002 only. From 2001 to 2002, our students showed an overall increase in the percentage of students performing At or Above Basic at all grade levels in English/Language Arts. The scores show increases ranging from 1 to 5 percentage points. SED student scores show an overall increase in the percentage of students performing At or Above Basic. The scores show increases of 7 and 9 percentage points. The CST scores in Mathematics were reported in the performance standards format in 2002 only. We compared the percentage of our students and our SED students At or Above Basic with the population in the state At or Above Basic. At every grade level, our students exceeded the percentage in the state by a range of 6 to 19 percentage points. SED students exceeded the percentage in the state by a range of 4 to 24 percentage points.

Our Academic Performance Index (API) has improved dramatically. From 1999 to 2001 our score increased from 704 to 791. These scores show sustained and impressive growth. In 2002, the API was recalibrated. Our adjusted 2002 API base score is 779. The 2002 API contains results from the Stanford 9, the CST in English Language Arts and Mathematics. The State Board of Education adjusted weights of the components for the base API due to the shift from the Stanford 9 to the California Achievement Test 6<sup>th</sup> Edition being used in 2003.

2. For the past seven years our District has developed and used Multiple Measures Assessments (MMA). To provide a balanced view of individual student achievement related to state standards, we drafted District Performance Assessments (DPA) in math and language arts. DPA are directly linked to grade level curriculum and driven by state standards. These local assessments are administered yearly to accompany report cards, standardized tests, and create multiple measurements of student abilities and achievement. MMA give a comprehensive, multidimensional, on-going picture of each student's standing

in relation to the state standards.

The Third Grade Reading Fluency Test, administered by one of our Reading Recovery teachers, measures progress and facilitates long range planning. In 1996, 48% of our students met or exceeded the District benchmark of 80 words per minute. The benchmark changed to 100 words per minute in 1999. In 2001, 67% of our third grade students met or exceeded the benchmark. This annual assessment tool helps us make curricular adjustments to meet the changing needs of our students.

Student self-evaluation is built into our core curriculum. At the end of each language arts thematic unit students reflect on the strengths of their learning style, and what they need to do to improve. Students review reading strategies and recall examples of their use. In math, students reflect upon and apply their newly acquired skills to real world situations.

Careful review of all assessments form the groundwork for placing children in intervention programs and help determine where classroom modifications may be beneficial. Staff meets twice monthly, by grade level, to adjust unit pacing, plan ahead, and review student assessments. Grade level assessment review meetings are scheduled five times per year for formal analysis of language arts and math unit assessments. These meetings allow us to monitor students in need of interventions, determine benchmarks for student achievement, and keep them on track for timely mastery of the standards.

3. Communication of assessment data and student performance to parents, students, and the community takes place at many levels. Once received by the District, individual standardized test results are mailed to parents. In addition, the District communicates assessment results through public announcements, mailings, School Accountability Report Cards, and public discussions. Teachers communicate regularly with families about student progress and performance related to standards and standardized test results through a variety of methods. These methods include report cards and progress reports, phone conversations, e-mail, Student Success Team meetings, retention conferences, and a minimum of two Parent-Teacher Conferences per year, which frequently involve students. Parents of students qualifying for Title I services receive special assessment information annually and are invited to attend informal meetings in the fall.

4. Traditionally, Dow's Prairie celebrates school successes with quiet dignity. Should we receive this award, we plan to share our achievements through the use of technology.

The web sites from our school and the Humboldt County Office of Education will provide access to our Blue Ribbon Site. This site will include detailed photographs and narratives explaining our school programs. Each grade level will showcase activities in reading/language arts, mathematics, social studies, science, art, and music. Model lesson plans and details of each activity will be available to people visiting the site.

An electronic newsletter will be sent to all schools in our county, inviting them to visit, and observe our exemplary staff and students in action.

The opportunity to visit a Blue Ribbon School will also be available for Humboldt State University teacher preparation staff and student teachers.

