

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Jacoby Creek Charter School (As it should appear in the official records)

School Mailing Address 1617 Old Arcata Road (If address is P.O. Box, also include street address)

Bayside, CA 95524-9324 City State Zip Code+4 (9 digits total)

Tel. (707) 822-4896 Fax (707) 822-4898

Website/URL http://www.Humboldt.k12.ca.us/jacobycreekschool E-mail egrantz@humboldt.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.

Date 2/9/04 (Principal's Signature)

Name of Superintendent* Mr. Eric Grantz (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jacoby Creek Charter School Tel. (707) 822-4896

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 2/9/04 (Superintendent's Signature)

Name of School Board President/Chairperson Ms. Sue Goss (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 2/9/04 (School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other (Briefly explain)
- 1 TOTAL

2. District Per Pupil Expenditure: \$ 6,117
 Average State Per Pupil Expenditure: \$ 6,719

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.
 20 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
K	22	15	37
1	17	18	35
2	18	21	39
3	24	27	51
4	23	24	47
5	22	26	48
6	28	22	50
7	33	19	52
8	22	30	52

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>82</u> | % White |
| <u>2</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>4</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 14 %

(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.	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	413
(5)	Subtotal in row (3) divided by total in row (4)	.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: .002 %
1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Japanese

9. Students eligible for free/reduced-priced meals: 13.9%
57 Total Number Students Who Qualify

If this method does not produce 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%
57 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 19 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 25 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 18 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 4 </u>
Paraprofessional's	<u> 0 </u>	<u> 12 </u>
Support staff	<u> 2 </u>	<u> 10 </u>
Total number	<u> 23 </u>	<u> 26 </u>

12. Average school student-“classroom teacher” ratio: 23/1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	95%	96%	97%	96%
Daily teacher attendance	98.3%	96.5%	96.1%	96.7%	97.6%
Teacher turnover rate	11%	6%	6%	0%	11%
Student dropout rate	0%	0%	0%	0%	0%

PART III – SUMMARY

Jacoby Creek Charter School is a one-school district with a kindergarten through eighth grade enrollment of approximately 415 students. The district serves the rural communities of Bayside and Arcata, California. Our school enjoys a strong local and statewide reputation which accounts for the fact that approximately 50% of our students attend from outside our school district.

Jacoby Creek Charter School has an outstanding staff of nineteen regular education teachers, one speech/language specialist, one counselor, one special education teacher, one librarian, one administrator, one technology aide, and six special programs teachers; including: reading, vocal music, instrumental music, Spanish, Gifted and Talented and art.

The mission of Jacoby Creek Charter School, in partnership with the parents and the community, is to provide in a structured, safe, and supportive atmosphere and a high quality program of academic instruction which meets the needs of all students and equips them with the skills necessary for success in the home, workplace, and the communities of today and tomorrow.

Jacoby Creek Charter School is a community school that creates a feeling of connection, commitment and shared purpose among faculty, students, parents and community. The school fosters strong partnerships, sets high expectations for all of our students, shares the accountability of our results, builds upon our community's strengths and works together to solve common problems. By capitalizing on the human and natural resources of our community and by cultivating the expertise of the individuals in our community, we deliver a rich, meaning-centered, and thoughtful curriculum to all of our students.

The Jacoby Creek Charter School experience instills a life-long love of learning by providing a balance between artistic, academic and practical work striving to educate the whole child. The district strives to develop good qualities of character, self-discipline, and responsible citizenship in our students. We will encourage students to pursue excellence and embrace new challenges without fear of failure. Finally, we nurture and encourage each student's respect of self and the needs and rights of others.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. For the past four years Jacoby Creek Charter School has been using three assessment indicators in gauging student proficiencies in mathematics, writing and reading. The three main indicators are 1) the average of grades over the three trimesters school year, 2) the district assessment scores, and 3) the CAT/6 scores on the CA State Standards Test (STAR). These indicators are recorded on "Proficiency Results" sheets. Each teacher then uses the "Jacoby Creek Assessment Rubric" to determine an individual's proficiency in each of the three subject areas.

