

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

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

Official School Name Joseph Rodman West Elementary School (As it should appear in the official records)

School Mailing Address 1338 Farragut Street, N.W. (If address is P.O. Box, also include street address)

Washington, DC 20011-6908 City State Zip Code+4 (9 digits total)

Tel. (202) 576-6226 Fax (202) 541-3809

Website/URL www.k12.dc.us Email Richard.Bachman@k12.dc.us

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

(Principal's Signature) Date

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

Name of Superintendent Dr. Paul L. Vance (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District of Columbia Public Schools Tel. (202) 442-5885

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 Ms. Peggy Cooper – Cafritz (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:
- |            |                     |
|------------|---------------------|
| <u>106</u> | Elementary schools  |
| <u>11</u>  | Middle schools      |
| <u>9</u>   | Junior high schools |
| <u>20</u>  | High schools        |
| <u>146</u> | TOTAL               |

2. District Per Pupil Expenditure: **\$10,477.00**
- Average State Per Pupil Expenditure: **\$10,477.00**

**SCHOOL** (To be completed by all schools)

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

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

4. 7 Number of years the principal has been in her/his position at this school.

N/A 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
UN	2	1	3	7			N/A
PK	8	16	24	8			N/A
K	15	22	37	9			N/A
1	16	23	39	10			N/A
2	14	16	30	11			N/A
3	24	28	52	12			N/A
4	21	16	37	Other			
5	24	20	44				
6	14	30	44				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>310</b>

6. Racial/ethnic composition of the students in the school:
- |                                   |
|-----------------------------------|
| 0% White                          |
| 75% Black or African American     |
| 24% Hispanic or Latino            |
| 1% Asian/Pacific Islander         |
| 0% American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 0%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>10</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>10</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>20</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>310</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>0.0645</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>6.450</b>

8. Limited English Proficient students in the school: **20%**  
61 Total Number Limited English Proficient  
 Number of languages represented: 4  
 Specify languages: English, Haitian Creole, Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 73%  
224 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>22</u>	_____
Special Resource teachers/specialists	<u>11</u>	_____
Paraprofessionals	<u>5</u>	_____
Support staff	<u>5</u>	_____
Total number	<u>44</u>	_____

12. Student-“classroom teacher” ratio: 1:18

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<b>95%</b>	<b>93.4%</b>	<b>95.3%</b>	<b>94.5%</b>	<b>93.9%</b>
Daily teacher attendance	<b>99%</b>	<b>98%</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>
Teacher turnover rate	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
Student dropout rate	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Student drop-off rate	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

## **PART III – SUMMARY**

Joseph Rodman West Elementary School, located at 1338 Farragut Street, Northwest, Washington, D.C., is an open space facility, with a small pupil-teacher ratio in all grade levels. Instructional areas known as learning centers support for faculty cooperation and teamwork in the delivery of appropriate educational services to a diverse population.

West Elementary School has an enrollment of 310 students, pre-kindergarten through sixth grade, and provides academic instruction in the core subjects as well as second language (ESL) and Special Education. Commencing with pre-kindergarten, the needs of our ESL and Special Education students are addressed, utilizing a full inclusion model. In addition to instruction in core curriculum subjects, students receive instruction in music, art, physical education, library skills and computer applications. Sixty percent of the students participate in non-athletic and athletic activities including the intramural program.

Our mission is to provide our students with a strong foundation for future academic, social, and emotional success in a child-centered environment. We believe that each learner brings a unique set of skills and knowledge to the school setting, and that these gifts must be cherished and developed; therefore, our work is guided by the following principles:

- All students can learn and achieve with instruction that addresses individual learning styles and employees multiple modalities.
- All students are expected to meet or exceed age-appropriate standards of proficiency.
- All students learn best when they are actively involved in the learning process.
- All students are accountable for the infusion of the *Values Code* and application of peer mediation skills into their daily interactions.