## **PART V – CURRICULUM AND INSTRUCTION**

1. The joy of learning and discovery is evident the moment you enter Dow’s Prairie School. We are a community of scholars who rigorously and creatively pursue academic excellence in all curricular areas. We implemented standards-based language arts and math programs ahead of the mainstream of California schools. Our Strategic Plan embraces a single set of standards for academic excellence. Instructional decisions are driven by the standards in all curricular areas. Grade level teams collaborate twice a month to discuss standards-based expectations and to review and compare student achievement and progress. Providing a consistent, supportive program in all curricular areas is of paramount importance. This commitment is evident to our families as cited by a parent’s statement, “Curriculum and instructional materials are consistent from grade to grade including articulation with the Middle School and High School.”

The power of the Open Court literature program is generated in whole class settings. All students have opportunities for learning the common core curriculum. We recognize the necessity to address the individual needs of students. A workshop period is scheduled regularly to provide time for students to read at instructional and independent levels. Flexible small groups provide time for teachers to lead guided reading groups or specific skill work based on student assessment. We continually strive to refine methods that allow positive enrichment to promote student growth.

The adoption of the California Math Standards has propelled our District to implement an aligned, standards-based program. Our District adopted these standards with enthusiasm and a strong commitment to succeed. We prepare our students to meet the rigorous math challenges of their academic and future careers. Current assessment statistics indicate we are successfully creating a community of math scholars.

Our core programs fit the needs of our students from the highest achievers to those who struggle. Walk through our classrooms and you will observe small groups of students actively engaged in exciting and challenging math, science, language arts, social studies, and health and physical education activities that teach and reinforce high academic standards. Students develop a strong understanding of the correlation between math, science, language arts, social studies, health and physical education, and the connection to their everyday lives.

Supplementing our core curriculum is a balanced visual and performing arts program. In addition to grade level fine arts activities, our students enjoy Artline, an art program taught by a professional artist. Our music program is a spiraling curriculum including classroom music, instruction with musical instruments, holiday program performances, and an annual District musical. Fine Arts standards are enhanced by local community storytellers, musical and dramatic productions.

We are proud that technology is a key learning tool at our school. The student to computer ratio is 5:1. All computers are on the Ethernet network with two servers and are connected to Internet access using a T1 line. A 30-workstation computer lab, three library computers, and mini-labs in upper grade classrooms make technology available to all students.

The Dow’s Prairie Library/Media Center is the hub of our school. Centrally located and staffed by a certificated media specialist, it buzzes with students learning before school, at lunch, during visits with their teachers, and after school. It is dedicated to the support of student learning activities.

The curriculum and academic culture at Dow’s Prairie School support students in achieving standards by celebrating student success and providing a clean, safe, and attractive environment where learning is maximized. We use instructional strategies that are developmentally appropriate with high academic expectations. Success and achievement are the cornerstones of our program.

2. Five years ago, a staff member was sent to Sacramento to investigate and observe a school participating in a three-year grant from the David and Lucille Packard Foundation. The Open Court Language Arts Program, “Collections for Young Scholars”, was chosen by the Packard Foundation because it is research-based, systematic, meets or exceeds state standards at all grade levels, and provides for balanced instruction. After careful review and discussion, our District made the decision to apply for a three year Packard Grant for our K-3 classes. We were convinced that this program would provide the framework for a consistent, sequential, spiraling instructional plan. Committing to this program was a painful process for our teachers, since it dramatically altered schedules, curriculum, comfortable routine,



and individual styles of instruction. We persevered by working together, and sharing the students' successes. Because of our students' remarkable growth, the District extended the adoption of the program to the fourth and fifth grades.

Literature is the backbone of the Open Court Language Arts instructional program. It organizes literature into meaningful, cross-curricular thematic units, enhanced by teacher collaboration. The teaching of reading strategies and language arts skills is directly linked to the quality literature selections. Each selection has skill work in the areas of vocabulary enrichment, elements of grammar, and composition. Writing assignments are intentionally connected to their reading. Twice a year, each grade level focuses on a thematic research unit. Some selections prepare the students for individual and small group research motivated by personal questions. Teachers become facilitators, providing materials, and resources.

