

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

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

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

School Mailing Address 26825 Eldridge Avenue (If address is P.O. Box, also include street address)

Hayward CA 94544-3729 City State Zip Code+4 (9 digits total)

Tel. (510) 293-8503 Fax (510) 783-3922

Website/URL www.husd.k12.ca.us/eldridge Email neaton@husd.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: N/A

Name of Superintendent Dr. Jay Totter (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hayward Unified School District Tel. (510) 784-2600

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. Paul Frumkin III (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: 24 Elementary schools
 5 Middle schools
 Junior high schools
 4 High schools
 33 TOTAL
2. District Per Pupil Expenditure: \$4,759.61
 Average State Per Pupil Expenditure: \$4,753.00

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. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
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	37	76	7			
1	37	27	64	8			
2	34	40	74	9			
3	35	29	64	10			
4	31	32	63	11			
5	31	29	60	12			
6	24	26	50	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							451

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>11.53</u> % White |
| <u>17.52</u> % Black or African American |
| <u>48.34</u> % Hispanic or Latino |
| <u>21.72</u> % Asian/Pacific Islander |
| <u>.89</u> % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 15.78 %

(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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	68
(4)	Total number of students in the school as of October 1	431
(5)	Subtotal in row (3) divided by total in row (4)	.15777
(6)	Amount in row (5) multiplied by 100	15.78

8. Limited English Proficient students in the school: 36.81%
166 Total Number Limited English Proficient

Number of languages represented: 17

Specify languages: Cantonese, Dari, English, Farsi, German, Hindi, Illocana, Korean, Mandarin, Pashto, Portuguese, Punjabi, Spanish, Tagalog, Tongan, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 51 %

235 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: $\frac{13.5}{61}$ %
 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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>17</u> Speech or Language Impairment
<u>13</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>5</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> </u>
Classroom teachers	<u>19</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>5</u>
Paraprofessionals	<u>10</u>	<u>4</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>41</u>	<u>13</u>

12. Student-“classroom teacher” ratio: $\frac{K-3: 19.14}{4-6: 30.81}$

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	95.11%	94.50%	94.06%	94.16%	98.74%
Daily teacher attendance	96.09%	96.67%	94.14%	97.34%	96.87%
Teacher turnover rate	4.55%	4.55%	22.73%	31.58%	12.50%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

***Please note: Teacher turnover rate was high for 97/98 and 98/99 due to student enrollment growth generating a need for more teachers*

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page. 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.

At Eldridge School in Hayward, California, **“Every child is a learner - Every day an opportunity.”** Subscribing to this mission, Eldridge became a California Distinguished School in May 2002. Eldridge is the school of choice for most families who bring their children from across Hayward to participate in the single-track, year-round program. Eldridge has earned its title “school of choice” for its 451 students because of its highly qualified staff, friendly environment, pristine facilities and outstanding student achievement.

Hidden in the history of this little school is the key that unlocks its present day success. Eldridge was built in 1956 and doubled in size in 1958 during post-war suburban expansion. Historically, Eldridge has enjoyed the overwhelming commitment, loyalty, and love of dedicated generations of staff, students and their families. However, in 1994, with declining enrollment (under 200), declining performance, shabby facilities and outdated teacher training, Eldridge was targeted for closure. A concerned and sentimental public was a decisive factor in the dramatic change in the school board's course of action. The potential school closure galvanized the community - the key to development and success - transforming adversity into opportunity! Eldridge was slated to remain open, with a facelift.

In the mid 90's, district, city and state grants allowed a complete building renovation inside and out, including the entire ten-acre campus! By 1998 little Eldridge School looked dramatically different on the outside, but these outside changes dimmed in comparison to what was happening inside! A student population that had become vastly multicultural almost overnight created an educational challenge that took the staff by surprise. Needs became urgent and priorities high. The request for a Title I Program was granted and began with EIA funding brought to the site to service needs of English Learners (ELs). Programs for free and reduced breakfast and lunch (currently 51% of the student population), child-care, counseling, and youth enrichment became realities. A dedicated new principal, a highly qualified staff, and a strong Parent Teacher Organization (PTO) formed a focused, collaborative partnership. With the addition of a classroom to serve severely disabled students and two existing special day classes, Eldridge successfully met the educational needs of its Kindergarten through sixth grade students.

