

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

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

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

School Mailing Address 6275 Olive Rd.
(If address is P.O. Box, also include street address)

Corning CA 96021-9771
City State Zip Code+4 (9 digits total)

Tel. (530) 824-3354 Fax (530) 824-0569

Website/URL www.resd.tehama.k12.ca.us (under construction) E-mail callen@tehama.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 February 5, 2004

(Principal's Signature)

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

District Name Richfield Elementary School Tel. (530) 824-3354

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 February 5, 2004

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Greg Ross
(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 February 5, 2004

(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

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.

6. Racial/ethnic composition of the students in the school: 68% White
0% Black or African American
32% Hispanic or Latino
0% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 19%

(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.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	20
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	201
(5)	Subtotal in row (3) divided by total in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 25%
50 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 50%
99 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.

- Students receiving special education services: 6%
12 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>0</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</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>10</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>20</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 22 to 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	96.61	96.98	96.51	97.15	97.42
Daily teacher attendance	99.5	99.5	99.5	99.5	99.5
Teacher turnover rate	0	10	0	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

PART III - SUMMARY

Richfield Elementary School serves approximately 200 students in grades Kindergarten through 8th grade. Rurally located among orchards and small farms, our school is the center of the community. Because it is the only meeting facility in the area, the school is often the site of activities such as English Language classes for adults and CPR training. Our playground equipment, basketball courts, and playing fields serve as a recreation center for area residents. Once a two-room schoolhouse, Richfield Elementary now has ten classrooms. We have one teacher for each of the grade levels, including a Resource Specialist, a PE Specialist, and a music teacher. We have a diverse student population with a wide range of economic levels, social demographics, varied ethnicities, and special-needs students. We are a culturally diverse school and all students and their families are welcomed and honored on our campus. We enjoy a high level of support from parent volunteers. On any given day, you will find parents helping in our classrooms and serving on planning committees for student and school activities. Parents serve on our School Board, Site Council, Library Committee, Budget Committee, and participate in an active PTO. Through fundraising efforts, the PTO provides our children with rich educational experiences such as field trips and assemblies. They also sponsor the many award assemblies to recognize student achievement.

Richfield School has received the Governor's Site Performance Award, Governor's Reading Award, and has been nominated for a Distinguished School. Having a small staff and operating budget does not keep us from providing all students with the same opportunities, experiences, and high quality education as a larger district. We simply have to be creative and work harder. Our highly trained staff includes GATE teachers, reading coaches, Student Council advisors, a counselor, a resiliency coach, athletics director and coach, a computer lab teacher, and a librarian. Richfield staff holds such honors as the Milliken, Wal-Mart, Tehama County Department of Education, and Sacramento Bee "Teacher of the Year" awards. Richfield benefits from a devoted staff with great staying power. There is a strong sense of community and once hired, teachers stay. Our paraprofessional staff is second to none; most are highly educated (with associate and bachelor degrees) and all are lifelong learners.

Our vision is to provide a strong foundation to all of our students so that they may each realize their full potential as lifelong learners, and as responsible and productive members of our society. Richfield has high academic standards and achievement, and few discipline problems. Consistently applied school-wide discipline and classroom management techniques mean more time for teaching and quality instruction. We serve a large number of inter-district students by request. We're often asked by other school districts to divulge "the secrets to our success." When comparing state assessment data for grades 2-8 inclusive, countywide, we continue to be at the top. Fifty-two percent of our students qualify for free and reduced lunch and 35% are non-native English speakers, yet we've shown four years of continuous improvement. We are proud to have scored at the 73rd percentile in language arts and the 80th percentile in math school wide, on the SAT 9, a nationally norm-referenced test. Richfield students are always well represented at our Countywide Literary Festival, Writing Contest, and Spelling Bee. We achieve such excellence through a strong central leadership, and relentless collaboration and refinement within our school community to develop and define common learning goals based on the California standards.

The most essential ingredient in our recipe for success is our attention to the important details. Those details are our students. No child is ignored and no child is allowed to fall through the cracks. From the bus to the playground to the classroom, people are watching over and caring for each and every child. We take our mission to teach the whole child seriously and personally. Each teacher knows he/she not only teaches a grade level, but that he/she is responsible for making sure all of his/her students are ready for the challenges of the next grade level. If a child is not reading at grade level, we all feel personally responsible to get him/her there. If a child has no friends, we notice and teach that child the skills to be and find one. In an era of disconnections and detachments, Richfield teachers and students still hug and share real pats on the back. We laugh and cry together. We are a family.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. School's Assessment Of Results In Reading and Mathematics

All students in California in grades 2-11 participate annually in the Standardized Testing and Reporting (STAR) program which includes: a standardized norm-referenced test (SAT 9, three years of data and CAT 6, one year of data); California Standards Tests, criterion referenced to assess progress towards meeting state standards in core curricular areas and the CAPA, and alternative assessments for severely handicapped students. All students must participate in the state assessment system with the exception of students that are exempted by parent request.

The results of these assessments are combined to establish an Academic Performance Index for each school in the state. The API is the cornerstone of the state's accountability system with a numeric index between 200 and 1000. The state goal for each school is to reach 800. Richfield's API has increased for four consecutive years, from 677 to 831. Scores for sub-groups including ethnicity and socio-economically disadvantaged students have also increased the past four years.