Parents express the common feeling of our entire school community, "Our students are readers! Our local library . . . has a hard time keeping the shelves stocked with children's books. There is a high readership rate in our community."

3. Math achievement of Dow's Prairie students is especially strong due to the tireless efforts of our teachers to provide daily, uninterrupted lessons and practice sessions. In 1998, our District adopted the California State Mathematics Standards. In 1999, analysis of math assessments indicated a need to increase and support our students' computational needs. Houghton Mifflin MathSteps was adopted to supplement the math program in computation. Subsequently, our District sought a math series that would address the needs of all students. Two staff members field-tested the most recent edition of the Houghton Mifflin math program. Based on their experience and knowledge, all components of the program were purchased. Every classroom has a full set of math manipulatives and supplementary math materials. Strategies for re-teaching, practicing, and enriching the learning of skills are embedded in daily lessons. Skills Tutorial Kits provide focused re-teaching and practice activities. Math software is available in the computer lab as well as in individual classrooms.

Monthly grade-level meetings are held in which teachers focus on math curriculum and instruction. We have seen the benefits of establishing benchmarks, reviewing and analyzing assessment data, pacing, and group scheduling.

Our District actively supports our involvement in pursuing math excellence. Kim Sutton, an internationally recognized math consultant, gives on-going grade-level math training sessions hosted by the District. Her emphasis has been on the California Math Standards and motivating students to learn. Students have responded enthusiastically to the hands-on, innovative learning experiences. These real-life lessons strengthen their foundation for life-long learning.

4. Our staff challenges students with appropriate instructional strategies and high academic expectations. We recognize the differences in learning styles and abilities and provide relevant instruction for each student. Classroom learning is energized through lively teacher-directed whole class instruction, as well as, small, supportive group settings. Faced with the need to provide differentiated instruction for all students, one grade level initiated a reading rotation program. Three times a week, students from various classrooms are grouped by reading levels. Sessions are offered to enrich learning for each student. For a small group of students, the instructional method of re-teaching is used to accelerate growth. Some readers are receiving individualized instruction in "Read Naturally", a program that increases fluency. Other readers are given time and quality literature to strengthen reading independence.

To improve student learning in all curricular areas, teachers frequently use project-oriented instructional methods. Small groups of children gather information, develop data, and disseminate their results to other grade levels. All grade levels learn to conduct research through fascinating science and social studies themes. Students encounter entomology, living biographies, astronomy, cultural diversity, and geography through a variety of experiences.

One of the benefits of these instructional strategies has been the positive attitude of all students. Our program allows students to feel secure and successful in their abilities. Every student has the opportunity to shine.

5. Dow's Prairie is dedicated to the pursuit of excellence. We continually strive to improve ourselves to help our students maximize their learning potential. Staff Development projects are consistently focused on preparing our staff to meet this goal. Support for staff development has come from all levels of our school community: the Board, Strategic Plan, Site Council, District and site administration, and the Peer Assistance and Review (PAR) Joint Panel in concert with the District Staff Development Committee.

The three schools in our District have a shared vision and plan for professional growth. Each year, the PAR Joint Panel conducts a professional development needs survey. The survey results, analysis of standardized test data, adoption of new curricula, and the School Improvement Plan drive staff development decisions.

Although professional development is directed primarily by District goals, we clearly have an integral role in site-based decisions. The management style of our administration allows free expression of ideas regarding professional practices. The School Site Council recognizes the value of professional development and includes budget expenditures for staff development needs in our Site Plan.

Language Arts staff development has targeted our reading, writing, and spelling needs. The coaching model, with support from the Reading Lions Project, provided school-wide consistency and needed assessment tools to document student growth in Language Arts. Likewise, our on-going staff development with math consultant, Kim Sutton, provides grade-level specific theories and strategies to implement our standards-based math program. The significant growth in our SAT 9 scores and percentage of students identified to be at or above grade level by Multiple Measures, presents evidence that our professional development opportunities have been well conceived and successful.

