

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

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

Official School Name Forest Park Elementary School
(As it should appear in the official records)

School Mailing Address 34400 Maybird Circle
(If address is P.O. Box, also include street address)

Fremont CA 94555
City State Zip Code+4 (9 digits total)

Tel. (510) 713-0141 Fax (510) 713-7866

Website/URL www.fremont.k12.ca.us Email hycc@fremont.k12.ca.us

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

Date March 28, 2003
(Principal's Signature)

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

Name of Superintendent Mr. Douglas Gephart
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fremont Unified School District Tel. (510) 657-2350

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

Date March 28, 2003
Name of School Board
President/Chairperson Mrs. Nina Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date March 28, 2003
(School Board President's/Chairperson's Signature)



6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>12.0</u> | % White                          |
| <u>2.5</u>  | % Black or African American      |
| <u>3.5</u>  | % Hispanic or Latino             |
| <u>82.0</u> | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 10.1 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	35
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	88
<b>(4)</b>	Total number of students in the school as of October 1	869
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1012
<b>(6)</b>	Amount in row (5) multiplied by 100	10.12

8. Limited English Proficient students in the school: 20.8 %  
179 Total Number Limited English Proficient

Number of languages represented: 28

Specify languages: Arabic, Assamese, Bengali, Bulgarian, Cantonese, Dari, Farsi, Gujarati, Hakka, Hebrew, Hindi, Indonesian, Japanese, Korean, Malayan, Mandarin, Marathi, Oriya, Pompango, Russian, Shanghainese, Sindhi, Spanish, Tagalog, Tamil, Telugu, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 6.4 %

55 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:  $\frac{3}{29}$  % 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>1</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>1</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>2</u>	<u>    </u>
Classroom teachers	<u>38</u>	<u>    </u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>    </u>	<u>3</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>47</u>	<u>10</u>

12. Student-“classroom teacher” ratio: K-3 20:1      4-6 30:1

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	98.8	97.0	97.0	98.0	98.0
Daily teacher attendance	94.0	94.0	95.0	NA	NA
Teacher turnover rate	11.0	12.0	14.0	18.0	18.0
Student dropout rate					
Student drop-off rate					



## **PART III - SUMMARY**

Forest Park Elementary School in Fremont, California is Fremont's newest and largest elementary school. Surrounded by foothills, a regional park, the wetlands of San Francisco Bay, and a neighboring, historic, turn-of-the century working farm, Forest Park is truly a beautiful school. Expansive classrooms and hallways, large courtyards, a state-of-the-art computer lab and multi-media center provide an enriching learning environment for our 861 students in Kindergarten through the Sixth Grade.

**Our Mission Statement.** Members of the Forest Park Staff are dedicated to our mission, that is, to ensure that every child is successful. We strive to accomplish this mission by focusing on programs to develop each student's potential to its fullest. Our academic focus emphasizes communication and computational skills that empower students to problem solve, think critically, and make responsible judgments. We strive to achieve academic excellence in a supportive and caring atmosphere that demonstrates concern for each child. We believe that the development of personal and social responsibility needs to be based on high self-esteem, respect for others, and an appreciation of cultural diversity. We further believe that quality education can be best achieved through a partnership that involves the home and the school.

Forest Park is the most ethnically diverse school in the district. Our 88% minority population is highly visible and reflected by students, parents, grandparents and staff working together to establish and maintain traditions. We nurture a strong sense of community and ethnic traditions through events such as International Night, United Nations Day, and many other celebrations that enhance our curriculum and celebrate our diversity.

Forty-five outstanding, dedicated teachers, from diverse backgrounds, diligently work to promote academic and social excellence. Our talented staff includes teachers with masters degrees, GATE certificates, CLAD and BCLAD training. Twelve of our teachers are Mandarin speakers and teach our highly regarded Mandarin Language Enrichment Program. In this program, students receive the core curriculum in English and language instruction in Mandarin. Our teachers routinely attend workshops and college classes to enhance their teaching skills.

Our comprehensive, rigorous curriculum is supported by a highly advanced technology infrastructure. At its heart is a robust, switched Local Area Network that provides seamless access to technology resources for students and teachers alike, in the lab, library or classroom.

Enthusiastic, supportive parents have volunteered over 12,000 classroom hours, maintaining their commitment to our school motto – "Parents and Teachers Working Together Toward a Common Goal". Six hundred and seventy-one of our families are PTA members. Each year, over 90% of our parents attend the scheduled parent-teacher-student conferences. This year, 97% of our parents attended. The Forest Park community values education highly and we are dedicated to ensuring that every child is successful.

