

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal _____ Mrs. Necva Ozgur _____

Official School Name _____ New Horizon School _____

School Mailing Address _____ 651 N. Orange Grove Boulevard _____

City State Zip Code+4 (9 digits total)

County _____ Los Angeles _____ School Code Number* _____ N/A _____

Telephone _____ (626) 795-5186 _____ Fax _____ (626) 395-9519 _____

Website/URL www.newhorizonschool.org E-mail aalsarraf@newhorizonschool.org _____

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

(Principal's Signature) Date _____

Name of Superintendent* _____ N/A _____

District Name _____ N/A _____ Tel. _____ N/A _____

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 _____ N/A _____

Name of School Board President/Chairperson _____ Dr. Nasser Karam _____

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

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

PART 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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

1. N/A
2. N/A

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

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	18	35	7	5	12	17
K	9	13	22	8	6	5	11
1	17	12	29	9			
2	10	13	23	10			
3	5	12	17	11			
4	11	8	19	12			
5	7	8	15	Other			
6	9	10	19				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							207

6. Racial/ethnic composition of the students in the school:
 - 58 % White
 - 8 % Black or African American
 - 6 % Hispanic or Latino
 - 28 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: .5 %

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

0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 14

The school provides financial aid to certain families based on need. Although there is a range of need, we have identified those families having a gross income below \$23,000 as being “low-income” based on the Department of Agriculture’s criteria for free school lunch eligibility. By examining the income tax forms of the financial aid families from the 2004-2005 application process, we have determined the number of students who are considered low-income based on this criteria.

10. Students receiving special education services: 0 %

0 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> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </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>5</u>	<u> </u>
Classroom teachers	<u>17</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>29</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 1:20

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	98%	97%	98%
Daily teacher attendance	98%	97%	97%	96%	98%
Teacher turnover rate	15%	33%	29%	57%	20%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004. N/A

PART III - SUMMARY

New Horizon School, located in Pasadena, California, was founded by the Islamic Center of Southern California in 1984 in order to provide children with excellent quality academic education based on high moral values in an Islamic environment. Our mission is to provide an educational program that will prepare each child to excel intellectually, spiritually, physically, socially and emotionally. In addition, the mission emphasizes the development of future American Muslim leaders and an Islamic way of life.

The philosophy is based on the belief that academic excellence is best achieved through critical thinking, problem solving, discussion, and communication skills. In addition, a positive self-image and an Islamic identity are achieved through positive peer and adult interaction. Our goal is to develop in each child a love for, and understanding of, God and Islam and to nurture an identity in each child as a confident and faithful American Muslim with a strong commitment to family, community, and humanity.

Today, the current facility includes two campuses for Lower and Middle Schools for preschool through eighth grade. An auditorium, library, and computer lab are located on the middle school campus and are used by all students.

New Horizon attracts American Muslims from a variety of ethnic and racial backgrounds. The student population includes persons of Caucasian/European, African-American, Hispanic, Middle Eastern, Filipino, Southeast Asian, Iranian, Asian, Afghani, North African, Turkish, and Bosnian descent. Staff members at New Horizon School share a common cause of establishing a high quality American Muslim school. The school embraces staff and students of all faiths. The school's constituencies consist of the Board of Directors, administrators, faculty, students, and parents.

New Horizon School strives to meet the intellectual, spiritual, social, emotional, and physical needs of its students with a unique approach for each of its programs. Our Preschool program is based on the developmental approach, which involves teaching skills appropriate to the developmental level of each child. At the Lower School level, our elementary students follow a sequential learning program within a more traditional academic structure. We emphasize active learning through experimentation, exploration, and discovery. At the Middle School level, the program emphasizes rigorous academic standards with attention to the unique developmental needs of the adolescent. We also emphasize the importance of life skills, character education, and community service to prepare our students for high school and beyond. At all grade levels, we help our students develop a positive self-image and an Islamic identity by promoting social skills, healthy interactions with peers and adults, and integration of Islamic values in daily activities.