**5<sup>th</sup> GRADE-TOTAL READING  
ASSESSMENT DATA BY YEAR  
REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 5<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	66	67	66	61	54
Number of students tested	81	74	64	86	61
Percent of total students tested	97.5	89	91	100	n/a
Number of students excluded	2	8	6	0	n/a
Percent of students excluded	2.5	11	9	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	74	74	72	66	n/a
2. Socio-Economically Disadvantaged	52	56	54	49	n/a

n/a = no data available

**4<sup>th</sup> GRADE-TOTAL READING  
ASSESSMENT DATA BY YEAR  
REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 4<sup>th</sup>                      Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996      Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	70	67	67	58	57
Number of students tested	68	84	76	68	79
Percent of total students tested	95.77	91.5	91	100	n/a
Number of students excluded	3	8	7	0	n/a
Percent of students excluded	4.23	9.5	9	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	77	73	76	65	n/a
2. Socio-Economically Disadvantaged	58	59	55	45	n/a

n/a = no data available

**3<sup>rd</sup> GRADE-TOTAL READING  
ASSESSMENT DATA BY YEAR  
REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 3<sup>rd</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	69	66	59	61	56
Number of students tested	75	64	82	79	71
Percent of total students tested	100	98	91.5	100	n/a
Number of students excluded	0	1	7	0	n/a
Percent of students excluded	0	2	8.5	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	76	74	69	67	n/a
2. Socio-Economically Disadvantaged	67	60	52	48	n/a

n/a = no data available

**2<sup>nd</sup> GRADE-TOTAL READING  
ASSESSMENT DATA BY YEAR  
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: 2<sup>nd</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	71	73	66	55	48
Number of students tested	75	72	68	76	81
Percent of total students tested	96.15	98.63	90	100	n/a
Number of students excluded	3	1	7	0	n/a
Percent of students excluded	3.85	1.37	10	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	79	82	74	66	n/a
2. Socio-Economically Disadvantaged	58	62	53	39	n/a

n/a = no data available

**5<sup>th</sup> GRADE-TOTAL MATHEMATICS**  
**ASSESSMENT DATA BY YEAR**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 5<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	72	76	69	62	58
Number of students tested	80	73	66	85	61
Percent of total students tested	92.5	89	90	100	n/a
Number of students excluded	2	8	6	0	n/a
Percent of students excluded	2.5	11	10	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	81	82	77	68	n/a
2. Socio-Economically Disadvantaged	55	66	54	45	n/a

n/a = no data available

**4<sup>th</sup> GRADE-TOTAL MATHEMATICS**  
**ASSESSMENT DATA BY YEAR**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 4<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	76	66	69	49	44
Number of students tested	69	85	76	70	83
Percent of total students tested	96	91	91	100	n/a
Number of students excluded	3	8	7	0	n/a
Percent of students excluded	4	9	9	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	80	74	78	58	n/a
2. Socio-Economically Disadvantaged	71	55	57	33	n/a

n/a = no data available



**3<sup>rd</sup> GRADE-TOTAL MATHEMATICS**  
**ASSESSMENT DATA BY YEAR**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 3<sup>rd</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	73	76	64	54	58
Number of students tested	75	64	83	82	72
Percent of total students tested	100	98	92	100	n/a
Number of students excluded	0	1	7	0	n/a
Percent of students excluded	0	2	8	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	80	83	76	63	n/a
2. Socio-Economically Disadvantaged	66	61	50	39	n/a

n/a = no data available

**2<sup>nd</sup> GRADE-TOTAL MATHEMATICS**  
**ASSESSMENT DATA BY YEAR**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade: 2<sup>nd</sup> Test: Stanford 9

Edition/publication year: 9<sup>TH</sup>/1996 Publisher: Harcourt, Inc..

