

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

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

Official School Name Louisa May Alcott Elementary (As it should appear in the official records)

School Mailing Address 2433 Central Avenue (If address is P.O. Box, also include street address)

Riverside CA 92506-3408 City State Zip Code+4 (9 digits total)

Tel. (909) 788-7451 Fax (909) 276-2048

Website/URL www.rusd.k12.ca.us Email jharshman@rusd.k12.ca.us

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

(Principal's Signature) Date

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

Name of Superintendent Dr. Susan Rainey (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Riverside Unified School District Tel. (909) 788-7130

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

(Superintendent's Signature) Date

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

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

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

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
- |       |                     |
|-------|---------------------|
| 28    | Elementary schools  |
| 7     | Middle schools      |
| _____ | Junior high schools |
| 9     | High schools        |
| 44    | TOTAL               |

2. District Per Pupil Expenditure: \$6,836 (2001-02)  
 Average State Per Pupil Expenditure: \$6,454 (2000-01)

**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. 3 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	67	49	116	<b>7</b>			
<b>1</b>	61	56	117	<b>8</b>			
<b>2</b>	68	58	126	<b>9</b>			
<b>3</b>	64	49	113	<b>10</b>			
<b>4</b>	69	74	143	<b>11</b>			
<b>5</b>	59	48	107	<b>12</b>			
<b>6</b>	76	72	148	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>870</b>

6. Racial/ethnic composition of the students in the school:
- |    |                                  |
|----|----------------------------------|
| 41 | % White                          |
| 18 | % Black or African American      |
| 38 | % Hispanic or Latino             |
| 2  | % Asian/Pacific Islander         |
| 1  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 25.3%

(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.	118
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	92
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	210
<b>(4)</b>	Total number of students in the school as of October 1	830
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.253
<b>(6)</b>	Amount in row (5) multiplied by 100	25.3

8. Limited English Proficient students in the school: 12%  
102 Total Number Limited English Proficient  
 Number of languages represented: 5  
 Specify languages: Spanish, Vietnamese, Korean, Japanese, All other non-English

9. Students eligible for free/reduced-priced meals: 50%  
436 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:  $\frac{8\%}{70}$  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>  2  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  6  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 19 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 40 </u> Speech or Language Impairment
<u>  1  </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> 34 </u>	<u>    </u>
Special resource teachers/specialists	<u>  4  </u>	<u>    </u>
Paraprofessionals	<u>  8  </u>	<u>    </u>
Support staff	<u>  6  </u>	<u> 11 </u>
Total number	<u> 54 </u>	<u> 11 </u>

12. Student-“classroom teacher” ratio:  $\frac{20:1 \text{ in Grades K-2}}{34:1 \text{ in Grades 3-6}}$

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.09%	93.6%	92.3%	91.8%	96.7%
Daily teacher attendance	93.2%	92.3%	92.6%	92.3%	90.7%
Teacher turnover rate	15.4%	7.5%	20.5%	5.8%	0%
Student dropout rate					
Student drop-off rate					

## **PART III – SUMMARY**

Louisa May Alcott Elementary School is located in Riverside, California. Upon entering our school, you will see the action, hear the excitement, and feel the brilliance of all Alcott students creating a culture of learning! *Learn More, Be More!* It is not just a motto; it is our shared vision for the students, families, and community of Alcott. Since opening our doors in the fall of 1961, our once small school of 492 students now welcomes 870 kindergarten through sixth-grade students each day. Over the past 42 years, our school community has grown to reflect the rich diversity of our large, urban city.

Children from Riverside’s most impoverished neighborhoods (50% qualify for free and reduced breakfast and lunch) and middle class neighborhoods learn and grow together at Alcott. The diversity of our student body is represented as Native American (1%), Asian (2%), African American (18%), Hispanic (38%) and White (41%). This diversity enriches our experiences and understanding of our world. In honoring our diversity, we have created a cooperative spirit that is the source for open and honest communication, superior family and community involvement, and a relentless pursuit of excellence in everything we do.

Our educational programs are based upon rigorous academic standards, and high expectations and accountability for all our students, families and staff members. Our mission is to develop in each child a capable and confident learner who enthusiastically assumes the responsibilities and joys of society. Our dedicated teachers provide meaningful and challenging coursework through the use of research-based teaching practices. We provide differentiated instruction for all students, including at-risk, English learners, high ability and gifted students. A standards-based, high-quality core curriculum, enhanced by technology, sparks the active engagement of all students.