The character of the school can best be described through the following belief statements:

- Belief in the endless quest for excellence
- Belief in the commitment to professionalism

PART III - SUMMARY (cont'd)

- Belief in continuous improvement
- Belief in unity in diversity
- Belief in the dignity of the human being
- Belief that school improvement is primarily people improvement
- Belief in progressive thinking and innovation
- Belief in creating an exceptional work place with ethical conduct
- Belief that power shared is power gained
- Belief that the family provides the foundation for the development of the individual

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. In accordance with the terms of accreditation from CAIS (California Association of Independent Schools) and WASC (Western Association of Schools and Colleges) New Horizon administers standardized tests on an annual basis. The school uses the Comprehensive Testing Program 4 (CTP 4) which is published by the Educational Records Bureau (ERB) for the testing of grades one through eight. ERB does not produce a test for Kindergarten so the school uses the Stanford 10 (SAT 10). Testing takes place annually, during the third week of May.

When comparing our 2003-2004 test data to the rest of the nation, New Horizon finds that the majority of their classes are clustered around the 90th percentile in both Reading and Math.

While test scores represent an overall average of the students at the school, it is important to look closely at each child and their individual scores or item analysis to find specific areas of strengths and weakness. Identifying trends amongst students helps target areas of weakness and highlight the strengths in our overall program or curriculum.

These are some of the overall trends that we discovered through the examination of 2003-04 testing results.

- Overall need to provide more critical thinking exercises in math classes throughout the grades levels.
- Students lacking in basic skills need packets and tutorials on basic skills to continue to advance their level.
- 1st graders -- area of strength: total reading; target for growth: listening
- 2nd graders -- area of strength: reading comprehension; target for growth: reading (word analysis), math: (measurement, patterns, functions and pre-algebra, data analysis)
- 3rd graders -- area of strength: math (data analysis, statistics and probability); target for growth: reading comprehension (analysis), word analysis (phonics analysis)
- 4th graders -- area of strength: auditory comprehension; target for growth: reading (explicit information), vocabulary
- 5th graders -- area of strength: mathematics; target for growth: vocabulary
- 6th graders -- area of strength: vocabulary; target for growth: reading comprehension
- 7th graders – area of strength: writing mechanics; target for growth: quantitative reasoning
- 8th graders – area of strength: reading comprehension; target for growth: writing mechanics

New Horizon found no significant disparities among its subgroups.

2. Administrators review all test scores to look for overall trends in the school and comparisons to previous year's scores. During orientation week, administrators and teachers look more closely at classes and individual students to identify and target areas for growth or enrichment. Using the item analysis and individual student reports, teachers get a better picture of the types of skills that classes and individuals need to improve.

Upon evaluation of trends found among classes and individuals, the administrators and teachers make decisions to enlist professional consultation and evaluation for certain students, acquire additional educational materials to reinforce particular skills, and schedule appropriate teacher training to improve instruction in a given area. The school has, for example, recommended students for evaluation by outside agencies (e.g., public schools) when test scores and other factors point to a possible learning disability. Also, the school acquired the Excel math program as a supplement to the lower school math curriculum to provide more spiraling to help achieve mastery of concepts. In addition, the school scheduled several web casts on differentiated instruction to provide teachers with more breadth of ideas to maximize learning according to the different needs of their learners. The choice of particular textbooks and supplemental materials for their strength in critical thinking has also been motivated by trends in our test scores. The Accelerated Reading and Math programs are meant to help the school better assess and direct students according to their various levels. The school will also be evaluating student writing with the ERB Writing Assessment Test in spring of 2005 to give teachers an assessment tool for their students' work. In addition, our after-school tutorials for English and math are designed specifically to address the needs of students performing in the below average range on test scores and on school reports.

