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

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

Official School Name Agnes Ware Stanley Elementary School
(As it should appear in the official records)

School Mailing Address 12201 Elmwood Avenue
(If address is P.O. Box, also include street address)

Garden Grove California 92840-3439
City State Zip Code+4 (9 digits total)

Tel. (714) 663-6484 Fax (714) 663-6073

Website/URL <http://www.ggusd.k12.ca.us/> E-mail mdrager@ggusd.k12.ca.us

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

(Principal's Signature) Date February 9, 2004

Name of Superintendent: Dr. Laura Schwalm
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garden Grove Unified School District Tel. (714) 663-6000

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

(Superintendent's Signature) Date February 9, 2004

Name of School Board
President/Chairperson: Mrs. Linda Reed
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date February 9, 2004

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 47 Elementary schools
10 Middle schools
 Junior high schools
7 High schools
6 Other -Two campuses serve significantly disabled, multiple-handicapped, medically fragile, and behaviorally challenged students. Four campuses provide continuing and alternative education.
- 70 TOTAL
2. District Per Pupil Expenditure: \$6,494.06
Average State Per Pupil Expenditure: \$7,324.00

SCHOOL

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.
3 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	33	27	60	7			NA
1	29	27	56	8			
2	34	31	65	9			
3	32	24	56	10			
4	38	25	63	11			
5	32	26	58	12			
6	45	37	82	Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				440

6. Racial/ethnic composition of the students in the school: 27% White
 2% Black or African American
 43% Hispanic or Latino
 25% Asian/Pacific Islander
 3 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 27.01%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	422
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 43%
191 Total Number Limited English Proficient
 Number of languages represented: 9
 Specify languages: Arabic, Cambodian, Korean, Portuguese, Romanian, Spanish, Tagalog, Urdu, & Vietnamese

9. Students eligible for free/reduced-priced meals: 42%
186 Total Number of Students Who Qualify

10. Students receiving special education services: 5%
23 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>15</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 8</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> </u>
Classroom teachers	<u> 18</u>	<u> </u>
Special resource teachers/specialists	<u> 1</u>	<u> 3</u>
Paraprofessionals	<u> </u>	<u> 6</u>
Support staff (Part-time support staff includes attendance clerks, kitchen workers, playground supervisors, & office clerk)	<u> 1</u>	<u> 12</u>
Total number	<u> 20</u>	<u> 22</u>

12. Average school student-“classroom teacher” ratio: (K) 30:1, (1st-3rd) 18:1, (4th-6th) 34:1

13. Attendance patterns for teachers and students:

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.47%	96.59%	96.12%	96.51%	96.25%
Daily teacher attendance	96.75%	97.43%	96.55%	96.62%	96.89%
Teacher turnover rate	5.26%	15.0%	10.52%	15.78%	21.0%

PART III-SUMMARY

Agnes Ware Stanley Elementary School opened in 1959 and was named after one of the most prominent Garden Grove families of the time. Surrounded by large ficus trees and tucked away at the end of a cul-de-sac, the school is located near many public recreational, multicultural, and educational facilities. These include scenic beaches, major amusement parks, internationally renowned professional sporting venues, interactive museums, beautifully manicured parks, and easily accessible libraries. Located approximately 30 miles south of Los Angeles, Stanley's surrounding community is a desirable place for all families to reside. Rich in history, our school maintains many of the traditions of the past while providing a unique educational program.

Agnes Ware Stanley serves an ethnically and culturally diverse community of learners. Our student population of 440 is 25% Asian, 43% Hispanic, 27% Caucasian, with the remaining 5% being Filipino and African American. 58% of the students are English learners and 44% receive public assistance through the free and reduced lunch program. Our students come from homes of professional, skilled, and unskilled working families. The Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) work together to bridge the differences in culture and economics to create a school united in the quest for student achievement. Stanley was selected to participate in a character building program with our neighboring special day school, Mark Twain. Students and staff foster an environment of tolerance and individuality by interacting socially with severely handicapped students.

Stanley's vision is to empower students to successfully attain their fullest social-emotional and intellectual potential. All students receive a rigorous academic foundation that challenges and inspires them to become lifelong learners. The Stanley education community is committed to the mission of providing an atmosphere of academic excellence and individuality. Teachers pride themselves on maintaining a high level of expertise on current research-based strategies and teaching practices. Collaboration amongst students, staff, and parents is found across all grade levels. The standards-based curriculum is constantly evaluated to assess current student needs and to guide classroom instruction, parent education, and intervention programs. Our success is evidenced by the school's continued increase of our API scores from 636 in 1999 to 814 in 2002. Most exciting is the positive growth of our socio-economically-disadvantaged students, up 81 points from last year.

Our commitment to learning goes beyond the classroom setting. Students participate in cross-age tutoring, Peer Assistance League, choir and instrumental music, PTA-supported *Art Reflections* workshops, and our *Accelerated Reader* and *Reading Is Fun* programs, to name a few. Volunteers provide valuable support to teachers and students. Upon entering the school grounds, visitors will see parents working with small groups of children in the classrooms, filing papers in the office, or creating signs and posters in the parent volunteer room for upcoming events and programs. Our Student Led Back-to-School Night, Goal-Setting Conferences, Open House, and monthly Awards Assemblies, are consistently attended by our community. Special events such as Family Math and Science Night, Family Literacy Night, Winter and Spring Choral Concerts, Family Picnic Day, and our much anticipated Talent Show continue to support the unique traditions that make our students successful and encourage life-long learning.

