

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

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

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

School Mailing Address 350 N. Victoria Ave. (If address is P.O. Box, also include street address)

Ventura CA 93003-2344 City State Zip Code+4 (9 digits total)

Tel. (805) 289-7971 Fax (805) 289-7970

Website/URL http://www.ventura.k12.ca.us/vusd/poinsettia.htm Email cdillon@vtusd.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

Name of Superintendent Dr. Trudy Arriaga (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ventura Unified School District Tel. (805)641-5000

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. John Walker (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:
- | | |
|----|---------------------|
| 17 | Elementary schools |
| 5 | Middle schools |
| 0 | Junior high schools |
| 9 | High schools |
| 31 | TOTAL |

2. District Per Pupil Expenditure: \$5,619
 Average State Per Pupil Expenditure: \$6,360

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. 2 Number of years the principal has been in her/his position at this school.
5 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	45	35	80		7			
1	38	47	85		8			
2	35	40	75		9			
3	52	31	83		10			
4	59	46	105		11			
5	45	46	90		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								518

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 75 | % White |
| 3 | % Black or African American |
| 18 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 12 %

(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.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	65
(4)	Total number of students in the school as of October 1	517
(5)	Subtotal in row (3) divided by total in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12.57

8. Limited English Proficient students in the school: 3.28 %
17 Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: Spanish, Cantonese, Farsi/Persian, Korean, Croatian (Serbian), Hindi, Urdu, German, Russian

9. Students eligible for free/reduced-priced meals: 15.44 %

80 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.

PART III - SUMMARY

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

Poinsettia Elementary School in Ventura, California has a mission to provide opportunities for every student to master high academic standards. Poinsettia staff and community strive to meet individual needs and facilitate the development of each child to his/her fullest potential. Poinsettia prepares students to make meaningful contributions in a democratic society.

Poinsettia is a close-knit community of 518 kindergarten through fifth grade students who are fortunate to come from well-educated middle to upper income neighborhoods. Our parents know that education is the currency of the future. Hence, the PTO spends nearly its entire \$56,000.00 on curriculum. This includes paying the salaries for a full-time librarian, music teacher, art teacher and P.E. instructor. Parents partner in Poinsettia's education process. Over 75% of our parents actively volunteer in areas including academic intervention, classroom assistance and teacher support. They aim to make the facilities and program worthy of our students through fundraising for special programs and a multitude of committees that work to make Poinsettia a more beautiful and hospitable place to learn and work. They collaborate with staff every step of the way. Parents have a voice in the School Site Council and in a multitude of PTO committees that interface with Poinsettia. Where there is a voice, there is a choice.

It is said that no one stands taller than when he bends down to help a child in need. Poinsettia towers higher than the nearby mountain foothills by supporting programs for at risk and special needs students. These successful and effective programs intervene to hoist all students to heights of proficiency, thus leaving no child behind. We believe every student is capable of performing at or above his/her grade level expectations in both standardized testing and classroom performance. Interventions are readily implemented to close the achievement gap when a student's performance slips below grade level. Poinsettia's School Plan describes an evaluation system to check that all students are meeting the Ventura Unified School District's (VUSD) Standards of Student Expectations in Language Arts and in Mathematics. We weave the cloth tightly to blanket all children with a durable education.

Smart and efficient describes Poinsettia's staff. An effective team effort targets measurable goals to ensure steady increases to reach our goal of 100% proficiency. Performance data is analyzed yearly and teachers meet weekly by grade level to collaborate and fine-tune teaching strategies. Cross grade level articulation has streamlined standards acquisition. Tenacity and consistency create the scaffold for students to reach high academic achievement.

As we work toward our goals, we do not forget that we are also responsible for helping our students to "make a life" as well as "make a living". We sing, dance and create with our students. The content of our character continues to be a priority as we help our students grow into good neighbors, kind individuals and caring human beings. A safe school at Poinsettia means connectedness and belonging--ensuring that every child is validated, respected and acknowledged.

PART IV -- INDICATORS OF ACADEMIC SUCCESS

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of the application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the test can easily understand them.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's in interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain and disparity among subgroups.**
- b. Specify which groups, if any, are excluded from at test, the reasons for the exclusion, as well as the numbers and percentage of students excluded. Describe how these students are assessed.**
- c. Attach all test data to the end of this application and continue to number the pages consecutively.**

Poinsettia's assessment results climbed considerably in the past three years. Standards based curriculum hoisted up already commendable standardized achievement scores across the grade levels.

