

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

Name of Principal: Mrs. Nancy Field

Official School Name: The Hebrew Academy

School Mailing Address: 14401 Willow Lane
Huntington Beach, CA 92647-2254

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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 _____

Name of Superintendent N/A

District Name N/A Tel. () _____

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.

N/A Date _____
(Superintendent’s Signature)

Name of School Board President/Chairperson Mr. Allen Sragow

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 3-19-03

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position 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	7	15	22	7	12	10	22
1	11	12	23	8	12	14	26
2	13	7	22	9			
3	8	14	22	10			
4	13	15	28	11			
5	15	15	30	12			
6	13	13	26	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							221

6. Racial/ethnic composition of the students in the school:
- 99.0 % White
 .5 % Black or African America
 .2 % Hispanic or Latino
 .3 % Asian/Pacific Islander
 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 5.5 % (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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	221
(5)	Subtotal in row (3) divided by total in row (4)	0.055
(6)	Amount in row (5) multiplied by 100	5.5

8. Limited English Proficient students in the school: 5%
2 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Persian and Hebrew

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

We do not have this program for our school.
 We have only financial assistance & Title I.

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.

Financial aid application requests: 57% of 200 families.

All of our low income families are on financial assistance, as well as other families needing help with tuition.

10. Students receiving special education/Title I services: 18%
 ** 15 Total Number of Students Served-Special
 ** 40 Total Number of Students Served by Title I

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness

NOTE: ** Approximately 40 students are receiving Title I instruction/services. Most of the Title I students are included in the “15” from above. Those students not in Title I receive outside services.

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>5</u>	<u> </u>
Classroom teachers	<u>22</u>	<u>22</u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>6</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>44</u>	<u>33</u>

12. Student-“classroom teacher” ratio: 1:11
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	<u>96%</u>	<u>96%</u>	<u>96%</u>		
Daily teacher attendance	<u>97%</u>	<u>97%</u>	<u>97%</u>		
Teacher turnover rate	<u>15%</u>	<u>10%</u>	<u>7%</u>		
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>		
Student drop-off rate	0	0	0		

PART III - SUMMARY

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

The Hebrew Academy is located on eleven spacious acres at 14401 Willow Lane in Huntington Beach, California. Since 1969, the Hebrew Academy has provided a full spectrum of challenging academic and extra-curricular activities, supported by strong values, for students in grades pre-kindergarten through eighth grade.. In 1997, the Academy was the only Hebrew Day School in the country to receive the prestigious U.S. Department of Education's Blue Ribbon Award for academic excellence. In addition, the Hebrew Academy has continuously maintained the highest rating from the Western Association of Schools and Colleges for over two decades.

On eleven spacious acres, we have an accredited preschool, a K-6 elementary school comprised of four buildings, and eighteen classrooms used in our parallel general studies and Judaic studies programs, and separate upper school facilities. A covered outdoor lunch area is adjacent to our kitchen, where hot lunches, sandwiches, drinks and snacks are available daily. The campus features the latest science and computer technology labs, an extensive reader reference lending library, and Olympic Pool Complex.

The Academy has consistently operated at or near enrollment capacity. Class size is generally about 20, which affords individualized learning in each classroom. The adult student ratio is 1 to 11 in the primary grades.

The school's mission statement ensures that the Hebrew Academy strives to educate the total child. By creating an environment, which encourages the child's intellectual, emotional, spiritual, and ethical growth, we aim to instill a sense of self worth and a lifelong commitment to learning and Judaism. Our mission is to provide a highly challenging and dynamic educational curriculum in an extended family atmosphere. We believe in developing competent, enthusiastic, resourceful citizens able to succeed as loyal Americans and proud Jews in an increasingly complex and technologically demanding culture.

