

REVISED: 3/21/2005

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. Linda Reed
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dr. Jessie Hayden Elementary School
(As it should appear in the official records)

School Mailing Address 14782 Eden Street
(If address is P.O. Box, also include street address)

Midway City California 92655-1108
City State Zip Code+4 (9 digits total)

County Orange School Code Number* 6030829

Telephone (714) 894-7261 Fax (714) 379-1774

Website/URL http://www.wsd.k12.ca.us/ E-mail lbreed@wsd.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 _____

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

District Name Westminster Elementary Tel. (714) 894-7311

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jim 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 _____

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. Number of schools in the district: 13 Elementary schools
 3 Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- 16 TOTAL
2. District Per Pupil Expenditure: \$6,993.00
- Average State Per Pupil Expenditure: \$6,542.21

SCHOOL (To be completed by all schools)

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

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

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

_____ 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				7			
K	59	49	108	8			
1	54	53	107	9			
2	61	63	124	10			
3	58	64	122	11			
4	45	71	116	12			
5	60	53	113	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							690

6. Racial/ethnic composition of the students in the school: 6 % White
1 % Black or African American
32 % Hispanic or Latino
60 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 21 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	110
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	151
(4)	Total number of students in the school as of October 1 (same as in #5 above)	701
(5)	Subtotal in row (3) divided by total in row (4)	0.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 69 %
475 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Cantonese, Farsi, Ilocano, Korean, Lao, Mandarin, Philipino, Russian, Spanish, Tigrinya, and Vietnamese.

9. Students eligible for free/reduced-priced meals: 67 %

Total number students who qualify: 461

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

10. Students receiving special education services: $\frac{3}{19}$ % 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> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 7 </u> Speech or Language Impairment
<u> 7 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </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> 2 </u>	<u> </u>
Classroom teachers	<u> 30 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> 17 </u>
Support staff	<u> 4 </u>	<u> 10 </u>
Total number	<u> 38 </u>	<u> 30 </u>

12. Average school student-“classroom teacher” ratio: (K) 25:1, (1st-3rd) 20:1, (4th-5th) 29:1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	97 %	97%	96 %	99 %
Daily teacher attendance	96 %	98 %	99 %	99 %	99 %
Teacher turnover rate	3 %	3 %	6 %	3 %	6 %

Part III – Summary

The vision that guides all decisions that make Hayden such an exemplary place for 750 students and families is *“All members of the Hayden school community will develop literacy skills across the curriculum that will enable them to become life long learners and self-sufficient, contributing members of a global society.”* Our dedicated group of excellent teachers and staff, coupled with supportive parents and community members, create a learning environment that is student centered and focused on academic achievement. We embrace the ethnic diversity of our 60% Asian, 32% Hispanic, and 8% White/ other population which allows us to share many cultures and prepares our students for success in an ever changing world.

First opened in 1962, our facility is attractive and well maintained. Hayden is located 35 miles southeast of Los Angeles, close to the heart of Little Saigon and the Vietnam War Memorial. Newly installed gates and an expanded parking lot provide additional safety for our students. New restrooms and relocatable classrooms have been added to accommodate our growing population. Thirty-four classrooms are used for general and special education classes. In addition, we have a computer lab for whole class instruction, banks of computers in each classroom, an up to date library, and a Writing to Read computer Lab for primary students.

Our academic achievement is amazing with 69% of our students socioeconomically disadvantaged and 69% English Learners, representing eleven different languages. Our overall growth on the API for the last five years is 115 points, with all sub groups substantially exceeding their targets. Our Asian students scored 871 with the combined school growth hitting 820, which exceeds the Statewide Performance Target of 800.

Hayden teachers use the state standards to guide instruction in every subject area and design lessons to engage students with a wide variety of academic, social, and emotional needs. We address the unique academic needs of each student, including those just beginning to learn English, those who may need special help, and those who excel in their academics. Fourteen teachers have received extensive training in the integration of math, science, and language arts through the use of technology. Five collaborative planning days are provided by grade level for teachers to examine student assessment data, review pacing calendars, and determine student intervention groups. Teachers share instructional strategies and materials that provide an academic program where each student, regardless of background, has the opportunity to master the curriculum to the best of his or her ability. Teachers provide regular small-group tutorial sessions after school to help all students achieve state standards. Comprehensive homework engages parents in the learning process and is frequently individualized. Ongoing staff development and the purchase of quality supplemental materials align with identified needs and provide teachers with the latest and best information on improving instructional practices.