Through the cooperative efforts of parents, staff, students, and community members, Forest Park has evolved into one of the highest achieving schools in the District. We have created a positive child-centered learning environment to meet the individual needs and talents of all our students. Moreover, our students learn civic and environmental responsibilities through activities such as a recycling program, the planting and nurturing of our thematic gardens, and our annual canned food drive. Our students have consistently performed above the district average and exhibit interpersonal skills that should prepare them well for our global society.

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

(1) **California Testing Program.** California’s Standardized Testing and Reporting (STAR) Program was authorized in 1997 by state law (Senate Bill 376). Administered annually, the purpose of the STAR Program is to help measure how well students are learning basic academic skills. All students in grades 2 through 11 must take the designated STAR tests. Students learning English and students in special education programs are included. Students whose Individualized Education Program (IEP) specify alternate assessments to STAR testing are excluded. Students with written requests from parents asking to be exempted from testing are also excluded. The STAR Program has two components. First is the California Standards Test. This test is based on state academic content standards. The overall results include the scaled score and the performance level achieved for reading, writing, and mathematics. There are five performance levels students can achieve - advanced, proficient, basic, below basic, and far below basic. The levels indicate how well students are meeting state standards for each subject area tested. The goal is to have all students performing at proficient and advanced levels. The second component is the Stanford Achievement Test, Ninth Edition, Form T (SAT 9). Harcourt Educational Measurement publishes this test and the results are reported as national percentiles.

Forest Park Test Results. Overall, the data tables in the Appendix demonstrate that Forest Park students achieve at very high levels in reading and math in both the California Standards criterion-referenced test and the nationally normed SAT 9 Test. Dramatic improvement across five years is also evident.

California English Language Arts Standards Test total school scores show that Forest Park students at every grade performed at much higher levels compared to total state scores. Forest Park students improved significantly in the past three years across most grade and performance levels. The Asian subgroup, the only group statistically significant for two years, continued to perform at very high levels. Although the White subgroup was significant for only one year, they too showed very high levels of performance in Language Arts.

California Mathematics Standards Test total school scores indicate that Forest Park students at every grade performed much higher compared to total state scores. Grades 2 and 3 showed marked improvement across two years, while Grades 4, 5, and 6 continued performing at very high levels. The Asian subgroup showed consistent high levels of achievement as well.

Based on SAT 9 reading scores, Forest Park’s total school average for 2001-2002 was 87 NPR, indicating very high levels of performance school wide compared to the national average of 50 NPR. It is also evident that Forest Park students dramatically improved in all grades across five years of data. The Asian subgroup showed improved performance in most grade levels. Although the White subgroup showed improved performance only in fifth grade, this group generally maintained their level of achievement across five years.

Based on SAT 9 math scores, Forest Park’s total school average for 2001-2002 was 90 NPR, indicating extremely high levels of achievement school wide compared to the national average of 50 NPR. Again, dramatically improved performance is evident in all grades across five years. Both Asian and White subgroups also showed improvement in most grade levels across five years.

(2) **Assessment.** At Forest Park, we use a variety of assessments to monitor student progress. More importantly, we use assessment results to inform our instructional and intervention plans. At the beginning of each school year, Forest Park teachers and administrators spend a day analyzing school and student performance on standardized tests taken in the spring. We look at results in the aggregate (e.g., Reading

Vocabulary, Math Problem Solving) and results broken-down into subcategories. For example, results in Reading Vocabulary may be broken-down into three subcategories – synonyms, multiple meanings, and context. The aggregate results are useful for determining any trends over a period of years while the subcategory results pinpoint areas of strengths and weaknesses. Grade-level teams brainstorm ways to modify or augment curriculum and instruction in order to eliminate identified weaknesses. Every quarter, grade-level teams meet for half a day to analyze student work and share ideas and strategies to improve student performance. Teachers meet by grade-level once a month for similar purposes. In our classrooms, teachers monitor student progress towards achievement of standards in specific ways. In reading, our primary teachers use assessment tools such as the San Diego Quick, the TOPA and Rosner. Our adopted reading and math curriculums provide standards-based assessments in English/language arts and math. These assessments illuminate areas of weakness, such as, identifying main ideas or recognizing the sequence of story events. Our commitment to each student's success is unwavering. Teachers routinely use assessment information to determine level of mastery and pacing, adjust daily lessons, and monitor weaknesses. Classroom interventions may involve small group skills teaching, tutoring before and/or after school, buddy support, and home reading programs. Our standardized test results are used as a starting point to identify candidates for specific reading or math interventions beyond the classroom. For example, students performing below the 40<sup>th</sup> percentile in reading or math are candidates for our after school intervention programs.