Agnes Ware Stanley's reputation is one of high academic standards and commitment to unparalleled academic opportunities for every child. At Stanley, no child is left behind. Standards based curriculum, ELL/ELD and community support, along with committed parents and staff, assure that our vision of student success is met.

PART IV-INDICATORS OF ACADEMIC SUCCESS

IV. 1. Describe in one page the meaning of the school's assessment results.

Stanley Elementary has made significant progress in math and reading on standardized testing over the past three years. Each spring, students participate in the Standardized Testing and Reporting (STAR) test. This test includes two areas: the California Standards Tests (CST) and the California Achievement Test, 6th Edition (CAT6). The CST tests students on their knowledge of the California Content Standards in reading and mathematics. Student scores fall into one of five categories: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. Far Below Basic is the lowest area of achievement, whereas Advanced is the highest. The CAT6 is a norm-referenced test scored as a national percentile ranking from 1% as the lowest to 99% as the highest score. This test also assesses students' progress in language arts and mathematics. The CAT6 assessment was first administered in 2003. Prior to the CAT 6, the Stanford Achievement Test, 9th Edition Form T (SAT/9) was administered. This was a nationally norm-referenced test and results were listed as a national percentile rank (NPR).

Over the course of three years, Stanley Elementary has shown continued growth in its reading and math scores on the CST. In the 2000-2001 school year, 34% of Stanley Students scored in the Proficient and Advanced areas in language arts and 40% scored in these bands in mathematics. Growth was shown in the 2001-2002 school year. These percentages increased to 38% in language arts and 49% in mathematics. The most significant growth was shown in the 2002-2003 school year where 50% scored in these bands for language arts and an impressive 70% did so in mathematics. In three years, our language arts scores for Proficient and Advanced increased 16% and our math scores increased 30% overall.

In the last three years, Stanley Elementary has outperformed the state levels or made significant progress in all areas of the SAT/9 and CAT6 tests. An example of Stanley's exemplary performance is seen in the reading scores. In 2001, students took the SAT/9 test and Stanley's Average NPR for reading, were 62%, 50%, 52%, 47%, and 56% respectively. The state's Average NPR scores were 50%, 46%, 47%, 45%, and 48% in reading. The SAT/9 test was also administered in 2002. Stanley outscored the state in all areas. Stanley's Average Reading NPR were 61%, 61%, 79%, 66%, and 60%. The state's Average Reading NPR were 52%, 47%, 50%, 46%, and 49%. The CAT6 test was first administered in 2003. Again, Stanley outscored the state or made significant progress. Stanley's Average NPR for reading were 50%, 37%, 48%, 56%, and 58% respectively. The state's Average NPR for reading were 43%, 39%, 39%, 42%, and 42% respectively.

As part of California's accountability system, the state annually computes an Academic Performance Index (API) score, 200-1000, for each school statewide based upon performance on the CAT6 and CST tests. Over the past three years the school's API score has risen 130 points, from a score of 684 to 814. Our most recent score of 814 exceeds the Statewide Performance Target of 800. Each year the state calculates a growth target for the school to meet. Stanley Elementary has exceeded this growth target every year, with a significant growth of 68 points in 2002-2003.

As part of the No Child Left Behind Act, California has created an Adequate Yearly Progress (AYP) score to measure the percent of students scoring proficient or above in language arts and math. AYP is based upon the CST results and the school's API growth. The minimum requirement to meet the AYP in language arts is 13.6% of students scoring proficient or above; Stanley Elementary had 49.8%. Our students' ability to exceed the minimum requirement of 16% was also demonstrated in mathematics; 70.5% Stanley Elementary students scored proficient or above.

IV. 2. Describe how the school will use assessment data to understand and improve student and school performance.

At Stanley Elementary, student assessment data guides instruction. Nationally normed and state performance based assessments in addition to district and school multiple measures are used to improve student and school performance. In the fall, teachers receive printouts of students' standardized state STAR testing results in addition to the previous year's district scores for writing and reading assessments. The data is disaggregated and at risk students are identified for intervention. Once placed in an intervention program, students are assessed each trimester using the site based STAR computerized reading assessment, the district K-6 Comprehensive Literacy Assessment, and Harcourt Brace Math chapter tests. Results are used to monitor the progress of each student in mastering grade level standards. Recommendations are made for increased intervention or students are dismissed from the program and monitored by the Title I coordinator for the remainder of the school year. Also, results from trimester assessments are used to place all third through sixth grade students in homogenous literacy "talk groups" where they receive small group instruction from their classroom teacher and instructional aides in reading and writing skills. Disaggregated data is used to assess and modify the school's instructional program for the two largest subgroups, economically disadvantaged students and limited English proficient. The staff uses the information to refine the school's academic plan and staff development needs. Students who do not achieve fluent English proficiency on the California English Language Development Test (CELDT) and who score Basic or below on the CST for three or more years receive intensive English instruction from the Title I coordinator and after school intervention. In addition, both state and district assessment data is reviewed to identify students who are exceeding the grade level standards. These students participate in cross age tutoring and receive challenge activities in the general education classroom.