Our commitment to learning goes well beyond the classroom setting. Our established collaboration with The Midway City Community Center, City of Westminster, Westminster Police Department, Sheriff’s Department, Campfire Girls, Westminster Community Collaborative, and the Westminster Boys and Girls Club support our goal of “High Achievement for all Students.” Project S.H.U.E. is a free service for first and second graders that receive tutoring from our seniors at the Community Center. These agencies provide quality after school programs, tutoring, mentoring, self-help skills and a variety of resources for our families in need.

Hayden’s success is rooted in the examination of best practices, defining clear and specific goals, monitoring student performance, and adjusting the delivery of a quality program to meet the unique needs of our students as they work toward mastering the state standards. We are very proud that “No Child is Left Behind” at Hayden Elementary School.

Part IV – Indicators of Success

1. Describe the meaning of the school's assessment results.

Hayden Elementary School has made significant progress in reading, language arts and math on standardized testing over the past five years. Each spring students participate in the Standardized Testing and Reporting (STAR) test. This test has two sections, the California Standards Test (CST) and the California Achievement Test sixth edition (CAT 6). The CST tests students on their knowledge of the California Content Standards in reading and math. Student scores fall in to one of five categories, Far Below Basic (lowest category), Below Basic, Basic, Proficient, and Advanced (highest category). The CAT6 is a norm referenced test that also assesses students' progress in language and math. The CAT6 was first administered in 2003. Prior to this test, the Stanford Achievement Test 9th edition (SAT9) was used. This nationally normed test gave results as a national percentile rank (NPR).

Steady growth over five years is demonstrated by all grades and sub groups. For example, on the CST, 53% of Hayden's fifth grade students scored at or above proficient in Language Arts, compared with the state score of 40%. In looking at the sub groups, economically disadvantaged students scored 53% and the Asian subgroup far surpassed the state score with 66% at or above proficient in Language Arts. 59% of Hayden's fifth grade students scored at or above proficient in Math compared to a state score of 38%.

In looking at the nationally normed reference test date, Hayden continues to demonstrate excellence. As an example, the Hayden fifth grade school wide Language Arts mean scaled score is 669 compared to the national mean of 648. In math, fifth grade Hayden students' mean scaled score is 671 compared to the national mean of 645.

As part of California's accountability system, the state annually computes an Academic Performance Index (API) from 200-1000 for each school statewide based upon performance on the CAT6 and CST tests. From 2000 to 2004, Hayden's API score has dramatically risen 115 points from 705 to 820. The most recent score of 820 exceeds the state performance target of 800.

As part of the No Child Left Behind Act, California has created an Annual Yearly Progress (AYP) score to measure the percent of students scoring proficient or above in Language Arts and Math. The AYP is based upon the CST results and the API growth. The minimum requirement to meet the AYP in Language Arts is 13.6% scoring proficient or above. The 2004 Hayden school wide language arts score shows 50.6% of students at or above proficient. In math, 16% of students are expected to meet the state standard. Hayden students again outscore the federal minimum by having 66.8% of its students score proficient or above in math.

The Hayden staff, students and families are very proud of the accomplishments over the past five years. More information on Hayden's scores can be found on: <http://dq.cde.ca.gov/dataquest/>

2. Describe how the school uses assessment data to understand and improve student and school performance.

Ongoing teacher collaboration meetings have long been a measure of Hayden's increase in student achievement. In the 2003-04 school year, time for Student Achievement Collaboration Sessions (SACs) was funded at the district level, with the equivalent of five days release time for each teacher. Each fall, teachers receive data on their incoming class. Nationally normed test reports and state performance based assessments are analyzed by student in grade level teams. Intervention groups are organized based on specific student needs as identified by the data. Instructional strategies and supplemental materials are aligned to meet student need.

Beginning with the second quarter, teachers analyze results of district benchmarks, and plan interventions to assist students in reaching the level of proficient or above on the California Standards Test. Grade level, class, and individual results are used to address needs including improving instructional practices and providing individualized interventions for students “Basic” and “Below Basic” on the CST. Instructional groups are formed and support services aligned with the use of this information.

The most successful intervention used at Hayden is having identified students in a tutorial program after school with their teacher. Groups of students rotate based on need every 4-6 weeks. Additional interventions include differentiated instruction in small groups with a reading teacher and two Title One teachers, the use of alternative curricula, and computer programs that give specific skill practice. Peer tutoring and “Little Buddies”, a cross-age tutoring program, also assist students in reaching the state standard.