The Hebrew Academy provides a well-rounded program; serving both the intellectual and emotional needs of our students. Students excel on standardized tests that are administered annually. The general studies curriculum places emphasis in the areas of language, math, and science. A modern science laboratory, and an extensive technology and audiovisual resource department allows the staff and faculty to provide our students with the most current information and data in various areas of research and study. The fine arts program at the Academy includes art, music, dance and drama throughout the grade levels, during and after school. Hebrew Academy graduates are well prepared to continue their higher education at leading universities. Our Judaic Studies program places emphasis on a deep understanding and appreciation of Jewish thought, history and traditions.

Directed by a team of outstanding professional administrators, the Hebrew Academy teaching staff is a dynamic and experienced group of warm and caring educators, many with post graduate degrees. General and Judaic studies teachers and Rabbis work as a team. Their actions and values serve as powerful models for each student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Teacher and student use of assessment is frequent and integrated into the teaching/learning process. Assessment is the basis for: 1. Measurement of student’s progress toward the schoolwide learning results; 2. Regular evaluation and improvement of curriculum and instruction; 3. Allocation of resources.

Teachers analyze a variety of assessment tools and authentic student assessments including: report cards, progress reports, pictures of student presentations, projects as a means of assessment, written tests, spelling bees, observation of hands-on science projects and experiments, observation of student work, group discussions, all pupil response boards, living the values taught in informal settings, science, math, art, Torah, and Israel fairs; presentations, and music concerts for parents/students etc.

For purposes of assessment, learning is viewed as a continuum – from functional skills through the more traditional academic skills. Assessment needs are focused on an individual basis. When analyzing data, teachers look for trends, or patterns in the data over time to better target specific areas that show success or need for improvement.

Assessment scores have multiple meanings. The Hebrew Academy staff is working to have consensus as to what we want students to know and be able to do, what kind of assessment will tell us how students are doing on these criteria, how well are they performing, and what does the assessment suggest about ways to improve. We target students based on current data that assesses student skills.

The school uses assessment data to determine individual student strengths and weaknesses and recommend placement. Math and reading scores are used, along with other indicators (grades, teacher recommendations, etc.) to determine groupings within classes or, in the high school, placement in advanced classes. In many cases, if a student’s scores fall well below basic levels, the school may recommend educational testing and/or educational therapy for that child. In terms of school performance, the test data isolates particular areas of weakness that can then be strengthened in the curriculum for subsequent years. For example, low scores in vocabulary, for a particular grade level, can be raised by strengthening vocabulary-building skills the following year. At the beginning of the year, assessment results of the Stanford Achievement were given to each teacher to review, analyze and discuss. Teachers were asked to locate and report the findings concerning the three low areas of academic achievement from the previous year, and also to incorporate in the report the three lowest areas attained by their incoming class. Each teacher designed a plan on how they would improve their curriculum in these specific areas. This type of plan was required from all teachers in order to verify student academic needs were being met.

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

Student performance, including assessment data are communicated to parents, students and the community in a variety of ways. Teachers use written tests, presentations, reports, projects etc. as a means of assessment that is shared with students. Students self assess their own work, as well as assessing others in group reports, and presentations. Mentoring and student “consultants” are another way we assess progress/performance. Teachers are partners with parents in terms of learning. Parents receive continuous telephone/email communication from teachers concerning student performance. Parents observe classes, participate in our speaker program, and volunteer in the classroom. Parents are thoroughly apprised of all past and present events via our weekly newsletter and email. Room parents, using a telephone tree, call parents to remind them of upcoming events, parent education classes, and parent involvement opportunities.

Progress reports, report cards, tests, individual student contracts, and rubrics for student work are all sent home for parent signature as well to indicate a particular area of strength and weakness. The Stanford-9 test results are explained and discussed with parents at parent/teacher conferences. Students also have individual conferences with teachers and advisors to monitor performance on a daily and weekly basis. Assessments are shared with parents at these meetings, and appropriate plans are made. The teacher is often a facilitator for the students, who have taken control of their learning. Such situations create enthusiasm, cooperation and resourcefulness in the classroom. Because we are a private school, we do not publish our scores in local newspapers. We do indicate general score levels on standardized tests in our publicity/marketing materials.