(3) **Communicating Results.** Forest Park and the Fremont Unified School District (“district”) regularly communicate student performance, including assessment data, to parents, students, and the community. In July of each year, parents receive a copy of their child's results from standardized tests in English/Language Arts and Mathematics taken in the spring. The report explains how the student performed in meeting California's academic standards and how the student's performance compares to those of other students across the United States. In September, the district presents a workshop for parents who are interested in a more thorough understanding of standardized tests and their child's assessment results. In November, parents receive information on whether their child has met grade-level standards in English-Language Arts and Mathematics based on performance on state, district and classroom assessments. On a quarterly basis, the Superintendent of Schools publishes an “Education Update” to inform the community about the achievement of all Fremont schools. Each year, school principals also provide a School Accountability Report Card to parents and residents of the local school community. For the past three years, elementary school students have received reports cards that include not only their grades but also information on their progress toward the achievement of California's academic standards. Parent conferences are held in the fall to formally discuss student grades and progress towards meeting state standards. Translators are present at conferences involving families of English language learners (ELLs). Each trimester, parents of ELLs who have been in the U.S. less than two years are also informed of their child's progress in English language development. Throughout the year, individual performance results for all our students are communicated through weekly Friday folders, mid-trimester progress reports, personal notes, conference calls and additional face-to-face conferences as needed. Forest Park staff and parents are committed to working together for the benefit of each and every student's success.

(4) **Sharing Successes.** Forest Park is proud of its students' achievements and will continue to share ideas and best practices with other schools in the district through a number of collaborative opportunities. As part of a K-12 vertical learning community, principals from the high school, the feeder junior high school, and six feeder elementary schools in the American attendance area meet once a month. At these meetings, principals share ideas and successes, and discuss and problem solve issues. The principals have found these meetings to be a valuable avenue for discussion, collaboration, and planning for student success. Another forum in which to share our successes is through our membership in the Bay Area School Reform Collaborative (BASRC). Members of BASRC were selected to receive reading grants

privately funded by the Hewlett and Annenberg Foundations. Again, this is a K-12 vertical learning community that includes our high school, the junior high school, and two other elementary schools. The Collaborative composed of the administrators and lead teachers from the participating schools meets monthly to share ideas and strategies to improve our literacy programs. Each school has a Leadership Team that facilitates the implementation of our action plan in closing the achievement gap. On a quarterly basis, the school teams meet to share ideas and continue the discussions on closing the gap with the focus on every child succeeding. Forest Park has also been involved in Math Renaissance for a number of years. Based on current research, the K-12 collaborative emphasizes performance-based assessment and explores ways to develop conceptual understanding and math reasoning in order to improve student achievement. The Math Collaborative, which meets quarterly, includes other Fremont Unified elementary, junior and senior high schools. Funded by Noyce and Annenberg, members of the collaborative meet quarterly to discuss and share ideas, score performance-based assessments, and collaborate on avenues to improve student achievement. Student achievement is a major focus of Fremont Unified School District. Sharing successes through collaboration is key. Once a month, Fremont elementary school principals, twenty-nine in all, meet to collaborate on issues related to student achievement. Through these regularly scheduled meetings and collaborative efforts, Forest Park will continue to share our successes and plans to ensure that “No Child is Left Behind”.

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

(1) **Curriculum.** Forest Park has a comprehensive, well-defined, and rigorous core curriculum that is aligned to the California State Content Standards. The curriculum, current instructional materials, and content standards for the core subject areas are provided for each teacher in the Fremont Unified School District’s K-6 Course of Study. As stated in the opening statement from the Superintendent, “We have taken great care in writing our curriculum because the curriculum of today shapes our world of tomorrow. The attitudes, skills, and behaviors of our leaders of tomorrow are built into the curriculum we teach today.” All students receive this articulated curriculum. Fremont Unified is proactive in adopting current state-approved instructional materials that are aligned to the State Content Standards.