Sat 9 Reading, (three years of data)-Richfield's reading scores on the SAT 9 have increased for three consecutive years. Scores for the 2001-2002 year show that 73 percent of Richfield's students scored in the top half of students nationally, (compared to 49 percent statewide), while approximately 40 percent scored in the 75 percentile nationally (compared to 25 percent statewide). Students at every grade level scored well above the state average and every grade level scored above the 50th percentile.

SAT 9 Math, (three years of data)-Data from the SAT 9 reveals the fact that Richfield students excel at math. Eighty percent of Richfield's students scored above the 50th percentile nationally (compared to 60 percent statewide). Even more noteworthy is the fact that more than half of the students in this school (52%) scored in the top one-fourth of students in the nation, at or above the 75th percentile.

CAT 6, Reading and Math (one year of data)-In the 2002-2003 school year students took the CAT 6 for the first time. Richfield School again performed well with at all grade levels, scoring above the 50th percentile in math and reading. Socio-economically disadvantaged students also scored above the 50th percentile in both math and reading for the 2002-2003 school year.

California Standards Test-English Language Arts (three years of data)-At all grade levels tested, Richfield's students scored well above the state average. In most grade levels, the number of students at basic levels has decreased every year while the number of students at proficient or above has increased. Less than ten students school-wide scored far below basic or below basic, which shows evidence of our effort to close achievement gaps. Achievement data on the CST substantiates the growth made by Richfield students. The 2002 report data show that 44 percent of students are at the proficient or advanced levels in language arts as compared to 33 percent in the state. 2003 data show that 54 percent of Richfield's students were at or above the proficient and advanced levels, an increase of ten percent from the previous year.

California Standards Test, Math (two years of data)-Once again, all grade levels scored well above the state average. 2002 data reveals 51 percent of our students scoring in the proficient and advanced levels as compared to 36 percent of students statewide. 2003 data on the CST shows 66 percent of Richfield's students scored at the proficient and advanced levels. This is an increase of 15 percent from the previous year.

Richfield is committed to continuous growth. All grade levels and all subgroups showed very significant growth over the past four years. High academic standards and expectations for all students have resulted in virtually no child being left behind.

2. School's Use Of Assessment Data

The week before the school year begins, the staff meets to review students' assessment results from the spring administration of the CAT 6 norm-referenced test and the California Standards Test. The information is disaggregated from subgroups using Internet based software, EduSoft. EduSoft analyzes data from various subgroups including socio-economically disadvantaged, ethnicity, gender, English learners and gifted and talented. Teachers analyze individual students' assessment data and share results with teachers in the grade level above them and the grade level below. Teachers then discuss strategies to meet the needs of all students. During the first weeks of school, students are assessed with curriculum-based measurements, standards assessments in math and language arts, and reading fluency. Students are identified for intervention groups and individual learning plans are created.

Teachers use reading assessments from the standards based textbooks. Students are tested weekly for fluency, comprehension skills, and vocabulary and spelling. Teachers use ongoing standards-based assessments in math and language arts to monitor progress. Students are released early one day a week to allow for weekly teacher collaboration meetings. Teachers discuss student performance and make decisions regarding grouping students for appropriate leveled instruction.

All students are assessed three times per year with curriculum-based measurements in reading and language arts and standards assessments for math. Three school-wide writing samples are scored against district benchmarks. The results are used for parent reports and standards based report cards.

3. School Communications

Annually, the state assessment scores are mailed to parents, including an explanation of the results. Local newspapers report school assessment information and schools are ranked in the county by test scores. Scores are shared at the school board meeting and the School Site Council uses the data to develop the annual school plan and prioritize budget decisions. The school sends home a school accountability report card annually. The school also communicates with the educational community in various other ways. During the first few weeks of school, Richfield School invites parents to Back-to-School Night. Teachers explain the California Standards for language arts and math, while introducing the standards based textbooks. Parents receive California Standards handbooks for each individual grade level. The California Standards are posted in each classroom. All teachers have developed a yearlong standards pacing map for math and language arts to guide instruction and ensure coverage for all standards. At the ninth week of school, teachers meet individually with parents to review students' progress and assessment results. If the student is "at risk", an academic intervention plan is developed with responsibilities outlined for teacher, parent and student. A standards-based report card is sent home quarterly, with progress reports sent approximately every five weeks. Teachers regularly schedule appointments with parents, whether parent or teacher initiated.

4. Sharing Successes With Other Schools

Richfield School is recognized throughout Tehama County as a high performing school. The principal attends countywide administrative meetings and regularly shares "best practices." The school hosts many visits from surrounding districts. Teacher teams and leadership teams interview staff and observe methodologies and teaching strategies. Richfield's professional staff includes mentor teachers, reading coaches, demonstration teachers and staff developers. The Tehama County Office of Education often uses our school as a pilot or demonstration site for new programs and grants. Staff members have conducted workshops for other districts including effective teaching practices, the writing process, standards mapping and curriculum pacing. The school's web site is being updated to improve communication of our successes.