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	4/00	4/99	5/98
<b>SCHOOL SCORES</b>					
Total Score	73	73	56	44	44
Number of students tested	75	73	69	80	83
Percent of total students tested	96.15	99	90	100	n/a
Number of students excluded	3	1	7	0	n/a
Percent of students excluded	3.85	1	10	0	n/a
<b>SUBGROUP SCORES</b>					
1. Non-Economically Disadvantaged	79	80	67	58	n/a
2. Socio-Economically Disadvantaged	52	65	42	28	n/a

n/a = no data available

**2<sup>ND</sup> THROUGH 5<sup>TH</sup> GRADE**  
**ENGLISH/LANGUAGE ARTS AND MATHEMATICS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The State of California's Criterion – Referenced Tests are the California Standards Tests. Performance standards identify levels of student achievement based on a demonstrated degree of mastery of the academic content standards tested. California uses five performance standards for its California Standards Tests in relation to the academic content standards tested. The performance standards for each grade and content area are based on scaled scores that range between approximately 200 and 500. The score dividing the basic scores from below basic is 300 for every grade and content area. The score dividing basic scores from proficient scores is 350 for every grade and content area. The performance standards are:

- Advanced
- Proficient
- Basic-scaled score between 300 and 349
- Below Basic
- Far-Below Basic

**5<sup>TH</sup> GRADE-ENGLISH/LANGUAGE ARTS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 5<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	2000-2001
Testing month	5/02	5/01
<b>SCHOOL SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
At or Above Below Basic	94	93
At or Above Basic	84	83
At or Above Proficient	43	51
At Advanced	7	16
Number of students tested	87	77
Percent of total students tested	98	90
Number of students excluded	2	8
Percent of students excluded	2	10
<b>SUBGROUP SCORES</b>		
<u>1. Non-Economically Disadvantaged</u>		
At or Above Far Below Basic	100	100
At or Above Below Basic	98	96
At or Above Basic	92	89
At or Above Proficient	55	68
At Advanced	12	19
<u>2. Socio-Economically Disadvantaged</u>		
At or Above Far Below Basic	100	100
At or Above Below Basic	89	92
At or Above Basic	73	77
At or Above Proficient	26	30
At Advanced	0	12
<b>STATE SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
State Mean Scaled Score	*	*
At or Above Below Basic	91	88
State Mean Scaled Score	*	*
At or Above Basic	71	6
State Mean Scaled Score	327.7	*
At or Above Proficient	31	28
State Mean Scaled Score	*	*
At Advanced	9	7
State Mean Scaled Score	*	*

\* = no state data available

**4<sup>TH</sup> GRADE-ENGLISH/LANGUAGE ARTS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 4<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	2000-2001
Testing month	5/02	5/01
<b>SCHOOL SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
At or Above Below Basic	97	99
At or Above Basic	85	80
At or Above Proficient	53	47
At Advanced	21	12
Number of students tested	68	86
Percent of total students tested	96	91
Number of students excluded	3	8
Percent of students excluded	4	9
<b>SUBGROUP SCORES</b>		
<u>1. Non-Economically Disadvantaged</u>		
At or Above Far Below Basic	0	100
At or Above Below Basic	100	97
At or Above Basic	89	82
At or Above Proficient	65	61
At Advanced	29	21
<u>2. Socio-Economically Disadvantaged</u>		
At or Above Far Below Basic	100	100
At or Above Below Basic	93	97
At or Above Basic	81	74
At or Above Proficient	35	28
At Advanced	8	0
<b>STATE SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
State Mean Scaled Score	*	*
At or Above Below Basic	90	87
State Mean Scaled Score	*	*
At or Above Basic	71	66
State Mean Scaled Score	332.9	*
At or Above Proficient	36	33
State Mean Scaled Score	*	*
At Advanced	14	11
State Mean Scaled Score	*	*