Reading/Language Arts: The Reading/Language Arts program is comprehensive, well designed and engaging. The balanced program integrates reading, writing, listening and speaking. It includes curricular elements that research has shown are necessary for learning to read. Authentic and provocative reading selections are presented in a variety of writing styles and genres, tied together with rich and intriguing themes, many of which involve and engage students in further exploration and research. Students respond to literature in meaningful ways including inquiry journals, large and small group discussions, oral presentations, and dramatizations. (See Part V.2)

Mathematics: Our mathematics curriculum emphasizes both computational skills and problem solving. The curriculum content includes the following strands in each grade level: number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability and mathematical reasoning. Forest Park students participate in comprehensive math lab activities that provide math connections to real life problems. (See Part V.2)

Science: Our standards-based science curriculum investigates the natural world. The curriculum integrates four strands - life, earth, and physical sciences, and investigation and experimentation. A weekly laboratory session provides hands-on investigation into the concepts presented in the classroom. Using the scientific method, students enter daily notes and write conclusions about their findings in their science journals. Our Open Court reading program integrates and reinforces science standards through engaging literature and non-fiction selections.

Social Science: The curricular elements of our program include history, current events and geography. Students learn to use historical and social science analysis skills to explore history and current events. They learn how to use evidence and point of view to interpret key historical and current events. Moreover, reading, writing, and thinking skills are integrated with each unit of study. Citizenship is emphasized through interactive activities that are needed by citizens of the 21<sup>st</sup> century.

Health: At all grade levels, health is integrated throughout the life strand of our science curriculum. Additionally, our 5<sup>th</sup> and 6<sup>th</sup> graders focus on units targeting tobacco and drug prevention. Classroom curriculum is also provided for 5<sup>th</sup> and 6<sup>th</sup> grades in physical and emotional growth through our family life education program.

Computer Education: Forest Park is dedicated to providing opportunities for building information literacy. Technology is an integral part of the overall curriculum at Forest Park. Our students flourish in an interactive learning environment providing meaningful Internet research and engaging multi-media projects tied to the curriculum that often result in opportunities for students to present and publish projects on line.

Physical Education: Our curriculum provides a well-rounded approach to fitness that includes a progression of skills designed to promote the growth and development of the child while emphasizing the importance of life-long participation in physical activities and recreation. Students learn grade appropriate skills for soccer, basketball, football, and other team sports. They also learn square dancing, line dancing and other rhythmic movements. Effort and teamwork are emphasized as well as fitness training at every grade level.

Visual and Performing Arts: Students learn to appreciate, understand, and evaluate with discrimination the music they hear or perform. Instruction is organized through the activities of listening, singing, moving, playing instruments, reading, and writing. Expectations for students are based on understanding and

demonstrating rhythm, melody, form, style, harmony, and expressive quality. Our music program is also correlated with the reading and social studies programs. Themes from both content areas are supported through music. Art instruction is integrated throughout the content areas – especially reading and social science. Through the content areas, students are exposed to art history and to the traditional disciplines of drawing, painting and drama. They learn to recognize, discuss, and work with art, to understand it, and to develop a basis for making judgments about form, content, technique, and purpose.

Foreign Language Enrichment Program: At Forest Park, we are proud of our innovative Mandarin Enrichment Program which provides language instruction in Mandarin. K-6 classes are comprised of English learners whose primary language is Mandarin and Mandarin learners whose primary language is English. This dynamic and enriching instructional program is grounded on the District's Course of Study. All students receive the core curriculum in English. Additionally, students receive instruction in Mandarin. The program emphasizes academic fluency and literacy in English and communicative fluency and literacy in Mandarin.

(2) **Reading Curriculum.** The Reading program at Forest Park and throughout the district is comprehensive, well designed and engaging. The program includes curricular elements that research has shown are necessary for learning to read including print and phonemic awareness, explicit phonics, vocabulary building, reading comprehension, writing, and authentic, provocative reading selections. At each grade level, curriculum is presented through a framework of appealing, thought-provoking themes such as courage, teamwork, city wildlife, survival, going west, astronomy, and ancient civilizations. Students are encouraged to explore theme ideas and concepts, to ask questions and find answers through research. Moreover, the themes flow into social studies and science to promote reading and learning across the curriculum. For example, one of our 6<sup>th</sup> grade themes is “Ancient Civilizations”. In this theme, students explore such engaging topics as the riddle of the Rosetta Stone, the mystery of Mount Vesuvius and the discovery of evidence substantiating the truth behind ancient Greek myths. Our reading program supports the development of interactive readers and thinkers through research-informed “best practices” such as building background knowledge, setting a purpose for reading, previewing, and modeling and practicing what good readers do. Developmentally appropriate reading skills and strategies are introduced and reinforced throughout the curriculum in correspondence with rigorous state standards at every grade level. The program provides teachers with a variety of tools to diagnose reading improvement and more importantly, to differentiate instruction based on observations and assessment. The program lends itself to a variety of ways to deliver instruction including cooperative learning, whole and small group instruction, and hands-on experiences. The materials and tools the program provides are comprehensive and varied, allowing teachers to support student learning in ways that best meets the needs of individual learners so that every child is successful.

