

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

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

Official School Name Monarch Grove Elementary School  
(As it should appear in the official records)

School Mailing Address 348 Los Osos Valley Road  
(If address is P.O. Box, also include street address)

Los Osos California 93402-3120  
City State Zip Code+4 (9 digits total)

Tel. ( 805 ) 534-2844 Fax ( 805 ) 528-5374

Website/URL www.fix.net/~monarch Email Jscoolis@slcUSD.org

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. Steven Ladd  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Luis Coastal Unified School District Tel. ( 805 ) 549-1334

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: \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_

## PART II - DEMOGRAPHIC DATA

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

Number of schools in the district:      \_\_10\_\_ Elementary schools  
   \_\_ 2\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_ 3\_\_ High schools  
  
   \_\_15\_\_ TOTAL

2. District Per Pupil Expenditure:            \_\_\_\_\_\$6,361.00\_\_\_\_\_

Average State Per Pupil Expenditure:      \_\_\_\_\_\$6,414.00\_\_\_\_\_

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. \_\_6\_\_ Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	29	27	56	7			
1	28	40	68	8			
2	31	28	59	9			
3	47	40	87	10			
4	28	33	61	11			
5	49	47	96	12			
6	32	35	67	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>494</b>

6. Racial/ethnic composition of the students in the school: 76.3% White  
1% Black or African American  
16.5% Hispanic or Latino  
5.8% Asian/Pacific Islander  
.2% American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year 8%

(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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	494
(5)	Subtotal in row (3) divided by total in row (4)	.1012
(6)	Amount in row (5) multiplied by 100	10.12

8. Limited English Proficient students in the school: 10.5%  
52 Total Number of Limited English Proficient

Proficient

Number of languages represented: 4

Specify languages:

9. Students eligible for free/reduced-priced meals: 22.6%

112 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: 6%  
30 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>22</u>	<u>    </u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>    </u>	<u>4</u>
Support staff	<u>3</u>	<u>6</u>
Total number	<u>27</u>	<u>25</u>

12. Student-“classroom teacher” ratio: 22.4:1

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

	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.22%	94.94%	94.99%	95.51%
Daily teacher attendance	96.8%	95%	94.5%	93%
Teacher turnover rate	4.2%	4.3%	.17%	9.5%
Student dropout rate	0	0	0	0
Student drop-off rate	0	0	0	0

## **PART III – SUMMARY**

Monarch Grove Elementary School, a National Blue Ribbon nominated school is located in Los Osos, California. To reach our school by automobile you must exit the U.S. 101 Freeway at Los Osos Valley Road and turn west. Within minutes you are beyond the outskirts of the city of San Luis Obispo. You meander through a verdant valley of colorful flowers, well tended rows of vegetables and acres of grazing land bordered by volcanic peaks on the right hand side and the radiant green Irish Hills on the left. After a ten-minute drive you enter Los Osos, a small town of about 15,000 residents. Monarch Grove Elementary School lies on the western edge of town nestled between majestic Montana De Oro State Park and the serenity of the Morro Bay Estuary. The campus is situated on an approximately six acre site in a beautiful setting, surrounded on two sides by towering eucalyptus trees that each spring attracts thousands of monarch butterflies, our migrating school mascot.

Immediately upon walking on campus you are struck by the friendly and open feeling of our school. You also notice how clean and well cared for the campus is; the dramatic colors of the marine life mural and of gardens in bloom. Entering the classrooms you again are struck by the happy and positive energy in these warm and engaging places of learning. The students are invariably on task and focused on their learning activities.

Since its inception, Monarch Grove has earned a reputation for providing a high quality educational experience in a warm and caring setting. Moreover, the staff is well known as a cohesive and caring group of teachers. The school is lead by a positive, upbeat and energetic leader, Dr. James Scoolis, and a dedicated, professional and highly trained staff of 25 teachers complements him. During the six years of Dr. Scoolis' leadership the campus has literally blossomed, not only because of the many gardens and murals, but also because of improvement in student achievement and schoolwide climate. The school's vision focuses on providing a well-balanced academically sound educational experience for children. Teachers and staff work in teams to ensure that all students are achieving at or above grade level standards or are making reasonable growth toward that goal. The curriculum is rigorous and based upon state and district approved content standards. The staff, community and parents collaborate to provide a safe learning environment that maximizes school and community interaction.