Our clear focus on accelerating learning is evidenced through the ongoing analysis of student performance results and the implementation of best teaching practices that meet the needs of all students through challenging and fun learning activities. The SMART (Specific and strategic, Measurable, Attainable, Results-oriented, Time-bound) goals process enables teachers to collaborate when charting student progress and planning and implementing strategies for student success. Alcott’s focus is evidenced in our California Academic Performance Index growth increase over the last three years of 26, 30 and 30 points, exceeding the state’s growth targeted for our school of 11, 6 and 4 points respectively!

As a result of our continuous improvement process students have additional opportunities to excel. Our technology literacy coach provides support for both students and staff members. Programs that encourage reading are a vital link to student success at Alcott. *Reading Counts*, a computer-based reading program, monitors and strengthens reading fluency, comprehension, and pace, as well as identifies reading comprehension levels.

Alcott’s Library Media Center (LMC) is the focal point of our school as evidenced through frequent visits by students, families and staff. Last year 21,875 books were checked out from our LMC. Homework help is available at Champions, an on-site before and after-school program.

Our namesake, Louisa May Alcott, wrote *Little Women* and *Little Men*. At Louisa May Alcott Elementary School, “little women” and “little men” are nurtured and educated each day. Competent, dedicated, and caring educators, supported by the endless efforts of our families and community, provide more than opportunities for our students to *Learn More*; they ensure that our students will *Be More!*

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

### **Section 1: The meaning of the results.**

One way to demonstrate the increased achievement for Alcott students is to examine Alcott's Stanford 9 (SAT9) Total Reading and Mathematics Achievement Test results for grades 2 through 6 which are shown for five years (1998-2002) on the assessment tables in terms of average scaled scores. The average scaled scores and standard deviations for the 1997 SAT9 national norming group are also shown in a table at the bottom of each page.

Alcott students continue to dramatically increase their achievement each year. In 1998, students in only two grades, 4 and 5, exceeded the national average on the SAT9 Total Reading Achievement Test as measured by scaled scores. In 2002, students in all grade levels tested, 2, 3, 4, 5, and 6, exceeded the national average on Total Reading scaled scores. The 1998 mathematics baseline scores show that only students in three grades, 3, 5, and 6, exceeded the national average scaled scores on the Total Mathematics Achievement Test. In 2002, students in all five grades tested, 2, 3, 4, 5, and 6, exceeded the national scaled scores in Total Mathematics. These results demonstrate the collaborative process we use to examine student achievement, identify needs, and create engaging learning experiences that inspire and challenge all students to achieve.

An examination of subgroup scores within each grade tested shows that Alcott students have demonstrated steady growth over the past five years. For Total Reading, our low socioeconomic status (SES) students and Hispanic students in grades 2, 3, 4, 5, and 6 are closing the achievement gap, (except for the grade 6 low SES subgroup which was not numerically significant in 1998). For Total Mathematics, in all grades tested, 2 through 6, each numerically significant ethnic subgroup demonstrated significant growth when comparing 1998 baseline average scaled scores to 2002 scores. Contributing to disparity in subgroups are students' prior experiences that support academic success. We augment the experiences of all our students to promote academic success. We design programs and support mechanisms based on research to enrich student experiences.

In addition to a norm-referenced test, California assesses student progress on rigorous state standards using the criterion-referenced California Standards Tests (CST). English-Language Arts and Mathematics CST results for grades 2 through 6 are shown on the last set of assessment tables for the years for which state performance level standards have been available. The California Academic Performance Index (API) is comprised of results on the SAT9 and results on the California Standards Test. The state has established yearly growth targets, and we are very proud of the fact that we have far exceeded the state's growth targets for our school. Alcott's 2000, 2001 and 2002 API growth targets were 11, 6 and 4 points respectively. Alcott students have accelerated learning as evidenced by 26, 30 and 30-point gains for each of the three corresponding years.

All Alcott students were included in these assessments. As part of the calculation of the API for each school, the state excludes scores of students who were not enrolled in the district since the first Wednesday in October. Nevertheless, the Total Scores (average scaled scores) displayed in Alcott's assessment tables include all students even if they enrolled in the district after the first Wednesday in October. We are accountable for ensuring the achievement of all students and that is why we report results for all students. Additionally, in the calculation of the API, a subgroup is only considered to be numerically significant if there are 100 valid scores or 30 scores that constitute at least 15% of the valid scores. For the tables presented on the following pages, the scores of a subgroup at each grade level are reported if there are at least 30 valid scores.

## **Section 2: How the school uses assessment data to understand and improve student and school performance.**

Our continuous process of improvement is an effective tool in raising student achievement at Alcott. This process includes analyzing assessment data, setting results-oriented goals, building teacher collaboration, ongoing review of student work, and implementing action steps. Grade-level collaboration teams meet monthly to analyze achievement data and student work samples, develop measurable goals, determine a precise focus for instructional strategies, and create challenges for student learning. Each team member commits to implementing an action plan, in which student performance informs instruction each trimester. An item analysis matrix is used to analyze trimester mathematics assessments to determine individual student and class performance. For example, sixth-grade teachers decided to integrate ordering rational numbers in the daily two-minute math review. In addition, they will re-teach calculating percents using data from charts and graphs.