We infuse and augment the DCPS standards-based curriculum with technology and enrichment activities designed to meet the needs of all students. Technology is incorporated into daily instruction through the following programs and instructional software:

- Writing Reading Instructional Technology Lab (W.R.I.T.)
- *Kid Biz* (student news formatted program)
- Tutorials: *Auto Skills Lab*, *Failure Free Reading and Math*, *Fast For Word*
- Assessments: *Light Span - Edutest*

Our students have access to the Internet and upon promotion are able to utilize applications such as Power Point, word processing, and accessing information. West students are able to demonstrate written and oral communication skills, analyze, calculate, and solve problems.

Our certified staff works collaboratively and cooperatively to develop and implement programs that enable our students to achieve at optimal levels. West's teachers are constantly seeking to enhance their skills by staying abreast of the current trends in education, pursuing higher education, as well as planning, brokering and executing staff development activities.

Under the principal's visionary leadership and in collaboration with teachers and parents, West has demonstrated steady growth in academic performance. Over the last five years, our SAT-9 test data indicates *proficient* and *advanced* performance standards have shown a steady increase while performance in basic and below basic have significantly decreased. Consequently, the promotion rate has increased from 95 to 96.8%, while the retention rate has decreased from 5 to 3.1%. Academic excellence is expected, supported and rewarded.

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

1. In keeping with West Elementary School's goal of providing all students with a strong foundation for future academic success, we have demonstrated dramatic growth in overall student achievement. As measured on the *Stanford 9 (SAT-9) Standardized Achievement Test*, significant growth has been demonstrated over a five-year period. The number of students scoring in the lowest performance levels, *below basic* and *basic*, has dropped dramatically over the past five years. In School Year 1997-1998, 73% of West students scored *below basic* or *basic* on the SAT-9 in reading, and 61% scored *below basic* or *basic* in mathematics. During the past school year, a very significant change in student academic performance can be seen in both reading and mathematics. In spring, 2002, 32% of our students scored *below basic* or *basic* in reading, and 35% of our students scored *below basic* or *basic* in Mathematics. It must also be noted that approximately 73% of our students are eligible for free and reduced price lunches.

Coupled with the significant drop in the percentages of students scoring in the lowest categories of *below basic* and *basic*, additional evidence of increased student growth can be noted. There is also a significant increase in the percentages of students scoring in the highest two performance levels, *proficient* and *advanced* in both reading and mathematics. In School Year 1997-1998, only 27% of West's students scored *proficient* or *advanced* in reading. For the same school year, 39% of students scored in these higher achievement categories in mathematics. During the past school years, significant numbers of students moved into the *proficient* and *advanced* categories, with 67% of the students scoring *proficient* or *advanced* in reading. In mathematics, 64% of West students scored in the higher performance ranges.

Steady gains are evidenced over a five-year period in the SAT-9 mean reading scores throughout all assessed grade levels. For School Year 1997-1998, the first grade mean reading score was 43. For the spring 2002 SAT-9 testing, the reading mean score increased by 15 points and was measured at 58. For the sixth grade class in School Year 1997-1998, the mean reading score was 48. In the spring of school year 2002, the SAT-9 mean reading score for sixth grade was 60, demonstrating a significant gain of twelve points.

SAT-9 scaled scores for the last five years also show steady upward growth across the grades in both reading and math. Total school averages also show strong growth. In school year 1997-1998, West's total scaled scores were 608.55 in reading and 607.54 in math. In spring of school year 2001-2002, the scaled scores in reading and math climbed to 635.75 and 640.56, respectively, showing a significant average gain of 30 points over this period.

The SAT-9 test is administered to all first through sixth graders with the exception of two categories of students: students receiving special education instruction, whose IEP's prohibit their participation in standardized assessment, and students identified as non-English proficient (NEP). In school year 2001-2002, nine (2%) West students were exempt from SAT-9 testing, including one student receiving special education services and eight NEP students. Academic performance and growth for both special education and NEP students not participating in SAT-9 testing is monitored through the use of portfolio assessment in a variety of skill areas.

The Hispanic population at West has grown to 24%. Of the thirty-six Hispanic students tested via the SAT-9 in spring 2002, 66% scored *proficient and advanced* in reading compared to 65% of the overall school population. In mathematics, 77% of the Hispanic students scored *proficient and advanced* compared to 72% of the overall school population. For further detail reference appendices A and B.