PART V-SCHOOL'S CURRICULUM

1. School Curriculum

Student achievement and a focus on each individual child is a dominant theme at Richfield School. We have worked hard and are proud of the gains our students have made over the last few years. We are committed to providing articulated, balanced instruction based upon the California State Content Standards, designed to meet the needs and strengths of our students. Our school and community set high standards and expectations academically and socially. Each classroom and every student is provided with state-adopted, standards-aligned textbooks for all of the core subjects of English language arts, math, history, and science. We also use many other supplemental standards-aligned materials. All classrooms use the same textbooks series for each subject to ensure articulation and coordination from one grade level to the next. Before any new textbooks or supplemental materials are purchased we ask, "How will this help us teach the California standards?" We review samples from publishers on the state adoption list, attend training sessions presented by the publishers, and as a team assess the merits of any new textbook adoption. We know that for any textbook series to be effective, it must be utilized consistently by all staff, so every teacher is included in the decision making process. Parents, board members, and Site Council members are invited to preview any textbook consideration and offer input before any purchases are made. All teachers are required to develop yearlong plans and to document specifically when during the school year they will teach each of the standards, and what primary curriculum materials they will use. Pacing charts are collected and reviewed by the administrator each week to be sure that classrooms stay on track with instruction goals.

Richfield's elementary math series, Saxon, is correlated with the California standards. The mathematics strands emphasized at each grade are number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability and mathematical reasoning. State standards are posted in every room and related to daily lessons.

Reading instruction is standards based and taught through direct instruction. English language arts instruction is implemented through adopted texts, trade books, and popular and classic literature. Students are provided reading books in both Spanish and English.

Visual and performing arts are taught in various classrooms. Our music teacher instructs students in vocal and instrumental music and produces two student musicals each year. Our 7th grade teacher introduces students to art appreciation. Spanish and Latin are introduced in 7th grade with grammar and vocabulary instruction. Houghton Mifflin Social Studies is the adopted text, K-8. Following the state frameworks, students study California history, U.S. history, ancient civilizations and world cultures. Standards based science instruction in kindergarten through eighth grade balances in-class discussion with theories and frequent investigations. Teachers involve students in understanding lessons of science and history and their effect on daily life. Teachers use the adopted texts and the curriculum is supplemented with literature, videos, guest speakers, assemblies and field trips.

Our school's computer lab and in-class computers are used to support standards acquisition and classroom instruction. Our school employs a physical education teacher and a music teacher. Physical activities are designed to improve motor skills and promote teamwork. Students participate in band, choir and musicals.

Students have many opportunities to make connections between lessons learned on campus and the world they live in. Frequent field trips, participation in a county-wide Farm Day and Career Day, historical recreations of early settlers at Ide Adobe State Park, Civil War re-enactments at Woodson Bridge State Park, trips to the Exploratorium and other museums in San Francisco, visits to the State Capital Building in Sacramento, Lassen Volcanic National Park, Shasta Caverns, and Whiskeytown Environmental Camp help give students a view of the diverse world outside their immediate community.

2. School's Reading Curriculum

Each classroom and every student is provided with state-adopted, standards-aligned textbooks for reading and language arts. The reading curriculum is research-based, rigorous and challenges students to high levels of academic achievement. Several years ago we committed to a consistent reading program school-wide. The first class period of the day is reserved for direct reading instruction in all classrooms and no interruptions are allowed. Students are routinely assessed for fluency and comprehension with weekly "checkouts." Students not meeting the weekly expectations are given additional instructional practice so they do not fall behind. With this increased emphasis on reading instruction, and a demonstrated improvement in ability by students to read and comprehend the materials we were providing them, we saw the need for students to not only be able to perform better on standardized assessments, but also to become life long readers who enjoyed reading. We implemented the Accelerated Reading program at all grade levels. Using various assessment results, we work with students to establish reasonable, but challenging individual independent reading goals. These goals are re-evaluated quarterly with a focus on increased performance. The research and our own experience seems clear on the connection between independent student reading and overall academic achievement. We increased our investment in trade books, and popular and classic literature in both English and Spanish in our classrooms and our library. Now, a popular cry from students at the beginning of a lesson is, "Can we have time to read today?" Students exchange and vie for books like collector cards. There is a sense of healthy competition as students try to "out-read" one another by selecting ever more challenging books. Student self-awareness of reading ability has greatly improved.

3. School's Writing Focus

Richfield School has a school-wide writing focus. Our comprehensive writing program is based on the California state standards and writing genres for each grade level. We administer and holistically score three school-wide writing samples each year so that our students are given opportunities to respond to timed prompts and the staff is given the opportunity to view and holistically score student work together. We have selected anchor papers for calibration purposes and to compare student work year to year. Richfield uses a school-wide monthly focus on "purposeful writing" to help our school consistently provide explicit writing instruction. Teachers establish editing expectations for each grade level so that we enable our students to be careful editors of their own work. Teachers developed and use common proofreading marks during editing so that our students receive consistency of instruction during their years at our school. Students are expected to correct their own errors on written work and encouraged to reflect on how they can continue to improve their performance. Explicit instruction and access to plenty of examples of the quality work expected, gives students the confidence and guidance they need to demonstrate their own competence. Students are provided with rubrics for evaluating their own work and at the end of many units, teachers ask students to write reflectively about what they have learned.

Richfield school celebrates student writing by posting student work on our Writers Wall in the cafeteria. Students also publish a student newspaper twice each month. Our students are well represented at our countywide literary festival and writing contest. Richfield consistently produces many of the county's winning writers.