IV. 3. Describe how the school communicates student performance.

Stanley Elementary recognizes the need for effective communication with students, their parents, and the community regarding student performance and assessment results. Parent communication is facilitated through the use of our standards-based parent handbooks, student portfolios, and daily homework and tests. Report cards, academic goal setting forms, and assessment data are translated into Vietnamese, Korean, and Spanish. STAR and CELDT testing results are mailed to parents in their home language. Twice a year, teachers, parents, and students participate in student-led conferencing where state and district assessment results are discussed and academic goals are designed or reviewed. Bilingual aides assist during conferences and throughout the school year to help communicate assessment results and the school's standards-based academic plan. Parents of special education students meet annually with the site special education team to review their child's individual education plan (IEP) and classroom academic performance. All students at Stanley Elementary receive instruction on standards, rubrics, and assessment results. Throughout the year, students provide classroom tours for parents, district personnel, and visiting schools where they share their reflections on their academic performance and grade level standards. Three times a year assessment information is shared with the community through the school site council and English language advisory committees. The committees review assessment data as well as student progress and make suggestions about the school's academic plan. This information is shared with the school leadership team who uses it to design future staff development, curricular objectives, and parent education opportunities. Other means of sharing student progress and assessment information include trimester progress reports, student-led back to school night, and the monthly school newsletter.

IV. 4. Describe how the school will share its success with other schools.

Stanley Elementary School along with the Garden Grove Unified School District has partnered with an outside consultant, Action Learning Systems, to ensure the faithful replication of the state standards and consistency across the curriculum. Through this partnership twelve elementary schools have joined together to share information and collaborate on their successes. Two times a year a representative group from Stanley visits other school sites to conduct Action Walks. Groups of teachers, principals, and district personnel visit other school sites to assess the school's progress towards meeting the state standards and, in turn, share new ideas, goals, and successes. Once a year Stanley hosts an Action Walk where school sites are invited to walk throughout the school and assess the school's progress and achievements. Debriefing sessions are conducted after every Action Walk where materials are shared and additional visits are scheduled. Our principal attends monthly small group meetings with other principals where curricular achievements are discussed. The staff has produced curriculum maps and key standards for all grade levels, which outline the school's curriculum plan. These will be shared with the district and other school sites at scheduled curriculum meetings. On a monthly basis, the teachers attend district staff development in language arts and math instruction. Breakout discussions are scheduled during these training sessions where teachers share personal and school successes. As a result, teachers throughout the district have visited the campus to gather new ideas and create partnerships with Stanley teachers. Through sharing our successes, we continue to improve upon the school's achievements.

PART V-CURRICULUM AND INSTRUCTION

IV. 1. Describe the school's curriculum.

The curriculum at Stanley Elementary faithfully advocates proficiency of the Standards published in the Frameworks for California Public Schools for Language Arts, Mathematics, and the Arts and Sciences. Instruction for the core curriculum is organized so that every student meets or exceeds the state standards.

English (Language Arts). Language Arts instruction follows the Garden Grove Unified School District's adopted Houghton Mifflin Program. This program includes the three core academic components: 1) reading, 2) word work, 3) writing and language. Within the reading component, students of all abilities read from a variety of texts grouped in themes to encourage reading fluency, comprehension, and vocabulary. The word work portion of this program encompasses spelling, phonics, and high-frequency words. The third core component, writing and language, focuses on a myriad of writing experiences, which include the use of the writing process, daily language practice, grammar practice, and daily journal writing. Houghton Mifflin assessments are a core component of the reading language arts instruction. Throughout the year, students participate in reading inventories, comprehension checks, theme skills tests, and formal writing prompts. All students are taught to use the Houghton Mifflin writing process and writing boards. Stanley teachers have worked diligently to create writing rubrics that align to the Houghton Mifflin program, the State Standards, and the district report card. This insures that every student knows what is expected of them in order to meet or exceed grade-level standards and skills.

Mathematics. In planning stimulating math lessons, K-6 teachers use the Harcourt Brace math program. This program offers challenges in the skill areas of basic computation, problem solving, and critical thinking. The Harcourt Brace program provides advanced lessons that explicitly teach and review the California State Standards. Lessons provide opportunities for students to work with manipulatives and apply real-life scenarios to mathematical problem solving. In addition, students are asked to cognitively evaluate their own learning through reflection journals that are shared with parents during student-led conferencing.

Social Science. The goal of the Stanley Elementary School social science program is to develop civic-minded students who will grow and develop into productive and responsible citizens through their understanding of the global world and the connections between the past, present, and the future. Classroom instruction is facilitated through the use of the McGraw Hill curriculum in kindergarten through third grade and Harcourt Brace in fourth through sixth. Reciprocal teaching groups and strong vocabulary development are emphasized at all grade levels to allow students to master the state standards and school goal.

Science. Science instruction in the classrooms is a combination of hands-on experiments, group projects, and direct instruction. Teachers faithfully follow the state standards and framework to prepare students for the fifth grade state science test. The Harcourt School Publishers curriculum is used for kindergarten through sixth grade. As with all other instructional areas, students work in reciprocal teaching groups to clarify language, ask questions, make predictions, and summarize results.