2. West Elementary School is committed to improving student performance. A variety of assessment methods are used to identify students' strengths and weaknesses and to determine and implement effective strategies and programs to strengthen the instructional and learning processes. Some of our programs and strategies that have been successfully implemented are:

- *Stanford 9 Standardized Achievement Test*, administered in spring, assesses students' strengths and weaknesses. Test results are analyzed and utilized to plan and prioritize instruction, and to determine staffing needs.
- *EPES Testing Inc. Practice Tests*, adopted curriculum pre-tests, and teacher-generated assessments are predictors for planning instruction.
- Core curriculum and alternative assessments (portfolios, matrices, IEP's, LAS) are reviewed, linked, re-administered for individual academic success and incorporated within our inclusion models.
- Reading and mathematics benchmark tests are used to assess the effectiveness of skill mastery, ensuring alignment with the D. C. Public Schools' pacing charts. Special subject teacher-designed rubrics are aligned with interdisciplinary subject standards.
- Positive interpersonal skills are reinforced through our *Values First* and *Peer Mediation* strategies that facilitate the provision of a compatible atmosphere for teaching and learning.
- West conducts routine, periodic programmatic evaluations to inform instructional practices, staff performance, student outcomes and resource needs.

**3.** West School utilizes a number of effective strategies to dialogue with parents, students and our community:

- We maintain parent-teacher contact through student agendas, monthly *Home-School Connection* newsletters and daily flyers.
- Phone Master, our school's message board, and our school district's website are utilized to provide notification of school and system-wide events, advisory parent-teacher conference dates and parent oriented meetings.
- Teachers conduct formal/informal conferences with their students and parents to keep them apprised of their academic performance and on going progress.
- Back-to-School Night is held to inform parents and the community about meeting our instructional targets, attained academic goals, identification of our strengths and weaknesses, outlook for the school year, and interpretation of current test data.
- We provide translators and written communiqués to our ELL parents throughout the school year.
- Our Parent Center is used for parent workshops, standardized test interpretation meetings, ELL parent support meetings, and middle school selection information for 6th grade parents.
- Intervention plans are developed for low performing students by teachers and are supported by parents.
- Computer Assisted Technology provides parents with a monthly profile of the skills mastered in math and reading. Technology is used to provide teachers with a weakness/strength profile of the skills to be mastered by each student.
- Portfolio assessments, advisory reports, *Auto-Skills and Light Span* self-assessment tools provide students with immediate feedback to monitor their mastery of skills in math and reading.
- *Academic Performance Database System (APDS)* provides public access to test score summaries and performance level data by school, division or citywide using a number of demographic factors. (*See Appendix B.*)

**4.** On receipt of the Blue Ribbon recognition, our plan for communicating our successes and lessons learned with other schools would include the following:

- Hold invitational site visits for each division in DCPS to allow for observation of best practices and avail staff for sharing and demonstrating application of successful educational strategies.
- Host Assistant Superintendents' divisional meetings for observation and visitation.
- Create displays including video presentations for the Superintendents' Conference and District of Columbia Public Schools' Enrollment Fair.

- Utilize the DCPS Office of Communications and Public Engagement for information dissemination.
- Utilize our effective network of community resources that would advocate on behalf of West Elementary School.
- Continue the current customer friendly “Open Door” policy for those who might benefit from on-site visitations in a recognized *Blue Ribbon* school that serves as a model of excellence in our district.
- Market our Blue Ribbon designation and accomplishments so that West is the first choice of parents and students who seek educational services in the District of Columbia.
- Denote “Blue Ribbon” status on all communications from the school.
- Utilize our technology (Power Point, oral presentations, videos, etc.), for on and off site informational presentations and trainings relative to our effective instructional practices and student achievement.
- Participate in sessions during local, district, and national staff developments, enrollment fairs, conferences, and community meetings.
- Continue to share and keep abreast of instructional best practices and current trends in education to maintain recognition as a “*Blue Ribbon*” school.
- Utilize research-based practice/programs/tools to reach our goal of 100% student proficiency within the federally mandated timeline.