In comparison to the state of California, Poinsettia rocks. In the final fifth grade year, a summary of every Poinsettia teacher's effort, we trump the average state of California average scores by close to 100% at every level of Math. California, 7% advanced, Poinsettia more than doubles that at 16%. California, 29% proficient, again Poinsettia more than doubles that at 71%. California 59% basic, Poinsettia scores 91%. The story is the same for Language Arts. The advanced scores show that Poinsettia nearly triples California's 9% with 23%. Poinsettia more than doubles California's score of 29% proficient with 63% proficient. California reports 71% at or above basic and Poinsettia 99%.

School-wide scores are impressive. In Language Arts, California reports 33.25% proficient in comparison to 66.5% of our students. In Math, the numbers are 36.7% for California and 74.2% Poinsettia.

Math scores for the school indicate that over 34% of the student body grades 2nd-5th, performs at an advanced level, over 74% perform at or above proficient and 91% of the entire school performs at a basic level or above. Not counting the 8.8% of the students in SDC only 0.2% of the student body have not yet achieved basic mastery in Math. Language Arts scores for the school indicate that over 27% of the student body, grades 2nd-5th perform at an advanced level, over 66% perform at or above proficient and over 90% of the entire school performs at a basic level or above.

Scores reflect the effectiveness of intervention programs in closing the achievement gap. At second grade, 84% perform at basic or above in Language Arts but by 5th grade that number climbs to 99%. At second grade, 83% perform at basic or above in Mathematics and again by 5th grade that number is 91%. We continue to work towards closing the achievement gap for all students including those with identified learning disabilities and delays.

Poinsettia has no statistically significant subgroups, however 23.3% receive special education services that are designed to meet the educational needs of students with learning disabilities, autism or developmental delays in the least restrictive environment that supports their learning. Included in that 23%, 8.8% are enrolled in Poinsettia's Special Day Classes (SDC) that service the entire district. What makes Poinsettia special is that we integrate these students into general education classrooms through full inclusion, academic rotations and partial day integration. With the advent of standards based curriculum and NCLB, all students are tested at grade level to ensure full access to opportunities to meet the standards. Parents are informed of their child's performance in relation to the grade level standards. Our goal is to ensure that no child is left behind including students with special needs.

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

Poinsettia uses assessment data as the guiding force in developing effective and successful programs that close the achievement gap and improve student and school performance. California Standards Test (CST) and California STAR 9 assessment data are used to identify areas of strength and weakness. At the beginning of the year, teachers and administrators use assessment data to develop grade level and school-wide goals to improve academic performance that falls at or below the 25th percentile on the STR 9. By using backwards mapping, as developed by Drs. Wiggins, McTighe and Reeves in Understanding by Design, teachers are able to identify key standards to be met and build articulation between grade levels. Progress toward our goals is carefully monitored throughout the year using a variety of criterion-referenced assessments that are analyzed by teachers at weekly grade level meetings. To ensure that no child is left behind, our Student Study Team (SST) develops an individualized plan to address the needs of students who are not meeting grade level standards. Specific services and interventions are provided including: academic tutoring, resource services (RSP), counseling, mentoring, Speech & Language Services, parent involvement and summer school. Individual student progress is monitored and communicated through assessments, conferences, and the standards based report card.

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

Poinsettia communicates student performance, including assessment data, to parents, students and the community by utilizing modes ranging from slick technology to old-fashioned parent conferences. Zangle, a Student Information System (SIS) that is approved by the state and federal government for NCLB reporting requirements, empowers parents and teachers by providing direct access to the VUSD database. Qualified staff and parents easily obtain detailed web profiles presenting a disaggregated view of each student that includes everything from a comprehensive blend of all-previous standards based assessments, to academic grade cards, attendance history, accolades and interventions. Zangle has the resources to compare individual student performance to the rest of the class, state or nation. The district web site provides a rich source of information and links to Academic Performance Index (API) scores and Poinsettia's own home page that lists and links teachers' e-mail addresses. In addition, standardized test results are mailed home to parents, and standards based student report cards are hand delivered during parent conferences. A monthly newsletter, the local newspaper and the street marquee provide opportunities to inform the public and publicize school events. In addition these mediums can also be used as a forum to publish student work and achievement.