Arts. All Stanley students have the opportunity to participate in weekly music lessons as well as the standards-based art program, Art Masters. During these classes, they learn background knowledge about famous artists; they also have the opportunity to recreate famous paintings and listen to classical music compositions. Throughout the year the Orange County Performing Arts Center visits Stanley to perform concerts for the students and staff. Fourth through six grade students receive instruction in chorus and instrumental classes.

IV. 2. Describe the school's reading curriculum.

Stanley's reading instruction follows the district-adopted Houghton Mifflin Program. Students in kindergarten receive ninety minutes of reading instruction a day. First through sixth grade students receive 150 minutes. The kindergarten through third grade program focuses on phonemic awareness, fluency, and word identification skills with a strong emphasis on comprehension. Fourth through sixth grade students receive instruction in vocabulary development, oral language and comprehension skills, with struggling readers receiving additional support in phonics and word identification. At every grade level, teachers instruct students on the six basic reading comprehension strategies: phonics/decoding, questioning, summarizing, evaluating, predicting, and clarifying/monitoring.

Reading instruction is systemic, prescribed, and targeted to Stanley students' instructional needs. This approach to reading includes differentiated instruction for English language learners, below level readers, and advanced students through small group instruction and center activities, which allow all students to achieve grade level standards. Students are given the opportunity to improve and succeed in reading through modeled reading, shared reading, guided reading, silent reading, and ELD vocabulary development. First through sixth grade after school reading interventions provide assistance for students reading two or more years below grade level. Students meet two to four times a week in homogenous groups of six to eight students. First through third grade intervention is facilitated through the use of the Houghton Mifflin Extra Support Program and a preteach/reteach model of instruction where students are exposed to the classroom curriculum multiple times to refine their skills and gain better understanding of reading concepts. In addition, third grade students receive intensive phonics instruction with the Houghton Mifflin Phonics Intervention Kit. Depending on the reading level and need of the student, fourth through sixth grade students are eligible for two interventions. They are either placed in a preteach/reteach group, or a Fast Track reading group which focuses on phonological awareness or comprehension and fluency.

IV. 3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission.

Math standards are articulated school-wide through strict instructional practices, pacing guides, and alliance to the district-adopted Harcourt Brace Math Program. Kindergarten students receive 50 minutes of daily instruction; first through sixth grade students receive 80 minutes. Math lessons are supported through guided and small group instruction, frequent and regular skills practice, problem-solving opportunities, hands-on activities, and frequent assessments. Math vocabulary is emphasized throughout the grade levels. Basic computation and critical thinking are assessed through frequent math fact tests, journals, and portfolio reflection entries. Flexible grouping during daily instruction allows for individual student needs to be met. Student led conferencing, parent handbooks, homework, and second through sixth grade school agendas assures that all students and parents are knowledgeable on grade level standards. Classroom teachers and instructional aides provide struggling and advanced students with remedial and challenge activities. Math standards are featured in all classrooms. Designated bulletin boards display high quality student work that shows mastery of key standards. Students challenged to meet grade level standards attend twice weekly tutorial sessions to receive additional instruction in math facts and grade level concepts. Stanley's mission of providing an atmosphere of academic excellence and individuality is seen through the wide variety of instructional strategies, key math standards boards, and interventions used in the classrooms and after school programs. The end-of-the-year awards ceremony acknowledges students who surpass grade level standards or show substantial growth in advancing their math skills.

IV. 4. Describe the different instructional methods the school uses to improve student learning.

At Stanley, teachers organize and plan standards-based lessons to enable students to meet grade level standards and improve student learning. Faithful replication of the state adopted language arts, math, social studies, and science programs supports students in building a strong learning foundation. Teachers implement a variety of research based instructional methods to meet the needs of all their students: differentiated instruction, historical simulations, hands-on experimentation, technology, peer coaching, dramatizations, and team teaching. Throughout every classroom standards are clearly posted next to high quality, graded student work. Alignment of instructional strategies, graphic organizers, and vocabulary assures the fluid progression of students from grade level to grade level. Assessment portfolios are passed on from year to year to measure student achievement and improve instructional practices. All staff and students are trained in reciprocal teaching strategies, student-led conferencing, and standards-based classrooms. At Stanley, students play an active role in designing the instructional methods used to improve their learning. Writing process boards are found in all classrooms. Students use work samples and student-friendly rubrics to score and self-edit their work. Self-selection and individual goal setting are at the cornerstone of student achievement. All first through sixth grade classrooms participate in the *Accelerated Reading* program. Teachers, parents, and students monitor student reading growth through the use of computerized reports. Parent education opportunities are aligned with classroom instructional practices. Family literacy, math, and science nights focus on teaching parents strategies to use at home that support the instructional methods of the classroom.