4. Instructional Methods To Improve Student Learning

Teachers at Richfield School utilize a variety of instructional methods to support students in developing mastery of the California Content Standards. Teachers regularly differentiate instruction based upon students' needs to provide equal access to learning opportunities for all students including English language learners, GATE and special needs students. Classroom instruction for all core subjects is based on highly researched models of direct instruction, adequate modeling, sufficient practice and purposeful assessment. We set our expectations high, knowing that not all students come with the same skills, abilities and needs. We work to ensure success for all students. This means ELD strategies and native

language materials and translation, hand-on activities, field trips, individual learning plans--basically whatever it takes to get the job done. We use various student grouping, peer tutors and student teachers.

Teachers provide one on one instruction, remediation, and after school instruction with targeted curriculum. Our goal is to challenge all students with a variety of opportunities to demonstrate the skills they are learning. Because we are small (one class per grade level) we know our students personally. Our teaching and assignments can consider students' personal interests and needs while still holding them accountable for acquisition of the standards. In typical classrooms observers will find small reading groups, cooperative groups working on a project, students conducting research on the computer and teachers using direct instruction methodologies. Through music and band, students discover time, rhythm and meter. Observers will see hand-on activities, small and large groupings for math instruction, and computer-assisted lessons such as Accelerated Reader and Accelerated Math. Primary students might be using Leap Pad units for reading or math. Richfield employs a variety of instructional methods for diverse learning styles.

5. School's Professional Development

Professional Development (PD) and collaboration time allow us to renew our professional commitments and associations, and to rejuvenate our instruction. Decisions for our PD needs are based upon an evaluation of our student's performance on the California standards and teacher success in delivering that instruction as indicated by our assessment data. Because improving student results is the driving force behind any of our PD activities we actively share student results and articulate from one grade level to the next. To obtain additional time for more frequent collaboration and PD opportunities, we modified our weekly school schedule. We extended the school day and we now send students home early on Wednesdays. This time is used solely for PD. We also schedule in-service days before the school year starts and after it ends, as well as full in-service days within the school calendar. Teachers are provided with release time from their classrooms to obtain other professional training. Each summer all teachers and the administrator attend a week-long training held on our campus. The past four years have focused on the California Content Standards. We have performed curricular calibrations, aligned textbooks and other resources to the standards, developed year-long standards "maps" in English language arts and math, and developed and implemented a standards-based report card. Together we have studied Mike Schmoker's RESULTS and Bob Marzano's, What Works in Schools.

Teachers are recognized as a valuable resource and are encouraged to develop and showcase their professional knowledge and abilities by leading staff in-services based on training they have received. For example, our reading program has a strong direct instruction component, so a team of Richfield teachers spent a week during the summer in Oregon learning to train and coach other teachers in direct instruction strategies. These teachers then provide routine coaching and periodic formal in-service training sessions. Our on-site resiliency coach attends quarterly training and reports to staff at weekly staff meetings. Our policy is that textbook, curriculum, and software adoptions require adequate training for successful implementation, so any purchases are preceded and/or followed with appropriate training. Teachers and support staff are represented on ALL school issues including Site Council, Budget, New Construction, Scholarship, Technology, Reading Improvement, and Library committees.

We are committed to improvement through staff development for all members of our educational community. Everyone is eligible for and participates in professional development training opportunities including secretarial, custodial, kitchen staff, bus drivers and paraprofessionals. All are an essential part of our success as we encourage and develop their expertise.

Richfield School District
Assessments Referenced Against National Norms
Reading/Language Arts

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, and place it on a separate page.

Grade: 2-8

Test: Stanford 9

Edition/publication year : 9th 1996

Publisher : Harcourt, Inc.

Number of students in the grade in which the test was administered : 164

Number of students who took the test 161

What groups were excluded from testing? Why, and how were they assess? _____

_____ Excluded due to parent request _____

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

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	63.11	65.27	61.70	54.93	N/A
Number of Students Tested	161	164	147	144	N/A
Percent of Total Students Tested	98%	96%	N/A	N/A	N/A
Number of Students Excluded	3	7	N/A	N/A	N/A
Percent of Students Excluded	2%	4%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	53.99	55.14	52.00	46.31	N/A
Number of Students Tested	76	71	64	65	N/A
2. Hispanic	49.98	52.28	53.45	46.55	N/A
Number of Students Tested	52	40	33	31	N/A
3. White	67.62	69.54	65.38	57.92	N/A
Number of Students Tested	86	96	106	106	N/A

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

Richfield School District
Assessments Referenced Against National Norms
Second Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	72.38	60.27	62.29	42.07	N/A
Number of Students Tested	22	22	28	15	N/A
Percent of Total Students Tested	100%	92%	N/A	N/A	N/A
Number of Students Excluded	0	2	N/A	N/A	N/A
Percent of Students Excluded	0%	8%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	70.83	57.50	48.40	42.00	N/A
Number of Students Tested	12	8	10	9	N/A
2. Hispanic	69.22	54.83	44.00	8.00	N/A
Number of Students Tested	10	6	9	2	N/A
3. White	72.91	62.31	70.95	47.31	N/A
Number of Students Tested	11	16	19	13	N/A