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

Poinsettia's success can be boiled down to effective teamwork. We look forward to creating a forum to share our successes. Fall 2003 we will host our inaugural "Best Practices Day." Our colleagues from the region will be invited to join us for an overview of our "Site Plan for Success." It will include a tour of different levels of interventions utilized to close the achievement gap, opportunities to observe effective instructional practices and a welcome mat to grade level and across grade levels meetings designed to ensure articulation across the curriculum and grade levels. We will demonstrate how we use performance data to chart the course and how measurable goals provide the checkpoints along the way.

Poinsettia culture encourages support amongst colleagues. Annually, close to 20 student teachers or observers, representing six universities, intern at Poinsettia. A swarm of secondary students volunteer in most classrooms. Success breeds success. Teachers naturally share not only their enthusiasm but also specific strategies and lessons that have worked in their own classrooms. Poinsettia teachers currently share lesson plans over the Internet and will also post lessons on the web site. One of our teachers is a contributing author to the California Writing Project's book on best practices.

PART V – CURRICULUM AND INSTRUCTION

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

Poinsettia’s curriculum is based on the State Frame Work and our district goals and content standards. It encompasses all subject areas in an integrated approach. Our curriculum reflects our commitment and mission to ensure that all students are engaged, challenged and have a variety of opportunities to learn and demonstrate success. All students are engaged at their level of instruction and closely monitored for adequate progress. This includes intervention curriculum for reading and math, Gifted and Talented Education (GATE) and English Language Development. Poinsettia aims to present curriculum that is challenging to all students, meaning centered, and relevant to each child’s life. Current research is incorporated into the "best practices" that is believed to best support student learning.

The entire Poinsettia community is committed to teaching all students to develop skills that will help them to learn and to think on their own. Standards-based curriculum is the staple of all teaching. Each lesson is taught with integrated learning strategies. Students are made well versed in the learning goals before and after the lesson. Poinsettia prides itself on well-balanced curriculum covering the Language Arts and Math standards.

In order to meet rigorous state and district literacy, students are immersed in a richly literate environment. Because students in upper grades must read in order to learn, we make sure that every primary student learns to read in a balanced literacy program. All grade levels incorporate reading, listening, speaking and writing skills across the curriculum. In every classroom, you will find a balance between skill development, application and higher order thinking.

Poinsettia’s curriculum is balanced, comprehensive and designed for equal access. A broad spectrum of instructional strategies bridges the needs of less successful learners in order to close the achievement gap. Students in need of intervention in reading or math receive additional instructional time from our intervention teacher. After meeting with the classroom teachers, she works with students in small groups to reinforce classroom skills. After school homework clubs are offered. These are generally designed for a particular subject area, typically reading or math, where again the classroom teacher can give additional attention and instruction. Summer school is another option for students to boost up skills in order to reach proficiency. Curriculum development at Poinsettia is an on-going stream of ideas, theories and current research. Everyone involved with Poinsettia takes a hand in the selection of curriculum development. Parents, teachers and community members are involved in the planning by means of a variety of meetings such as Parent Teacher Organization (PTO), School Site Council, leadership teams and community forums. Our highly supportive PTO spends the majority of its budget on staffing a music teacher, a physical education teacher, our school librarian and a computer lab.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Poinsettia implements Harcourt Brace’s Signature reading program. We chose the program because it offers a collection of high-quality children’s literature. Reading selections represent not only a variety of genres and styles but also the pluralistic nature of our society. Meaningful thematic units encourage students to relate the readings to each other, to other content areas and to their own life experiences. The program serves as the springboard for instruction in skills and strategies that will help students develop into fluent, life-long readers and articulate effective communicators. Cross-curricular content supports comprehensive development of reading, writing, listening, speaking and thinking skills.

This program was chosen through collaboration between the district and individual schools. It was piloted in our school and followed up with teacher and parent input. Ultimately the decision was made at the district level, with other teachers in our district, the Parent Advisory Committee and our school board.