The Proficiency Results sheet shows an average score earned by each student. At Jacoby Creek, in-class performance, as measured by an individual teacher, is one of the most important performance indicators of scholastic success. Results from the "School Assessment" are also shown. The School Assessments are derived from an assessment test (or series of tests) developed by teachers at each

grade level. The assessments reflect basic concepts and skills taught in each subject area throughout a school year. SAT National Percentile (now the CAT/6 National Percentile) scores are also shown on the Proficiency Report. This number is derived from the California STAR (Standards Testing and Reporting) report, under the CAT/6 section. The School uses the PR-S subsection, PR standing for National Percentile. Finally, a rating of proficient (P) or non-proficient (NP) is assigned. Teachers utilize the Jacoby Creek Assessment Rubric to determine this rating.

Last year the school began using the CST Performance Standards Scores, Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) to help determine a student's proficiencies in the three academic areas. Scores are recorded in Reading and Mathematics at all grade levels, 2-8. Writing assessments for the California State Standards are given to students only at the 4th and 7th grade levels. According to the State of California, students should be considered Non-Proficient if they receive a score of Basic, Below Basic, or Far Below Basic. Students achieving Proficient and Advanced rankings are considered to have met the new state standards for the concept and skills that were adopted by the state in the year 2000. Jacoby Creek teachers spent many hours trying to standardize a way of incorporating this score within the existing Jacoby Creek Assessment Rubric. It was determined that each grade level teacher, utilizing formal and informal assessment tools, would be the final determining factor.

In addition to analyzing individual performances on the California State Standards Test, teachers receive a broad idea of their overall program effectiveness by looking at the "California Report for Teachers." This document gives the average percent correct for specific concepts and skills under each subject area tested at each grade level. It compares the school's average percent correct with the overall state average, and what the state considers proficient. In broad terms, it shows whether the students, on the average, are above the state expected proficiency, at the state proficiency level, or below the state level. Jacoby Creek teachers use this information to help pinpoint areas of weakness in their instructional programs as it relates to the state standards.

2. Assessment at Jacoby Creek Charter School consists of both formal and informal methods. The formal methods are classroom grades, district assessments, and state mandated standardized tests. Informal assessment includes teacher observation, student presentations, anecdotal records, portfolios, class and group work. The results of these assessments are used to identify students who are not achieving at expected levels, pupils with disabilities and other special needs, and gifted and talented students. The needs of these targeted student populations are met through a Child Study Team approach. This child study team is made up representatives from the following programs: Resource, Speech and Language, Remedial Reading, Title One, Counseling, Gifted and Talented, administration, teachers and parents. The team evaluates the assessment data and determines a course of action. This may include additional testing, special program intervention, one-on-one or small group instruction, core support and classroom modification (remediation or enrichment). The staff uses the formal assessments over time to identify school-wide program strengths and weaknesses. Strategies are then devised, and finances allocated, to place more emphasis on the identified weaknesses.

3. Students and parents are made aware of the criteria and standards for evaluation by receiving

copies of the grade level state standards and our school handbook. Additionally, parents receive information from report cards, progress reports, biannual conferences, and weekly notes and folders that go home each Monday which contains weekly work expectations. Standardized test results and their interpretation are mailed to parents as is a monthly newsletter. The school regularly communicates assessment results to the community in order to promote understanding of the school's programs and progress in achieving established standards. This communication includes press releases, radio and television spots. The school is very much a community-based school. Some of our community/school organizations and events include: the Jacoby Creek Children's Education Foundation, the Long-range Planning Committee, the Integrity and Empathy Committee, the School Site Council, the Parent Teacher Organization, Exploration Day, the Folk Dance Festival, the Harvest Carnival, sporting events, and musical performances and theater. In addition, Jacoby Creek opens its doors each spring for a Community Visitation Week.

4. Through a variety of federally and state funded grants and partnerships, as well as through a close relationship with Humboldt State University (HSU) in Arcata, California, Jacoby Creek Charter School has a number of opportunities to share its successes with other schools.