3. The school uses several methods to communicate and share assessment information with parents. Progress reports are sent home at the mid-point in each trimester. The first progress report is actually provided directly to parents at our annual Parent-Teacher conferences in October. Report cards are mailed home at the end of each trimester and include grades and comments for each subject area. Star assessment reports are also sent home three times a year. Teachers in the middle school post grades on a biweekly basis on a web-based program called Edline. This is accessible to parents for updated progress on their student's performance. Lower and middle school teachers communicate with parents by phone, e-mail, and in person to discuss particulars of student progress. Graded papers, tests, and quizzes are often sent home periodically with the requirement of a parent signature. Weekly homework letters keep parents up-to-date on homework expectations.

Standardized testing results from the prior year are given to parents during the Parent/Teacher conference in the fall. Parents are encouraged to see the appropriate School Director to discuss the scores in greater detail. Administrators also prepare a presentation to parents each year to advise them of the trends found in testing results and the strategies the school will be employing to boost strengths and improve weak areas.

4. Since its inception, the school has been committed to excellence. The administration believed that excellence could be achieved through accreditation, and it thus worked diligently towards getting accreditation from the California Association of Independent Schools (CAIS) and Western Association of Schools and Colleges (WASC). The school has been accredited since 1995 by both institutions. Our school head served on the CAIS board and participated and chaired accreditation visits for other private schools on behalf of CAIS. These experiences provided growth opportunities to our school head and in the long run provided positive exposure to New Horizon School Pasadena, which is now considered as a feeder school to independent schools.

The school's success story encouraged the Muslim community to open other New Horizon Schools, and today we have four other New Horizon Schools in Southern California. New Horizon School Pasadena has always been committed to aiding its sister schools. Our school head leads monthly NHS Principals' meetings and shares any research, development, and production by NHS Pasadena with the rest of the principals. The school often hosts or co-hosts meetings, conferences and workshops for the New Horizon Schools and other schools. New Horizon School has a spirit of sharing and educating other schools and has often shared sample documents with other schools. In the spirit of working with other schools, our school head has also been involved with and made presentations for the Islamic Consultative Council of North America and the educational conferences organized by the Islamic Society of North America (ISNA).

PART V – CURRICULUM AND INSTRUCTION

1. New Horizon's curriculum:

- integrates academic skills with a firm grounding of moral and ethical Qur'anic principles.
- is current, interactive, interdisciplinary and sequential.
- directs intellectual, social, emotional, spiritual and physical development.
- is consistent with its standardized assessment, classroom instruction and state academic content standards.
- is designed to develop and enhance the skills needed for lifelong learning.
- teaches diversity and is committed to the betterment of family, community, environment and humanity.
- encourages independent thinking, critical thinking, problem solving and real world connections from a foundation of strong basic skills.
- sets standards of excellence while considering the uniqueness and varying developmental levels of all students.

Reading, Language Arts/English: New Horizon School has chosen to use a strong phonetic approach as well as a literature-based program as the foundation of its reading curriculum. Beginning skills focus on the development of decoding, comprehension and writing of simple words. Students eventually reach a more sophisticated level at which they can write a strong essay with all appropriate components and read to analyze the different aspects of literature.

Math: New Horizon uses a math series that encourages the development of fundamental skills and strengthens students' higher level thinking ability. Through the use of manipulatives in the early grades, students are able to move their thinking from the concrete to the abstract. These skills form the foundation for problem solving, reasoning and critical thinking as well for a smooth transition from the world of arithmetic to pre-algebra and algebra. The Excel math program provides spiraling to better insure mastery. Students in middle school are on track to complete Algebra I at the end of eighth grade.

Science: Inquiry is a key focus in our program as students are guided through the process of asking questions and experimentation. Hands-on experiences promote exploration and discovery in the development of science skills. The highlight of the year is the implementation of the scientific method in our annual Science Fair.