## V. CURRICULUM AND INSTRUCTION

1. Our curriculum is rigorous, standards-based, and promotes higher level thinking skills. It is driven by and aligned with the District of Columbia's *Standards for Teaching and Learning*, adapted from the National Standards. It has a strong, interdisciplinary and academic focus designed to reach all, inclusive of students who are accelerated, second language, and special needs learners. Students with special needs are provided appropriate support. Our diverse multicultural population receives instruction in the core content areas of reading, mathematics, social studies and science as well as physical education, art, library skills, computer applications, and music. While no formal foreign language instruction is available, students are exposed to Spanish via *Instructional Television Fixed Services (ITFS)* programs, morning news broadcast and bilingual computer software. Definitive curriculum guides are detailed for each respective subject. Teaching strategies are consistent with the learning styles of the students. Development and implementation are aligned for measurable progress and expectations that are consistent from grade to grade, across core subject areas, according to each subject's pacing charts. In addition to our academic focus, we have extensive co-curricular activities.

Our school district has adopted the Houghton-Mifflin, Prentice-Hall, and Harcourt Brace textbook series in all content areas as well as science laboratory programs. We use these adopted series to support our curriculum and instructional framework. Technology augments the instructional program by facilitating project-based learning. By sixth grade, all students are able to comfortably navigate PC and MAC applications.

West's curriculum is designed to educate all students in the applications of acquired knowledge and skills to new, real life, and world situations. Being able to relate to developmentally appropriate content taught in the core subjects builds a strong foundation, as it prepares our students for the next level and beyond. To ensure that our students understand the testing process, we have included a daily test preparation period in our schedule. This is a time when students are able to practice skills that inculcate successful test taking. In addition, we have a daily *D.E.A.R. (Drop Everything and Read)* time when students are able to explore a variety of genres in literature and fulfill our district's requirement of reading and reporting on thirty books per year.

Each classroom in our school is standards-based in its design. All students are informed about what they should know and what they should be able to do in all subjects. Our teachers collaborate and seize opportunities to integrate and deliver cross-curricular instruction. Core concepts are entwined throughout the curriculum in each content area, thus providing continuity of instruction and curriculum mapping. This collaboration uses the textbook guides' cross-curricular strategies as its framework, along with teacher-initiated plans.

We continuously assess our students' strengths and weaknesses and adjust our instruction based on formal and informal assessments, i.e., *Stanford 9 Achievement Tests*, Content Area Theme and Unit assessments, histograms from technology programs, as well as teacher observations. This aids in meeting the individual needs of our students. The involvement of students, teachers, parents, community and the local school administration in periodic self-evaluation provides opportunities for input, feedback and introspective school self-study, and assures that we organize, deliver and assess instructional programs. We are a Values Centered school that instructs each student in the importance of building good character and living up to the *Values Code* and the *West School Pledge*, which is recited daily. We plan together as a learning community to live up to our motto: "Everybody's Best Builds Success"!

2. Our school's reading curriculum drives instruction to meet the needs of our students from pre-kindergarten through sixth grade. Research based, the curriculum is grounded in best practices for teaching reading, and prescribed textbooks demonstrate alignment with the *DCPS Standards of Teaching and Learning* as well as the skills assessed on the *Stanford 9 Achievement Test*. We have embraced the adopted series of our district, and aligned them with our needs. We continuously supplement the textbooks with a variety of successful programs integrated with technology, i.e., *Failure Free Reading*,

*Fast For Word*, and *Auto Skills Reading*. Our approach has significantly improved the performance of our students, as indicated by our test scores for the past five years.

Our pre-kindergarteners are instructed in *The Letter People*, and both the kindergarten and pre-kindergarten students benefit from the *Bridges Learning Discovery Program*. Both instructional programs focus on the development of pre and early reading skills. The kindergarten through sixth grades are instructed in the Houghton-Mifflin and Prentice-Hall reading series, literature-based programs which emphasizes the foundations of learning to read, i.e. decoding skills, fluency, comprehension, a variety of genres, and motivation to become independent readers. *In2 Books*, a community partnership, gives further support to the reading/language arts curriculum through fourth grade.

Students in grades one through six receive weekly instruction in the *W.R.I.T. (Writing, Reading and Integrating Technology)* Lab. In addition to introducing essential computer skills needed to be global learners prepared for the future, the lab is also designed to strengthen student skills in reading and writing. Periodically, allocated time is used to assess reading performance and strengthen students' test taking skills through the *EduTest Light Span* testing program.