(3) **Mathematics Curriculum.** The Mathematics program at Forest Park is comprehensive, well designed and focussed. At its core, the program promotes computational skills, problem solving and critical thinking, the essential skills embodied in our school's mission. Differentiated teaching is integrated into classroom programs. Along with the close support of our parent community, teachers consistently employ a variety of materials and methodologies to reach the unique needs of each student. These approaches include weekly math labs supported by parent volunteers, challenge, reteach and intervention materials provided by the textbook publisher, manipulatives and graphics that address different learning modalities, and weekly tests to identify learning gaps and close them quickly. Many of the teachers at Forest Park have been trained and are implementing some of the best, current classroom practices. The majority of teachers in grades three through six have received special training over the last five years on how to use and score performance based math assessments. All teachers use them, at least quarterly, as measures to determine student progress towards achieving state standards. These assessments ask students to think critically, problem solve, and justify their answers. The questions often scaffold, so students can see the connections between computation and true problem solving. Teachers work

collaboratively to score and interpret the data and then adjust and individualize classroom instruction as needed. Some grade levels hold special "math weeks" to focus on a specific standard. During "Geometry Week," for example, students in the second grade rotate through classrooms to learn key geometry concepts. Teachers plan in-depth, content rich lessons and execute and refine them more than once. In recognition of the significance of partnering with our parents, Forest Park hosts a Family Math Night where teachers provide learning experiences for family members. Parents use a wide variety of hands-on materials, become more familiar with California math standards, and receive packets of materials to do at home that directly support their child's math program. We have designed our instructional program to meet the needs of each and every Forest Park student.

(4) **Instructional Methods**. Forest Park teachers skillfully instruct students using a variety of instructional methods that promote learning and close the achievement gap. Across grade levels, teachers incorporate thematic units (e.g., kindness, courage), integrating skills and subject content. Students apply knowledge when completing theme-related projects. For example, the California Gold Rush unit culminated with Miner's Day, where students read maps, staked claims, and weighed nuggets. Sixth graders study ancient civilizations through social studies, reading and literature, culminating in the making of artful Egyptian masks and a trip to the museum. Teachers also use technology as a powerful instructional tool. They use computers, video cameras and digital still cameras to develop and deliver instruction that is fun and engaging. Students get involved in Internet research and write broadcast programs for our school's fully functional TV station. Taped stories from the Open Court Reading Program are used in our listening centers to enhance reading instruction and scaffold lessons for our "at risk" students. At-risk students are able to work in small groups or individually with the teacher for intense instruction during workshop time. Workshop is a time set apart each day for independent and small group learning. Higher achievers tackle challenging projects independently. Writing Labs emulate communities of young authors as they hone skills, peer edit, and provide an audience for storytelling. Our fluency lab improves reading speed and expression for first and fourth graders. Many teachers use game show formats, challenging students to memorize academic facts. Students are presented with numerous ways to learn, in pairs, small groups and whole class. We believe instruction should be varied, engaging, and targeted so that every child at Forest Park is successful.

(5) **Professional Development**. Forest Park's ongoing, cohesive, professional development plan is a product of our staff's careful examination of student assessment data to determine our areas of greatest need - reading comprehension and math problem solving. Over the years, new and veteran teachers have attended a variety of workshops focused on improving reading comprehension. Teams of teachers attended The Kindergarten Literacy Conference, intensive training on our "Open Court" reading program, and numerous workshops on improving student achievement in reading through "think alouds", "read and retell" and proven content area reading strategies. Opportunities for workshop attendees to share new ideas and strategies are provided through regularly scheduled faculty meetings twice a month and grade-level collaboration once a month. During these collaborative sessions we often review and revisit assessment data to ensure that professional development opportunities are aligned with student needs. The impact of Forest Park's professional development program on student achievement is clear. For the past three years the number of students achieving at or above the 50<sup>th</sup> percentile rank, in Total Reading, on the SAT 9 has steadily improved at nearly every grade level. As mentioned in our response to Part IV, Question 4, our teachers have also been involved in Math Renaissance for several years. Through our involvement, the majority of our teachers in grades three through six have been trained on how to use and score performance based math assessments. Teachers also attended conferences highlighting the impact of self-esteem and race on student achievement, such as "Beyond Diversity" and "Touching the Spirit". Touching the Spirit is a weeklong institute on improving achievement among African American students. We strongly believe that a professional development plan based on the needs of our culturally diverse student population is tantamount for closing the achievement gap.