Student achievement as measured by standardized testing is well above the national average and exceeds the state standard for school performance. In addition, The State of California has established the Academic Performance Index (API) as one measure of school performance. The state has established a score of '800' as the school performance target. Fewer than 20% of school's statewide achieve this rigorous goal. A school's growth is measured by how well it moves toward or past that goal. Monarch Grove's API has increased in each of the past four years going from an API of '825' in 1999 to '856' the '876' and '877' in 2002 and in each of the past two years our API was the highest in our county for a K-6 school.

Since the inception of the school eleven years ago the student population has fluctuated between about 460 to 530 with a current enrollment of 505. The ethnic make-up of the school is approximately 24% minority groups, and 76% White Anglo-American. Of the 24% minority groups, 17% are Hispanic, 5% are Asian/Pacific Islander, and 1% is Black. About 12% of the students are identified as English Learners (EL).

Monarch Grove Elementary is a school of excellence because we have three crucial elements in place: 1) a talented and dedicated professional teaching staff 2) strong family and community support for our educational programs and 3) a beautiful and well maintained facility.

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

### **Public Schools**

#### ***I. a. Brief explanation of state tests***

The California Department of Education has mandated a Standardized Testing and Reporting (STAR) program which includes a nationally normed assessment as well as a criterion referenced assessment that is specific to the California content standards.

The Stanford Achievement Test (SAT-9) is a national normed standardized test given to all students in the district. Students in grades 2-6 are assessed for reading, language usage, mathematics and spelling skills. Results from the SAT-9 are reported as “percentiles” which compare student achievement of students at that grade level to students nationally.

The California Standards Tests (CST) is a criterion referenced test which is comprised of items that were developed specifically to assess students' performance on California's content standards in English language arts and mathematics. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The San Luis Coastal Unified School District likewise adopted the standards as the local curriculum. It is important to note that ‘California Standards’ Scores are reported in percent correct, NOT percentiles.

#### ***I. b. Description of students excluded from the testing program***

No students are excluded from the testing program by the school system, however, parents have the right to exclude their child from testing by submitting the request in writing to the school administration. This number is less than 1%.

#### ***I. c. If data is disaggregated, the reasons for the disparities***

The only statistically significant subgroup represented in our data is the ‘economically disadvantaged’ category for the 1998-99, 199-00 and 2000-01 school years as shown in the Stanford Achievement Test data for those years. The scores for this subgroup while well above national averages still lag behind the overall local school population by approximately five to ten percentile points in most instances. The staff has worked diligently to raise the student achievement of the ‘economically disadvantaged’ subgroup and while we have been successful in doing so, we are also simultaneously raising the achievement of the overall student population.

The ‘economically disadvantaged’ subgroup population has been significantly reduced in the 2001-02 school year. While we can not say why this has occurred with absolute certainty, we have also noted that housing prices in our area have dramatically risen by about 60% during the past three years.

### **Part IV-2. Use of Assessment Data**

A variety of assessments are utilized to inform instruction, measure student achievement and modify school programs. In addition to the STAR program our district utilizes local criterion referenced assessments. Teachers use this data to place students in flexible groupings to better address individual student needs.

In the summer prior to the start of the school year the school administration collects both norm referenced and criterion referenced student achievement data from the school prior years. This data is organized and provided to teachers in two ways. First, the data is organized according to the teacher’s prior year class list so that the teacher can reflect upon the instructional plans of the prior year. Second, the teacher’s new class list is matched with student achievement data in order to assist the teacher when planning for the effective implementation of curriculum and instruction in the upcoming school year. Teachers are provided paid time to meet with grade level partners to use this data and plan instruction for the year. The annual school improvement planning (SIP) process incorporates the analysis of data in order to target

budget expenditures and school processes in order to ensure continuous improvement.

**Part IV-3. Communicating Assessment Data**

The assessment data is presented to the school community in several formats and in multiple mediums. Group student achievement data is presented to parents in writing in the School Accountability Report Card, the school newsletter, the school website, the California Department of Education website, the school parent handbook and at an annual Parent Teacher Association (PTA) and School Site Council (SSC) meetings.

At the PTA and SSC meetings the school principal presents the data in writing and orally. Areas of improvement and strength are identified as well as any areas of needed improvement (if applicable). Parents are invited and included in the discussions and analysis of the data presented.