**3.** As stated in our school's mission, we are providing our students with a foundation to ensure their success as part of the "Net" generation. Our focus is directed toward the creation of a rigorous, meaningful, and challenging technology curriculum. To realize our goals, all students and teachers have access to PC and MAC platforms. Students are scheduled in both the MAC and PC labs once a week supplemented by daily use of the classroom MACs. Currently, the school has a 3:1 student computer ratio.

The use of technology as a tool is an integral part of our educational programming. We utilize the iMACs, a wireless *Auto Skills Lab*, a *W.R.I.T. (Writing, Reading, and Integrating Technology)* computer lab; the *Kid Biz* web-based program and *Failure Free* and *Fast For Word* Software. These technology programs have been integrated into our curriculum for improvement of reading, writing, and math skills. *EduTest* is our online assessment that is used to help teachers make instructional decisions for all students including special education and ESL students. Teachers also utilize software as management tools.

To support the instructional program, audio-visual equipment and TV monitors are in all classrooms. This hardware supports distance learning, *Instructional Television Fixed Services (ITFS)*, educational cable programs, and our adopted curriculum resource materials. Our in-house Channel 17 news station, which broadcasts in both English and Spanish, keeps students abreast of current events. It also serves to develop public speaking skills, strengthen test taking skills and self-esteem, improve attendance rates, and improve student behavior. Staff and students use e-mail to communicate with each other, parents, and the administration.

**4.** There are many effective instructional methods implemented at West. Teacher initiated practices make use of ongoing curriculum training. New teachers, supported by the change facilitator, are paired with veteran teachers who serve as their mentors/coaches. Team teaching and common planning periods serve to support better planning for instruction. Our small pupil-teacher ratio provides multiple opportunities for hands-on experiences. ESL and special education teachers practice differentiation of instruction. Special subject teachers collaborate with classroom teachers to augment their developmentally appropriate instructional programs by aligning their standards with those of the core subjects. The Library-Media and Technology Centers serve as a resource for students and staff. Establishing classroom libraries, common planning time, and infusion of the *Values First* and *In2books* programs complement each teacher's instruction. Formal and informal assessments, observations, and *SAT-9* test results are used to monitor student growth. Small flexible learning groups help to accommodate individual strengths and weaknesses.

Student initiated learning is evidenced by:

- Performance in content area group / individual projects, and daily instructional feedback
- Response to standards-based field trips (especially those in the Washington, DC area)
- Participation in *DC Scores* writing program, *Embassy Adoption Program*, the Kingsbury tutors, and PTA sponsored academic activities
- Utilization of homework to support core subjects
- Response to support received in peer tutoring, cooperative learning, differentiation of instruction, a project based curriculum, and use of the writing process on all levels

Our focus is always to promote higher level thinking skills, ensure content mastery and student development in an orderly, safe, and comfortable environment.

**5.** At West, quality professional development is necessary for all stakeholders who impact student learning. There is continuous high quality staff development for all educational personnel, with a focus on integrating achievement strategies and technology to ensure student learning and success. Our ongoing in-house learning opportunities encompass the following: Teacher-to-teacher sharing and mentoring, grade level common planning periods, formal and informal support of new teachers, faculty chats led by our change facilitator, and monthly departmental meetings facilitated by our administrator. Opportunities for leadership development are always encouraged and supported.

Staff members are encouraged to be active participants in professional organizations in order to stay abreast of current trends in the field, and to share information with colleagues. The DC Public School System requires that all staff receive ongoing professional development opportunities related to the adopted reading, mathematics, social studies, and science textbook series. Subject specialists, teachers serving special populations, and technology staff receive continuous training in their respective disciplines and share best practices. Ongoing staff development, dialogue, feedback and collaboration among all stakeholders aid in facilitating change as needed to ensure effective school programs and practices, resulting in continuous school improvement. In addition, the entire staff receives staff development in the areas of diversity and school policy based on national trends, laws and school-based needs; sexual harassment; and special training in emergency and crisis preparedness.