SAT9 data are disaggregated to monitor the progress of each ethnic subpopulation and low SES students. English learner, Gifted and Talented Education (GATE) and gender data are reviewed as well. These results are linked with our *Multiple Measures* trimester assessments, including assessments specific to English learners, to track student progress toward meeting grade-level standards. These assessments gauge progress of all students toward grade-level standards in English language proficiency, fluency and literacy. Assessment results inform teachers as they plan and implement English language development instruction using materials and resources that support district standards.

## **Section 3: How the school communicates student performance, including assessment data, to parents, students and the community.**

Student progress and assessment results are communicated in a variety of ways to families in both English and Spanish. Alcott teachers present assessment results at Back-to-School Night, post them on a school bulletin board, discuss them during parent/teacher conferences, and provide standards-based report cards each trimester. Each year, results of standardized assessments and an explanation of scores are sent to parents. Parents are also kept informed of specific assessment data at school functions, such as School Site Council, Parent Teacher Association, and English Language Advisory Committee meetings, where student achievement is a regular agenda item. Each teacher also informs families through our monthly “What’s Happening?” newsletters.

Formal communications of student performance include our *School Accountability Report Card*, which is published yearly, provided to parents and posted on Alcott’s web page. Our school marquee proudly announces our successes in student achievement. Our monthly awards assemblies celebrate student character development, and academic improvement and achievement. Informal communications consistently include written notes, telephone contacts and personal visits informing parents of student performance.

*Multiple Measures* trimester assessments provide regular feedback to parents regarding student achievement of grade-level standards and serve as early indicators for identifying at-risk students. As part of our continuous authentic assessment process, student-generated writing portfolios are on display at our open house each spring. The Alcott family works in tandem to accelerate student learning and to celebrate efforts and accomplishments.

## **Section 4: How the school will share its successes with other schools.**

Alcott teacher representatives from each grade level collaborate with teachers from three other district schools during language arts leadership days four times each year. Discussion of

the effective implementation of reading materials focuses on writing, spelling and word work, and whole- and small- group reading instruction. This articulation across school sites also allows us to share our successes with the four other schools.

During principals' meetings, attended by 28 principals representing all elementary schools in the district, our principal presents methods Alcott uses to advance student achievement. Once a month, our principal participates in cluster principals' meetings. The cluster is comprised of six principals representing six schools within our district. During these meetings, our principal presents the successes of our school. Our assistant principal presents interventions at assistant principals' meetings, consisting of all elementary assistant principals in the district.

During the April 21, 2003, Board of Education meeting, our principal and technology literacy coach will present our successes with our computer-based reading program, *Reading Counts*. Attending the meeting will be principals and teachers from throughout the district. Our technology literacy coach also presents our successes in reading instruction during district-wide literacy leader meetings. Certificated teachers from 28 elementary schools in our district are represented during these meetings.

Alcott has registered to present our successes at the California Achieving Schools Conference in May 2003. The presentation will include steps for analyzing student achievement data, establishing a school-wide intervention system, and practical implementation of strategies.

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

### **Section 1: Curriculum and how all students are engaged with high standards.**

Alcott actively aligns and fully implements all California state standards and our school district's content standards in English/language arts, Spanish/language arts (K-2), mathematics, history/social science and science. Each curricular area *Framework for California Public Schools* guides our decisions regarding instructional objectives, design and delivery, assessment, universal access and materials, as well as our presentation of clear and very public standards that define excellence and high expectations. Our comprehensive core curriculum is founded on rigorous content and performance standards, aligned with state standards, and high expectations for teaching and learning.

Alcott uses curricular materials in reading, mathematics and science that are aligned with state and district standards at each grade level and offers assessment tasks that parallel requirements of standards. We offer a systematic reading program that carefully sequences the introduction of content, skills and strategies. Challenging comprehension instruction, with the integration of content areas, is provided to our students. Our pacing guide for mathematics instruction ensures that prerequisite skills are addressed, there is sufficient review of previously taught concepts, skills and strategies, and the number and range of examples is adequate. Daily learning schedules are routinely modified to promote standards-based curriculum integration.

Assessments measuring student progress are purposeful and are used to inform instructional practices. Prior to instruction, skill levels of students are determined through varied assessments and results are used during instructional planning. Teachers regularly monitor student progress toward instructional objectives by assessing the skills and concepts directly taught. Instructional effectiveness and student proficiency levels are assessed through district trimester assessments. Performance assessments include the use of rubrics and model writing samples.