Social Studies/History: The Houghton Mifflin series challenges our students on critically analyze historical issues from different eras and regions. In addition to the text, a variety of methods are used to stimulate learning and to bring history to life: simulations, art activities, model making, role playing, current events, field trips, and journal writing.

Arabic Language: The program emphasizes a communicative approach in which students learn to develop their oral skills based on age appropriate content and materials through dialogue, songs, stories, language games, drawing, coloring and visual support materials. The program promotes reading, writing, listening, and speaking throughout all levels.

Islamic Studies/Qur'an: The Islamic Studies curriculum teaches the students to know and apply the basic precepts of the faith. Students are challenged to think about their beliefs and to develop ways to contribute positively to the world around them. Students memorize, recite, and examine a selection of verses based on their age-appropriateness and teaching of important values.

Arts: Students at New Horizon have exposure to three areas of the arts: fine art, music and drama. Fine Art focuses our students on a variety of artwork through the use of images, stories about great masters and their works. Music provides students with the opportunity to receive instruction in reading notes, music theory and music appreciation. In drama, students begin preparations for the stage through theatre games and improvisation and end with a final performance.

Electives: Seventh and eighth grade students are given options for two elective classes per trimester. Courses include: acting, newspaper, media literacy, video production, yearbook, robotics, speech, stock market, piano keyboarding, mathcounts, and community service.

2a. New Horizon School has chosen to use a strong phonetic approach as well as literature based program as the foundation of its reading curriculum and one that meets the state content standards for reading and writing. Our main reading series is Houghton Mifflin's *A Legacy of Literacy*. It is an integrated program in which students develop sequential reading and writing skills as they advance from grade to grade. Emphasis in the kindergarten program is placed on the development of decoding, comprehension and writing of simple words while those at the sixth grade level have become sophisticated readers and writers that can not only read well but also analyze the different components of literature.

The Accelerated Reader program offers an additional tool for students to develop their reading skills. Accelerated Reader is an individualized program designed to meet the different reading ranges of each child. STAR Assessment Reports are used in conjunction with Accelerated Reader to assess and monitor students on a regular basis. It ensures that all students are reading at their optimal level. Both the STAR Assessment Reports and Accelerated Reader were chosen because they are technology-based reading programs which allow for teachers and administrators to assess students consistently and regularly across the grade levels.

The reading program is further enriched with novel studies, literature discussions, teacher read aloud and weekly library visits.

2b. In the middle school English program, students continue to build their reading, writing, and critical thinking skills. Students are required to delve into the intricacies of literary texts, examining the use of metaphors, analogies, and other literary devices. Literature for these levels is selected based on themes, interest to students, potential for analysis and discussion, and use in other noted schools. Examples include: *The Giver* (Lowry), *The Pearl* (Steinbeck), *The Hobbit* (Tolkien), *Roll of Thunder, Hear My Cry* (Taylor), *The Lord of the Flies* (Golding), *Johnny Tremain* (Forbes), *Macbeth* (Shakespeare). Essay writing emphasizes a structured approach to writing but also allows students to express feelings, emotions, and opinions in a constructive and unique way. An important focus of the class is vocabulary development with many words taken directly from the reading selections. Grammar remains an essential component of the English program with students practicing correcting sentences and then incorporating their knowledge of the rules into their essay writing. Projects/activities include: double entry journals,

literary circles, in-book annotations, passage illustrations, and cooperative in-class discussions (grand conferences).

The addition of Accelerated Reader (see explanation in 2a) to the program gives teachers and students the means to assess reading levels and to promote and improve reading for all ability levels. Using various reading strategies for content reading across the curriculum helps address the needs of all students including struggling students. Breaking down the chapter, surveying the headings, and defining key terms are some of the ways we prepare students for reading their texts. We also identify those students who need remedial assistance in the area of reading and require them to attend once or twice a week tutorials.