**Part IV-4. Plan for communicating success with other schools.**

Our plan for communicating our successes with other schools should we win the National Blue Ribbon award include presentations and the invitation for visitations in coordination with the local county offices of education in our local and neighboring counties. The State Department of Education also will serve as a liaison between schools receiving awards and schools who might benefit from information about our successful programs. We also plan to actively solicit local media via press releases and personal contacts in order to get the word out. In addition, our program descriptions are or will be posted on our school website.

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

### **I. Curriculum and Instruction**

The staff at Monarch Grove works very hard, individually and as a team, to provide a balanced comprehensive standards aligned curriculum in all subject areas. Teachers work in grade level teams to ensure that all curricular areas are carefully planned and articulated so that they are presented in ways that are meaningful to students. You can see one example of this level of dedication and effort if you visited our campus in August in the weeks prior to the start of school. Groups of teachers are collaborating in meetings to plan curriculum and instruction for the upcoming year. Their plans are based on an analysis of assessment data, a comprehensive review of the curriculum standards and an expert understanding of student's developmental characteristics.

Our core curriculum has been aligned with school, district and state standards and articulated across grade levels. This is accomplished within and across grade levels. For example, we have utilized several of our state funded 'buy back' professional development days for the express purpose of having teachers work in grade level teams to examine specific content standards in detail and share instructional strategies that can be used to meet those standards. In addition, every teacher participated in the 1999-2000 Program Quality Review (PQR) of mathematics. This comprehensive and exhaustive study of relied on student work to reflect what students were actually learning as measured against the mathematics standards. This review found many areas of commendation as well as several additional areas for improvement (i.e. schoolwide implementation of 'timed math fact tests' and common math vocabulary).

A variety of teaching modalities are utilized in every classroom. Teaching teams often plan instruction that allows children to access the curriculum thorough a variety of pathways. For example, in our fifth grade classrooms, historical simulations help students to learn content. Recently, students and parents "built" a life size model of the Mayflower out of sticks, strings, bed sheets and imagination. Students role-played actual historical figures. In a first grade classroom visual arts, spatial intelligence and language arts are combined to promote student literacy. Students are encourage to "picture" details of a story, draw them as a pre-writing activity and then compose multi-sentenced narratives. Our sixth grade teachers have designed comprehensive 'community service' projects requires students to plan, design, describe and implement projects which also integrate several content areas which bring benefit to the community as well as to the students.

Teachers continually work to enrich and extend student learning through extended group and individual projects. One method of creating extended learning opportunities is the field trip. All of our classes plan and take several field trips per year. For example, our fifth grade classes intensely studies our local watershed and supplements classroom instruction with a docent-led visit to our local estuary and mud flats. Our first grade classrooms augment their study of our local community with trips to local grocery stores and businesses. Teachers continually seek out appropriate materials and challenges for all students. For example, one fourth grade classroom downloads complex mathematics problems off of the Internet and submits solutions weekly. Sixth grade students select reading materials from a variety of genres with allowances made for individual reading abilities.

### **Part V-2. The Reading Program**

The Monarch Grove reading program is standards-based and professionally planned and delivered. The continuing emphasis for our staff is to use the grade-level content standards in language arts as a basis for instruction, assessment and evaluation of the Reading/Language Arts program in each grade. In addition, teachers utilize state and local assessments to individually address student.

In grades K-1 the instructional emphasis is on decoding (sounding out) words, developing sight word vocabulary and oral fluency. Our K-2 staff uses the Developmental Reading Assessment (DRA) to assess emerging literacy skill level. The DRA determines oral fluency according to 'levels.' Beginning in grade

2, instruction in reading and writing grows increasingly complex and students transition from reading short stories to longer pieces of literature (chapter books). Instruction emphasizes plot and character development, elements of story telling, literary devices as well as vocabulary development.

As students progress through the grades, reading instruction progressively focuses first on literal comprehension and then on inferential comprehension. As reading comprehension approaches adult levels of understanding and becomes more personal, students are guided to make connections from the text to their own experiences, to ask questions, to make predictions and to create analytical arguments based on the text.