IV. 5. Describe the school's professional development program and its impact on improving student achievement.

At Stanley, teachers are a cohesive group of educators participating and working together through district and site in-services, workshops, release days, and staff meetings to ensure student success in meeting district and state standards. Professional development priorities are established through the evaluation of standardized, district, and school assessment data, as well as surveys from the school community. Stanley Elementary has adopted a three-year staff development plan based on current research and the California Standards for the Teaching Profession. Beginning in August, all teaching staff participate in district-led professional development during "Super Week." Workshops focus on high-yield, research-based instructional strategies and are targeted to grade level and school needs. Professional development on the district-adopted standards-based curriculum is achieved through ongoing staff development at the district and school site. District facilitators and teacher leaders provide coaching to assure faithful replication of the programs and provide support for new and veteran teachers. Working with *Action Learning*, a district-wide professional development group, Stanley identified staff development opportunities that would have the greatest impact on improving student achievement. Ongoing training and coaching in standards-based classrooms, the writing process, reciprocal teaching, small group instruction, SDAIE strategies, and assessment have been implemented. The result is a first year growth of 81 API points for the schools' socioeconomically disadvantaged student population, the largest subgroup.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 2

Test California Standards Test-English Language Arts Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (56 students)
- 2002-2001 (62 students)
- 2001-2000 (59 students)

Number of students who took the test

- 2003-2002 (56 students)
- 2002-2001 (61 students)
- 2001-2000 (42 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (2 student-2%)
- 2001-2000 (17 students-29%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150-261	262-299	300-349	350-401	402-600

SECOND GRADE
STATE CRITERION-REFERENCED TEST
LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	38	44	43		
% At Proficient	27	18	21		
% At Advanced	11	7	14		
Number of students tested	56	61	42		
Percent of total students tested	100	98	71		
Number of students excluded	0	2	17		
Percent of students excluded	0	2	29		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	37	35	47		
% At Proficient	11	13	18		
% At Advanced	5	0	6		
Number of students tested	19	31	17		
2. Economically Disadvantaged					
% At Basic	53	53	52		
% At Proficient	20	9	14		
% At Advanced	0	0	0		
Number of students tested	20	24	21		
STATE SCORES					
% At Basic	32	31	29		
% At Proficient	24	23	22		
% At Advanced	12	9	10		

Data is not available in performance bands.

STATE CRITERION-REFERENCED TESTS

Grade 3

Test California Standards Test-English Language Arts Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (75 students)

Number of students who took the test

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (74 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (0 students)
- 2001-2000 (student-1%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
3	150-258	259-299	300-349	350-401	402-600

THIRD GRADE
STATE CRITERION-REFERENCED TEST
LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	47	31	34		
% At Proficient	28	34	17		
% At Advanced	4	8	17		
Number of students tested	57	61	74		
Percent of total students tested	100	100	99		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	1		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	55	35	36		
% At Proficient	9	23	12		
% At Advanced	0	3	12		
Number of students tested	22	31	33		
2. Economically Disadvantaged					
% At Basic	58	36	39		
% At Proficient	15	12	16		
% At Advanced	0	12	3		
Number of students tested	26	33	31		
STATE SCORES					
% At Basic	30	28	29		
% At Proficient	23	23	21		
% At Advanced	10	11	9		

Data is not available in performance bands.

STATE CRITERION-REFERENCED TESTS

Grade 4

Test California Standards Test-English Language Arts Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (56 students)
- 2002-2001 (83 students)
- 2001-2000 (66 students)

Number of students who took the test

- 2003-2002 (55 students)
- 2002-2001 (76 students)
- 2001-2000 (63 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (1 student-2%)
- 2002-2001 (7 students-8%)
- 2001-2000 (3 students-5%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
4	150-268	269-299	300-349	350-392	393-600

FOURTH GRADE
STATE CRITERION-REFERENCED TEST
LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	36	42	37		
% At Proficient	40	25	35		
% At Advanced	16	20	6		
Number of students tested	56	83	66		
Percent of total students tested	98	92	95		
Number of students excluded	1	7	3		
Percent of students excluded	2	8	5		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	53	67	35		
% At Proficient	29	19	26		
% At Advanced	0	0	4		
Number of students tested	17	27	23		
2. Economically Disadvantaged					
% At Basic	52	79	38		
% At Proficient	35	13	28		
% At Advanced	0	4	3		
Number of students tested	23	24	29		
STATE SCORES					
% At Basic	35	35	33		
% At Proficient	24	22	22		
% At Advanced	15	14	11		

Data is not available in performance bands.

STATE CRITERION-REFERENCED TESTS

Grade 5

Test California Standards Test-English Language Arts Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (84 students)
- 2002-2001 (67 students)
- 2001-2000 (54 students)

Number of students who took the test

- 2003-2002 (84 students)
- 2002-2001 (66 students)
- 2001-2000 (54 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (1 student-1%)
- 2001-2000 (0 students)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150-270	271-299	300-349	350-394	395-600

FIFTH GRADE
STATE CRITERION-REFERENCED TEST
LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	31	47	46		
% At Proficient	35	32	20		
% At Advanced	20	6	7		
Number of students tested	84	66	54		
Percent of total students tested	100	99	100		
Number of students excluded	0	1	0		
Percent of students excluded	0	1	0		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	53	65	48		
% At Proficient	5	4	15		
% At Advanced	0	4	0		
Number of students tested	19	23	27		
2. Economically Disadvantaged					
% At Basic	46	48	46		
% At Proficient	29	21	14		
% At Advanced	4	3	0		
Number of students tested	28	29	28		
STATE SCORES					
% At Basic	36	40	38		
% At Proficient	26	22	21		
% At Advanced	10	9	7		

Data is not available in performance bands.