Third Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	59.25	64.00	55.06	53.78	N/A
Number of Students Tested	24	27	16	18	N/A
Percent of Total Students Tested	96%	100%	N/A	N/A	N/A
Number of Students Excluded	1	0	N/A	N/A	N/A
Percent of Students Excluded	4%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	57.11	48.60	46.56	47.60	N/A
Number of Students Tested	9	15	9	10	N/A
2. Hispanic	52.00	35.78	28.25	52.83	N/A
Number of Students Tested	7	9	4	6	N/A
3. White	62.64	77.71	64.00	55.18	N/A
Number of Students Tested	17	17	12	11	N/A

Richfield School District
Assessments Referenced Against National Norms
Fourth Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	62.04	66.92	66.47	50.35	N/A
Number of Students Tested	27	13	19	17	N/A
Percent of Total Students Tested	96%	48%	N/A	N/A	N/A
Number of Students Excluded	1	14	N/A	N/A	N/A
Percent of Students Excluded	4%	52%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	46.07	59.38	58.56	37.75	N/A
Number of Students Tested	14	8	9	8	N/A
2. Hispanic	38.56	51.76	61.17	25.00	N/A
Number of Students Tested	9	4	6	3	N/A
3. White	73.85	73.67	68.92	55.79	N/A
Number of Students Tested	13	9	13	14	N/A

Fifth Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					N/A
SCHOOL SCORES					N/A
Total Scores	54.32	65.17	66.39	56.61	N/A
Number of Students Tested	19	18	18	23	N/A
Percent of Total Students Tested	100%	100%			N/A
Number of Students Excluded	0	0			N/A
Percent of Students Excluded	0%	0%			N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	48.89	53.90	56.80	47.92	N/A
Number of Students Tested	9	10	5	12	N/A
2. Hispanic	29.71	60.83	50.33	46.00	N/A
Number of Students Tested	7	6	3	4	N/A
3. White	68.67	67.33	69.13	58.84	N/A
Number of Students Tested	12	12	13	19	N/A

Richfield School District
Assessments Referenced Against National Norms
Sixth Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	56.60	69.64	58.13	57.91	N/A
Number of Students Tested	20	22	23	22	N/A
Percent of Total Students Tested	100%	96%	N/A	N/A	N/A
Number of Students Excluded	0	1	N/A	N/A	N/A
Percent of Students Excluded	0%	4%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	48.90	61.22	46.75	49.64	N/A
Number of Students Tested	10	9	12	11	N/A
2. Hispanic	55.62	53.00	75.00	60.71	N/A
Number of Students Tested	8	4	3	7	N/A
3. White	57.25	73.65	62.79	59.92	N/A
Number of Students Tested	12	17	14	12	N/A

Seventh Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	73.75	72.55	59.30	62.96	N/A
Number of Students Tested	24	18	23	24	N/A
Percent of Total Students Tested	96%	72%	N/A	N/A	N/A
Number of Students Excluded	1	7	N/A	N/A	N/A
Percent of Students Excluded	4%	18%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	57.70	63.80	49.58	54.00	N/A
Number of Students Tested	10	10	12	10	N/A
2. Hispanic	46.25	73.25	64.00	61.00	N/A
Number of Students Tested	4	4	5	4	N/A
3. White	85.33	68.62	58.00	63.35	N/A
Number of Students Tested	6	8	18	20	N/A

Richfield School District
Assessments Referenced Against National Norms
Eighth Grade Language Arts

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	61.84	60.38	64.30	54.72	N/A
Number of Students Tested	25	23	20	25	N/A
Percent of Total Students Tested	100%	85%	N/A	N/A	N/A
Number of Students Excluded	0	4	N/A	N/A	N/A
Percent of Students Excluded	0%	15%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	49.00	47.55	66.29	38.60	N/A
Number of Students Tested	12	11	7	5	N/A
2. Hispanic	53.86	51.86	64.00	36.40	N/A
Number of Students Tested	7	7	4	5	N/A
3. White	64.80	63.88	64.35	60.71	N/A
Number of Students Tested	15	17	17	17	N/A

Richfield School District
Assessments Referenced Against National Norms
Mathematics

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

Grade 2-8 Test Stanford 9

Edition/publication year 9th 1996 Publisher Harcourt, Inc.

Number of students in the grade in which the test was administered 164

Number of students who took the test 161

What groups were excluded from testing? Why, and how were they assessed? _____

_____ Exempted due to parent request

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

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	69.58	71.88	72.29	60.95	N/A
Number of Students Tested	161	150	146	144	N/A
Percent of Total Students Tested	98%	91%	N/A	N/A	N/A
Number of Students Excluded	3	14	N/A	N/A	N/A
Percent of Students Excluded	2%	9%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	60.62	66.99	65.52	52.85	N/A
Number of Students Tested	76	74	63	65	N/A
2. Hispanic	60.82	62.93	67.03	56.29	N/A
Number of Students Tested	52	43	33	31	N/A
3. White	75.17	75.27	74.87	62.27	N/A
Number of Students Tested	86	97	105	106	N/A

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	N/A	N/A	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A	N/A	N/A

Richfield School District
Assessments Referenced Against National Norms
Second Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	80.76	60.23	68.86	46.53	N/A
Number of Students Tested	22	22	28	15	N/A
Percent of Total Students Tested	100%	92%	N/A	N/A	N/A
Number of Students Excluded	0	2	N/A	N/A	N/A
Percent of Students Excluded	0%	8%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	76.25	56.38	51.60	44.89	N/A
Number of Students Tested	12	8	10	9	N/A
2. Hispanic	78.44	48.17	47.44	10.50	N/A
Number of Students Tested	10	6	9	2	N/A
3. White	81.36	64.75	79.00	52.08	N/A
Number of Students Tested	11	16	19	13	N/A

Third Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	74.58	80.26	76.50	68.00	N/A
Number of Students Tested	24	27	16	18	N/A
Percent of Total Students Tested	96%	100%	N/A	N/A	N/A
Number of Students Excluded	1	0	N/A	N/A	N/A
Percent of Students Excluded	4%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	72.78	73.33	71.33	59.70	N/A
Number of Students Tested	9	15	9	10	N/A
2. Hispanic	71.71	66.00	61.00	69.83	N/A
Number of Students Tested	7	9	4	6	N/A
3. White	75.76	86.82	81.67	64.55	N/A
Number of Students Tested	17	17	12	11	N/A

Richfield School District
Assessments Referenced Against National Norms
Fourth Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	74.96	74.94	80.05	54.65	N/A
Number of Students Tested	27	13	19	17	N/A
Percent of Total Students Tested	96%	48%	N/A	N/A	N/A
Number of Students Excluded	1	14	N/A	N/A	N/A
Percent of Students Excluded	4%	52%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	65.50	69.40	76.22	37.75	N/A
Number of Students Tested	14	10	9	8	N/A
2. Hispanic	61.11	59.50	77.33	34.33	N/A
Number of Students Tested	9	6	6	3	N/A
3. White	84.15	84.20	82.23	59.00	N/A
Number of Students Tested	13	10	13	14	N/A

Fifth Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	64.47	83.78	75.56	67.78	N/A
Number of Students Tested	19	18	18	23	N/A
Percent of Total Students Tested	100%	100%	N/A	N/A	N/A
Number of Students Excluded	0	0	N/A	N/A	N/A
Percent of Students Excluded	0%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	57.22	78.80	78.20	55.58	N/A
Number of Students Tested	9	10	5	12	N/A
2. Hispanic	50.57	78.83	73.33	54.50	N/A
Number of Students Tested	7	6	3	4	N/A
3. White	72.58	86.25	74.69	70.58	N/A
Number of Students Tested	12	12	13	19	N/A

Richfield School District
Assessments Referenced Against National Norms
Sixth Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	68.55	71.64	66.48	60.32	N/A
Number of Students Tested	20	22	23	22	N/A
Percent of Total Students Tested	100%	96%	N/A	N/A	N/A
Number of Students Excluded	0	1	N/A	N/A	N/A
Percent of Students Excluded	0%	4%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	58.30	67.44	53.58	49.27	N/A
Number of Students Tested	10	9	12	11	N/A
2. Hispanic	62.62	58.50	78.67	62.86	N/A
Number of Students Tested	8	4	3	7	N/A
3. White	72.50	75.59	70.07	54.83	N/A
Number of Students Tested	12	17	14	12	N/A

Seventh Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	68.17	75.85	76.27	68.38	N/A
Number of Students Tested	24	18	22	24	N/A
Percent of Total Students Tested	96%	72%	N/A	N/A	N/A
Number of Students Excluded	1	7	N/A	N/A	N/A
Percent of Students Excluded	4%	18%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	55.80	65.30	71.91	61.00	N/A
Number of Students Tested	10	10	11	10	N/A
2. Hispanic	45.25	70.75	79.20	68.50	N/A
Number of Students Tested	4	4	5	4	N/A
3. White	83.83	76.62	75.41	68.35	N/A
Number of Students Tested	6	8	17	20	N/A

Richfield School District
Assessments Referenced Against National Norms
Eighth Grade Mathematics

	CAT-6	SAT-9	SAT-9	SAT-9	
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month					
SCHOOL SCORES					
Total Scores	55.64	59.60	65.10	55.96	N/A
Number of Students Tested	25	22	20	25	N/A
Percent of Total Students Tested	100%	81%	N/A	N/A	N/A
Number of Students Excluded	0	5	N/A	N/A	N/A
Percent of Students Excluded	0%	19%	N/A	N/A	N/A
SUBGROUP SCORES					
1. Socioeconomically Disadvantaged	38.67	55.33	65.57	48.80	N/A
Number of Students Tested	12	12	7	5	N/A
2. Hispanic	44.00	59.50	75.00	54.00	N/A
Number of Students Tested	7	8	3	5	N/A
3. White	62.93	59.65	63.35	56.71	N/A
Number of Students Tested	15	17	17	17	N/A

Richfield School District
State Criterion-Referenced Tests **California Standards Tests**
English- language Arts

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, and place it on a separate page.