Curriculum and instruction are differentiated to address the needs of all students and engage students in standards-based instruction. Presenting curriculum in alternative ways ensures each student success with core curriculum. For example, primary language instruction, driven by our district's Spanish/language arts standards, is offered in all Structured English Immersion classes (K-2). Spanish/language arts materials are used to present systematic language, vocabulary and phonics instruction, and are parallel and equal to materials used for English/language arts instruction. Students learn to read and write in their primary language and transfer these skills successfully as they acquire English in other curricular areas.

Teachers identify the essential understandings of standards and ensure that identified at-risk students work toward proficiency of these standards. Each at-risk student becomes a "focus of concern" for a teacher who monitors academic progress and initiates early intervention strategies. The teacher contacts the family every other week to provide coaching and to suggest interventions easily implemented at home. Early interventions include reinforcing a curriculum concept through varied instructional approaches while addressing learning styles, re-teaching a concept through student schema or background, and providing increased feedback and practice.

For advanced students, breadth and complexity is expanded. For example, students are challenged through accelerated problem solving in mathematics, in depth writing, high-level novels, and history/social science and science projects and presentations that provide students opportunities to display and demonstrate content process and product. GATE students have opportunities to learn a foreign language using individualized computer programs that culminate in field trips and presentations, which are coupled with standards and involve the community.

## **Section 2: Rationale for reading curriculum and why we chose this approach to reading.**

The California English/language arts content standards describe specific knowledge students are expected to gain and skills they are expected to master at the conclusion of each grade level. Our collective view on literacy maximizes learning for all students. Our reading curriculum is a systematic, explicit approach to teaching the key elements of reading, including word attack skills, spelling, vocabulary, phonemic awareness, fluency and comprehension. Sound research practices for grouping strategies, teaching resources, and assessment methods, outlined in our district's *Comprehensive Literacy Program (K-6)*, are integrated throughout curricular areas.

Students experience the rigor of grade-level text during whole-class reading instruction, with reinforcement and extension provided during small-group instruction as students work at their instructional levels. Last year, our teachers were actively involved in the selection of our new English/language arts materials which match our approach to teaching reading. A wide variety of reading materials provide access for all students to increase reading comprehension skills, including recalling, sequencing, summarizing, making inferences, predicting, and drawing conclusions. Students experience the literal, interpretive and applied levels of reading comprehension.

Our reading curriculum is strengthened by our school-wide home and school reading incentive program, which reflects our commitment to helping each student develop a love for literature and reading. This massive effort includes setting grade-level goals for each student to read a minimum number of minutes each evening. A computer-based supplemental reading program, *Reading Counts*, develops reading fluency, pace and comprehension while tracking individual student reading levels and progress through comprehension quizzes. This technology engages students, provides instantaneous feedback, and encourages students from all backgrounds to read more by providing resources and experiences at school.

## **Section 3: Mathematics, essential skills and knowledge, and our school's mission.**

Our mission is to develop in each child a capable and confident learner who enthusiastically accepts the responsibilities and joys of society. We believe that mathematics competence helps children to fully participate in society and perform the simple yet essential business of daily life. Teachers provide students with varied opportunities to reason through problem solving solutions. For example, students communicate their thinking processes through quality math conversations and school-wide math journals.

Each Alcott teacher incorporates the essential elements that further our mission. The California mathematics content standards are the foundation for all instruction and include for each grade level the five mathematical strands of number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning.

We present a balance between conceptual understanding, basic computational and procedural skills, and problem solving. Students are intellectually engaged in learning by reasoning, predicting, evaluating, concluding, and solving problems, skills that are fundamental for life-long learning. Students who are skillful in mathematical computation and reasoning will empower their everyday lives and expand mathematically-related career choices. Our mathematics curriculum is structured to help students progress through the concept development stages of the concrete, representational and abstract. Our goal is to have each student operating in the highest stage possible.

## **Section 4: Instructional methods and how they are used to improve student learning.**

To ensure student learning, a variety of instructional strategies such as reciprocal teaching, cooperative group work, small-group instruction, team teaching, adult tutoring, peer partnerships

and cross-age tutoring are used. Our main focus is to help students see relationships and make connections between what they are learning and their own lives.

Cooperative group work augments and expands initial instruction, and is facilitated by teachers or through supervised exploration. The teacher is the primary leader, maintaining an active instructional role, as students discuss thinking and learn from one another. Reciprocal teaching of grade-level text is structured through the use of four strategies, predicting, clarifying, questioning and summarizing. The teacher and students take turns assuming the instructional role in leading this dialogue.