Eldridge has made an amazing transformation. The current student profile reveals a rich range of ethnicity: 48% Hispanic, 18% African American, 13% Asian, 12% White, 6% Filipino, 2% Pacific Islander and 1% American Indian. The transiency rate is 15.78%. The biggest single gain was in 2001 showing a 97 point API increase school-wide while all sub-categories showed growth above 90%. Eldridge had the top API gain in Hayward District (HUSD), the top in Alameda County and was one of the top five Bay Area schools with the most improved API. In 2002 Eldridge showed continued growth a cross the board, with an API increase almost five times higher than its growth target.

All Eldridge students are special: Everyone supports one another in achieving excellence. Each year improvement continues as Eldridge staff constantly rises to the challenge of educating every child. We are very proud and delighted to share our school, our children and our unique story of success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.

Students in grades 2 through 6 were assessed for the past three years on the Stanford Achievement Test – Form 9 (SAT9) a state-mandated, norm-referenced assessment. Students were assessed in the content areas of reading, language arts, spelling and mathematics. Because the SAT9 is a norm-referenced test, the Eldridge student scores reflect how our students compare to the group of students on which the test was “normed” or designed. The norm group for each grade level reflects national demographics and provides the comparison group against which our students are measured. All students and subgroups of students are required to achieve at or above the 50th percentile to be considered performing at “grade-level” on all sections of the SAT9. The attached tables (pages 12-16) show the number of students enrolled based on a yearly census count as of April 15th. All students at Eldridge except Special Day Class (SDC) students (moderate to severely disabled; assessed based on their Individual Education Plans IEP) are required to take the SAT9. The number of students tested reflects all students who made an attempt to answer any questions on any section of the test, including ELs. Exclusions include SDC students (98% of all exclusions), parental requests for exemptions and absenteeism.

The Hayward Unified School District’s (HUSD) average percentile rankings have seen a slow but steady increase during the last few years, while Eldridge’s gains have been much more dramatic since the 1999-01 school year. Most noticeable is Eldridge’s remarkable breakaway from the district-wide percentile rankings over the past three school years. For example, while the District’s SAT9 sixth grade math percentile ranks for 2000-01 and 2001-02 have held at 55%, Eldridge’s sixth graders have scored at the 71st and/or 72nd percentile for years 1999-00, 2000-01 and 2001-02. The positive improvements are evident in Eldridge students’ reading percentile rankings as compared to the district’s percentile rankings. Whereas the District percentile rankings for reading have held steady between the 36th and 46th percentile for 1999-00, 2000-01 and 2000-02, Eldridge has scored between the 37th and the 59th percentile for that same period of time. The same trend can be seen in the area of language arts. The District’s 2000-01 and 2001-02 average percentile rankings for language arts range from the 43rd to the 51st percentile, while Eldridge has maintained percentile rankings that range from the 50th to the 68th percentile. Also, Eldridge has had no grade levels scoring below the 40th percentile in reading, language arts or math throughout the 2000-01 and 2001-02 school years, with most grade levels scoring between the 50th and 72nd percentile during that time period. The data indicates that Eldridge students are regularly scoring above the 50th percentile and are becoming increasingly proficient in the areas of reading, language arts, and math.

In California’s accountability system, specifically the Academic Performance Index (API), Eldridge School has continued to show progress. In the API system, each school must meet school-wide and subgroup population targets set by the state. During the first year of California’s API accountability system, Eldridge met its required growth target for its overall school wide population. For the past three years, Eldridge has exceeded its school-wide and subgroup growth targets for all student groups, showing that the school is addressing the academic needs of all students as required by California law under the Public Schools Accountability Act (1999) and the new federal law No Child Left Behind (2002).