## California Standards Test - Explanation of Basic, Proficient and Advanced Levels

The tables on pages 13 through 23 report results from the California Standards Test, our state criterion referenced test. The English/Language Arts portion of the test has only been given for two years, and the Mathematics portion of the test has only been administered for one year.

Determination for basic, proficient, and advanced scores occurs as follows:

- Students are given a raw score, based on how many items the student scores correctly.
- The raw score is converted to a Scaled Score.
- Scaled scores are then used to determine performance standards of Basic, Proficient, Advanced, etc.

The following are the Scaled Score Ranges for Performance Standards, as determined by the California Department of Education:

### English/Language Arts

Grade	Basic	Proficient	Advanced
2	300-349	350-401	402 and greater
3	300-349	350-401	402 and greater
4	300-349	350-392	393 and greater
5	300-349	350-394	395 and greater
6	300-349	350-393	394 and greater

### Mathematics

Grade	Basic	Proficient	Advanced
2	300-349	350-413	414 and greater
3	300-349	350-413	414 and greater
4	300-349	350-400	401 and greater
5	300-349	350-429	430 and greater
6	300-349	350-414	415 and greater

## STATE CRITERION-REFERENCED TESTS

Grade 2 Test Standardized Testing and Reporting (STAR)  
California Standards in English/Language Arts

Edition/publication year 2000 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	Δ 98	98	90		
At or Above Proficient	Δ 87	81	64		
At Advanced	Δ 41	43	32		
Number of students tested	128	124	118		
Percent of total students tested	99	98	98		
Number of students excluded	1	2	2		
Percent of students excluded	1	2	2		
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	97	98	NA		
At or Above Proficient	89	89	NA		
At Advanced	47	50	NA		
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	92	NA		
At or Above Proficient	*	46	NA		
At Advanced	*	23	NA		
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	63	61	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	32	32	NA		
State Mean Score	NA	NA	NA		
At Advanced	9	10	NA		
State Mean Score	NA	NA	NA		

Δ Indicates growth

- \* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.
- NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 3 Test Standardized Testing and Reporting (STAR)  
California Standards in English/Language Arts

Edition/publication year 2000 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for English Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	94	90	85		
Δ					
At or Above Proficient	76	67	68		
Δ					
At Advanced	41	28	27		
Number of students tested	124	128	146		
Percent of total students tested	99	96	97		
Number of students excluded	1	5	4		
Percent of students excluded	1	4	3		
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	100	95	NA		
At or Above Proficient	90	73	NA		
At Advanced	51	35	NA		
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	93	NA		
At or Above Proficient	*	79	NA		
At Advanced	*	29	NA		
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	62	59	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	34	30	NA		
State Mean Score	NA	NA	NA		
At Advanced	11	9	NA		
State Mean Score	NA	NA	NA		

Δ Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 4 Test Standardized Testing and Reporting (STAR)  
California Standards in English/Language Arts

Edition/publication year 2000 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	93	93	93		
At or Above Proficient $\Delta$	75	74	70		
At Advanced	44	46	43		
$\Delta$					
Number of students tested	115	130	150		
Percent of total students tested	97	99	100		
Number of students excluded	3	1	0		
Percent of students excluded	3	1	0		
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	96	96	NA		
At or Above Proficient	81	82	NA		
At Advanced	50	53	NA		
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	88	NA		
At or Above Proficient	*	53	NA		
At Advanced	*	29	NA		
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	71	66	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	36	33	NA		
State Mean Score	NA	NA	NA		
At Advanced	14	11	NA		
State Mean Score	NA	NA	NA		

$\Delta$  Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 5 Test Standardized Testing and Reporting (STAR)  
California Standards in English/Language Arts

Edition/publication year 2000 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	97	95	98		
At or Above Proficient	77	73	77		
At Advanced	42	36	40		
Δ					
Number of students tested	103	135	133		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	100	96	NA		
At or Above Proficient	83	80	NA		
At Advanced	47	39	NA		
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	95	NA		
At or Above Proficient	*	62	NA		
At Advanced	*	38	NA		
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	71	66	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	31	28	NA		
State Mean Score	NA	NA	NA		
At Advanced	9	7	NA		
State Mean Score	NA	NA	NA		

Δ Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.