Several teachers are currently participating in a Physical Education partnership grant with Humboldt State University in which teachers are developing and disseminating a highly effective physical education program.

Two Jacoby Creek teachers are participating in the federally funded Teaching American History program through HSU. Through this program these teachers are preparing and presenting strategies and lesson plans to local teachers as well as to teachers from across the nation at the National Council for History Educators in St. Louis, MO this spring.

Many Jacoby Creek teachers participate in state funded projects such as the Redwood Writing Project, Redwood Area Math Project, and the Science Project where teachers develop curriculum and present to large audiences.

Jacoby Creek Charter School has maintained a long relationship with Humboldt State University's Teacher Preparation department by providing mentors to student teachers working on their credentials. Student teachers who have taught at Jacoby Creek Charter School are currently teaching throughout the state of California.

PART V – CURRICULUM AND INSTRUCTION

1. California has set rigorous state standards for our students and we use these as a basis for our school-wide curriculum. The means by which we choose to teach the standards is what makes our school exceptional.

In the area of foreign language, Spanish instruction is provided for students in grades three through eight.

Art opportunities are abundant throughout the grade levels. Music and movement instruction, opportunities to participate in theater arts, as well as experience with all mediums in visual arts, band, and orchestra are an integral part the curriculum.

Our science program has been developed to be responsive to the needs of individual students and has been articulated to promote a sequenced understanding of complex concepts and inquiry. The science curriculum at Jacoby Creek Charter School is rich with opportunity for hands on learning and experience. During their years at Jacoby Creek Charter School, students have access to a science laboratory, field trips, guest speakers, and real life science applications. All students participate in the Science Fair.

In the area of mathematics, teachers provide students with a wide repertoire of instructional strategies designed to engage all students in learning. Our math program provides a balance of direct instruction, drill and practice, use of math manipulatives, and concept based learning. Students are taught to write about their various mathematical strategies and problem solving processes.

The social studies curriculum at Jacoby Creek Charter School is designed to provide opportunities that extend student thinking and engage and support all students in problem posing, problem analysis, and problem solving. As students progress through the grade levels they learn about the history of cultures, societies, and economic systems. Students form a connection between themselves and their community through service learning projects. The goal of our Social Studies program is to prepare students for active citizenship.

The language arts and writing program at Jacoby Creek Charter School is designed to foster a life long love of reading and writing. Students are invited to participate in the pursuit of literacy and the program is integrated to include all of the elements of language: listening, speaking, reading, and writing. Reading activities help students become fluent in language as they expand their understanding of text. Writing mechanics allow students to plan strategies for communicating their thoughts effectively according to their audience and purpose. Speaking and listening activities involve students actively as they describe their encounters with literature and composition, and interactively as they communicate their understanding and insights with one another.

2. We provide a balanced, integrated, and systematic approach to reading instruction. Our faculty has had many opportunities for in-service and collaboration. We have embraced an eclectic program that engages students with a variety of learning styles. We are fortunate to have access to multiple copies of reading materials, including; Houghton Mifflin, Harcourt Brace, Junior Great Books, Scholastic, SRA, McDougal Littell and Zoo-phonics. As a result, our program incorporates many different reading philosophies and has evolved into a multi-faceted program.

Our program is developmentally appropriate, standards based, and integrated into all content areas. Beginning in primary, there is emphasis on phonemic awareness, phonics, sight words, reading comprehension strategies as well as a love for literature. As the students progress into middle and upper grades, their reading instruction spirals into a deeper and more meaningful understanding of text and literature, including vocabulary, making inferences, characterization and literary devices.

3. Integral to our school's mission of using a community based, student-centered setting to enrich imagination, creativity, academic excellence and social responsibility, the Jacoby Creek Charter

School implements a very powerful service-learning curriculum. Service-learning projects are selected by each grade level based on information gathered regarding community needs. Projects at Jacoby Creek Charter School include: a salmon raising and release venture, watershed restoration and native tree planting, stream restoration and water quality sampling (this project is in collaboration with the Hoopa tribe who live 20 miles up stream), Valentines for seniors, fruit tree planting, food for people, oral history gathering, working with a small local zoo, and a GATE project of future problem solving for both school and community concerns. Through these activities, students are exposed to the political and cultural barriers that divide people as well as the common human qualities that unite them. The theme of freedom, responsibility, and participation, as requirements among 21st century citizens of a democratic republic, is an overriding goal.