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

Eldridge School, in cooperation with HUSD, evaluates local and state assessments by disaggregating data to identify individual needs. Eldridge uses aggregated data from SAT9, SABE, and other informal assessments (DRA and SBMI for K-3 students) to adjust the school's improvement plan. Grade-level teams implement a variety of effective strategies and research-based practices to ensure progress toward attaining goals. Teachers use assessments to create short and long-term goals to target student needs and improve performance. Teachers understand, analyze and use assessment data to modify and improve curriculum and instruction, thereby strengthening individual and school-wide performance. The All-School Write is an example of a data-driven improvement assessment strategy. Teachers evaluate scored writing samples, identify strengths and weaknesses and develop diagnostic lessons for subsequent writing instruction and practice. After teacher collaboration and the examination of data, Eldridge adopted the Mountain Math program to address math needs and to improve student and school performance. Eldridge students enjoy using this program to practice computational skills. In constant pursuit of the dictum "no child left behind," Eldridge teacher, Glenn Parado, served on the state committee to develop and pilot the California Alternate Performance Assessment (CAPA), which is based on the SAT9 format. Currently, special education students are assessed according to their IEPs. However, the CAPA, scheduled to be implemented in Spring 2003, will assess special education students' academic progress and measure growth of practical living skills. Evidence of the effectiveness of Eldridge School's complete evaluation of assessment data is evidenced by the vast improvement in API scores; almost **10 times the growth** target in 2001 in all subcategories and **5 times the growth** target in 2002.

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

Eldridge staff believes that communication is vital to student success. Eldridge begins each school year with volunteer staff and former students participating in a pre-registration day where family-school-community relationships are initiated and strengthened. Families learn about Eldridge expectations and requirements, become familiar with state standards and are convinced that partnering with Eldridge will enhance their children's learning.

Eldridge School regularly communicates information about student performance and assessment data to parents and students through progress reports, parent conferences, report cards, phone calls, school website, E-mail, personal contact, and both classroom and school-wide newsletters. HUSD provides each family with SAT9 results. Information is provided to most parents in their native language.

Students are made aware of their academic performance and achievements. At frequent teacher-student conferences, teachers review and explain student progress toward grade level standards. Academic excellence is routinely recognized at award assemblies, at flag salute ceremonies, during student council events, in the student newspaper, and on the twice weekly, student-run closed circuit TV program, Eldridge News Network (ENN).

The local community is informed of Eldridge students' performance through monthly newsletters, newspaper articles, community access television, the HUSD District Report Cards, district accountability report cards and during Back-to-School Night and Open House. In

addition, the highly visible Eldridge Mustang marquee provides the community with continuous updates on school and academic accomplishments.

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

The Eldridge School program will serve as a model in the “No Child Left Behind” (NCLB) district strategy to improve the quality of its teaching force. Eldridge staff developed a plan to share successes at the local and state levels. In June 2002, during a televised broadcast, Principal Nancy Eaton shared key successes of the Eldridge program. This was the first of several presentations about Eldridge program successes at meetings of District Administrations, District and County School Boards and the Hayward City Council. Eldridge trains instructors and potential teachers from Cal State Hayward, HUSD and surrounding districts. Eldridge faculty has planned interactive district workshops with discussions of observations and time for questions and exploration. The California State Department of Education (CSDE) invited the Eldridge principal to present at the Principal’s Roundtable, an improvement conference for administrators. A feature article on Eldridge School programs will be published in the Elementary Education Network Newsletter of the CSDE in Spring 2003.

In addition, Eldridge will use staff expertise to support the implementation of the NCLB professional development plan for principals and teachers at other schools within HUSD. This plan will highlight consistent success of ELs, effective use of technology to improve learning, successful teaching methods for children of special needs, and the importance of character building. The plan will also show the advantages of effective use of data and assessment to drive instruction, and the importance of successful staff-parent partnerships.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.