Flexible, homogeneous groupings provide scaffolding for at-risk students and English learners, as well as extension for high-ability and gifted students. All students gain content knowledge through additional linguistic prompts, such as audio-visual aids, manipulatives, models, graphic organizers, and teacher “think-aloud”. Methods of differentiated instruction, such as acceleration, compacting and extension work, novelty, choice and layered assignments, product/project-based instruction, and depth and complexity provide challenge at appropriate levels of instruction for advanced students.

For students who need additional time and experiences to grasp concepts and skills, extended learning activities are provided within and beyond the school day and year. Teachers tutor students during the non-instructional minutes students are on campus, such as before or after school. At-risk students attend summer school, providing an intensive, standards-based program in reading, writing and mathematics.

### **Section 5: Professional Development and its impact on improving student achievement.**

Teachers and staff members select professional development based upon standards and student learning. For example, our teachers chose and planned the content for our professional development day in January, an in depth session as part of our continuing focus on instructional strategies to teach the writing process. Our teachers provide professional development for our own teachers and other teachers in the district. One teacher demonstrated a reciprocal teaching lesson, combining reading comprehension strategies with history/social science content for other district teachers. Training opportunities in English/language arts, mathematics, class-size reduction, special education, and English learner services, offered through our district’s staff development center, are attended by our teachers. Outside trainings, such as the guided reading and literacy conference that our fourth-grade team attended, are also available for teachers to strengthen teaching practices.

Grade-level collaboration teams attend professional development together to promote program consistency. For example, our third-grade teachers reviewed student work samples and analyzed the progress of individual students during a three-day training focused on specific reading and writing strategies. As part of the training, they identified best practices and incorporated them into a plan to both reinforce and accelerate learning. In mathematics, we are proud that 100% of our teachers participated in voluntary professional development during the summer, outside the contractual school year. School-wide goals for continued effective implementation of standards and new instructional materials were set during this time. This level of involvement reflects quality teacher professionalism and our shared goal of becoming the best teachers we can be for our students.

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   2   Test   Stanford Achievement Test – Total Reading  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	598.9	594.1	592.7	581.5	571.8
Number of students tested	103	132	100	117	99
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	594.1	578.2	N/S	N/S	N/S
2. White (specify subgroup)	611.8	610.6	596.6	593.1	594.0
3. African American (specify subgroup)	N/S	N/S	N/S	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	580.5	575.8	573.9	563.7	561.0
5. (specify subgroup)					

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	581.0	581.0	581.0	581.0	581.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	46.0	46.0	46.0	46.0	46.0

**Note to Reader:** Our SAT9 test results displayed for the year 1998 can be found at the following California Department of Education web site:

<http://star.cde.ca.gov/star98/reports/33-67215-6032536.html>. The 1998 SAT9 test results for each subgroup were not available on the web site and were generated by the district's Department of Education Accountability using data from the scoring vendor's CD provided to the district. The SAT9 test results displayed for all students and each subgroup for grades 2 through 6 for the years 1999-2002 can be found at the following California Department of Education web site:

<<http://www.eddataonline.com/CST2002/report.cfm?CO=33&DIST=67215&SCHL=6032536&grouplevel=1&GroupType=4&groupcat=1>>. The reviewer should select Stanford 9 and then the year (1999, 2000, 2001, and 2002). Then select All Students, Hispanic, White, African American, and NSLP (National School Lunch Program) for each year.

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   3   Test   Stanford Achievement Test – Total Reading  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	620.9	623.6	613.4	606.4	595.6
Number of students tested	139	109	133	92	89
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	604.2	609.0	607.6	N/S	578.0
2. White (specify subgroup)	641.9	636.5	623.9	626.3	614.0
3. African American (specify subgroup)	N/S	N/S	594.6	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	600.5	602.0	601.9	589.2	587.0
5. (specify subgroup)					

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	616.0	616.0	616.0	616.0	616.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	46.5	46.5	46.5	46.5	46.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   4   Test   Stanford Achievement Test – Total Reading  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	656.6	645.9	638.0	631.0	647.5
Number of students tested	103	123	102	96	98
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	645.4	637.2	618.2	617.5	N/S
2. White (specify subgroup)	671.0	654.0	661.3	642.9	659.0
3. African American (specify subgroup)	N/S	N/S	N/S	617.5	N/S
4. Low SES (NSLP) (specify subgroup)	637.5	629.8	614.8	615.6	624.0
5. (specify subgroup)					

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	638.0	638.0	638.0	638.0	638.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	43.5	43.5	43.5	43.5	43.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   5   Test   Stanford Achievement Test – Total Reading  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	663.0	658.8	650.6	660.7	660.4
Number of students tested	132	107	99	108	81
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	655.2	637.9	640.1	N/S	N/S
2. White (specify subgroup)	673.2	683.3	664.5	676.5	674.0
3. African American (specify subgroup)	N/S	N/S	N/S	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	650.1	638.2	638.5	639.2	641.0
5. (specify subgroup)					