4. In order to improve student learning, we employ a variety of different instructional methods. We believe that students benefit from a balance of hands-on experience, direct instruction, independent practice, and cooperative learning. Project-based learning is used throughout the grade levels, culminating with participation in countywide special projects such as History Day and the Science Fair. Students use manipulatives to make abstract concepts more concrete. Teachers use a variety of instructional methods including whole group and small group instruction to meet learning needs. Parents and community volunteers, adult and cross-age tutors, and instructional assistants are used to augment learning, and are available to students who need extra assistance or challenges. Teachers differentiate instruction in order to best meet the needs of individual students as well as using an integrated curriculum in order to provide a rich and invigorating learning environment.

5. Supporting staff development is a priority at Jacoby Creek Charter School. Although handicapped by the State of California's recent decision to decrease staff development days from eight to three, the staff has sought creative ways to maximize professional development opportunities. At the end of each school year, after assessment results have been gathered, the staff meets to plan the next year's focus. Examples of inservice day activities include: discussion of recent research; educational trends and instructional practices; review of new state frameworks and standards; developing and assessing programs and curricula; articulating the core curriculum through the grades on-site and with local high schools; developing school-wide programs and events; and attending a wide range of local professional development offerings. Additionally, early dismissal of students each Monday allows all staff to meet to communicate and problem solve a multiplicity of issues. At Jacoby Creek Charter School the goal of all these activities is to maximize and support learning for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02 & 00/01: Stanford Achievement Test

Editions: 02/03: First edition; 01/02 & 00/01: Ninth Editions;

Publication yrs: 02/03:2003, 01/02 & 00/01: 1996

Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Second Grade: English Language Arts			
Testing month: May			
% At or Above Basic	91%	92%	100%
% At or Above Proficient	67%	66%	75%
% At Advanced	22%	26%	25%
Number of students tested	49	43	40
Percent of total students tested	100%	97.7%	100%
Number of students excluded	0	1 (by parent request)	0
Percent of students excluded	0%	2.3%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02: Stanford Achievement Test

Editions: 02/03: First edition; 01/02: Ninth Edition;

Publication yrs: 02/03:2003, 01/02: 1996

Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Second Grade: MATH			
Testing month: May			
% At or Above Basic	92%	98%	
% At or Above Proficient	74%	67%	
% At Advanced	37%	23%	
Number of students tested	49	43	
Percent of total students tested	100%	97.7%	
Number of students excluded	0	1	
Percent of students excluded	0%	2.3%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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Publication yrs: 02/03:2003, 01/02 & 00/01: 1996

Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Third Grade: English Language Arts			
Testing month: May			
% At or Above Basic	91%	100%	97%
% At or Above Proficient	70%	79%	71%
% At Advanced	32%	28%	26%
Number of students tested	47	37	38
Percent of total students tested	100%	97.3%	100%
Number of students excluded	0	1	0
Percent of students excluded	0%	2.7%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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Editions: 02/03: First edition; 01/02: Ninth Edition;

Publication yrs: 02/03:2003, 01/02: 1996

Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Third Grade: Math			
Testing month: May			
% At or Above Basic	92%	96%	
% At or Above Proficient	77%	64%	
% At Advanced	51%	32%	
Number of students tested	47	40	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of students excluded	0%	0%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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Editions: 02/03: First edition; 01/02 & 00/01: Ninth Editions;