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

Hebrew Academy “successes” are shared within our school community, with our teachers, with our students, and with the local community at large. The Hebrew Academy is a Chabad Jewish Day School and as such has a very large network with all of the other Chabad schools throughout the United States and the world. The Hebrew Academy is also a part of the Torah Umesorah school consortium. “Successes” of other Chabad schools are shared with us via fax, and informational literature, and we too, will share our success story with the other 87 Chabad schools, the 170 Torah Umesorah schools, as well as all the other Jewish Day Schools. Our local area Jewish Federations, and Jewish Bureaus will also be apprised of our successes.

On a weekly basis, the Hebrew Academy puts into all of the local papers (approx. 10) a press release. These press releases tell about our students, the exciting programs, the fairs, and the achievements of our school. These press releases are read far and wide. We have just finished our WASC re-accreditation process, and have shared, in the newspapers, the many wonderful accolades from the visiting WASC team members. Many times when something extraordinary occurs, the local newspaper, The Register, or the LA Times, comes to our school to write an article about us. If we receive the NCLB BRS honor, an article will be written in these newspapers about this prestigious award. Our teachers, students and parents are an extraordinary vehicle for networking and sharing successes as well. It is through this vehicle of parent ‘word of mouth’ that we continually receive new students.

PART V – CURRICULUM AND INSTRUCTION

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

The Hebrew Academy provides a challenging, coherent, and relevant curriculum oriented towards fulfilling our ESLRs (Expected Schoolwide Learning Results --what all students should know and be able to do), California state frameworks and standards, and the University of California Standards of Hebrew Day Schools.

Our mission statement and ESLRs provide the foundation for the school's curricular goals, which are the further delineated in both the General Studies and the Hebrew Judaic Studies course objectives. Written learning objectives for courses specify as key student outcomes the ability to communicate, problem-solve, and apply knowledge.

The Hebrew Academy's General Studies and Hebrew language and Judaic Studies course syllabi have as their learning objectives these particular outcomes, which, in turn, are reflected in the school wide learning expectations and the school's mission statement. Ultimately, we strive to provide students with the tools, the means and strategies to become critical, creative thinkers and self directed learners, to think for themselves and to become responsible, ethical human beings. Our courses of study represent a scope and sequence that is planned, reviewed, and modified to meet the needs of the students on a yearly basis. The curricular development, evaluation, and revision process takes into account national, communal, students, and parental issues and concerns. Our challenging, rigorous curriculum is the product of the concerted effort of many individuals and groups within our school.

The Hebrew Academy features small classes with compassionate teachers who listen well and are able to tailor learning experiences and values education responsively to student needs. The Hebrew Academy regularly updates its curriculum detailing all courses of study and program offerings in the upper school, and continually reviews and updates the curriculum in the elementary school. The updating ensures that the instructional program is challenging, rigorous, and aligned with the state standards and ESLRs.

Here at the Hebrew Academy, we offer Title 1 Program services to support student academic achievement from Kindergarten through 8th grade. Our Title 1 Program focuses on: phonemic awareness, sound/letter recognition, sight words, decoding, sound blending, development of sight words, comprehension, retelling, writing skills, and math skills.

Our Hebrew language ‘tutorial program,’ enables students to enter our school from 2nd through 12th grade without prior Hebrew language knowledge. Students receive individualized tutoring in our self-paced, step-by-step program. This program helps the students develop the skills needed to successfully transition into our school's grade level Hebrew language and Judaic studies classes. The program provides students the opportunity to become effective Hebrew Language communicators as they learn how to read and write Hebrew.

- 2a. (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.**

The Open Court Reading Program is being taught in Kindergarten, First and Second Grade. This program is a phonemic awareness reading program. This program was chosen based on the collaboration with the teaching staff and the research done by the National Reading Panel in 2002. This research shows, "...that teaching children to manipulate phonemes in words was highly effective and that teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness." Our teachers present systematic phonics instruction in an entertaining, vibrant,

and creative manner.