Eldridge provides a balanced comprehensive standards-aligned curriculum for all students. The staff addresses each learner’s experiences and needs through weekly grade-level team meetings and collaboration with beyond-school programs. Teachers create study units that incorporate standards with integrated lessons to address diverse instructional needs and interests.

One way that Eldridge ensures a standards-aligned curriculum in all subject areas is through teacher-created, standards-based curriculum calendars. In June, teachers divide the standards into monthly goals for the following year. Throughout the year the calendars are used to monitor ongoing progress and adjust teaching through exciting, engaging lessons.

At Eldridge, core and supplemental language arts materials are matched to state standards. A careful selection of a combination of district adopted and supplementary materials lays the foundation of the strong language arts program. Teachers use a wide variety of instructional strategies to deliver a balanced program including guided, shared and modeled reading, sustained silent reading, literature based instruction, structural analysis, vocabulary building, graphic organizers, multiple modalities, process writing, journal writing, summary skills, research projects and cooperative learning. Language arts programs support English language development and small-group and differentiated instruction, emphasizing decoding and comprehension strategies. Extended learning is provided through a before and after-school reading intervention program, as well as enrichment activities for gifted learners.

After careful analysis of math abilities, the staff established a math curriculum integrating basic computation skills, concepts and problem-solving skills using Houghton Mifflin *Mathematics* and Glencoe Math. It incorporates daily problem solving and high use of manipulatives, enabling all students to develop strong mathematical reasoning skills. Instruction includes whole-group, small-group and cooperative-group lessons. Supplemental programs such as Touch Math, Daily Calendar Math, Mountain Math, Marci Cook, Excel Math and a variety of computer programs are integrated into the core curriculum. After-school programs, such as Algebra Club and the math intervention program, provide additional learning opportunities.

Standards-based core curriculum programs for science, social science, library, music, and P.E. contribute to a comprehensive program. At Eldridge, hands-on activities in an established science lab setting engage students while learning critical thinking skills and the scientific method. In social studies, students engage in cross-curricular literature, role-playing, community circle, assemblies, study trips and use of educational software. Eldridge celebrates cultural diversity through units on ancestry and specific events such as Asian Lunar New Year, Martin Luther King and Cesar Chavez Day. The library program is linked inextricably to the language arts standards to support the reading program. Standards-based P.E. is balanced to include skill building, teamwork, sportsmanship, physical fitness and healthy lifestyle choices. Standards-based vocal and instrumental music instruction integrates music across the curriculum and celebrates Eldridge’s many cultures.

Standards-aligned thematic units incorporating skills from all subject areas are created by the staff and modified by grade level teams. Schoolwide thematic units are often community service based like the community garden, peer tutoring, community reading, recycling and environmental cleanup. These events have become part of the Eldridge family life.

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.

When planning the Eldridge School reading program, teachers referred to current research findings. In concert with district adopted texts, primary grade teachers focus heavily on developing phonological awareness and decoding skills among early learners, as these are essential ingredients in early reading instruction (Adams). Cunningham also pointed out that children need to have a repertoire of strategies to figure out unknown words, and Eldridge teachers are well aware that younger and less skilled readers rely on context clues to decode, rather than using sound-spelling strategies and structural clues. Research by Stanovich over the past 20 years continues to identify the over reliance on context clues by struggling readers. Without phonemic awareness, along with alphabet recognition, early reading success is doomed (Adams). Eldridge teachers ensure that all students receive a rich, individualized program of instruction, which includes multiple strategies and word attack skills in reading, writing, and phonemic awareness. Reading/language arts in-services and workshops, training by text publishers and professional development coursework have helped Eldridge teachers broaden their knowledge and model their teaching based on current research and best practices. Because poor readers are identified as early as Kindergarten and first grade, early intervention becomes a critical component of Eldridge’s reading program. In Juel’s longitudinal study of first through fourth grade reading and writing, students who performed poorly at the end of first grade also performed poorly at the end of fourth grade. Eldridge teachers engage in frequent informal and formal assessments of students’ reading and writing skills and provide before and after-school reading intervention classes to support achievement. Teachers also lend support by providing take-home readers, classroom lending libraries for wide reading (Strickland) and tutoring so that struggling readers have opportunities to increase literacy. Third through sixth grade teachers continue to support struggling readers and writers by supporting phonological awareness among students.

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.

This year, HUSD adopted a standards-based science series which incorporates standards from the subject areas of reading/language arts and mathematics. Eldridge staff teaches science as an interdisciplinary course. A variety of instructional strategies and activities are used to deliver the science program, including: units integrating literature and reflective journal writing; a science fair showcasing student exploration employing the scientific method; lab experiences incorporating geometry, measurement and graphing; and cooperative learning.

Eldridge students receive both classroom and experiential instruction in the science laboratory. Grade level teams of teachers, in collaboration with two science lab facilitators, prepare each science lab activity. The facilitators set up each lab and assist classroom teachers throughout the lab procedure. Lab activities are designed to meet state standards. The tactile learning in the lab provides engaging and dynamic learning experiences at all grade levels.

This spring there will be a new state science assessment for 5th graders. Since Eldridge students have enjoyed a quality, interdisciplinary, standards-based science program that incorporates information with hands-on experiences, we expect our students to perform well on this and other assessments.

The Eldridge science program crosses language barriers by addressing the learning styles and needs of its diverse student population. A hands-on, standards-based science program at Eldridge empowers teachers to deliver dynamic science instruction, making **“Every child a learner – Every day an opportunity”** ring true for all students.

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

Eldridge School uses a variety of instructional methods to improve student learning and ensure individual student progress. The goal is to make sure no child is left behind in efforts to meet and exceed California state standards. Differentiated instruction meets individual students’ needs and supports student progress. Independent study, choral reading, *Zoophonics*, daily math review and science reflection journals supplement the core curriculum. Leveled reading and math groups in the upper grades, staggered reading in the primary grades, push-in and pull-out reading and math instruction, small group direct teaching, flexible grouping and beyond-school intervention are designed to improve all student learning. The GATE program challenges students with differentiated lessons and extra-curricular experiences. The after-school Algebra Club encourages interested students to learn advanced algebraic concepts.

Teachers identify student achievement levels early in the school year with a combination of comprehensive assessments, Accelerated Reader leveling, portfolio work samples, and resource checklists. The Student Study Team (SST) assesses “at risk” students and recommends interventions and modifications to take place at home, in the classroom and during beyond-school intervention classes taught by credentialed teachers. The resource teacher and program coordinator work with teachers to monitor student progress. ELs receive special instruction in the classroom and are pulled out for vocabulary building and oral language development.

The key to our success is based on the following components: communication; research on effective teaching techniques; and the continuous examination of student data. These components help staff determine the best instructional methods and practices to improve student learning, leaving no child behind.

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

Eldridge is a teacher-led school. Eldridge teachers are serious about professional development. “Teachers are the centering point in school achievement: their experience, their qualifications, their competence and their expertise” (McGhan, 2002). In a recent research journal, McGhan emphasizes that improving student achievement is directly correlated with teacher opportunity for self-improvement.

Staff development is integral to student achievement and Eldridge has a specific process designed to select staff development opportunities and to evaluate and share information from conferences and other training among the faculty members. The staff prioritizes student and

school needs based on a combination of factors that focus on enhancing professional development in order to bolster student achievement. Innovative approaches and strategies are shared through meetings, in writing and through teacher modeling.

A recent example of the impact of professional development on student performance is the implementation of GATE conference ideas to enhance learning among upper grade students. The faculty team assigned to examine discrepancies between performance and abilities of GATE students introduced an innovative strategy whereby students were given choices in how they preferred to transform conceptual learning into application. Student performance improved when they were offered multiple means through which to demonstrate learning. This winning strategy was subsequently extended to all upper grade students. Benchmark performances are now presented through a wide array of modalities. Students are excited about having choices on how to demonstrate their acquired knowledge.