Publication yrs: 02/03:2003, 01/02 & 00/01: 1996

Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Fourth Grade: English Language Arts			
Testing month: May			
% At or Above Basic	94%	92%	93%
% At or Above Proficient	73%	76%	70%
% At Advanced	40%	41%	27%
Number of students tested	42	37	44
Percent of total students tested	100%	97%	100%
Number of students excluded	0	1	0
Percent of students excluded	0%	3%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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 Publication yrs: 02/03:2003, 01/02: 1996
 Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Fourth Grade: Math			
Testing month: May			
% At or Above Basic	85%	86%	
% At or Above Proficient	59%	54%	
% At Advanced	26%	10%	
Number of students tested	42	38	
Percent of total students tested	100%	100%	
Number of students excluded	0	0 (by parent request)	
Percent of students excluded	0%	0%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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 Editions: 02/03: First edition; 01/02 & 00/01: Ninth Editions;
 Publication yrs: 02/03:2003, 01/02 & 00/01: 1996

Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Fifth Grade: English Language Arts			
Testing month: May			
% At or Above Basic	92%	91%	90%
% At or Above Proficient	66%	60%	7%
% At Advanced	32%	22%	31%
Number of students tested	47	43	51
Percent of total students tested	100%	88%	100
Number of students excluded	0	6	0
Percent of students excluded	0%	12%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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 Editions: 02/03: First edition; 01/02: Ninth Edition;
 Publication yrs: 02/03:2003, 01/02: 1996
 Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Fifth Grade: Math			
Testing month: May			
% At or Above Basic	79%	68%	
% At or Above Proficient	36%	28%	
% At Advanced	6%	4%	
Number of students tested	47	43	
Percent of total students tested	100%	88%	
Number of students excluded	0	6	
Percent of students excluded	0%	12%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

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 Publication yrs: 02/03:2003, 01/02 & 00/01: 1996
 Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Sixth Grade: English Language Arts			
Testing month: May			
% At or Above Basic	95%	94%	100%
% At or Above Proficient	73%	74%	82%
% At Advanced	43%	36%	35%
Number of students tested	54	46	49
Percent of total students tested	96.5%	100%	100
Number of students excluded	2 (by parent request)	0	0
Percent of students excluded	3.5%	0%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

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Editions: 02/03: First edition; 01/02: Ninth Edition;
Publication years: 02/03:2003, 01/02: 1996
Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Sixth Grade: Math			
Testing month: May			
% At or Above Basic	85%	92%	
% At or Above Proficient	54%	68%	
% At Advanced	13%	12%	
Number of students tested	54	46	
Percent of total students tested	96.5%	100	
Number of students excluded	2 (by parent request)	0	
Percent of students excluded	3.5%	0%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02 & 00/01: Stanford Achievement Test
Editions: 02/03: First edition; 01/02 & 00/01: Ninth Editions;
Publication yrs: 02/03:2003, 01/02 & 00/01: 1996
Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Seventh Grade: English Language Arts			
Testing month: May			
% At or Above Basic	93%	94%	100%
% At or Above Proficient	76%	80%	89%
% At Advanced	39%	39%	59%
Number of students tested	59	47	46
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02: Stanford Achievement Test
 Editions: 02/03: First edition; 01/02: Ninth Edition;
 Publication years: 02/03:2003, 01/02: 1996
 Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.

	2002-2003	2001-2002	2000-2001
Seventh Grade: Math			
Testing month: May			
% At or Above Basic	91%	96%	
% At or Above Proficient	81%	83%	
% At Advanced	47%	25%	
Number of students tested	59	47	
Percent of total students tested	100%	100%	
Number of students excluded	0	0	
Percent of students excluded	0%	0%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02 & 00/01: Stanford Achievement Test
 Editions: 02/03: First edition; 01/02 & 00/01: Ninth Editions;
 Publication yrs: 02/03:2003, 01/02 & 00/01: 1996
 Publisher: 02/03: Educational Testing Services, 01/02 & 00/01: Harcourt, Inc.