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	654.0	654.0	654.0	654.0	654.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	40.5	40.5	40.5	40.5	40.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   6   Test   Stanford Achievement Test – Total Reading  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	667.9	660.7	664.7	672.5	661.9
Number of students tested	102	97	111	80	98
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	653.9	652.9	N/S	N/S	647.0
2. White (specify subgroup)	681.4	673.3	679.2	683.2	672.0
3. African American (specify subgroup)	N/S	N/S	N/S	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	653.0	652.0	640.5	654.0	N/S
5. (specify subgroup)					

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	663.0	663.0	663.0	663.0	663.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	38.0	38.0	38.0	38.0	38.0

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   2   Test   Stanford Achievement Test – Total Mathematics  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	602.2	586.8	580.1	574.4	558.0
Number of students tested	104	131	101	122	104
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	600.5	582.7	N/S	565.7	549.0
2. White (specify subgroup)	613.3	595.7	591.8	587.7	582.0
3. African American (specify subgroup)	N/S	N/S	N/S	565.7	N/S
4. Low SES (NSLP) (specify subgroup)	588.0	576.1	550.3	560.8	548.0
5. (specify subgroup)					

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	573.0	573.0	573.0	573.0	573.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	38.5	38.5	38.5	38.5	38.5

**Note to Reader:** Our SAT9 test results displayed for the year 1998 can be found at the following California Department of Education web site:

<http://star.cde.ca.gov/star98/reports/33-67215-6032536.html>. The 1998 SAT9 test results for each subgroup were not available on the web site and were generated by the district's Department of Education Accountability using data from the scoring vendor's CD provided to the district. The SAT9 test results displayed for all students and each subgroup for grades 2 through 6 for the years 1999-2002 can be found at the following California Department of Education web site:

<<http://www.eddataonline.com/CST2002/report.cfm?CO=33&DIST=67215&SCHL=6032536&grouplevel=1&GroupType=4&groupcat=1>>. The reviewer should select Stanford 9 and then the year (1999, 2000, 2001, and 2002). Then select All Students, Hispanic, White, African American, and NSLP (National School Lunch Program) for each year.

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   3   Test   Stanford Achievement Test – Total Mathematics  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	622.4	615.4	607.4	600.2	593.2
Number of students tested	140	109	132	94	92
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	609.5	609.7	611.7	N/S	578.0
2. White (specify subgroup)	640.2	625.9	615.3	618.3	609.0
3. African American (specify subgroup)	N/S	N/S	582.3	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	600.0	592.3	602.3	585.8	587.0
5. (specify subgroup)					

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	573.0	573.0	573.0	573.0	573.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	38.5	38.5	38.5	38.5	38.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   4   Test   Stanford Achievement Test – Total Mathematics  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	644.0	636.9	623.8	617.5	621.9
Number of students tested	102	125	103	98	101
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	645.6	635.9	612.0	606.1	602.0
2. White (specify subgroup)	652.7	643.4	642.7	631.6	632.0
3. African American (specify subgroup)	N/S	N/S	N/S	606.1	N/S
4. Low SES (NSLP) (specify subgroup)	625.2	624.5	601.4	602.6	603.0
5. (specify subgroup)					

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	625.0	625.0	625.0	625.0	625.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	39.5	39.5	39.5	39.5	39.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   5   Test   Stanford Achievement Test – Total Mathematics  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	671.8	656.6	656.0	660.1	654.9
Number of students tested	132	112	101	108	82
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	666.0	633.3	647.9	N/S	N/S
2. White (specify subgroup)	683.6	684.1	670.3	674.3	669.0
3. African American (specify subgroup)	N/S	N/S	N/S	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	658.0	634.1	646.7	638.6	634.0
5. (specify subgroup)					

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	646.0	646.0	646.0	646.0	646.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	37.5	37.5	37.5	37.5	37.5

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

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

Grade   6   Test   Stanford Achievement Test – Total Mathematics  

Edition/publication year   9<sup>th</sup>/1997   Publisher   Harcourt Brace Educational Measurement  

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total Score (Average Scaled Score)	675.0	670.3	673.2	681.3	670.3
Number of students tested	104	100	112	81	98
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)	659.0	665.8	N/S	N/S	649.0
2. White (specify subgroup)	697.2	684.1	692.5	696.9	683.0
3. African American (specify subgroup)	N/S	N/S	N/S	N/S	N/S
4. Low SES (NSLP) (specify subgroup)	649.0	659.3	647.5	660.4	N/S
5. (specify subgroup)					