3. New Horizon School's vision is to develop in each student "a positive identity as an American Muslim" who is expected to "make positive contributions to the global community." To this end, the school offers a rigorous curriculum in the Arabic language. The aim of the Arabic language program is not only to give students direct access to the text of their faith, but also to provide them with competency in a language that has become increasingly relevant to American society. Since our students come from both non-Arabic speaking families as well as those who speak various dialects of Arabic, the school's techniques and methods are based on the teaching of Arabic as a foreign language. Our preschoolers and kindergarteners are exposed to Arabic using a communicative approach, enabling them to develop their Arabic listening and speaking skills with age-appropriate content and materials, such as songs, storytelling with puppets, and language games. In addition to further developing their oral language skills, New Horizon students begin to read and write Arabic letters and words by the first grade. Our Arabic language program utilizes the series *Oheb al-Arabiyyah*, which balances the components of language content, functions of spoken and written communication, and accuracy of grammar, pronunciation, and vocabulary choice. By the eighth grade, New Horizon students are able to give oral presentations in Arabic, read short stories independently, and write short stories in Arabic. To support our Arabic language curriculum, the school holds an annual Arabic Day in which students from every grade level present skits based on the vocabulary and structure they have developed during the year.

4. Reaching our academic goals requires the use of innovative and traditional methods of instruction. Thus, teachers employ variety in their menu of teaching options. These include: whole-class instruction, small group, peer instruction, independent work, cooperative learning, simulations, role play, experiential learning (hands-on), learning centers, games, interviews, debates, music, art, physical activity, technology, audiovisual, and field trips.

Within each classroom, individual teachers are encouraged to exercise their particular talents to excite, involve, and stimulate the students in the learning process. Teachers are supported in using different methods to achieve different objectives. Teachers attend various workshops, seminars, and conferences to promote their professional knowledge and growth so that they are equipped with effective strategies.

Although teaching methods may vary, the goal of meeting the curriculum expectations, preparing our students to perform well on the standardized tests, and engaging our students in meaningful, effective learning remains the same. Good communication between the staff and the administration is important in maintaining consistency within the program. Department meetings to discuss curriculum strategies and goals help keep the entire Faculty focused on common goals and on ways to enhance student learning from year to year.

5. The school provides a variety of opportunities for training and professional development including annual orientation meetings, in-service workshops and web casts, professional seminars, annual conferences, and post-graduate education courses. The school pays 100% of the costs for each teacher to attend one seminar per year and 50% of the costs for any additional approved seminars. For programs

such as Accelerated Reader, the teachers receive specialized training provided through the school budget. The school also covers the cost for CPR training.

In-service workshops are provided by Aldeen Foundation, a non-profit organization committed to promoting educational excellence. Workshops are offered four times a year with topics such as brain research, teaching writing, character education, and classroom management.

In addition, all teachers participate in the annual conference of CAIS (California Association of Independent Schools) while foreign language and religious studies teachers attend special training sessions offered through the Bureau of Islamic and Arabic Education periodically throughout the year. In keeping with technological advances, the school also participates in web casts provided by nationally recognized educational organizations such as Independent School Management (ISM) and Knowledge Delivery Systems (KDS) in association with NMSA and NAESP in areas such as differentiated instruction and middle school topics.

The school encourages teachers to improve their proficiency by enrolling in post-graduate education programs in recognized institutions. The school reimburses 50% of the cost of tuition with certain provisions.

Teachers return from workshops implementing various methods and ideas into their classroom. In particular, specific ideas for improving vocabulary and writing were added to our program in the past two years, and students have shown considerable progress in this area. Ways of differentiating instruction have been incorporated into classrooms as well. Being able to identify the needs of the various learners and addressing their needs with certain instructional methods has greatly enhanced our program.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): California Association of Independent Schools (CAIS), Western Association of Schools and Colleges (WASC), Council for Spiritual and Ethical Education (CSEE), and Bureau of Islamic and Arabic Education (BIAE).