\* = no state data available

**3<sup>RD</sup> GRADE-ENGLISH/LANGUAGE ARTS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 3rd Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	2000-2001
Testing month	5/02	5/01
<b>SCHOOL SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
At or Above Below Basic	99	96
At or Above Basic	83	81
At or Above Proficient	43	55
At Advanced	14	9
Number of students tested	58	65
Percent of total students tested	100	98
Number of students excluded	0	1
Percent of students excluded	0	2
<b>SUBGROUP SCORES</b>		
<u>1. Non-Economically Disadvantaged</u>		
At or Above Far Below Basic	0	100
At or Above Below Basic	100	96
At or Above Basic	89	91
At or Above Proficient	50	71
At Advanced	21	13
<u>2. Socio-Economically Disadvantaged</u>		
At or Above Far Below Basic	100	0
At or Above Below Basic	97	100
At or Above Basic	77	68
At or Above Proficient	37	32
At Advanced	7	4
<b>STATE SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
State Mean Scaled Score	*	*
At or Above Below Basic	85	83
State Mean Scaled Score	*	*
At or Above Basic	62	59
State Mean Scaled Score	323.5	*
At or Above Proficient	34	30
State Mean Scaled Score	*	*
At Advanced	11	9
State Mean Scaled Score	*	*

\* = no state data available

**2<sup>ND</sup> GRADE-ENGLISH/LANGUAGE ARTS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 2<sup>nd</sup> Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	2000-2001
Testing month	5/02	5/01
<b>SCHOOL SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
At or Above Below Basic	93	94
At or Above Basic	78	82
At or Above Proficient	51	51
At Advanced	15	20
Number of students tested	78	75
Percent of total students tested	96	99
Number of students excluded	3	1
Percent of students excluded	4	9
<b>SUBGROUP SCORES</b>		
<u>1. Non-Economically Disadvantaged</u>		
At or Above Far Below Basic	0	0
At or Above Below Basic	100	100
At or Above Basic	89	90
At or Above Proficient	69	61
At Advanced	22	32
<u>2. Socio-Economically Disadvantaged</u>		
At or Above Far Below Basic	100	100
At or Above Below Basic	84	86
At or Above Basic	61	72
At or Above Proficient	19	40
At Advanced	4	8
<b>STATE SCORES</b>		
TOTAL		
At or Above Far Below Basic	100	100
State Mean Scaled Score	*	*
At or Above Below Basic	85	24
State Mean Scaled Score	*	*
At or Above Basic	63	61
State Mean Scaled Score	324.1	*
At or Above Proficient	32	32
State Mean Scaled Score	*	*
At Advanced	9	10
State Mean Scaled Score	*	*

\* = no state data available

**5<sup>TH</sup> GRADE-MATHEMATICS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 5<sup>th</sup> Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	
Testing month	5/02	
<b>SCHOOL SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
At or Above Below Basic	91	
At or Above Basic	74	
At or Above Proficient	42	
At Advanced	9	
Number of students tested	87	
Percent of total students tested	98	
Number of students excluded	2	
Percent of students excluded	2	
<b>SUBGROUP SCORES</b>		
<b>1. <u>Non-Economically Disadvantaged</u></b>		
At or Above Far Below Basic	100	
At or Above Below Basic	96	
At or Above Basic	88	
At or Above Proficient	55	
At Advanced	14	
<b>2. <u>Socio-Economically Disadvantaged</u></b>		<b>3. STATE SCORES-SED</b>
At or Above Far Below Basic	100	100
At or Above Below Basic	88	86
At or Above Basic	59	46
At or Above Proficient	27	16
At Advanced	3	2
<b>STATE SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
State Mean Scaled Score	*	
At or Above Below Basic	90	
State Mean Scaled Score	*	
At or Above Basic	59	
State Mean Scaled Score	322.5	
At or Above Proficient	29	
State Mean Scaled Score	*	
At Advanced	7	
State Mean Scaled Score	*	