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	656.0	656.0	656.0	656.0	656.0
<b>STANDARD DEVIATIONS</b>					
Total Standard Deviation	40.5	40.5	40.5	40.5	40.5

## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Grade   2   Test   California English-Language Arts Standards Test (CST ELA)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	338.8	N/A	N/A		
% At or Above Basic	71	68	N/A		
% At or Above Proficient	40	39	N/A		
% At Advanced	17	13	N/A		
Number of students tested	103	129	99		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	36	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2 White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	49	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	56	54	N/A		
At or Above Proficient	23	24	N/A		
At Advanced	12	3	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	324.1	N/A	N/A		
% At or Above Basic	64	61	N/A		
% At or Above Proficient	32	32	N/A		
% At Advanced	9	10	N/A		

Performance standards scaled scores: Advanced => 402 Proficient 350-401 Basic 300-349

N/A – Data not available. N/S – Not a numerically significant subgroup.

**Note to Reader:** The English-Language Arts and Mathematics CST results displayed for all students and each subgroup for grades 2 through 6 for the years 2000-02 can be found at the following California Department of Education web site:

<<http://star.cde.ca.gov/star2002/report.asp?CDSCode=33672150006032536000&CL=1>>

<<http://www.eddataonline.com/CST2002/report.cfm?co=33&dist=67215&GroupLevel=1&GroupCat=1&groupYear=2002&GroupType=5>>. Then select All Students, Hispanic, White, African American, and NSLP (National School Lunch Program). While the California English-Language Arts Standards test was administered beginning in 1999-2000, the State Board of Education did not set performance standards until 2000-01. Similarly, performance standards for the California Mathematics Standards test were not set until 2001-02.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   3   Test   California English-Language Arts Standards Test (CST ELA)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	336.3	N/A	N/A		
% At or Above Basic	70	68	N/A		
% At or Above Proficient	39	44	N/A		
% At Advanced	15	14	N/A		
Number of students tested	137	106	129		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	26	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	54	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	52	52	N/A		
At or Above Proficient	20	28	N/A		
At Advanced	2	2	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	323.5	N/A	N/A		
% At or Above Basic	62	59	N/A		
% At or Above Proficient	34	30	N/A		
% At Advanced	11	9	N/A		

Performance standards scaled scores: Advanced => 402 Proficient 350-401 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   4   Test   California English-Language Arts Standards Test (CST ELA)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	353.1	N/A	N/A		
% At or Above Basic	88	82	N/A		
% At or Above Proficient	47	41	N/A		
% At Advanced	20	15	N/A		
Number of students tested	98	123	101		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	45	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	56	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	78	79	N/A		
At or Above Proficient	32	20	N/A		
At Advanced	7	2	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	332.8	N/A	N/A		
% At or Above Basic	71	66	N/A		
% At or Above Proficient	36	33	N/A		
% At Advanced	14	11	N/A		

Performance standards scaled scores: Advanced => 393 Proficient 350-392 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   5   Test   California English-Language Arts Standards Test (CST ELA)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	353.1	N/A	N/A		
% At or Above Basic	77	69	N/A		
% At or Above Proficient	39	40	N/A		
% At Advanced	14	10	N/A		
Number of students tested	132	106	97		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	30	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	54	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	71	57	N/A		
At or Above Proficient	27	17	N/A		
At Advanced	7	0	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	327.7	N/A	N/A		
% At or Above Basic	71	66	N/A		
% At or Above Proficient	31	28	N/A		
% At Advanced	9	7	N/A		

Performance standards scaled scores: Advanced => 395 Proficient 350-394 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   6   Test   California English-Language Arts Standards Test (CST ELA)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	329.5	N/A	N/A		
% At or Above Basic	72	70	N/A		
% At or Above Proficient	36	32	N/A		
% At Advanced	8	5	N/A		
Number of students tested	102	97	110		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	20	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	51	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	59	57	N/A		
At or Above Proficient	16	22	N/A		
At Advanced	0	2	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	323.0	N/A	N/A		
% At or Above Basic	66	67	N/A		
% At or Above Proficient	30	31	N/A		
% At Advanced	9	8	N/A		

Performance standards scaled scores: Advanced => 394 Proficient 350-393 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Grade   2   Test   California Mathematics Standards Test (CST Math)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	380.7	N/A	N/A		
% At or Above Basic	83	N/A	N/A		
% At or Above Proficient	66	N/A	N/A		
% At Advanced	30	N/A	N/A		
Number of students tested	104	130	101		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	62	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2 White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	79	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	71	N/A	N/A		
At or Above Proficient	57	N/A	N/A		
At Advanced	18	N/A	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	342.7	N/A	N/A		
% At or Above Basic	68	N/A	N/A		
% At or Above Proficient	43	N/A	N/A		
% At Advanced	16	N/A	N/A		

Performance standards scaled scores: Advanced => 414 Proficient 350-413 Basic 300-349

N/A – Data not available. N/S – Not a numerically significant subgroup.