The *No Child Left Behind Act of 2001* mandates raising the bar of educational professionalism. Paraprofessionals are currently enrolled in local universities to meet the certification and technology requirements. We are trained to carefully analyze data about the school and student achievement. Given time and opportunities for collaboration, and facilitation, our professional community works to enhance, maximize and support student learning. West has a staff that is 100% certified, meeting the NCLB mandate for a highly qualified teacher corps.

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

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

Grade 1-6 Test Stanford Achievement Test Series

Edition/publication year 9<sup>th</sup> Edition Select/1996 Publisher Harcourt, Inc.

What groups were excluded from testing? **Students receiving Special Education instruction whose IEPs prohibit their participation in standardized assessment and students identified as Non English Proficient (NEP)** Why, and how were they assessed? **Academic Performance is monitored through the use of portfolio assessment in a variety of skill areas. This alternative portfolio assessment provided for students exempt from standardized testing more accurately measures their academic achievement over time.**

(See Appendices A and B)

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Scores are reported here as (check): NCEs \_\_X\_\_ Scaled Scores \_\_X\_\_ Percentiles \_\_X\_\_

*Appendix A*

***Five Year SAT-9 Score Comparisons by Percentages***

***READING***

<b>Level</b>	<b>SY '97-'98</b>	<b>SY '98-'99</b>	<b>SY '99-00</b>	<b>SY '00-'01</b>	<b>SY '01-'02</b>
<b>Below Basic</b>	22	18	4	11	2
<b>Basic</b>	53	47	46	34	33
<b>Proficient</b>	22	31	41	45	51
<b>Advanced</b>	3	4	9	10	14

***MATHEMATICS***

<b>Level</b>	<b>SY '97-'97</b>	<b>SY '98-99</b>	<b>SY '99-'00</b>	<b>SY '00-'01</b>	<b>SY '01-'02</b>
<b>Below Basic</b>	24	20	6	5	3
<b>Basic</b>	44	46	37	35	25
<b>Proficient</b>	30	29	46	45	49
<b>Advanced</b>	2	5	11	15	23

***Five Year SAT-9 Reading Mean Scores for Grades 1-6***

***READING***

<b>Grade</b>	<b>SY '97-98</b>	<b>SY '98-'99</b>	<b>SY '99-00</b>	<b>SY '00-'01</b>	<b>SY '01-02</b>
<b>1</b>	43	53	55	57	58
<b>2</b>	49	52	57	42	68
<b>3</b>	46	46	55	51	49
<b>4</b>	45	45	56	60	66
<b>5</b>	46	43	57	61	70
<b>6</b>	48	55	61	68	60

***Five Year SAT-9 Total Scaled Scores for Reading and Math***

<b>Area</b>	<b>SY'97-'98</b>	<b>SY'98-'99</b>	<b>SY'99-'00</b>	<b>SY'00-'01</b>	<b>SY'01-'02</b>
<b>Reading</b>	608.55	612.37	624.15	622.97	635.75
<b>Math</b>	607.54	609.29	625.18	627.62	640.56

***Spring '02 SAT-9 Scores for Hispanic Students by Grade***

***2<sup>nd</sup> Grade***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	0	0
<b>Basic</b>	1	1
<b>Proficient</b>	4	5
<b>Advanced</b>	2	1

***3<sup>rd</sup> Grade***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	1	0
<b>Basic</b>	4	3
<b>Proficient</b>	11	11
<b>Advanced</b>	0	3

***4<sup>th</sup> grade***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	0	1
<b>Basic</b>	3	0
<b>Proficient</b>	1	2
<b>Advanced</b>	0	1

***5<sup>th</sup> Grade***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	0	1
<b>Basic</b>	1	0
<b>Proficient</b>	0	2
<b>Advanced</b>	2	0

***6<sup>th</sup> Grade***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	0	1
<b>Basic</b>	2	1
<b>Proficient</b>	1	1
<b>Advanced</b>	3	3

***School Totals of Hispanic Students for Spring '02 SAT-9***

<b>Level</b>	<b>Reading</b>	<b>Mathematics</b>
<b>Below Basic</b>	1	3
<b>Basic</b>	11	5
<b>Proficient</b>	17	20
<b>Advanced</b>	7	8