STATE CRITERION-REFERENCED TESTS

Grade 6

Test California Standards Test-English Language Arts Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (65 students)

Number of students who took the test

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (59 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (0 students)
- 2001-2000 (6 students-10%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
6	150-267	268-299	300-349	350-393	394-600

SIXTH GRADE
STATE CRITERION-REFERENCED TEST
LANGUAGE ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	33	38	44		
% At Proficient	39	25	24		
% At Advanced	19	17	7		
Number of students tested	69	60	59		
Percent of total students tested	100	100	91		
Number of students excluded	0	0	6		
Percent of students excluded	0	0	10		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	60	41	37		
% At Proficient	30	17	11		
% At Advanced	0	3	0		
Number of students tested	22	29	19		
2. Economically Disadvantaged					
% At Basic	41	35	42		
% At Proficient	25	23	21		
% At Advanced	13	3	4		
Number of students tested	32	31	24		
STATE SCORES					
% At Basic	35	36	36		
% At Proficient	23	21	23		
% At Advanced	13	9	8		

Data is not available in performance bands.

Grade 2

Test California Standards Test-Mathematics Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (56 students)
- 2002-2001 (63 students)
- 2001-2000 (59 students)

Number of students who took the test

- 2003-2002 (56 students)
- 2002-2001 (62 students)
- 2001-2000 (58 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (2 student-3%)
- 2001-2000 (1 student-2%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150-235	236-299	300-349	350-413	414-600

SECOND GRADE
STATE CRITERION-REFERENCED TEST
MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES					
% At Basic	21	31	31		
% At Proficient	38	26	24		
% At Advanced	32	15	22		
Number of students tested	56	63	59		
Percent of total students tested	100	98	98		
Number of students excluded	0	1	1		
Percent of students excluded	0	2	2		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	21	38			
% At Proficient	50	22			
% At Advanced	21	13			
Number of students tested	28	32			
2. Economically Disadvantaged					
% At Basic	32	37			
% At Proficient	32	23			
% At Advanced	23	9			
Number of students tested	22	35			
STATE SCORES					
% At Basic	23	25			
% At Proficient	29	27			
% At Advanced	24	16			

Data is not available in performance bands.

Data is not available in performance bands.

STATE CRITERION-REFERENCED TESTS

Grade 3

Test California Standards Test-Mathematics Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (75 students)

Number of students who took the test

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (75 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (0 students)
- 2001-2000 (0 students)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
3	150-235	236-299	300-349	350-413	414-600

THIRD GRADE
STATE CRITERION-REFERENCED TEST
MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES				Data is not available in performance bands.	
% At Basic	32	33	29		
% At Proficient	35	31	28		
% At Advanced	21	23	19		
Number of students tested	57	61	75		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	33	32			
% At Proficient	37	32			
% At Advanced	11	16			
Number of students tested	27	21			
2. Economically Disadvantaged		41			
% At Basic	31	26			
% At Proficient	41	15			
% At Advanced	14	34			
Number of students tested	29				
STATE SCORES				Data is not available in performance bands.	
% At Basic	25	27			
% At Proficient	27	26			
% At Advanced	19	12			

STATE CRITERION-REFERENCED TESTS

Grade 4

Test California Standards Test-Mathematics Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (56 students)
- 2002-2001 (83 students)
- 2001-2000 (66 students)

Number of students who took the test

- 2003-2002 (55 students)
- 2002-2001 (79 students)
- 2001-2000 (64 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (1 student-2%)
- 2002-2001 (4 students-5%)
- 2001-2000 (3 students-3%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
4	150-244	245-299	300-349	350-400	401-600

FOURTH GRADE
STATE CRITERION-REFERENCED TEST
MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	
Testing month	April-May					
SCHOOL SCORES				Data is not available in performance bands.		
% At Basic	13	32	33			
% At Proficient	29	30	30			
% At Advanced	51	10	8			
Number of students tested	55	79	64			
Percent of total students tested	98	95	97			
Number of students excluded	1	4	2			
Percent of students excluded	2	5	3			
SUBGROUP SCORES						
1. English Learners (LEP)						Data is not available in performance bands.
% At Basic	21	34				
% At Proficient	29	24				
% At Advanced	42	3				
Number of students tested	44	29				
2. Economically Disadvantaged						
% At Basic	18	42				
% At Proficient	29	8				
% At Advanced	39	8				
Number of students tested	28	26				
STATE SCORES						
% At Basic	27	30				
% At Proficient	27	24				
% At Advanced	18	13				

STATE CRITERION-REFERENCED TESTS

Grade 5

Test California Standards Test-Mathematics Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (84 students)
- 2002-2001 (67 students)
- 2001-2000 (54 students)

Number of students who took the test

- 2003-2002 (84 students)
- 2002-2001 (67 students)
- 2001-2000 (54 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (0 students)
- 2001-2000 (0 students)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150-247	248-299	300-349	350-429	430-600

FIFTH GRADE
STATE CRITERION-REFERENCED TEST
MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES				Data is not available in performance bands.	
% At Basic	18	22	30		
% At Proficient	33	37	24		
% At Advanced	39	4	9		
Number of students tested	84	67	54		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	27	17			
% At Proficient	42	29			
% At Advanced	15	4			
Number of students tested	26	24			
2. Economically Disadvantaged					
% At Basic	26	10			
% At Proficient	39	34			
% At Advanced	29	0			
Number of students tested	31	29			
STATE SCORES					
% At Basic	26	30			
% At Proficient	25	22			
% At Advanced	10	7			

STATE CRITERION-REFERENCED TESTS

Grade 6

Test California Standards Test-Mathematics Standards

Publisher California Department of Education-State Developed

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

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (65 students)

Number of students who took the test

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (62 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

Number and percent excluded

- 2003-2002 (0 students)
- 2002-2001 (0 students)
- 2001-2000 (3 students-5%)

TESTING STANDARDS

- The California Standards Tests (CSTs) are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards.
- The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular level.