Supporting students' independent reading efforts is another very important complement to our in-class instruction. Each K-2 classroom has a library 'leveled readers'. This program aligns text with student's assessed ability level. Students take these books home each day as 'homework' and, hopefully, share them with their families. Students progress upward through the levels to books of increasing complexity, and around second grade they transition to chapter books. After students pass the 'end of second grade level' of oral text reading, we transition them into 'chapter book' reading. A key tool in the phase of supporting independent reading is computer software called Accelerated Reader (AR). The AR program is used by classroom teachers in grades 2-6) and our librarians to ensure that students are reading books of appropriate challenge and, more importantly, comprehending the material. The AR software maintains a database of student achievement, which makes it very easy for teachers to keep track of what and how well students are reading independently. Our teachers have also had success using SRA McGraw Hill kits, individualized and sequential reading materials that reinforce many practical reading skills with students.

### **Part V-3. Writing**

Our writing curriculum is based upon the Language Arts content standards adopted by the State of California as well as our local school board. Through team planning, meeting and professional development activities we ensure that instruction is also articulated between grade levels. At each staff meeting during the 2001-02 school year, grade level teams presented the language arts standards for the grade level and samples of student work which meet those standards. Kindergarten students use 'journal' writing as the main mode expression. Novice writers may start with only a picture to tell their story. As student skill develops the will add 'word spaces', beginning letter sounds and by the end of the year whole words with some students writing in complete sentences. Our kindergartners delight in sharing journals with student in other classrooms, teachers and office staff. On any given day you can see our youngest students in groups of three or four entering the school office. In their littlest, most polite voice they will say, "Is this a good time to share with Dr. Scoolis?" Which, of course it always is. Our students in 1st grade students learn to write correct sentences and stories with beginnings, middles and ends. As students continue to progress through the 6th grade writing becomes increasingly more complex in sentence structure, format and expressiveness. Students learn to choose forms of writing that best suit intended purpose (e.g., letters, report, poems, narrative and review) and write multi-paragraph writing assignments in a variety of genres. Our staff also has created an articulated research skills continuum which describes both projects and skills to be taught at each grade level so that exiting sixth graders are able to create a high quality research project including 'works cited', title page, headings, outline etc.

### **Part V-4. Instructional Methods to Improve Learning**

For students who continue to have difficulties progressing in reading, our school utilizes K-4 Intensive Reading Tutors, certificated teachers to work with designated students, with funds provided by the state specifically for reading intervention programs. We also have been successful using the Reading Recovery Program intervention to ensure that every, or nearly every, child leaves first grade a reader.

A very successful intervention for students struggling in mathematics is the MathLab. Students attend a twice a week afterschool computerized tutoring session. The MathLab utilizes *MathSteps* software and is staffed with a certificated tutor. Assessment data has shown that students who participate in the program

improve their achievement levels by an average of eighteen percentile points!

Student success is also promoted in the after school Homework/Tutoring Clubs. These programs help students who need assistance in organizing and understanding daily assignments. For students who have Spanish as a primary language, this service is provided by a certificated bilingual instructor.

Teachers also work collaboratively with our Resource Specialist, English Learner specialist, school counselor, principal and parents in order to identify students needing extra assistance and to design support plans.

And still some students still need additional supports beyond what is normally provided in order to succeed. A school counselor is available on the school campus four days a week. The counselor provides on-site individual and group counseling services to students in the areas of friendship, self-esteem, divorce, anger management, grief, school phobia and study skills. Our school has also developed a comprehensive system of support that is centered on the Student Success Team (SST). At a SST meeting, many members of the school community come together to the strengths of each child who is referred and also to identify concerns and design remedies. Each child is unique; each set of circumstances is unique and each remedy is unique.

#### **Part V-5. Professional Development**

As a part of the annual planning process, staff completes a need assessment based upon student achievement data, parent survey and teacher's anecdotal reports. The staff directs the school management team and site council to plan professional development days on selected topics that are outside of the student instructional calendar. Three of these days are state supported 'buy back days' and additional days are supported from the school's discretionary budget. Additionally, bi-monthly staff meetings serve as a forum for professional development. For example, after attending a conference or workshop, a teacher will share the knowledge she has gained with her colleagues. Exceptional teaching techniques, student projects, and teacher-student accomplishments are also highlighted regularly at staff meetings. During the current year's focus on the teaching and learning of writing, teacher teams at each grade level present the grade level standards in language arts, samples of student work and effective teacher materials/strategies which meet those standards.