Eighth Grade: English Language Arts	2002-2003	2001-2002	2000-2001
Testing month: May			
% At or Above Basic	92%	100%	92%
% At or Above Proficient	73%	90%	81%
% At Advanced	31%	59%	53%
Number of students tested	48	38	47
Percent of total students tested	98%	97%	100
Number of students excluded	1 (by parent request)	1 (by parent request)	0
Percent of students excluded	2%	3%	0%
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02: Stanford Achievement Test
Editions: 02/03: First edition; 01/02: Ninth Edition;
Publication yrs: 02/03:2003, 01/02: 1996
Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.,

Eighth Grade: <u>General Mathematics</u>	2002-2003	2001-2002	2000-2001
Testing month: May			
% At or Above Basic	89%		
% At or Above Proficient	77%		
% At Advanced	24%		
Number of students tested	17	4 (no data from STAR)	
Percent of total students tested	94.2%		
Number of students excluded	1 (by parent request)		
Percent of students excluded	5.8%		
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

STATE CRITERION-REFERENCED TESTS

Test: 02/03: STAR, California Standards Test, 01/02: Stanford Achievement Test
Editions: 02/03: First edition; 01/02: Ninth Edition;
Publication yrs: 02/03:2003, 01/02: 1996
Publisher: 02/03: Educational Testing Services, 01/02: Harcourt, Inc.,

Eighth Grade: <u>Algebra</u>	2002-2003	2001-2002	2000-2001
Testing month: May			
% At or Above Basic	97%	100%	
% At or Above Proficient	87%	94%	
% At Advanced	32%	71%	
Number of students tested	31	35	
Percent of total students tested	100%	100	
Number of students excluded	0	0	
Percent of students excluded	0%	0%	
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

**Three Year's of SAT 9 Scores For Mathematics
(1999, 2000, 2001)**

Test: Stanford Achievement Test
Editions: Ninth Editions
Publication yr. 1996
Publisher: Harcourt, Inc.

	1999	2000	2001
Second Grade: Math			
Testing month: May			
% At or Above 50 NPR	88%	85%	83%
Scaled Mean Score	605	598	611.3
Standard Deviation	39.9	35.4	38.4
Number of students tested	39	40	40
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

	1999	2000	2001
Third Grade: Math			
Testing month: May			
% At or Above 50 NPR	79%	87%	95%
Scaled Mean Score	632.8	633.4	647.1
Standard Deviation	43.9	29.5	27.5
Number of students tested	38	38	38
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

	1999	2000	2001
Fourth Grade: Math			
Testing month: May			
% At or Above 50 NPR	70%	85 %	86 %
Scaled Mean Score	641.1	673.2	670.5
Standard Deviation	33.2	43.6	38.9
Number of students tested	44	52	42
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

	1999	2000	2001
Fifth Grade: Math			
Testing month: May			
% At or Above 50 NPR	89 %	89%	83%
Scaled Mean Score	680.2	678.3	680.4

Standard Deviation	32.5	32.1	30.9
Number of students tested	38	44	47
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

Sixth Grade: Math	1999	2000	2001
Testing month: May			
% At or Above 50 NPR	76%	93%	96%
Scaled Mean Score	693	704.6	704.8
Standard Deviation	38.7	30.1	32.2
Number of students tested	46	45	49
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

Seventh Grade: Math	1999	2000	2001
Testing month: May			
% At or Above 50 NPR	88%	93 %	95 %
Scaled Mean Score	723.1	727.2	732.8
Standard Deviation	45.5	37.7	40.2
Number of students tested	52	46	37
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

Eighth Grade: Math	1999	2000	2001
Testing month: May			
% At or Above 50 NPR	87%	87 %	95 %
Scaled Mean Score	730.1	731.1	739.6
Standard Deviation	39.4	38.5	34.4
Number of students tested	52	52	44
THERE ARE NO STATISTICALLY SIGNIFICANT SUBGROUPS			

2004 NCLB Blue Ribbon School Program DATA Requirements

GRADE 8 MATH		General Math	Algebra	Totals
Year: 2002	% of Students Proficient and Advanced	50%	94%	
	Number of Students Tested	4	35	39

	(from STAR website)			
	Number of Students Proficient and Above	2	33	35
	% of students proficient and Advanced			90%

GRADE 8 MATH		General Math	Algebra	Totals
Year: 2003	% of Students Proficient and Advanced	77%	87%	
	Number of Students Tested (from STAR website)	17	31	48
	Number of Students Proficient and Above	13	27	40
	% of students proficient and Advanced			83%