## STATE CRITERION-REFERENCED TESTS

Grade 6 Test Standardized Testing and Reporting (STAR)  
California Standards in English/Language Arts

Edition/publication year 2000 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	96	99	90		
Δ					
At or Above Proficient	67	81	64		
Δ					
At Advanced	41	43	37		
Number of students tested	131	120	107		
Percent of total students tested	99	100	100		
Number of students excluded	1	0	0		
Percent of students excluded	1	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	98	100	NA		
At or Above Proficient	78	85	NA		
At Advanced	43	56	NA		
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	92	NA		
At or Above Proficient	*	65	NA		
At Advanced	*	23	NA		
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	66	67	NA		
State Mean Score	NA	NA	NA		
At or Above Proficient	30	31	NA		
State Mean Score	NA	NA	NA		
At Advanced	9	8	NA		
State Mean Score	NA	NA	NA		

Δ Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 2 Test Standardized Testing and Reporting (STAR)  
California Standards in Math

Edition/publication year 2001 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	98	98			
Δ At or Above Proficient	91	84			
At Advanced	67	45			
Δ					
Number of students tested	129	125			
Percent of total students tested	100	99			
Number of students excluded	0	1			
Percent of students excluded	0	1			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	97	NA			
At or Above Proficient	93	NA			
At Advanced	76	NA			
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	NA			
At or Above Proficient	*	NA			
At Advanced	*	NA			
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	68	NA			
State Mean Score	NA	NA			
At or Above Proficient	43	NA			
State Mean Score	NA	NA			
At Advanced	16	NA			
State Mean Score	NA	NA			

Δ Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 3 Test Standardized Testing and Reporting (STAR)  
California Standards in Math

Edition/publication year 2001 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	96	93			
Δ					
At or Above Proficient	86	78			
Δ					
At Advanced	50	48			
Number of students tested	123	132			
Percent of total students tested	98	99			
Number of students excluded	2	1			
Percent of students excluded	2	1			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	99	NA			
At or Above Proficient	93	NA			
At Advanced	62	NA			
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	NA			
At or Above Proficient	*	NA			
At Advanced	*	NA			
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	65	NA			
State Mean Score	NA	NA			
At or Above Proficient	38	NA			
State Mean Score	NA	NA			
At Advanced	12	NA			
State Mean Score	NA	NA			

Δ Indicates growth

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 4 Test Standardized Testing and Reporting (STAR)  
California Standards in Math

Edition/publication year 2001 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	90	93			
At or Above Proficient	73	77			
At Advanced	41	51			
Number of students tested	117	130			
Percent of total students tested	99	99			
Number of students excluded	1	1			
Percent of students excluded	1	1			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	92	NA			
At or Above Proficient	82	NA			
At Advanced	53	NA			
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	NA			
At or Above Proficient	*	NA			
At Advanced	*	NA			
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	67	NA			
State Mean Score	NA	NA			
At or Above Proficient	37	NA			
State Mean Score	NA	NA			
At Advanced	13	NA			
State Mean Score	NA	NA			

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 5 Test Standardized Testing and Reporting (STAR)  
California Standards in Math

Edition/publication year 2001 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	91	93			
At or Above Proficient	71	77			
At Advanced	36	41			
Number of students tested	103	135			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	98	NA			
At or Above Proficient	83	NA			
At Advanced	45	NA			
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	NA			
At or Above Proficient	*	NA			
At Advanced	*	NA			
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	59	NA			
State Mean Score	NA	NA			
At or Above Proficient	29	NA			
State Mean Score	NA	NA			
At Advanced	7	NA			
State Mean Score	NA	NA			

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## STATE CRITERION-REFERENCED TESTS

Grade 6 Test Standardized Testing and Reporting (STAR)  
California Standards in Math

Edition/publication year 2001 Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a subtest that resulted in incomplete total battery scores.

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April			
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	91	93			
At or Above Proficient	73	75			
At Advanced	39	38			
Number of students tested	132	120			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)					
At or Above Basic	97	NA			
At or Above Proficient	82	NA			
At Advanced	49	NA			
2. <u>White</u> (specify subgroup)					
At or Above Basic	*	NA			
At or Above Proficient	*	NA			
At Advanced	*	NA			
<b>STATE SCORES</b>					
<b>TOTAL</b>					
At or Above Basic	62	NA			
State Mean Score	NA	NA			
At or Above Proficient	32	NA			
State Mean Score	NA	NA			
At Advanced	10	NA			
State Mean Score	NA	NA			

\* Based on CA's test of significance, Forest Park's White population was considered statistically insignificant in the year 2001-2002.