The consistent shared vision for staff development and the day-to-day attention to each child's progress, combined with the ability of staff to quickly shift their attention to areas of need, continue to be our focus, making **“Every child a learner – Every day an opportunity.”**

Eldridge School Norm-Referenced Test Data

Grade 2

Test: Stanford Achievement Test Series (SAT9)

Edition/publication year 9th Edition, 1996

Publisher: Harcourt, Inc.

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

The students excluded from testing are those in Special Day Classes (moderate to severely disabled) as noted under each table. These students are exempt by their Individual Education Plans (IEP) and are assessed as prescribed in their plans. Other exclusions include parental requests and absenteeism.

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

Subject: Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	52	54	37	36	33
Number of Students Tested	64	70	71	53	42
Percent of Students Tested	94	96	95	90	98
Number of Students Excluded	4	3	4	6	1
Percent of Students Excluded	6	4	5	10	2
SUBGROUP SCORES					
1. Black/African American	*	73	28	35	24
2. Hispanic	44	46	12	30	27
3. White	*	67	23	48	45
4. Socio-econ. Disadvantaged	48	53	33	36	24
Number of SDC Students	4	3	2	5	1

Subject: Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	54	69	34	25	35
Number of Students Tested	64	70	71	53	42
Percent of Students Tested	94	96	95	90	98
Number of Students Excluded	4	3	4	6	1
Percent of Students Excluded	6	4	5	10	2
SUBGROUP SCORES					
1. Black/African American	*	77	36	15	23
2. Hispanic	48	64	26	23	26
3. White	*	79	43	30	48
4. Socio-econ. Disadvantaged	55	64	31	26	32
Number of SDC Students	4	3	2	5	1

* denotes a subgroup with too few students to report due to confidentiality according to CA regulations

Eldridge School Norm-Referenced Test Data

Grade 3

Test: Stanford Achievement Test Series (SAT9)

Edition/publication year 9th Edition, 1996

Publisher: Harcourt, Inc.

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

The students excluded from testing are those in Special Day Classes (moderate to severely disabled) as noted under each table. These students are exempt by their Individual Education Plans (IEP) and are assessed as prescribed in their plans. Other exclusions include parental requests and absenteeism.

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

Subject: Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	54	41	37	37	35
Number of Students Tested	56	60	45	37	45
Percent of Students Tested	88	88	83	86	96
Number of Students Excluded	8	9	9	6	2
Percent of Students Excluded	12	12	17	14	4
SUBGROUP SCORES					
1. Black/African American	*	52	30	44	36
2. Hispanic	47	46	30	22	30
3. White	*	*	63	51	46
4. Socio-econ. Disadvantaged	44	37	26	36	22
Number of SDC Students	7	9	9	6	2

Subject: Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	70	57	41	38	34
Number of Students Tested	56	60	45	37	45
Percent of Students Tested	88	88	83	86	96
Number of Students Excluded	8	9	9	6	2
Percent of Students Excluded	12	12	17	14	4
SUBGROUP SCORES					
1. Black/African American	*	55	23	35	23
2. Hispanic	65	45	33	21	33
3. White	*	*	56	52	51
4. Socio-econ Disadvantaged	61	54	31	27	25
Number of SDC Students	7	9	9	6	2

* denotes a subgroup with too few students to report due to confidentiality according to CA regulations

Eldridge School Norm-Referenced Test Data

Grade 4

Test: Stanford Achievement Test Series (SAT9)

Edition/publication year 9th Edition, 1996

Publisher: Harcourt, Inc.

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

The students excluded from testing are those in Special Day Classes (moderate to severely disabled) as noted under each table. These students are exempt by their Individual Education Plans (IEP) and are assessed as prescribed in their plans. Other exclusions include parental requests and absenteeism.