Our Language Arts program is the core of our school’s instructional program through which our students are encouraged, instructed and motivated to become lifelong readers, writers, speakers and

listeners. The modeling, instruction and motivation of effective decoding, fluency, and comprehension skills are addressed across the curriculum. This program is effectively and successfully helping all students reach proficiency in Language Arts.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

As our mission statement states, Poinsettia is dedicated to programs that support the academic success of every student in order to prepare them to make meaningful contributions to the community and society. To meet this goal, we recognize that students must possess superior mathematical skills that include strong computational skills, coupled with the divergent problem solving and critical thinking skills required for success in academia, science, technology and business. Our math curriculum was carefully selected through a collaborative process that included input from teachers, administrators, district specialists, Parent Advisory Committee and VUSD School Board. Along with being clearly aligned with state standards, the Harcourt-Brace Math and Dale Seymour Investigations programs provided ongoing imbedded assessments and a differentiated curriculum to ensure the success of every student. The Harcourt-Brace Math curriculum also includes strategies and lessons that address the specific needs of our ELD students with special needs, as well as advanced learners. Teachers meet weekly within their grade level and biannually across grade levels to evaluate assessment data, share best practices, and articulate key grade level standards. These key standards are communicated to students before each lesson and to parents with weekly math assessments and daily homework. Parents and students can also log onto Harcourt-Brace's website to download math activities and investigate help topics that support the standards being taught in class.

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

At Poinsettia, teachers use a variety of research based instructional methods to improve student learning. In a continuing effort to meet the needs of all students, several learning methods are provided. These include small flexible groups, whole group, individual instruction, peer and cross-age tutoring; and parent volunteers, working with students on specific skills and concepts. Specialists provide interactive content instruction in music, science, computers and Physical Education.

The needs of our English Language Learner are constantly being addressed. Our CLAD teachers utilize many instructional techniques while following the ELD standards. The program primarily is the structured immersion or SDAIE. Students work in cooperative groups with preview and review, vocabulary development (concrete and explicit), and graphic organizers.

We employ various learning modalities and provide students with multiple points of entry to the curriculum. Spiraling, a learning theory that advocates a systematic approach to learning, mastery and review is consistently used throughout the curriculum and the grade levels. Teachers adapt learning contexts to challenge and extend the skills of advanced learners. All of these efforts contribute to our staff's determination to encourage all of our students to be "life long learners."

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

Poinsettia's staff development program was developed using the research-based principles of effective teamwork, measurable goals and utilization of performance data as outlined in Results by Schmoker (1996). Focused collaboration and teamwork is key to the development of specific short and long-term measurable goals that improve student performance. Weekly grade level meetings and staff in-service days focus on disaggregating achievement data to find information that helps us shape decisions and focus instruction. For example, one year we used information from the Grade 4 California English Language Arts Standards Test Writing Component scores to develop objectives and implement a school-wide plan to improve writing skills. All teachers were trained in the "Show Not Tell" writing program,

and upper grade teachers participated in the South Coast Writing Project (SCWRIP). Evidence of effectiveness and improved student performance was found in both district writing assessment scores and the subsequent state writing assessment scores.

Poinsettia's Technology Team meets regularly to develop staff technology training opportunities that will have the most impact on student success and achievement. Technology proficiency standards for students and teachers are aligned to support state academic standards. All teachers are trained in and make use of VUSD's Zangle program, which provides parents access to their child's academic progress and assessment data.

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 2 Language

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with tests such as the Brigance Test of Developmental Levels and the Boehm Test of Basic Concepts - state approved alternate test .

Number excluded 1 Percent excluded 1

Second grade Language Arts areas of focus include phonemic awareness, decoding, vocabulary development, grammar, word analysis and literary response analysis have specific strands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills and strategies specified in the Language Arts standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 22% at Advanced, 64% scored at or above Proficient and 84% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 2 Language Arts

CALIFORNIA STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading (Language Arts or English) and Mathematics
See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE	365.1				
At or Above Basic	84 %				
At or Above Proficient	64%				
At Advanced	22%				
Number of students tested	65	84	67		
Percent of total students tested	93%	88%	85%		
Number of students excluded	1	1	11		
Percent of students excluded	1%	1%	14%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	63%	61%			
State Mean Score scaled score	324.1	584	**		
At or Above Proficient	32%	32%			
State Mean Score			**		
At Advanced	9%	10%			
State Mean Score			**		