The Houghton Mifflin Invitations to Literacy Program is employed for grades 3 and above. This program brings together the best of literature, and strong comprehension skills. Research done by the National Reading Panel states that "...teaching a combination of reading comprehension strategies through good literature is most effective." Our teachers know that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory. We feel this series supports this approach.

The Reading Counts software program has been installed in all of the elementary grade classrooms, and students now write book report assignments using this program, enabling teachers to determine if the student truly understood the book. This program continues with the student from year to year, allowing teachers insight into past literature read by students.

2b. (Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The Excelsior English vocabulary program is used for our upper school, allowing a continuity of program. In addition, each grade level reviews the previous grade level vocabulary to ensure a foundational approach to reading. Students are given the Excelsior English vocabulary appropriate to their grade level the summer prior to the start of each grade to assist in adequately preparing for the coming year. In our upper school, the English and history curriculum are totally integrated. Students read core literature that relates to the time period in history that they are studying. The upper school teachers create alternatives to textbooks in order to facilitate greater critical thinking on the students' parts. Rather than using a text, students are directed to primary sources to evaluate, analyze, deduce, and respond critically. In addition, Title I, E.S.L., Homework Club and Tutorial Programs are available to our students.

While teachers usually adhere to the general topics covered in the adopted textbook for their courses, they constantly adjust the material presented and the teaching methodology according to their best perceptions of student motivational needs and available community resources and needs. Some students are not prepared for the intensity of our more advanced upper school classes, and are therefore given more basic classes.

To challenge our students, we offer AP/Honors English classes. In addition, the Hebrew Academy participates in the Center for Talented Youth (CTY) program through John Hopkins University, and the UC Irvine Talented Youth Center. In order for a student to be eligible for the CTY program, a student must score above the 97%ile in Reading (or Math) of the Stanford Nine Test. To be eligible for the UCI program, a student must score 90% or above on any of the Stanford Nine testing sections.

The Hebrew Academy upper school submits each course of study to the University of California school curricular committee for University of California approval of our course syllabi. This annual updating by use of the state standards, curriculum scope and sequence, and supplement texts, allows our course offerings to focus on academic rigor.

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.

In an effort to support our mission statement, we have a comprehensive science program here at the Hebrew Academy. Each grade level teaches the California State Standards and MORE. The Hebrew Academy science program combines the best of both hands-on activities and more traditional learning experiences. Quality nonfiction print materials enrich and extend a student's hands-on experience and at the same time provide an opportunity for teachers to teach valuable content reading skills. Well-written

science materials as part of the science lesson help children develop the reading strategies that will carry them through their remaining school years, their careers, and their lives. Spence, Yore and Williams, wrote, "...promote instruction in reading to learn strategies throughout the K-12 school years." The upper school science lab has been recently upgraded with manipulatives, materials, and extensive equipment.

In the elementary grades, science has been upgraded to provide excitement, motivation and true, relevant learning. All elementary teachers have been trained by the Beckman's Science Foundation to teach "hands on" science. This 'discovery approach' and experiential learning is exciting to all students. Teachers attend workshops on specific units of study for their particular grade level. After the workshop, they receive a complete box with all the needed materials to teach the students. Training on specific units included: butterflies, motors and magnets, weather, senses, wind, climate, atmosphere, electricity etc. The research by James Shymansky states: "Hands-On science, especially with younger students does not necessarily guarantee meaningful science learning. Activities are most effective when students see the activities as springboards to extended, in-depth learning. ...the National Science Education Standards calls for in-depth learning that often starts with hands-on activity but then goes beyond."

This science program supports our ESLRs by producing a graduate who is: an effective communicator, an involved citizen, a complex thinker and a self-directed achiever. Since we strive to educate the total child, our science labs encourage the child's intellectual, emotional, spiritual and ethical growth. Students are supported in their scientific endeavors through their English and math classes, as well as through our new 2700 square foot multimedia library.