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

Subject: Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	53	49	48	34	36
Number of Students Tested	52	50	35	47	28
Percent of Students Tested	84	93	81	94	82
Number of Students Excluded	10	4	8	3	6
Percent of Students Excluded	16	7	19	6	18
SUBGROUP SCORES					
1. Black/African American	*	*	48	24	11
2. Hispanic	36	30	23	31	30
3. White	*	*	78	47	53
4. Socio-econ. Disadvantaged	37	43	47	20	39
Number of SDC Students	10	3	8	3	6

Subject: Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	72	59	61	44	45
Number of Students Tested	52	50	35	47	28
Percent of Students Tested	84	93	81	94	82
Number of Students Excluded	10	4	8	3	6
Percent of Students Excluded	16	7	19	6	18
SUBGROUP SCORES					
1. Black/African American	42	*	44	24	10
2. Hispanic	57	44	41	52	31
3. White	*	*	86	43	68
4. Socio-econ. Disadvantaged	63	54	52	30	41
Number of SDC Students	10	3	8	3	6

* denotes a subgroup with too few students to report due to confidentiality according to CA regulations

Eldridge School Norm-Referenced Test Data

Grade 5

Test: Stanford Achievement Test Series (SAT9)

Edition/publication year 9th Edition, 1996

Publisher: Harcourt, Inc.

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

The students excluded from testing are those in Special Day Classes (moderate to severely disabled) as noted under each table. These students are exempt by their Individual Education Plans (IEP) and are assessed as prescribed in their plans. Other exclusions include parental requests and absenteeism.

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

Subject: Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	49	40	38	29	47
Number of Students Tested	47	38	52	30	26
Percent of Students Tested	96	83	95	86	90
Number of Students Excluded	2	8	3	5	3
Percent of Students Excluded	4	17	5	14	10
SUBGROUP SCORES					
1. Black/African American	*	*	36	16	37
2. Hispanic	37	32	34	27	51
3. White	*	*	46	39	45
4. Socio-econ. Disadvantaged	42	27	28	30	38
Number of SDC Students	2	8	2	4	3

Subject: Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	61	46	45	37	43
Number of Students Tested	47	38	53	30	26
Percent of Students Tested	96	83	96	86	90
Number of Students Excluded	2	8	2	5	3
Percent of Students Excluded	4	17	4	14	10
SUBGROUP SCORES					
1. Black/African American	*	*	39	25	22
2. Hispanic	56	32	48	26	48
3. White	*	*	55	53	35
4. Socio-econ. Disadvantaged	53	32	32	39	36
Number of SDC Students	2	8	2	4	3

* denotes a subgroup with too few students to report due to confidentiality according to CA regulations

Eldridge School Norm-Referenced Test Data

Grade 6

Test: Stanford Achievement Test Series (SAT9)

Edition/publication year 9th Edition, 1996

Publisher: Harcourt, Inc.

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

The students excluded from testing are those in Special Day Classes (moderate to severely disabled) as noted under each table. These students are exempt by their Individual Education Plans (IEP) and are assessed as prescribed in their plans. Other exclusions include parental requests and absenteeism.

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

Subject: Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	52	59	45	53	27
Number of Students Tested	38	59	34	23	31
Percent of Students Tested	95	94	89	96	82
Number of Students Excluded	2	4	4	1	7
Percent of Students Excluded	5	6	11	4	18
SUBGROUP SCORES					
1. Black/African American	*	*	50	39	28
2. Hispanic	27	54	35	47	18
3. White	*	*	48	67	44
4. Socio-econ. Disadvantaged	41	44	41	*	26
Number of SDC Students	2	4	4	1	7

Subject: Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month:	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES					
Total Score	72	71	71	66	34
Number of Students Tested	38	59	34	23	31
Percent of Students Tested	95	94	89	96	82
Number of Students Excluded	2	4	4	1	7
Percent of Students Excluded	5	6	11	4	18
SUBGROUP SCORES					
1. Black/African American	*	*	52	39	26
2. Hispanic	45	69	65	63	22
3. White	*	*	77	67	59
4. Socio-econ. Disadvantaged	61	63	69	*	33
Number of SDC Students	2	4	4	1	7

* denotes a subgroup with too few students to report due to confidentiality according to CA regulations