\* = no state data available



**4<sup>TH</sup> GRADE-MATHEMATICS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 4th Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	
Testing month	5/02	
<b>SCHOOL SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
At or Above Below Basic	96	
At or Above Basic	86	
At or Above Proficient	56	
At Advanced	19	
Number of students tested	73	
Percent of total students tested	96	
Number of students excluded	3	
Percent of students excluded	4	
<b>SUBGROUP SCORES</b>		
<b>1. <u>Non-Economically Disadvantaged</u></b>		
At or Above Far Below Basic	100	
At or Above Below Basic	98	
At or Above Basic	91	
At or Above Proficient	68	
At Advanced	23	
<b>2. <u>Socio-Economically Disadvantaged</u></b>		<b>3. STATE SCORES-SED</b>
At or Above Far Below Basic	100	100
At or Above Below Basic	93	90
At or Above Basic	79	55
At or Above Proficient	38	24
At Advanced	14	6
<b>STATE SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
State Mean Scaled Score	*	
At or Above Below Basic	93	
State Mean Scaled Score	*	
At or Above Basic	67	
State Mean Scaled Score	332.4	
At or Above Proficient	37	
State Mean Scaled Score	*	
At Advanced	13	
State Mean Scaled Score	*	

\* = no state data available

**3<sup>RD</sup> GRADE-MATHEMATICS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 3<sup>rd</sup> Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	
Testing month	5/02	
<b>SCHOOL SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
At or Above Below Basic	97	
At or Above Basic	71	
At or Above Proficient	39	
At Advanced	10	
Number of students tested	77	
Percent of total students tested	100	
Number of students excluded	0	
Percent of students excluded	0	
<b>SUBGROUP SCORES</b>		
<b>1. <u>Non-Economically Disadvantaged</u></b>		
At or Above Far Below Basic	0	
At or Above Below Basic	100	
At or Above Basic	84	
At or Above Proficient	46	
At Advanced	19	
<b>2. <u>Socio-Economically Disadvantaged</u></b>		<b>3. STATE SCORES-SED</b>
At or Above Far Below Basic	100	100
At or Above Below Basic	96	87
At or Above Basic	61	53
At or Above Proficient	33	25
At Advanced	3	6
<b>STATE SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
State Mean Scaled Score	*	
At or Above Below Basic	91	
State Mean Scaled Score	*	
At or Above Basic	65	
State Mean Scaled Score	331.6	
At or Above Proficient	38	
State Mean Scaled Score	*	
At Advanced	12	
State Mean Scaled Score	*	

\* = no state data available

**2<sup>ND</sup> GRADE-MATHEMATICS STANDARDS**  
**ASSESSMENT DATA BY YEAR**  
**STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in English/language arts and mathematics.  
 Complete a separate form for English/language arts and mathematics at each grade level.

Grade: 2<sup>nd</sup>                      Test: Stanford 9

Edition/publication year: 9<sup>th</sup>/1996              Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

The groups excluded were by parent request or IEP.  
They were assessed through local District Multiple Measures.

	2020-2002	
Testing month	5/02	
<b>SCHOOL SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
At or Above Below Basic	98	
At or Above Basic	81	
At or Above Proficient	58	
At Advanced	17	
Number of students tested	78	
Percent of total students tested	99	
Number of students excluded	1	
Percent of students excluded	1	
<b>SUBGROUP SCORES</b>		
<b>1. <u>Non-Economically Disadvantaged</u></b>		
At or Above Far Below Basic	0	
At or Above Below Basic	100	
At or Above Basic	92	
At or Above Proficient	70	
At Advanced	25	
<b>2. <u>Socio-Economically Disadvantaged</u></b>		<b>3. STATE SCORES-SED</b>
At or Above Far Below Basic	100	100
At or Above Below Basic	97	89
At or Above Basic	62	58
At or Above Proficient	35	30
At Advanced	0	8
<b>STATE SCORES</b>		
<b>TOTAL</b>		
At or Above Far Below Basic	100	
State Mean Scaled Score	*	
At or Above Below Basic	92	
State Mean Scaled Score	*	
At or Above Basic	68	
State Mean Scaled Score	342.7	
At or Above Proficient	43	
State Mean Scaled Score	*	
At Advanced	16	
State Mean Scaled Score	*	

\* = no state data available