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

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$6,750}{K}$	$\frac{\$6,750}{1^{st}}$	$\frac{\$6,750}{2^{nd}}$	$\frac{\$6,750}{3^{rd}}$	$\frac{\$6,750}{4^{th}}$	$\frac{\$6,975}{5^{th}}$
$\frac{\$6,975}{6^{th}}$	$\frac{\$6,975}{7^{th}}$	$\frac{\$6,975}{8^{th}}$			

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 8,283

5. What is the average financial aid per student? \$ 3,630

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15 %

PART VII - ASSESSMENT RESULTS

NEW HORIZON SCHOOL

CTP III & IV
LEVEL 6-8
Educational Records Bureau

Scores are reported here as scale scores.

	2003-2004 (CTPIV)	2002-2003 (CTPIV)	2001-2002 (CTPIII)
Testing month	May	May	May
Grade 8			
Reading	363	351	346
Mathematics	361	360	360
Number of students tested	11	18	16
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	373	353	346
Mathematics	366	344	370
Number of students tested	3	4	5
Grade 7			
Reading	345	348	348
Mathematics	338	319	346
Number of students tested	17	15	20
Percent of total students tested	100	94	95
Number of students excluded	0	1	1
Percent of students excluded	0	6	5
Ethnic Subgroup: Asian/P.I.			
Reading	349	354	341
Mathematics	347	353	325
Number of students tested	5	4	4
Grade 6			
Reading	337	338	340
Mathematics	326	323	332
Number of students tested	19	18	14
Percent of total students tested	100	95	100
Number of students excluded	0	1	0
Percent of students excluded	0	5	0
Ethnic Subgroup: Asian/P.I.			
Reading	337	336	343
Mathematics	336	326	330
Number of students tested	2	6	3

PART VII - ASSESSMENT RESULTS (continued)

NEW HORIZON SCHOOL

CTP III & IV
LEVELS 3 - 5
Educational Records Bureau

Scores are reported here as scale scores.

	2003-2004 (CTPIV)	2002-2003 (CTPIV)	2001-2002 (CTPIII)
Testing month	May	May	May
Grade 5			
Reading	336	339	333
Mathematics	318	319	314
Number of students tested	15	21	24
Percent of total students tested	100	100	96
Number of students excluded	0	0	1
Percent of students excluded	0	0	4
Ethnic Subgroup: Asian/P.I.			
Reading	355	342	336
Mathematics	334	335	318
Number of students tested	3	3	6
Grade 4			
Reading	323	336	332
Mathematics	295	298	292
Number of students tested	19	17	25
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	326	346	352
Mathematics	302	291	326
Number of students tested	4	3	1
Grade 3			
Reading	320	326	323
Mathematics	287	291	286
Number of students tested	17	26	23
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	326	337	339
Mathematics	294	300	296
Number of students tested	1	4	1

PART VII - ASSESSMENT RESULTS (continued)

NEW HORIZON SCHOOL

CTP III & IV
 LEVELS 1-3
 Educational Records Bureau
 SAT 10
 Kindergarten
 Harcourt Assessment

Scores are reported here as scale scores.

	2003-2004 (CTPIV)	2002-2003 (CTPIV)	2001-2002 (CTPIII)
Testing month	May	May	May
Grade 2			
Reading	315	314	314
Mathematics	268	283	273
Number of students tested	23	15	32
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	316	323	316
Mathematics	278	292	274
Number of students tested	1	1	7
Grade 1			
Reading	302	298	300
Mathematics	252	243	244
Number of students tested	29	28	17
Percent of total students tested	100	100	100
Number of students excluded	2	0	0
Percent of students excluded	7	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	297	319	301
Mathematics	243	255	246
Number of students tested	5	2	1
Kindergarten (SAT 9)			
Reading	541	514	522
Mathematics	543	524	522
Number of students tested	22	31	34
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Ethnic Subgroup: Asian/P.I.			
Reading	549	505	551
Mathematics	555	507	513
Number of students tested	2	5	2