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

Teachers function both as coaches and facilitators of learning, as well as working with students as co-learners both in and out of the classroom. A variety of teaching strategies and methods are employed to augment student learning, such as: Socratic and Shared Inquiry method, cooperative learning groups, oral presentations, historical reenactments, role playing, small group discussions, individual tutorials, individual and group projects, seminars, lecture, independently paced work, team teaching, group work, computer assisted learning, committee work, debates, research, block scheduling and Talmudic differencing. The professional staff designs and implements a variety of learning experiences which actively engage students at a high level of learning that is consistent with the school's purpose and expectations. This variety complements both our mission to develop students who are intrinsically motivated learners and our objective to teach to a variety of learning styles. Since our mission/ESLRs entail student resourcefulness, teachers often employ research, individual and team presentations, and some portfolio development as instructional methodologies in delivering the curriculum. By mixing methodologies, we can reach all students, no matter what their learning styles.

Our 7th and 8th grade Humanities course is team-taught (one example of block scheduling), thereby enabling students to receive the expertise and teaching styles of two teachers in relating to the same content material. The team-teaching model also allows for individual tutoring, which at various moments address the needs of both and advanced remedial learners. Demonstration of knowledge goes beyond standardized and criterion referenced tests. Students demonstrate, teach, and present their learning in various settings as evidence of their knowledge.

Additional examples of activities that demonstrate a variety of instructional methods used include: history students creating and playing a historical trivia game; grouping for instruction; cooperative learning groups, a Jeopardy game used in science to review for science tests; and Social Studies students recreate events from the Trojan War. Faculty members strive to "bring the world" into the classroom through the development of group activities and projects. For example: building a "Virtual road map community" in first grade; having a "Walk through the American Revolution" in 5th grade; kindergarten explored the biblical story of Abraham by erecting a tent with four doors and inviting students from other classes to

share the experience; a middle school history class re-enacted the Battle of Thermopylae, the Hebrew language program arranges the annual Israel day with plays, songs, projects and food; and our local community of parents provides us with a wealth of resources. We use parent resources for our speaker program, health office, science/sex education and Judaic classes. Our elementary “science exchange” enables parents and community members to share their experiences with the elementary students. This science exchange fair provides an environment of reciprocal learning between parent and student, and broadens the scope of learning for all of the students.

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

The school leadership and staff are qualified, committed to the school’s purpose and to ongoing professional development that will promote student learning. The Hebrew Academy seeks out teachers who believe they can enhance the quality of their students’ lives through participation in our unique programs. The school leadership helps to create an environment conducive to ongoing professional development . This type of staff development promotes student learning as well as teacher insight into ways to deal with issues that may interfere with or enhance student learning.

The administration knows that professional development activities should be based not only on whether teacher practice changes, but also on whether student performance increases. Student learning is indicated by improved scores on norm references tests, performance assessments, teacher constructed assessments and success in specific courses. By continuous professional development for teachers in the daily schedule, overall school improvement occurs. Meaningful professional development nurtures the growth of all individuals in the school.

Professional workshops and in-service staff meetings are conducted on campus; and an environment encouraging sharing of information is nurtured through many of the following programs: grade level partner meetings, bimonthly staff meetings at which teachers discuss students, issues, etc.; the library provides additional resources; Title I services provides remedial education learning for teachers; tutorial programs provide additional help in general and Judaic studies, a transition program enables new students to integrate into Hebrew studies; and speaker programs during in-service days provide new ideas and knowledge to teachers.

The administration has surveyed the teachers asking them for input as to the type of in-service/professional development they would like. The overwhelming reply was in technology training. In March, the staff of the Hebrew Academy had a 4 hour technology training seminar with hands on applications. There will be another follow up session in April. Professional workshops and in-service meetings for faculty are supported by the administration. Throughout the school year, there are early release days for students to allow teachers and administrators to discuss and implement curricular programs. Workshops for teachers have included: characteristics of effective/affective teachers, asset building strategies, and classroom management skills. Dr Marvin Mitchell, the author of “Discipline without Stress, Punishment or Rewards,” presented a 4 hour seminar to all of our teachers. All of the elementary teachers cooperatively decided to use this method of discipline in their classrooms. It is working extremely well. In addition, the teachers were given release time to attend the CAPSO convention.