Grade 2-8
Arts

Test California standards Test Test English/Language

Edition/publication year 2001-2002

Publisher California Department of Education

Number of students in the grade in which the test was administered 164

Number of students who took the test 161

What groups were excluded from testing? Why, and how were they assess? _____

Exempted due to parent request

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Reading/Language Arts

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	87%	86%	80%
% At or Above Proficient	54%	44%	41%
% At Advanced	15%	17%	12%
Number of students tested	161	140	150
Percent of total students tested	98%	85%	96%
Number of students excluded	3	24	5
Percent of students excluded	2%	15%	4%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	85%	80%	68%
% At or Above Proficient	33%	27%	22%
% At Advanced	6%	6%	2%
Number of students tested	76	66	67
2. Hispanic			
% At or Above Basic	86%	73%	52%
% At or Above Proficient	30%	30%	31%
% At Advanced	5%	5%	8%
Number of students tested	51	39	34
STATE SCORES			
% At or Above Basic	68%	63%	61%
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	35%	32%	32%
State Mean Score	N/A	N/A	N/A
% At Advanced	11%	9%	10%
State Mean Score		N/A	N/A

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Reading/Language Arts
Second Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	95%	78%	72%
% At or Above Proficient	50%	28%	43%
% At Advanced	9%	14%	11%
Number of students tested	22	22	28
Percent of total students tested	100%	92%	97%
Number of students excluded	0	2	1
Percent of students excluded	0%	8%	3%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	91%	72%	40%
% At or Above Proficient	25%	12%	20%
% At Advanced	0%	12%	0%
Number of students tested	12	8	10
2. Hispanic			
% At or Above Basic	88%	66%	33%
% At or Above Proficient	33%	16%	11%
% At Advanced	0%	16%	0%
Number of students tested	10	6	9

Third Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	94%	85%	69%
% At or Above Proficient	51%	41%	31%
% At Advanced	13%	11%	6%
Number of students tested	24	27	16
Percent of total students tested	96%	100%	89%
Number of students excluded	1	0	2
Percent of students excluded	4%	0%	11%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	99%	73%	55%
% At or Above Proficient	33%	20%	11%
% At Advanced	11%	0%	0%
Number of students tested	9	15	8
2. Hispanic			
% At or Above Basic	99%	55%	25%
% At or Above Proficient	28%	11%	0%
% At Advanced	0%	0%	0%
Number of students tested	7	9	4

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Reading/Language Arts
Fourth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	100%	86%	90%
% At or Above Proficient	77%	44%	53%
% At Advanced	33%	17%	11%
Number of students tested	27	8	19
Percent of total students tested	96%	30%	90%
Number of students excluded	1	16	2
Percent of students excluded	4%	70%	10%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	99%	75%	88%
% At or Above Proficient	49%	75%	33%
% At Advanced	14%	25%	11%
Number of students tested	14	4	9
2. Hispanic			
% At or Above Basic	99%	66%	82%
% At or Above Proficient	44%	66%	
% At Advanced	22%	0%	16%
Number of students tested	9	7	7

Fifth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	74%	100%	88%
% At or Above Proficient	37%	44%	44%
% At Advanced	0%	22%	22%
Number of students tested	19	18	18
Percent of total students tested	100%	100%	86%
Number of students excluded	0	0	3
Percent of students excluded	0%	0%	14%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	55%	100%	65%
% At or Above Proficient	11%	20%	32%
% At Advanced	0%	10%	16%
Number of students tested	9	9	5
2. Hispanic			
% At or Above Basic	57%	98%	33%
% At or Above Proficient	0%	32%	33%
% At Advanced	0%	16%	33%

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Reading/Language Arts
Sixth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	100%	90%	83%
% At or Above Proficient	35%	38%	26%
% At Advanced	20%	19%	17%
Number of students tested	20	21	23
Percent of total students tested	100%	91%	92%
Number of students excluded	0	2	2
Percent of students excluded	0%	9%	8%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	100%	77%	73%
% At or Above Proficient	50%	33%	9%
% At Advanced	10%	11%	0%
Number of students tested	10	8	11
2. Hispanic			
% At or Above Basic	99%	75%	99%
% At or Above Proficient	49%	25%	66%
% At Advanced	12%	0%	33%
Number of students tested	8	4	3

Seventh Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	92%	95%	91%
% At or Above Proficient	75%	58%	41%
% At Advanced	29%	16%	0%
Number of students tested	24	19	22
Percent of total students tested	96%	76%	85%
Number of students excluded	1	6	4
Percent of students excluded	4%	24%	15%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	80%	88%	83%
% At or Above Proficient	40%	33%	25%
% At Advanced	10%	0%	0%
Number of students tested	10	9	10
2. Hispanic			
% At or Above Basic	75%	75%	100%
% At or Above Proficient	0%	75%	40%
% At Advanced	0%	0%	0%
Number of students tested	4	6	5

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Mathematics

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	92%	88%	90%
% At or Above Proficient	66%	51%	55%
% At Advanced	26%	16%	21%
Number of students tested	157	152	142
Percent of total students tested	95.7%	92%	92%
Number of students excluded	7	12	13
Percent of students excluded	4.3%	8%	8%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	77%	81%	77%
% At or Above Proficient	57%	42%	36%
% At Advanced	16%	10%	13%
Number of students tested	73	76	58
2. Hispanic			
% At or Above Basic	71%	75%	84%
% At or Above Proficient	39%	41%	49%
% At Advanced	14%	11%	23%
Number of students tested	49	43	34
STATE SCORES			
% At or Above Basic	68%	68%	N/A
State Mean Score	N/A	N/A	N/A
% At or Above Proficient	41%	43%	N/A
State Mean Score	N/A	N/A	N/A
% At Advanced	16%	16%	N/A
State Mean Score	N/A	N/A	N/A