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
6	150-252	253-299	300-349	350-414	415-600

SIXTH GRADE
STATE CRITERION-REFERENCED TEST
MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April-May				
SCHOOL SCORES				Data is not available in performance bands.	
% At Basic	17	22	37		
% At Proficient	49	38	21		
% At Advanced	22	30	2		
Number of students tested	69	60	62		
Percent of total students tested	100	100	95		
Number of students excluded	0	0	3		
Percent of students excluded	0	0	5		
SUBGROUP SCORES					
1. English Learners (LEP)					
% At Basic	30	17			
% At Proficient	55	38			
% At Advanced	5	21			
Number of students tested	20	29			
2. Economically Disadvantaged					
% At Basic	30	19			
% At Proficient	37	32			
% At Advanced	20	23			
Number of students tested	30	31			
STATE SCORES					
% At Basic	30	30			
% At Proficient	24	22			
% At Advanced	10	10			

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 2 –Reading (Language Arts) Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

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

- 2003-2002 (56 students)
- 2002-2001 (63 students)
- 2001-2000 (59 students)
- 2000-1999 (70 students)
- 1999-1998 (59 Students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	56	62	53	47	44
Number of students tested	56	61	42	68	57
Percent of total students tested	100	97	71	97	97
Number of students excluded	0	2	17	2	2
Percent of students excluded	0	3	29	3	3
SUBGROUP SCORES					
1. English Learners (LEP)	42	50	55	45	37
Number of students tested	28	31	17	29	27
2. Economically Disadvantaged	36	45	47	39	40
Number of students tested	22	34	21	27	32
3. Non-Economically Disadvantaged	59	68	76	63	57
Number of students tested	34	27	21	40	25
4.Females	60	59	72	55	42
Number of students tested	23	23	17	40	27

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 2 -Mathematics Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

- 2003-2002 (56 students)
- 2002-2001 (63 students)
- 2001-2000 (59 students)
- 2000-1999 (70 students)
- 1999-1998 (59 students)
-

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	58	67	55	44	43
Number of students tested	56	62	58	70	58
Percent of total students tested	100	98	98	100	98
Number of students excluded	0	1	1	0	1
Percent of students excluded	0	2	2	0	2
SUBGROUP SCORES					
1. English Learners (LEP)	69	56	57	54	37
Number of students tested	28	32	27	31	27
2. Economically Disadvantaged	57	49	60	43	37
Number of students tested	22	35	30	29	32
3. Non-Economically Disadvantaged	73	69	74	64	53
Number of students tested	34	27	28	40	26
4.Females	64	56	68	52	39
Number of students tested	23	24	27	41	28

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3-Reading (Language Arts) Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

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

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (75 students)
- 2000-1999 (58 students)
- 1999-1998 (59 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	50	50	47	50	38
Number of students tested	57	61	74	58	54
Percent of total students tested	100	100	97	100	92
Number of students excluded	0	0	1	0	5
Percent of students excluded	0	0	3	0	8
SUBGROUP SCORES					
1. English Learners (LEP)	29	37	42	37	41
Number of students tested	27	31	34	26	27
2. Economically Disadvantaged	30	39	39	40	38
Number of students tested	29	34	31	28	25
3. Non-Economically Disadvantaged	44	65	58	54	61
Number of students tested	28	27	43	30	29
4. Females	40	57	49	44	47
Number of students tested	19	30	42	30	21

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3 -Mathematics Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

- 2003-2002 (57 students)
- 2002-2001 (61 students)
- 2001-2000 (75 students)
- 2000-1999 (58 students)
- 1999-1998 (59 students)
-

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	77	71	74	68	46
Number of students tested	57	61	75	58	55
Percent of total students tested	100	100	100	100	93
Number of students excluded	0	0	0	0	4
Percent of students excluded	0	0	0	0	7
SUBGROUP SCORES					
1. English Learners (LEP)	61	70	66	69	67
Number of students tested	27	31	34	26	28
2. Economically Disadvantaged	64	67	64	70	57
Number of students tested	29	34	31	28	26
3. Non-Economically Disadvantaged	74	87	75	77	77
Number of students tested	28	27	44	30	29
4.Females	74	79	68	72	68
Number of students tested	19	30	42	30	21

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4–Reading (Language Arts) Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