**Note to Reader:** The English-Language Arts and Mathematics CST results displayed for all students and each subgroup for grades 2 through 6 for the years 2000-02 can be found at the following California Department of Education web site:

<<http://star.cde.ca.gov/star2002/report.asp?CDSCode=33672150006032536000&CL=1>>

<<http://www.eddataonline.com/CST2002/report.cfm?co=33&dist=67215&GroupLevel=1&GroupCat=1&groupYear=2002&GroupType=5>>. Then select All Students, Hispanic, White, African American, and NSLP (National School Lunch Program). While the California English-Language Arts Standards test was administered beginning in 1999-2000, the State Board of Education did not set performance standards until 2000-01. Similarly, performance standards for the California Mathematics Standards test were not set until 2001-02.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   3   Test   California Mathematics Standards Test (CST Math)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	345.0	N/A	N/A		
% At or Above Basic	67	N/A	N/A		
% At or Above Proficient	44	N/A	N/A		
% At Advanced	20	N/A	N/A		
Number of students tested	139	105	132		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	28	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	58	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	52	N/A	N/A		
At or Above Proficient	26	N/A	N/A		
At Advanced	8	N/A	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	331.6	N/A	N/A		
% At or Above Basic	65	N/A	N/A		
% At or Above Proficient	38	N/A	N/A		
% At Advanced	12	N/A	N/A		

Performance standards scaled scores: Advanced => 414 Proficient 350-413 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Grade   4   Test   California Mathematics Standards Test (CST Math)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	355.4	N/A	N/A		
% At or Above Basic	82	N/A	N/A		
% At or Above Proficient	44	N/A	N/A		
% At Advanced	26	N/A	N/A		
Number of students tested	102	124	103		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	47	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	54	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	74	N/A	N/A		
At or Above Proficient	24	N/A	N/A		
At Advanced	7	N/A	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	332.4	N/A	N/A		
% At or Above Basic	67	N/A	N/A		
% At or Above Proficient	37	N/A	N/A		
% At Advanced	13	N/A	N/A		

Performance standards scaled scores: Advanced => 401 Proficient 350-400 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   5   Test   California Mathematics Standards Test (CST Math)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	361.7	N/A	N/A		
% At or Above Basic	74	N/A	N/A		
% At or Above Proficient	57	N/A	N/A		
% At Advanced	21	N/A	N/A		
Number of students tested	132	112	101		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	45	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	70	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	68	N/A	N/A		
At or Above Proficient	44	N/A	N/A		
At Advanced	10	N/A	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	322.5	N/A	N/A		
% At or Above Basic	59	N/A	N/A		
% At or Above Proficient	29	N/A	N/A		
% At Advanced	7	N/A	N/A		

Performance standards scaled scores: Advanced => 430 Proficient 350-429 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Grade   6   Test   California Mathematics Standards Test (CST Math)  

Edition/publication year   2000   Publisher   California Department of Education  

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

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
TOTAL (MEAN SCALE SCORE)	337.2	N/A	N/A		
% At or Above Basic	66	N/A	N/A		
% At or Above Proficient	43	N/A	N/A		
% At Advanced	14	N/A	N/A		
Number of students tested	105	101	112		
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 (N=&gt;30 &amp; 15%)</b>					
1. Hispanic (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	26	N/A	N/A		
At Advanced	N/A	N/A	N/A		
2. White (specify subgroup)					
At or Above Basic	N/A	N/A	N/A		
At or Above Proficient	63	N/A	N/A		
At Advanced	N/A	N/A	N/A		
3. African American (specify subgroup)					
At or Above Basic	N/S	N/S	N/S		
At or Above Proficient	N/S	N/S	N/S		
At Advanced	N/S	N/S	N/S		
4. Low SES (NSLP) (specify subgroup)					
At or Above Basic	48	N/A	N/A		
At or Above Proficient	18	N/A	N/A		
At Advanced	3	N/A	N/A		
<b>STATE SCORES</b>					
TOTAL (MEAN SCALED SCORE)	328.3	N/A	N/A		
% At or Above Basic	62	N/A	N/A		
% At or Above Proficient	32	N/A	N/A		
% At Advanced	10	N/A	N/A		

Performance standards scaled scores: Advanced => 415 Proficient 350-414 Basic 300-349  
 N/A – Data not available. N/S – Not a numerically significant subgroup.