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Mathematics
Second Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	95%	87%	84%
% At or Above Proficient	81%	37%	67%
% At Advanced	45%	5%	32%
Number of students tested	22	22	28
Percent of total students tested	100%	92%	97%
Number of students excluded	0	2	1
Percent of students excluded	0%	8%	3%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	91%	75%	70%
% At or Above Proficient	75%	25%	40%
% At Advanced	25%	0%	20%
Number of students tested	12	8	10
2. Hispanic			
% At or Above Basic	99%	66%	66%
% At or Above Proficient	77%	33%	33%
% At Advanced	33%	0%	11%
Number of students tested	10	6	9

Third Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	100%	89%	86%
% At or Above Proficient	88%	70%	55%
% At Advanced	25%	26%	18%
Number of students tested	24	27	16
Percent of total students tested	96%	100%	89%
Number of students excluded	1	0%	2
Percent of students excluded	4%	0%	11%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	99%	81%	88%
% At or Above Proficient	88%	54%	55%
% At Advanced	22%	7%	11%
Number of students tested	9	15	8
2. Hispanic			
% At or Above Basic	99%	66%	75%
% At or Above Proficient	85%	44%	75%
% At Advanced	14%	11%	25%
Number of students tested	7	9	4

Richfield Elementary School District
State Criterion-Referenced Tests
Table for Mathematics
Fourth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	100%	94%	98%
% At or Above Proficient	89%	69%	62%
% At Advanced	56%	31%	26%
Number of students tested	27	16	19
Percent of total students tested	96%	59%	90%
Number of students excluded	1	11	2
Percent of students excluded	4%	41%	10%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	99%	90%	99%
% At or Above Proficient	85%	60%	44%
% At Advanced	35%	20%	22%
Number of students tested	14	10	9
2. Hispanic			
% At or Above Basic	99%	82%	99%
% At or Above Proficient	88%	49%	66%
% At Advanced	22%	16%	33%
Number of students tested	9	7	7

Fifth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	79%	100%	94%
% At or Above Proficient	47%	84%	52%
% At Advanced	5%	28%	21%
Number of students tested	19	18	18
Percent of total students tested	100%	100%	86%
Number of students excluded	0	0	3
Percent of students excluded	0%	0%	14%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	77%	100%	98%
% At or Above Proficient	44%	70%	32%
% At Advanced	0%	30%	16%
Number of students tested	9	9	5
2. Hispanic			
% At or Above Basic	85%	99%	66%
% At or Above Proficient	57%	66%	33%
% At Advanced	0%	33%	33%
Number of students tested	7	6	3

Richfield Elementary School District

State Criterion-Referenced Tests

Table for Mathematics

Sixth Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	95%	91%	73%
% At or Above Proficient	50%	43%	34%
% At Advanced	5%	14%	13%
Number of students tested	20	21	23
Percent of total students tested	100%	91%	92%
Number of students excluded	0	2	2
Percent of students excluded	0%	9%	8%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	90%	66%	58%
% At or Above Proficient	30%	33%	58%
% At Advanced	10%	11%	0%
Number of students tested	10	8	11
2. Hispanic			
% At or Above Basic	86%	50%	99%
% At or Above Proficient	24%	25%	33%
% At Advanced	12%	0%	33%
Number of students tested	8	4	3

Seventh Grade

	2002-2003	2001-2002	2000-2001
Testing Month			
SCHOOL SCORES			
% At or Above Basic	96%	95%	85%
% At or Above Proficient	71%	65%	64%
% At Advanced	33%	20%	30%
Number of students tested	24	20	22
Percent of total students tested	96%	80%	85%
Number of students excluded	1	5	4
Percent of students excluded	4%	20%	15%
SUBGROUP SCORES			
1 Socioeconomically Disadvantaged			
% At or Above Basic	90%	90%	75%
% At or Above Proficient	60%	60%	50%
% At Advanced	10%	10%	25%
Number of students tested	10	10	10
2. Hispanic			
% At or Above Basic	100%	75%	100%
% At or Above Proficient	75%	75%	100%
% At Advanced	0%	25%	40%
Number of students tested	4	6	5

Richfield School District
2004 NCLB Blue Ribbon Schools Program Data Requirements

		GRADE 8 MATH ONLY							
Year: 2001		General Math	Algebra	Geometry	Integrated Math I	Integrated Math II			T
Percent of Students Proficient and Advanced		0	**						
Number of Students Tested (from STAR website)		0	16						
Number of Student Proficient and Above (a x b)		0							
Percentage of Student Proficient and Advanced (Calculate by dividing the sum of row 'c' by sum of row 'b'.)									

**Not reported due to discrepancy in state data

		GRADE 8 MATH ONLY							
Year: 2002		General Math	Algebra	Geometry	Integrated Math I	Integrated Math II			T
Percent of Students Proficient and Advanced		11%	19%						
Number of Students Tested (from STAR website)		9	16						
Number of Student Proficient and Above (a x b)		1	3						
Percentage of Student Proficient and Advanced (Calculate by dividing the sum of row 'c' by sum of row 'b'.)									

Richfield School District
2004 NCLB Blue Ribbon Schools Program Data Requirements

		GRADE 8 MATH ONLY							
Year: 2003		General Math	Algebra	Geometry	Integrated Math I	Integrated Math II			T
Percent of Students Proficient and Advanced		0%	29%						2
Number of Students Tested (from STAR website)		1	21						
Number of Student Proficient and Above (a x b)		0	6						
Percentage of Student Proficient and Advanced (Calculate by dividing the sum of row 'c' by sum of row 'b'.)									2