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**READING**

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

Grade: **2**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	88%	96%	
At or Above Proficient	72%	69%	
At Advanced	22%	33%	
Number of students tested	68	55	
Percent of total students tested	97%	92%	
Number of students excluded	0	1	
Percent of students excluded	0	2%	
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A	N/A	
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	88%	96%	
State Mean Score	73%	61%	
At or Above Proficient	72%	69%	
State Mean Score	32%	32%	
At Advanced	22%	33%	
State Mean Score	9%	10%	

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**MATHEMATICS**

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

Grade: **2**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	94%		
At or Above Proficient	78%		
At Advanced	36%		
Number of students tested	69		
Percent of total students tested	99%		
Number of students excluded	0		
Percent of students excluded			
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A		
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	94%		
State Mean Score	86%		
At or Above Proficient	78%		
State Mean Score	43%		
At Advanced	36%		
State Mean Score	16%		

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**READING**

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

Grade: **3**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	89%	95%	
At or Above Proficient	60%	63%	
At Advanced	19%	27%	
Number of students tested	58	73	
Percent of total students tested	98%	92%	
Number of students excluded	1	0	
Percent of students excluded	2%		
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A	N/A	
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	89%	95%	
State Mean Score	62%	59%	
At or Above Proficient	60%	63%	
State Mean Score	34%	30%	
At Advanced	19%	27%	
State Mean Score	11%	9%	

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**MATHEMATICS**

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

Grade: **3**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	86%		
At or Above Proficient	58%		
At Advanced	24%		
Number of students tested	58		
Percent of total students tested	98%		
Number of students excluded	1		
Percent of students excluded	2%		
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A		
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	86%		
State Mean Score	65%		
At or Above Proficient	58%		
State Mean Score	38%		
At Advanced	24%		
State Mean Score	12%		

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**READING**

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

Grade: **4**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	98%	93%	
At or Above Proficient	77%	76%	
At Advanced	35%	45%	
Number of students tested	71	71	
Percent of total students tested	91%	93%	
Number of students excluded			
Percent of students excluded			
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A	N/A	
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	98%	93%	
State Mean Score	71%	66%	
At or Above Proficient	77%	76%	
State Mean Score	36%	33%	
At Advanced	35%	45%	
State Mean Score	14%	11%	

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**MATHEMATICS**

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

Grade: **4**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	97%		
At or Above Proficient	78%		
At Advanced	41%		
Number of students tested	75		
Percent of total students tested	96%		
Number of students excluded			
Percent of students excluded			
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A		
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	97%		
State Mean Score	67%		
At or Above Proficient	78%		
State Mean Score	37%		
At Advanced	41%		
State Mean Score	13%		

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**READING**

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

Grade: **5**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	93%	97%	
At or Above Proficient	69%	61%	
At Advanced	25%	25%	
Number of students tested	71	73	
Percent of total students tested	97%	89%	
Number of students excluded		1	
Percent of students excluded		1%	
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A	N/A	
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	93%	97%	
State Mean Score	71%	66%	
At or Above Proficient	69%	61%	
State Mean Score	31%	28%	
At Advanced	25%	25%	
State Mean Score	9%	7%	

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**MATHEMATICS**

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

Grade: **5**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	89%		
At or Above Proficient	69%		
At Advanced	24%		
Number of students tested	71		
Percent of total students tested	97%		
Number of students excluded			
Percent of students excluded			
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A		
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	89%		
State Mean Score	59%		
At or Above Proficient	69%		
State Mean Score	29%		
At Advanced	24%		
State Mean Score	7%		

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**READING**

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

Grade: **6**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	94%	96%	
At or Above Proficient	70%	68%	
At Advanced	32%	23%	
Number of students tested	76	74	
Percent of total students tested	95%	94%	
Number of students excluded	1		
Percent of students excluded	1%		
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A	N/A	
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
<b>TOTAL</b>			
At or Above Basic	94%	96%	
State Mean Score	66%	67%	
At or Above Proficient	70%	68%	
State Mean Score	30%	31%	
At Advanced	32%	23%	
State Mean Score	9%	8%	

**STATE CRITERION-REFERENCED TESTS**  
**CALIFORNIA STANDARDS TEST**

**MATHEMATICS**

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

Grade: **6**

Test: **California Standards Test**

Edition/publication year: **N/A**

Publisher: **California Department of Education**

What groups were excluded from testing? **None** Why and how were they assessed? **N/A**

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. NOTE: Performance levels were first implemented in the 2000-01 for reading and in 2001-02 for mathematics.