See chart #1 See chart #2

Chart #1

School Scores 2000-2001

% Scoring above 75th percentile - 66%

% Scoring above 50th percentile - 84%

% Scoring above 25th percentile - 95%

Chart #2

School Scores 1999-2000

Average No. Correct/ No. Possible

57.2/75

State Scores 1999-2000

Average No. Correct/No. Possible

43.3/75

**State does not give state mean scores

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 2 Math

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s which stated alternate testing or no state testing, students were tested with test such as the Brigance test of Developmental Levels and Boehm Test of Basic Concepts - state approved alternate test.

Number excluded 1 Percent excluded 1

Second grade Math areas of focus include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Math standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 46% at Advanced, 70% scored at or above Proficient and 83% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 2 Math

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE	365.1				
At or Above Basic	83 %				
At or Above Proficient	70%				
At Advanced	46%				
Number of students tested	65	90	79		
Percent of total students tested	93%	94%	86%		
Number of students excluded	1	1	11		
Percent of students excluded	1%	1%	14%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	68%	61%			
State Mean Score scaled score	342.7	**	**		
At or Above Proficient	43%	32%			
State Mean Score	**	**	**		
At Advanced	16%	10%			
State Mean Score	**	**	**		

See chart #1 See chart#2 below

Chart#1

School Scores 2000-2001 Average No. Correct/No. Possible
50.8/65

State Scores 2000-2001 Average No. Correct/No. Possible
42.6/65

Chart #2

School Scores 1999-2000 Average No. Correct/ No. Possible
49.8/65

State Scores 199-2000 Average No. Correct/No. Possible
38.1/65

**State does not give state mean score

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 3 Language

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with tests such as the Brigance Test of Developmental Levels and the Boehm Test of Basic Concepts - state approved alternate test.

Number excluded 2 Percent excluded 2

Third grade Language Arts areas of focus include phonemic awareness, decoding, vocabulary development, grammar, word analysis and literary response analysis have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Language Arts standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 22% at Advanced, 64% scored at or above Proficient and 84% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 3 Language Arts

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	84 %	96%			
At or Above Proficient	64%	70%			
At Advanced	22%	28%			
Number of students tested	86	65	75		
Percent of total students tested	89%	79%	87%		
Number of students excluded	2	3	11		
Percent of students excluded	2%	3%	137		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	62%	59%			
State Mean Score scaled score	323.5	**	**		
At or Above Proficient	34%	30%			
State Mean Score	**	**	**		
At Advanced	11%	9%			
State Mean Score	**	**	**		

See chart below

School Scores 1999-2000 Average No. Correct/ No. Possible
54.3/75

State Scores 1999-2000 Average No. Correct/No. Possible
42.9/75

**State does not give state mean scores

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 3 Math

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with test such as Brigance Test of Developmental Levels and the Boehm Test of Basic Concepts - state approved alternate test.

Number excluded 2 Percent excluded 2

Third grade Math areas of focus include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Math standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 37% at Advanced, 85% scored at or above Proficient and 100% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 3 Math

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	100 %				
At or Above Proficient	85%				
At Advanced	37%				
Number of students tested	86	69	78		
Percent of total students tested	90%	84%	90%		
Number of students excluded	2	3	11		
Percent of students excluded	2%	3%	13%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	45%				
State Mean Score scaled score	331.6	**	**		
At or Above Proficient	38%				
State Mean Score		**	**		
At Advanced	12%				
State Mean Score		**	**		

See chart # 1 See chart #2 below

Chart #1

School Scores 2000-2001 Average No. Correct/No. Possible
51.4/65

State Scores 2000-2001 Average No. Correct/No. Possible
42.2/65

Chart #2

School Scores 1999-2000 Average No. Correct/No. Possible
43.4/65

State Scores 1999-2000 Average No. Correct/No. Possible
36.7/65

**State does not give state mean scores

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 4 Language

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with test such as the Brigance Test of Developmental Levels and the Boehm Test of Basic Concepts- state approved alternate test.

Number excluded 4

Percent excluded 5

Fourth grade Language Arts areas of focus include phonemic awareness, decoding, vocabulary development, grammar, word analysis and literary response analysis have specific strands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills and strategies in the Language Arts standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 43% at Advanced, 75% scored at or above Proficient and 96% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 4 Language

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	96%	95%			
At or Above Proficient	75%	67%			
At Advanced	43%	21%			
Number of students tested	76	80	86		
Percent of total students tested	90%	78%	89%		
Number of students excluded	4	3	10		
Percent of students excluded	5%	3%	10%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	71%	66%			
State Mean Score scaled score	**	**	**		
At or Above Proficient	36%	33%			
State Mean Score	**	**	**		
At Advanced	14%	11%			
State Mean Score	**	**	**		

See chart below

School Scores 1999-2000 Average No. Correct/No. Possible
61.9/90

State Scores 1999-2000 Average No. Correct/No. Possible
46.9/90

**State does not give state mean score

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 4 Math

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with tests such as Brigance Test of Developmental Levels and the Boehm Test of Basic Concepts- state approved alternate tests.

Number excluded 4

Percent excluded 5

Fourth grade Math areas of focus include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning that have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Math standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 39% at Advanced, 71% scored at or above Proficient and 90% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 4 Math

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	90%				
At or Above Proficient	71%				
At Advanced	39%				
Number of students tested	77	86	97		
Percent of total students tested	92%	83%	88%		
Number of students excluded	4	3	10		
Percent of students excluded	5%	3%	10%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	67%				
State Mean Score scaled score	**	**	**		
At or Above Proficient	37%				
State Mean Score	**	**	**		
At Advanced	13%				
State Mean Score	**	**	**		

See chart #1 See chart #2 below

Chart #1

School Scores 2000-2001 Average No. Correct/No. Possible
45.0/65

State Scores 2000-2001 Average No. Correct/No. Possible
39.3/65

Chart #2

School Scores 1999-2000 Average No. Correct/No. Possible
42.1/65

State Scores 1999-2000 Average No. Correct/No. Possible
35.1/65

**State does not give state mean score

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 5 Language

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with tests such as Brigance Test of Developmental Levels, Boehm Test of Basic Concepts- state approved alternate test.

Number excluded 3 Percent excluded 3

Fifth grade Language Arts areas of focus include phonemic awareness, decoding, vocabulary development, grammar, word analysis and literary response have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Language Arts standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 23% at Advanced, 63% scored at or above Proficient and 99% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 5 Language

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	99%	99%			
At or Above Proficient	63%	64%			
At Advanced	23%	23%			
Number of students tested	86	91	85		
Percent of total students tested	87%	86%	88%		
Number of students excluded	3	2	11		
Percent of students excluded	3%	1%	11%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	71%	66%			
State Mean Score scaled score	**	**	**		
At or Above Proficient	31%	28%			
State Mean Score	**	**	**		
At Advanced	9%	7%			
State Mean Score	**	**	**		

See chart below

School Scores 1999-2000 Average No. Correct/No. Possible
66.0/90

State Scores 1999-2000 Average No. Correct/No. Possible
47.2/90

**State does not give state mean score

CALIFORNIA STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Grade 5 Math

Test California Content Standard Scores

Edition/publication yr Spring 2002 Publisher/Contact Educational Testing Services/Calif. Dept. of Ed.

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s

which stated alternate testing or no state testing, students were tested with tests such as Brigance Test of Developmental Levels, and Boehm Test of Basic Concepts- state approved alternate test.

Number excluded 3 Percent excluded 3

Fifth grade Math areas of focus include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning that have specific substrands which pinpoint skills. The standards serve as benchmarks to gauge what students should master at designated points. The mastery standards represent what students should be proficient at in regards to knowledge, skills, and strategies specified in the Math standards by the end of the year.

The percentage of advanced, proficient and basic represents the number of students in the group whose scores met or exceeded this performance standard. The scores show 16% at Advanced, 71% scored at or above Proficient and 91% scored at or above Basic. A Performance Standard is the set of content standards, which have been adopted by the state of California. A basic score indicates that the student can meet the standard but the skills are still developing. A proficient score indicates that the student meets the standards consistently. An advanced score indicates that the student mastered the standards and fluently applies them.

Grade 5 Math

CALIFORNIA STATE CRITERION-REFERENCED TESTS

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

See chart below

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April					
SCHOOL SCORES					
TOTAL SCHOOL MEAN SCORE					
At or Above Basic	91%				
At or Above Proficient	71%				
At Advanced	16%				
Number of students tested	86	92	84%		
Percent of total students tested	87%	87%	86%		
Number of students excluded	3	2	11		
Percent of students excluded	3%	1%	11%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	59%				
State Mean Score scaled score					
At or Above Proficient	29%				
State Mean Score					
At Advanced	7%				
State Mean Score					

See chart #1 below See chart #2 below

Chart #1

School Scores 2000-2001 Average No. Correct/No. Possible
45.7/65

States Scores 2000-2001 Average No. Correct/No. Possible
34.6/65

Chart #2

School Scores 1999-2000 Average No. Correct/No. Possible
39.6/65

State Scores 1999-2000 Average No. Correct/No. Possible
28.6/65

**State does not give state mean score

STANFORD ACHIEVEMENT 9 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 Language Test Stanford Achievement 9

Edition/publication year 9 Form T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s, which stated alternate testing, were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	84%	83%	79%	80%	74%
Number of students tested	62	86	68	74	69
Percent of total students tested	89%	90%	86%		
Number of students excluded	1	1	11		
Percent of students excluded	1 %	1%	14%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Math Test Stanford Achievement 9

Edition/publication year 9 Form T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s which stated alternate testing were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	89%	86%	82%	75%	69%
Number of students tested	61	85	68	77	79
Percent of total students tested	87%	89%	86%		
Number of students excluded	1	1	11		
Percent of students excluded	1%	1%	14% %		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Language Test Stanford Achievement 9

Edition/publication year 9 Form T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s which stated alternate testing were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCHOOL SCORES					
Total Score	81%	80%	71%	72%	70%
Number of students tested	86	66	77	83	74
Percent of total students tested	90	80%	89%		
Number of students excluded	2	3	11		
Percent of students excluded	2%	4%	13%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Math Test Stanford Achievement 9

Edition/publication year 9 Form-T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s, which stated alternate testing, were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	89%	86%	74%	84%	62%
Number of students tested	85	68	79	84	76
Percent of total students tested	89%	83%	92%		
Number of students excluded	2	3	11		
Percent of students excluded	2%	3%	13%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANDFORD ACHIEVEMENT 9ASSESSMENTS
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 Language Test Stanford Achievement 9

Edition/publication year 9 Form-T Publisher Harcourt- Brace

What groups were excluded from testing? Why, and how were they assessed? Students with EIPs/504s, which stated alternate testing, were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	81%	80%	74%	75%	71%
Number of students tested	77	82	88	76	85
Percent of total students tested	92%	80%	90		
Number of students excluded	4	3	10		
Percent of students excluded	5%	3%	10%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Math Test Stanford Achievement 9

Edition/publication year 9 Form-T Publisher Harcourt- Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s, which stated alternate testing with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state, approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	87%	72%	70%	66%	52%
Number of students tested	76	83	89	76	84
Percent of total students tested	90%	81%	91%		
Number of students excluded	4	3	10		
Percent of students excluded	5%	3	10%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Language Test Stanford Achievement 9

Edition/publication year 9 Form-T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPs/504s, which stated alternate testing, were tested with tests such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	84%	77%	80%	75%	75%
Number of students tested	83	91	79	97	93
Percent of total students tested	84%	86%	81%		
Number of students excluded	3	2	11		
Percent of students excluded	3%	2	11%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

STANFORD ACHIEVEMENT 9 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 Math Test Stanford Achievement 9

Edition/publication year 9 Form-T Publisher Harcourt-Brace

What groups were excluded from testing? Why, and how were they assessed? Students with IEPS/504s, which stated alternate testing, were tested with test such as Brigance Test of Developmental Levels and Boehm Test of Basic Concepts- state approved alternate tests.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	85%	86%	86%	76%	68%
Number of students tested	83	90	79	97	93
Percent of total students tested	84%	85%	81%		
Number of students excluded	3	2	11		
Percent of students excluded	3	2	11%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
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.

Not Available

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					