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

- 2003-2002 (56 students)
- 2002-2001 (83 students)
- 2001-2000 (66 students)
- 2000-1999 (59 students)
- 1999-1998 (60 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	57	52	42	37	40
Number of students tested	55	79	63	57	56
Percent of total students tested	98	95	95	97	93
Number of students excluded	1	4	3	2	4
Percent of students excluded	2	5	5	3	7
SUBGROUP SCORES					
1. English Learners (LEP)	35	39	38	31	26
Number of students tested	24	28	23	28	18
2. Economically Disadvantaged	34	41	41	32	31
Number of students tested	28	25	29	29	24
3. Non-Economically Disadvantaged	62	63	61	54	41
Number of students tested	27	54	34	28	32
4. Females	61	57	51	45	38
Number of students tested	27	40	32	25	32

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4 -Mathematics Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

- 2003-2002 (56 students)
- 2002-2001 (83 students)
- 2001-2000 (66 students)
- 2000-1999 (59 students)
- 1999-1998 (60 students)
-

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	61	60	51	34	43
Number of students tested	55	79	64	58	56
Percent of total students tested	98	95	97	98	93
Number of students excluded	1	4	2	1	4
Percent of students excluded	2	5	3	2	3
SUBGROUP SCORES					
1. English Learners (LEP)	58	47	56	47	27
Number of students tested	24	29	24	29	18
2. Economically Disadvantaged	58	43	58	44	29
Number of students tested	28	26	30	30	24
3. Non-Economically Disadvantaged	72	69	62	58	38
Number of students tested	27	53	34	28	22
4.Females	73	62	53	47	28
Number of students tested	27	40	33	26	32

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5-Reading (Language Arts) Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

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

- 2003-2002 (84 students)
- 2002-2001 (67 students)
- 2001-2000 (54 students)
- 2000-1999 (62 students)
- 1999-1998 (60 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	5	47	44	35	44
Number of students tested	84	66	54	50	60
Percent of total students tested	100	99	100	81	100
Number of students excluded	0	1	0	12	0
Percent of students excluded	0	1	0	19	0
SUBGROUP SCORES					
1. English Learners (LEP)	36	38	31	27	36
Number of students tested	26	23	27	18	23
2. Economically Disadvantaged	45	41	32	40	33
Number of students tested	31	29	28	23	29
3. Non-Economically Disadvantaged	62	62	63	50	37
Number of students tested	53	37	26	26	31
4. Females	60	51	54	43	31
Number of students tested	41	36	20	33	24

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5 -Mathematics Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

- 2003-2002 (84 students)
- 2002-2001 (67 students)
- 2001-2000 (54 students)
- 2000-1999 (62 students)
- 1999-1998 (60 students)
-

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	64	61	35	39	37
Number of students tested	84	67	54	59	59
Percent of total students tested	100	100	100	95	98
Number of students excluded	0	0	0	3	1
Percent of students excluded	0	0	0	5	2
SUBGROUP SCORES					
1. English Learners (LEP)	45	24	53	23	42
Number of students tested	26	55	27	25	22
2. Economically Disadvantaged	63	53	47	32	44
Number of students tested	31	29	28	28	29
3. Non-Economically Disadvantaged	73	72	74	39	35
Number of students tested	53	38	26	30	30
4.Females	71	58	61	35	36
Number of students tested	41	37	20	38	24

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6–Reading (Language Arts) Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

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

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (65 students)
- 2000-1999 (64 students)
- 1999-1998 (55 students)

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	56	56	48	50	54
Number of students tested	69	60	59	61	48
Percent of total students tested	100	100	91	95	87
Number of students excluded	0	0	6	3	7
Percent of students excluded	0	0	9	5	13
SUBGROUP SCORES					
1. English Learners (LEP)	43	36	34	45	29
Number of students tested	20	29	19	21	11
2. Economically Disadvantaged	48	36	52	45	41
Number of students tested	30	31	24	32	25
3. Non-Economically Disadvantaged	66	75	58	51	60
Number of students tested	39	29	35	29	23
4. Females	54	62	55	46	36
Number of students tested	39	23	38	27	18

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6 -Mathematics Tests (2003-2002) California Achievement Tests
(2002-1998) Stanford Achievement Tests

Edition/publication year California Achievement Tests-6 Edition, 2000 Publisher McGraw Hill
Stanford Achievement Tests-9 Edition, 1995 Publisher Harcourt Brace

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

- 2003-2002 (69 students)
- 2002-2001 (60 students)
- 2001-2000 (65 students)
- 2000-1999 (64 students)
- 1999-1998 (55 students)
-

What groups were excluded from testing? Why?

- Parental Exclusion
- As per Education Code section 60615, parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

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

	2002- 2003 CAT 6	2001- 2002 SAT 9	2000- 2001 SAT 9	1999- 2000 SAT 9	1998- 1999 SAT 9
Testing month	April-May				
SCHOOL SCORES					
Total Score	81	61	64	60	61
Number of students tested	69	60	62	61	48
Percent of total students tested	100	100	95	95	87
Number of students excluded	0	0	3	3	7
Percent of students excluded	0	0	5	5	13
SUBGROUP SCORES					
1. English Learners (LEP)	69	71	42	61	37
Number of students tested	20	29	21	21	11
2. Economically Disadvantaged	70	70	60	61	50
Number of students tested	30	31	25	32	25
3. Non-Economically Disadvantaged	77	90	62	68	71
Number of students tested	39	29	37	29	23
4. Females	71	79	60	65	48
Number of students tested	39	23	39	28	18