	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May
<b>SCHOOL SCORES</b>			
TOTAL			
At or Above Basic	99%		
At or Above Proficient	83%		
At Advanced	48%		
Number of students tested	77		
Percent of total students tested	96%		
Number of students excluded	1		
Percent of students excluded	1%		
<b>SUBGROUP SCORES</b>			
1. (specify subgroup)	N/A		
At or Above Basic			
At or Above Proficient			
At Advanced			
<b>STATE SCORES</b>			
TOTAL			
At or Above Basic	99%		
State Mean Score	62%		
At or Above Proficient	83%		
State Mean Score	32%		
At Advanced	48%		
State Mean Score	10%		

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

**READING**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	83%	82%	84%	81%
Number of students tested	66	54	79	77
Percent of total students tested	94%	90%	99%	97%
Number of students excluded	0	1	1	1
Percent of students excluded	0	1%	1%	3%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	0	79%	69%
2.				
3.				
4.				
5.				

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	1999 - 1998
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**  
**MATHEMATICS**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	85%	85%	86%	76%
Number of students tested	68	53	79	77
Percent of total students tested	97%	88%	99%	97%
Number of students excluded	0	1	1	1
Percent of students excluded	0	1%	1%	1%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	0	79%	63%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
Total Score				
<b>STANDARD DEVIATIONS</b>				
Total Standard Division				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

**READING**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
<b>Testing month</b>	<b>May</b>	<b>May</b>	<b>May</b>	<b>May</b>
<b>SCHOOL SCORES</b>				
Total Score	76%	79%	77%	75%
Number of students tested	58	74	78	78
Percent of total students tested	98%	94%	98%	99%
Number of students excluded	1	0	1	1
Percent of students excluded	1.7%	0	1.2%	1.2%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	66%	59%	62%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**  
**MATHEMATICS**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	78%	84%	80%	69%
Number of students tested	58	73	79	78
Percent of total students tested	98%	92%	99%	99%
Number of students excluded	1	0	1	1
Percent of students excluded	1.6%	0	1.2%	1.2%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	75%	54%	56%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

**READING**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	83%	84%	83%	79%
Number of students tested	75	68	77	70
Percent of total students tested	96%	89%	97%	95%
Number of students excluded	1	0	0	1
Percent of students excluded	1.3%	0	0	1.4%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	82%	0	72%	68%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**  
**MATHEMATICS**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	86%	87%	75%	68%
Number of students tested	75	69	77	72
Percent of total students tested	96%	91%	97%	97%
Number of students excluded	1	0	0	1
Percent of students excluded	1.3%	0	0	1.4%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	83%	0	63%	64%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

**READING**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	77%	81%	74%	75%
Number of students tested	70	73	71	87
Percent of total students tested	96%	89%	95%	96%
Number of students excluded	0	1	0	4
Percent of students excluded	0	1.2%	0	4.4%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	67%	61%	58%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**  
**MATHEMATICS**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	86%	82%	64%	70%
Number of students tested	70	72	74	87
Percent of total students tested	96%	88%	99%	96%
Number of students excluded	0	1	0	4
Percent of students excluded	0	1.2%	0	4.4%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	0	55%	65%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

**READING**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	81%	76%	77%	71%
Number of students tested	77	73	84	62
Percent of total students tested	96%	92%	97%	95%
Number of students excluded	1	0	2	2
Percent of students excluded	1.2%	0	2.2%	3%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	56%	57%	72%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**  
**MATHEMATICS**

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:** SAT - 9

**Edition/publication year:** 1995

**Publisher:** Harcourt Brace Educational Measurement

**What groups were excluded from testing?** None

**Why and how were they assessed?** N/A

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

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Testing month	May	May	May	May
<b>SCHOOL SCORES</b>				
Total Score	92%	88%	86%	84%
Number of students tested	74	72	84	62
Percent of total students tested	93%	91%	97%	95%
Number of students excluded	1	0	2	2
Percent of students excluded	1.2%	0	2.2%	3%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantage	0	80%	75%	79%
2.				
3.				
4.				
5.				

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
<b>NATIONAL SCORES</b>				
<b>Total Score</b>				
<b>STANDARD DEVIATIONS</b>				
<b>Total Standard Division</b>				