NA Data not available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   2   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	87	85	78	79	76
Number of students tested	127	123	118	136	153
Percent of total students tested	98	97	98	97	97%
Number of students excluded	2	3	2	4	4
Percent of students excluded	2	3	2	3	3
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	89	87	84	NA	NA
2. <u>White</u> (specify subgroup)	*	77	77	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   3   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	79	73	73	68	67
Number of students tested	125	132	145	148	145
Percent of total students tested	100	99	97	99	99
Number of students excluded	0	1	5	1	2
Percent of students excluded	0	1	3	1	1
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	84	76	79	NA	NA
2. <u>White</u> (specify subgroup)	*	76	76	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   4   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	81	81	79	78	74
Number of students tested	115	129	150	146	131
Percent of total students tested	97	98	100	99	100
Number of students excluded	3	2	0	1	0
Percent of students excluded	3	2	0	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)	82	86	83	NA	NA
2. <u>White</u> (specify subgroup)	*	66	67	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5 Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year Ninth Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	82	79	81	71	77
Number of students tested	103	135	131	118	96
Percent of total students tested	100	100	98	99	100
Number of students excluded	0	0	2	1	0
Percent of students excluded	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)	86	81	87	NA	NA
2. <u>White</u> (specify subgroup) <span style="float: right;">Δ</span>	*	79	73	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6 Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year Ninth Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for English/Language Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	81	84	77	80	77
Number of students tested	132	117	107	89	87
Percent of total students tested	100	97	100	99	100
Number of students excluded	0	3	0	1	0
Percent of students excluded	0	3	0	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	86	88	83	NA	NA
2. <u>White</u> (specify subgroup)	*	74	76	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   2   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

**Data Display Table for   Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	93	90	85	80	80
Number of students tested	128	126	119	138	156
Percent of total students tested	99	100	99	98	99
Number of students excluded	1	0	1	2	1
Percent of students excluded	1	0	1	2	1
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	95	93	90	NA	NA
2. <u>White</u> (specify subgroup)	*	71	82	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   3   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	92	88	84	80	76
Number of students tested	124	132	146	149	146
Percent of total students tested	99	99	97	100	100
Number of students excluded	1	1	4	0	1
Percent of students excluded	1	1	3	0	1
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	95	93	91	NA	NA
2. <u>White</u> (specify subgroup) <span style="float: right;">Δ</span>	*	86	74	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   4   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	87	87	82	80	71
Number of students tested	115	129	150	146	130
Percent of total students tested	97	98	100	99	99
Number of students excluded	3	2	0	1	0
Percent of students excluded	3	2	0	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	90	90	89	NA	NA
2. <u>White</u> (specify subgroup)	*	75	69	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade   5   Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year   Ninth   Publisher   Harcourt Brace  

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for   Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	88	89	90	75	82
Number of students tested	103	135	131	118	96
Percent of total students tested	100	100	98	99	100
Number of students excluded	0	0	2	1	0
Percent of students excluded	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup)	93	92	94	NA	NA
2. <u>White</u> (specify subgroup) Δ	*	83	81	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6 Test Stanford Achievement Test - 9<sup>th</sup> Edition (SAT9)

Edition/publication year Ninth Publisher Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? No groups of students were excluded from testing. The discrepancies in percent of students tested were due to absences or student relocation before testing occurred in April. For absences, students may have missed a sub-test that resulted in incomplete total battery scores.

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

### Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <span style="float: right;">Δ</span>	91	93	82	85	80
Number of students tested	132	117	107	89	87
Percent of total students tested	100	97	100	99	100
Number of students excluded	0	3	0	1	0
Percent of students excluded	0	3	0	1	0
<b>SUBGROUP SCORES</b>					
1. <u>Asian</u> (specify subgroup) <span style="float: right;">Δ</span>	94	96	89	NA	NA
2. <u>White</u> (specify subgroup) <span style="float: right;">Δ</span>	*	88	76	NA	NA
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Δ Indicates growth

\* Based on California's test of significance, Forest Park's White population was considered statistically insignificant

NA The State did not disaggregate this information.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>NATIONAL SCORES</b>					
Total Score					
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation					