U.S. Department of Education November 2002

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

Name of Principals Mr. David Vegas (elementary), Mr. Thomas Nare (middle), Mr. Martin Frendt (high)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Village Christian Schools
(As it should appear in the official records)

School Mailing Address 8930 Village Avenue
(If address is P.O. Box, also include street address)

Sun Valley California 91352-2129
City State Zip Code+4 (9 digits total)

Tel. (818) 767-8382 Fax (818) 768-2006

Website/URL www.villagechrisitan.org Email raye@villagechristian.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.

_____ Date_____
(Principal's Signature)

_____ Date_____
(Principal's Signature)

_____ Date_____
(Principal's Signature)

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

Name of Superintendent Dr. Ronald Sipus
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Village Christian Schools Tel. (818) 767-8382

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gary Correll (Board Officer)
(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_____
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
_____ Middle schools
_____ Junior high schools
_____ High schools

_____ TOTAL

2. District Per Pupil Expenditure: _____

Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

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

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

4. 11 Number of years the superintendent (head of school) 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*	57	52	**109**		**7**	82	102	**184**
1	52	49	**101**		**8**	71	86	**157**
2	66	64	**130**		**9**	76	83	**159**
3	56	63	**119**		**10**	75	74	**149**
4	68	73	**141**		**11**	70	68	**138**
5	82	60	**142**		**12**	54	80	**134**
6	63	78	**141**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					**1804**

* "K" totals include pre-kindergarten students (12 male and 7 female)

6. Racial/ethnic composition of the students in the school:

69% White
1.7% Black or African American
14% Hispanic or Latino
8% Asian/Pacific Islander
0.3% American Indian/Alaskan Native
7 % Other

100% Total

7. Student turnover, or mobility rate, during the past year: 4.20%

(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 ***to*** the school after October 1 until the end of the year.	30
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	48
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	1855
(5)	Subtotal in row (3) divided by total in row (4)	0.042049
(6)	Amount in row (5) multiplied by 100	4.20%

8. Limited English Proficient students in the school: 0%

0 Total Number Limited English Proficient

Number of languages represented: NA
Specify languages: NA

Note: We do not identify LEP students; all students take the same educational program.

9. Students eligible for free/reduced-priced meals: 0%

0 Total Number Students Who Qualify

In a recent parent survey (October, 2001), 4% of our parents reported family incomes of $25,000 or less. This is our only estimation of the poverty level of our students.

10. Students receiving special education services: 1.94%
35 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	__2_Other Health Impaired
____Deaf-Blindness	_28_Specific Learning Disability
__1_Hearing Impairment	__2_Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	__2_Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___14__	___0____
Classroom teachers	___79__	___0____
Special resource teachers/specialists	____7__	___11___
Paraprofessionals	___10__	___10___
Support staff	___67__	___36___
Total number	__177__	___57___

12. Student-"classroom teacher" ratio: 22.8:1

13. Show the attendance patterns of teachers and students. Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.26%	96.24%	*	*	*
Daily teacher attendance	95.7%	96.5%	95.7%	96.3%	96.9%
Teacher turnover rate	5.7%	7.1%	14%	9.5%	10.5%
Student dropout rate	2.5%	3.6%	3.0%	*	*
Student drop-off rate	-40%	-28%	-9%	+8%	*

*Data unavailable

Drop off rate was calculated by subtracting the number of students who left the school for all reasons (including graduation) from the number of students who entered the school in a given year. The school has been going through a period of declining enrollment in the elementary school. Therefore, the graduating classes have been larger than the in-coming kindergarten classes. This accounts for the recent high drop-off rates. Last year, there was only a net drop of 18 students during the school year, but the graduating class was 135 and the number of new students was only 109.

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	135
Enrolled in a 4-year college or university	62 %
Enrolled in a community college	34 %
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	4 %
Total	100 %

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.

Village Christian Schools, in Sun Valley, California, is a kindergarten through twelfth grade school that was founded in 1949. Village Christian is one of the largest kindergarten through twelfth grade Christian schools in the country. From its inception, the guiding purpose of the school was to serve as an outreach to the local community by providing a quality Christian education at an affordable price. In keeping with its unique vision, Village Christian Schools accepts students of all faiths and belief systems. In addition to teaching a rigorous core curriculum, the faculty embeds the teaching of values and character qualities in all subject areas and grade levels.

The stated mission of Village Christian is to provide a well-rounded program that encourages students to develop to the fullest the spiritual, intellectual, aesthetic, physical, and social gifts given them. To develop spiritual gifts, students have the opportunity to participate in leading chapels, peer "accountability" groups, community service through their Bible classes, and serving on mission teams in Mexico. Intellectually, students can grow by taking courses appropriate for their ability level, from a two-year algebra course up to honors and advanced placement courses. To develop aesthetic gifts, Village Christian offers a complete range of courses and extracurricular activities in the arts, which includes drama, band, strings, vocal music, dance, drawing, painting, pottery, sculpture, and web design. Students participate in physical education and a variety of intramural and interscholastic sports are available after school. Social skills are developed through collaborative learning, presentations, and participation in the wide variety of extra-curricular activities that are available. Village Christian Schools offers students every opportunity to excel in academic studies, athletic competition, and social growth.

In addition to providing a well-rounded program, it is the philosophy of the school to stress practical application. The faculty and staff work to prepare the student for their futures, whatever that might be. Throughout the curriculum, the skills that are essential for career as well as academic success are developed. The vast majority of Village graduates go on to college, but after that, most will seek employment. While some students will attend highly selective colleges, like Stanford or MIT, most VCS graduates will attend state universities and colleges. The educational program at Village Christian Schools is flexible and diverse enough to accommodate students with future plans that run the gamut from straight to career to highly selective universities leading to advanced degrees. In all cases, the desired outcome of a Village Christian education is that students will become productive citizens.

Village Christian is located in a picturesque canyon that nestles up against the edge of the San Fernando Valley in Los Angeles, California. The elementary, middle, and high schools all share one campus, with a principal administering each school. All three principals report directly to the Superintendent. In order to better serve its diverse clientele, the school provides transportation services, child care, a tutoring center, food service (including before and after school), a fine arts academy, and full summer programs. The school is blessed with a dedicated and versatile faculty and staff, visionary leadership, a vibrant and diverse student body, supportive and enthusiastic parents, and a beautiful campus.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade.

Village Christian Schools uses the Stanford Achievement Test, version 9. Approximately 75% of Village Christian Schools students take the SAT and/or the ACT, so only Stanford scores are reported.

   a. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

Up to this point, Village Christian Schools has not disaggregated data for any sub-groups on standardized tests. The only subgroup that is statistically significant is the "Hispanic" subgroup (12% of the student population). The disaggregating for this application was done by producing a list of current students who had identified themselves as "Hispanic" in their application forms and then matching test data from the past three years to each name. Cohort averages were obtained and that was the source of the data for this study. In some grade levels and tests, there is either some improvement by this subgroup, or at least a level pattern of scores. The same is true when age cohorts are examined. In some cases (approximately 22% of test data points), the performance of the sub-group is similar to the student body average as a whole. However, in some cases, there is either marked dropping of scores or scores that are significantly below the general student population (approximately 78% of test data points). This is a phenomenon that bears further study and the identification of this discrepancy is a major positive outcome that resulted from this application process.

While the overall disaggregated data results are far from ideal from the school's perspective, it is interesting to note that the Village Christian "Hispanic" subgroup scored significantly higher than the average Los Angeles County public school student who was identified as **"English only and Fluent English Proficient."** It is also worth noting that the average number of Hispanic students in each grade level was approximately 17 students (16.83). This indicates a fairly small population size that is subject to the statistical swings of outliers. In fact, for each grade level, the standard deviation was typically (53% of the time) in the 20-percentile range. The smallest deviation was 15.3 percentile points. This indicates that there is a great deal of variation in the test scores. This is supported by the observation that 89% of the Hispanic median scores exceeded the Hispanic mean scores. This indicates samples that are skewed towards the high end with low outliers pulling down the mean. In fact, the Hispanic median exceeded the overall school mean 25% of the time. The lowest achieving students are obvious starting points in the school's attempt to explain and correct the underperformance by this sub-group.

   b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

No groups were purposely excluded from taking the tests or from the scoring of the tests. If students were absent on one or more of the testing days, the school did not typically schedule a test make-up session. This accounts for the cases where less than 100% of a class was tested in a given year.

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

Village Christian Schools uses standardized assessment data in a variety of ways to analyze and improve the instructional program.

In the elementary school, grade level teachers meet each fall with the item analysis forms from the previous year's testing. The teachers identify strengths and weaknesses and then develop plans to target specific areas for improvement. Elementary teachers have half-day in-service times approximately every six weeks for team planning. It is during these meetings that teachers can develop interventions to improve the specific areas that they identified at the beginning of the year.

Each fall, in the secondary school (middle and high schools), the curriculum director prepares a "State of the School" presentation that summarizes Stanford Achievement, Advanced Placement, Scholastic Aptitude, and college placement exam data from the previous year. The placement exam data includes the California State University's "English Proficiency Test" and "Entry Level Math" exams. Typically, this presentation serves as a precursor to subject area department discussions concerning areas of strength and weakness. Through this year's discussions, a need to focus on writing across the curriculum was identified. A cross-curricular group of teachers was formed to undertake an action research project to identify what steps the school could take to improve writing across the curriculum.

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

Village Christian Schools sends Stanford Achievement Test data to all families in the form of a student report. The high school guidance department communicates PSAT results to students and parents during an evening parents meeting. The school posts its achievement test data on its website. For each grade level, a graph is posted which shows the average national percentile rank for each major subtest on the Stanford Achievement Test. With each graph, a link is provided which leads to the California Department of Education site, which provides comparison data by school, district, and county for every public school in the state. The school also publishes information about its testing program and results in the "Village Voice," a quarterly newsletter that goes to all current families and all alumni.

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

One primary avenue by which Village Christian Schools shares it successes with other schools is through the Association of Christian Schools International (ACSI). Several Village Christian programs have been described and submitted to ACSI for recognition in its publications. The Parent Education Program, Math Peer Tutoring Program and the Skills Block Program (now called Action Research) were all recognized by ASCI as outstanding programs. In addition, VCS faculty and administrators routinely serve as workshop leaders at the Southern California regional ACSI convention.

Another way in which the school shares its success is through the school website. As mentioned previously, the school posts its achievement test data on the website. A great deal of other specific information about the school and its program is also posted on the website. One document that is on the website is the Village Christian Schools Disaster Management Plan. It has come to the school's attention that several other schools are using this plan as a model for their own plans. In general, Village Christian Schools has a culture of openness and a willingness to share that contributes to this exchange of information.

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.

Village Christian Schools is accredited by the Western Association of Schools and Colleges (WASC). The accreditation process requires a self-study that must meet the following five parameters: involvement and collaboration of stakeholders, clarification of the school's purpose and expected schoolwide learning results (ESLRs), assessment of the student program with respect to specific criteria and the ESLRs, development of action plans to address identified growth needs, and an accountability system for monitoring the accomplishment of the action plans. The current term of accreditation for Village Christian Schools is six years without a mid-term revisit; this is the highest term of accreditation WASC grants. This demonstrates that all five parameters of the self-study were met in an exemplary way and that Village Christian Schools actively engages all students in a challenging, coherent and relevant curriculum.

In the elementary school, the core curriculum consists of language arts (reading, English, and spelling), mathematics, social studies, science, and Bible. All students also take vocal music and physical education. Older students may take instrumental music, either band or strings instruments. In the middle school, the core curriculum consists of language arts (English), mathematics, social studies, science/ computer science, Bible, and physical education. Students choose two semesters of electives each year from music (choir, band, strings), drama, speech, art, ceramics, foods, sewing, drafting, computer-assisted drafting, yearbook, creative writing, and Spanish. In language arts, mathematics, social studies, and science, the school uses the California State Content Standards as a starting point in developing the curriculum.

In the high school, the minimum graduation requirements are four years of English and Bible, three years of mathematics and social studies, two years of science and physical education, one semester of health, one semester of computer/career, and one year of foreign language (Spanish is the only language currently offered) or fine arts. The majority of Village students take a course of study that will make them eligible for the University of California; this includes an additional year of science and two additional years of foreign language.

As part of the accreditation process, the school has collaboratively developed five expected school wide learning results (ESLRs). The ESLRs represent the major, global objectives the school wants all students to achieve prior to graduation. All curriculum, instruction, and assessment are continually examined to insure that student achievement of the ESLRs will occur. The expected schoolwide learning results for Village Christian Schools are:

a. Each student will be encouraged to develop a personal relationship with Jesus Christ. This is very difficult to measure in an educational sense, but it is central to the core mission of the school
b. Each student will be able to describe a Biblically based relationship with Jesus Christ. Again, this is central to the school's mission and is accomplished primarily through daily Bible classes.
c. Each student will acquire a basic core of knowledge and skills that are foundational to academic success. The school defines "core of knowledge" as the type of knowledge that is typically defined in state standards and assessed through standardized tests; it is considered the minimum achievement. "Core skills" are defined as reading, writing and problem solving.
d. Each student will demonstrate personal responsibility. It is a goal of the school to produce productive citizens and responsibility is a major component of that goal.
e. Students will demonstrate courtesy and respect toward all individuals. As members of a democracy, the school wants its students to be respectful of diversity.

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.

Village Christian Schools uses the Spalding language arts curriculum. The school selected this curriculum for several reasons. First, the instructional method is multi-sensory, so it is effective with all types of learning modalities. Second, the method is research based. The Spalding method was originally based on clear research and the Spalding Foundation continues to gather data and to update the curriculum in response to research findings. Thirdly, the method is primarily phonics based. The school implemented the Spalding program as a clear alternative to the whole language curriculum that was prevalent in California public schools at the time of implementation. Fourth, the program is extremely systematic. Students receive instruction in phonograms, spelling rules, and grammar rules. These are all standard throughout the elementary school. Finally, through this program, student performance data is regularly collected in the area of reading comprehension. This data is centrally tabulated and individual student performance is closely monitored. Monthly and yearly progress is measured and recorded. Through the extensive student data collected, teachers are able to individualize instruction to ensure that all students are improving in reading.

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

Like many secondary schools, Village Christian Schools uses a literature approach to English. In each grade level, systematic instruction in grammar and writing mechanics occurs. Students read from increasing more challenging complete works and anthologies while learning literary analysis. However, the school considers the teaching of reading, writing, and problem solving the mission of all teachers.

In the fall of this year, the secondary faculty, as a whole, performed an item analysis of the PSAT results from last year. The faculty also considered the results from the English placement exam given by the California State University. Since the Cal State system is the most common destination of Village graduates, this is an important exam. The number of students that are scoring at a "proficient" level was seen as too low. After examining these results, the faculty concluded that improving writing needs to be a focus across the curriculum this year.

Teachers examined their methods and expectations and adjusted both to increase the quality and quantity of writing that the students produce. Some of the specific steps taken were fairly simple, such as counting off points for misspelled words, even in classes besides English! Other interventions were more sophisticated, such as the addition of new major research papers into the curriculum. The focus of these efforts was not directed specifically at those students who are below grade level, but at raising the writing proficiency of all students. An interdisciplinary team of teachers formed to perform action research on the topic of writing across the curriculum and to produce a school-wide writing handbook. The response of the faculty in this situation demonstrates the data-driven and collaborative culture of the faculty.

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.

A curricular strength of the school is its math curriculum. In general, Village Christian School students perform at higher levels in math than on other subtests on the Stanford Achievement Test. This was not always the case. About ten years ago, even a cursory glance at test data revealed weaknesses in student math performance. The faculty undertook an annual item analysis of test results. Specific weaknesses were identified, interventions planned, and results monitored. The process repeated as test scores rose. The school adopted new math textbooks. A series was adopted largely because it was challenging and provided an appropriate mixture of drill with application questions. Many elementary teachers struggled with the more rigorous curriculum, but hard work and perseverance led to raised test scores. The entire process was a textbook example of how to use achievement test data to improve student learning. An

important piece of the process was the development of a peer math-tutoring program. High school and eighth grade students were trained as math tutors. The school monitored the placement of these tutors with younger students. The growth of both the tutor and the tutored were positive outcomes of this program,

It was also identified that a weakness of the math curriculum was that too few seniors took math courses. In 1999-00, 29% of seniors did not have a math course. The school added a statistics class to the curriculum. This highly practical class is foundational to many college majors and includes about half of the senior class. This year, only 8% of seniors are not taking math. Many of these students would have been satisfied to not take a math class if statistics had not been added. The school also added a two-year algebra program to help those students who work at a slower pace meet the state algebra requirement. These students have the opportunity to be successful in this important gateway class and can continue on to advanced math. The Cal State Entry Level Math exam results validate the quality of the Village math program. In a four-year study, Village students typically outperform students from local schools similar in size and mission to Village. The process of data analysis, targeted interventions, and support for all students are typically of Village Christian.

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

During the self-study process the school undertook as part of the Western Association of Schools and Colleges (WASC) accreditation, the school took an in-depth look at curriculum, instruction, and assessment. It was discovered that a wide variety of "traditional" and "alternative" instructional and assessment methods were used. Instructional methods that were observed include: lecture/note-taking, hands-on activities, collaborative learning, research and presentations, field trips, service projects, discussions, and project based learning,

This year, the school is completing its midterm progress report for WASC. A major undertaking in this process is the development of a plan to measure student achievement of the expected schoolwide learning results (ESLRs). Each teacher is documenting two or three major assessments that will serve as benchmark assessments. Each assessment requires students to produce work indicative of achievement of the ESLRs for that course. Part of the documentation includes types of multiple intelligence and types of learning modalities that are addressed through the assessment. Through this process, the school is demonstrating that a wide variety of assessment styles (and by extension, a wide variety of instructional methods) are being used and that a wide variety of student learning styles are being addressed. In addition, through the examination of actual student work on these assessments, classroom teachers are able to assess to what extent students are achieving the ESLRs. This will lead to improvement of instructional methods so that all students achieve at high levels.

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

In recent years, the focus of the school's professional development program has been on providing time for teachers to collaborate. Elementary teachers receive a half-day of release time every six weeks for planning as a grade level. During this time, teachers develop instructional units with assessments designed to address identified learning needs in their students. This time is highly productive and leads to measures that directly influence students. In the secondary schools, a large portion of each pupil free day (this year there were four) is devoted to team planning in content area departments. Typically, this time is centered on certain themes. This year, the themes included writing across the curriculum, addressing the needs of learning disabled students, and why students don't succeed. The school also attends the regional ASCI conference every other year and individual teachers attend a variety of workshops and conferences on topics that are important to improving student achievement in their particular areas.

In addition to providing in-service release time for teachers, the school has instituted a voluntary program called "Action Research." The program has been in existence for five years, under the previous name of the "Skills Block" program. In this program, teachers typically work in collaborative groups to research specific questions. Teachers receive a stipend upon completion of their research. All action research projects involve literature searches, gathering data on student learning, and some product or result that demonstrates growth on the part of the teacher. This year, research questions that are being answered include: How do we improve writing across the curriculum? How effective is our Bible program? What is the best way to mentor new teachers? How effective is our Spanish curriculum? Over eighty percent of our teachers have signed up to work on these and other action research questions. The school is confident that this aspect of staff development will have a powerful impact on student achievement and will work to strengthen the collaborative culture of the school.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): Association of Christian Schools International (ACSI)
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X____
No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$5,162 K	$5,162 1st	$5,162 2nd	$5,162 3rd	$5,162 4th	$5,162 5th
$5,162 6th	$5,162 7th	$5,162 8th	$5,162 9th	$5,162 10th	$5,162 11th
$5,162 12th	$5,536 Other—Junior Kindergarten				

2. What is the educational cost per student? $6,207
   (School budget divided by enrollment)

3. What is the average financial aid per student? $254

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 33%

STANDARDIZED TEST DATA

Grade Kindergarten Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	82	80	80
Number of students tested	95	130	128
Percent of total students tested	98%	98%	98%
Number of students excluded	2	2	2
Percent of students excluded	2%	1.5%	1.6%
SUBGROUP SCORES			
1. Hispanic (specify subgroup)	73	84	74

Grade Kindergarten Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	76	72	69
Number of students tested	96	130	128
Percent of total students tested	99%	98%	100%
Number of students excluded	1	2	0
Percent of students excluded	1%	1.5%	0%
SUBGROUP SCORES			
1.Hispanic (specify subgroup)	65	78	55

STANDARDIZED TEST DATA

Grade First Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	84	84	77
Number of students tested	126	130	150
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Hispanic_____(specify subgroup)	72	76	75

Grade First Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	83	84	78
Number of students tested	127	130	150
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	72	74	74

STANDARDIZED TEST DATA

Grade Second Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	81	82	81
Number of students tested	122	143	145
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	69	78	73

Grade Second Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	87	86	89
Number of students tested	122	143	145
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	78	82	75

STANDARDIZED TEST DATA

Grade Third Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	73	72	64
Number of students tested	143	131	149
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Hispanic (specify subgroup)	69	65	59

Grade Third Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	81	83	76
Number of students tested	143	131	149
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1.Hispanic (specify subgroup)	73	67	70

STANDARDIZED TEST DATA

Grade Fourth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	75	70	67
Number of students tested	133	139	131
Percent of total students tested	98%	99%	99%
Number of students excluded	2	1	1
Percent of students excluded	1.5%	0.7%	0.7%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	66	64	60

Grade Fourth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	83	72	76
Number of students tested	134	139	131
Percent of total students tested	99%	99%	99%
Number of students excluded	1	1	1
Percent of students excluded	0.7%	0.7%	0.7%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	72	70	71

STANDARDIZED TEST DATA

Grade Fifth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	72	77	73
Number of students tested	142	149	151
Percent of total students tested	100%	99%	100%
Number of students excluded	0	1	0
Percent of students excluded	0%	0.6%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	72	70	66

Grade Fifth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	April	March
SCHOOL SCORES			
Total Score	76	81	77
Number of students tested	140	149	151
Percent of total students tested	99%	99%	100%
Number of students excluded	2	1	0
Percent of students excluded	1.4%	0.6%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	69	68	64

STANDARDIZED TEST DATA

Grade Sixth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	75	72	74
Number of students tested	153	141	148
Percent of total students tested	98%	99%	100%
Number of students excluded	3	1	0
Percent of students excluded	1.9%	0.7%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	67	66	67

Grade Sixth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	77	71	77
Number of students tested	153	141	148
Percent of total students tested	98%	99%	100%
Number of students excluded	3	1	0
Percent of students excluded	1.9%	0.7%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	68	62	63

STANDARDIZED TEST DATA

Grade Seventh Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	70	70	71
Number of students tested	157	168	159
Percent of total students tested	99%	100%	100%
Number of students excluded	2	0	0
Percent of students excluded	1.2%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	61	59	60

Grade Seventh Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	74	79	72
Number of students tested	158	168	159
Percent of total students tested	99%	100%	100%
Number of students excluded	1	0	0
Percent of students excluded	0.6%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	58	67	66

STANDARDIZED TEST DATA

Grade Eighth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	71	72	71
Number of students tested	163	158	161
Percent of total students tested	98%	100%	100%
Number of students excluded	3	0	0
Percent of students excluded	1.8%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	63	64	69

Grade Eighth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	77	76	83
Number of students tested	163	158	161
Percent of total students tested	98%	100%	100%
Number of students excluded	3	0	0
Percent of students excluded	1.8%	0%	0%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	68	69	77

STANDARDIZED TEST DATA

Grade Ninth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	65	66	68
Number of students tested	158	164	149
Percent of total students tested	99%	100%	99%
Number of students excluded	2	0	1
Percent of students excluded	1.2%	0%	0.6%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	56	61	64

Grade Ninth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	83	84	84
Number of students tested	157	164	149
Percent of total students tested	98%	100%	99%
Number of students excluded	3	0	1
Percent of students excluded	1.9%	0%	0.6%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	71	75	82

STANDARDIZED TEST DATA

Grade Tenth Test Stanford Achievement Test—Reading

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	70	71	70
Number of students tested	142	136	142
Percent of total students tested	97%	100%	97%
Number of students excluded	5	0	5
Percent of students excluded	3.4%	0%	3.4%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	59	69	*

*Data Unavailable

Grade Tenth Test Stanford Achievement Test—Mathematics

Edition/publication year SAT 9 ('95 norms) Publisher Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. If students were absent during all or part of testing, they did not have complete results.

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

	2001-2002	2000-2001	1999-2000
Testing month	April	March	March
SCHOOL SCORES			
Total Score	80	77	80
Number of students tested	142	136	142
Percent of total students tested	97%	100%	97%
Number of students excluded	5	0	5
Percent of students excluded	3.4%	0%	3.4%
SUBGROUP SCORES			
1.Hispanic_____(specify subgroup)	70	68	*

*Data Unavailable