In addition, teachers are encouraged to participate in staff development opportunities made available through the County Department of Education. Such opportunities have included workshops in implementing the new California State Standards for English and Math, as well as for the Visual and Performing Arts (VAPA). Additional workshops offered through the County Department of Education have included implementing standards based instruction. Teachers are provided with a substitute for any seminar that would enhance better instructional strategies in the classroom, and improve student learning.

REFERENCED AGAINST NATIONAL NORMS

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

Grade 8: Test - Stanford 9

Edition/publication year 1996 Publisher – Harcourt, Version 3
 What groups were excluded from testing? Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>75</u>	61	66		
Number of students tested	22	22	28		
Percent of total students tested in the school	10%	12%	11.2%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>92</u>	62	70		
Number of students tested	22	22	28		
Percent of total students tested in the school	10%	12%	11.2%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

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

Grade 7:

Test - Stanford 9

Edition/publication year 1996

Publisher – Harcourt, Version 3

What groups were excluded from testing?

Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>71</u>	77	70		
Number of students tested	29	22	15		
Percent of total students tested in the school	14%	12%	6%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>82</u>	81	62		
Number of students tested	29	22	15		
Percent of total students tested in the school	14%	12%	6%		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 6:

Test - Stanford 9

Edition/publication year 1996

Publisher – Harcourt, Version 3

What groups were excluded from testing?

Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>82</u>	68	88		
Number of students tested	24	31	19		
Percent of total students tested in the school	11%	15%	7.6%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>90</u>	76	89		
Number of students tested	24	31	19		
Percent of total students tested in the school	11%	15%	7.6%		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 5:

Test - Stanford 9

Edition/publication year 1996

Publisher – Harcourt, Version 3

What groups were excluded from testing?

Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>73</u>	72	69		
Number of students tested	29	26	34		
Percent of total students tested in the school	14%	13%	13.6		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>79</u>	72	72		
Number of students tested	29	26	34		
Percent of total students tested in the school	14%	13%	13.6		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 4:

Test - Stanford 9

Edition/publication year 1996

Publisher – Harcourt, Version 3

What groups were excluded from testing?

Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>80</u>	60	59		
Number of students tested	32	28	33		
Percent of total students tested in the school	15%	14%	13.2%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>85</u>	65	60		
Number of students tested	32	28	33		
Percent of total students tested in the school	15%	14%	13.2%		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 3:

Test - Stanford 9

Edition/publication year 1996

Publisher – Harcourt, Version 3

What groups were excluded from testing?

Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>77</u>	87	72		
Number of students tested	21	34	25		
Percent of total students tested in the school	10%	16%	10%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>78</u>	90	83		
Number of students tested	21	34	25		
Percent of total students tested in the school	10%	16%	10%		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 2: Test - Stanford 9
 Edition/publication year 1996 Publisher – Harcourt, Version 3
 What groups were excluded from testing? Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>80</u>	92	90		
Number of students tested	27	26	35		
Percent of total students tested in the school	13%	13%	14%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>82</u>	92	86		
Number of students tested	27	26	35		
Percent of total students tested in the school	13%	13%	14%		
Number of students excluded					
Percent of students excluded					

REFERENCED AGAINST NATIONAL NORMS

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

Grade 1: Test - Stanford 9
 Edition/publication year 1996 Publisher – Harcourt, Version 3
 What groups were excluded from testing? Why, and how were they assessed? None

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

Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>78</u>	71	89		
Number of students tested	24	33	27		
Percent of total students tested in the school	11%	15%	10.8%		
Number of students excluded					
Percent of students excluded					

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score	<u>78</u>	71	74		
Number of students tested	24	33	27		
Percent of total students tested in the school	11%	15%	10.8%		
Number of students excluded					
Percent of students excluded					