Intensive Intervention Learning Plans are individualized plans for students identified as being at risk of retention. Interventions in place at school, those that will be the responsibility of the home, and student are identified. Proficiency summer school, including the English Learner strand, extend the learning opportunities for these students .

3. Describe how the school communicates student performance.

Hayden recognizes the importance of strong home-school communication regarding student performance. Daily communication with the school through the use of student agenda planners and test folders keeps parents informed about curriculum, homework, and their student’s progress toward meeting the state standards. All communication with the home such as report cards, newsletters and flyers are translated into Vietnamese and Spanish. A “Parent Friendly Guide to the California Academic Content Standards” is discussed during Back to School Night meetings. Additionally, parent meetings and parent-teacher conferences (held twice a year) are translated by our two community liaisons. STAR and CELDT testing results are mailed from the district office in three languages also. Parents of Special Education students meet annually with the site team to review their child’s individual education plan (IEP) and classroom performance.

Four times annually, assessment information is shared with the community through the School Site Council and monthly through the Hayden PTA. School data and student progress is reviewed and suggestions concerning the school’s academic plan are shared.

Other means of sharing student progress and assessment information include back to school night, open house, district and site newsletters, the Hayden Accountability Report Card and the Westminster School District web site.

4. Describe how the school will share its success.

In addition to regular business meetings, all Westminster School District administrators meet twice monthly to discuss curriculum, instructional practices, and student progress toward meeting the state standard. Book talks, sharing of promising practices, and problem solving strategies help move all schools forward.

Student Achievement Teachers (SAT’s) lead the site Student Achievement Collaboration Sessions (SAC’s) meetings on a quarterly basis. The SAT teachers collaborate monthly at the district level where ideas and strategies to increase student achievement are shared. Grade level visitations from other Westminster Schools have been a positive outgrowth of this district-led articulation.

Hayden has been recognized as a Title One Achieving School two years in a row. We receive many phone calls and visits as a result of being on the Orange County and California Department of Education Web Sites.

In addition to district wide staff development days, Westminster is part of a collaborative, The

West Orange County Professional Development Center, that provides teachers interactive opportunities that refine instructional practices and develop strategies for increasing student achievement.

Part V – Curriculum and Instruction

1. Describe the school’s curriculum.

The curriculum at Hayden Elementary School is aligned with the State Frameworks for Language Arts and Math and supported by state adopted texts. A committee of teachers, parents and curriculum experts met to examine recommended materials and select the adoption that best meets the needs of our students. Instruction is then organized with the assistance of a pacing calendar, to ensure all students have the opportunity to meet or exceed these state standards.

Language Arts: Instruction in kindergarten through second grade is delivered using state and district adopted Open Court (SRA) materials as the foundation to Hayden’s primary reading program. Open Court was selected as a research based, systematic, explicit phonics program that also provides quality literature selections for students. Sound cards, and teaching the relationship between print and sound using movement engages all students in the process of reading. The daily reading program focuses on decoding, fluency, and comprehension. Controlled readers, “little books,” are sent home for student practice. Many supplemental materials are provided for students such as “Weekly Readers”. The “Accelerated Reader” program offers students opportunities to read leveled books and take comprehension quizzes on the computer. Scores are recorded so that students can monitor their progress. Teachers incorporate a variety of strategies that accommodate the needs of our diverse population including GATE (Gifted and Talented Education), EL (English Learner), special education, and below grade level readers.

Grades four and five use the Houghton Mifflin Reading Program as their core. This program includes three academic components: reading, word work, and writing and language. Within the reading component, students of all abilities read from a variety of texts grouped in themes to encourage fluency, comprehension and vocabulary. Word work addresses spelling, phonics, and high frequency words. The writing component focuses on a variety of writing experiences including language, grammar and journal writing.

Mathematics: Math instruction is guided by the Harcourt Brace math program. This program offers challenges in skill areas of basic computation, problem solving and critical thinking. Lessons explicitly teach and review the California State Standards, and provide students the opportunity to work with manipulatives and apply real life scenarios to the problems. Review sections are designed in a spiral manner to frequently revisit concepts covered in a prior lesson.

Science: Due to the generous contributions of the Beckman@Science Foundation, The Westminster School District is one of three districts that established the *ScienceWorks Consortium* to stimulate, preserve, and inspire children’s natural curiosity to achieve literacy in science. Teachers receive extensive support in implementing curriculum based hands on science kits. Training in lesson delivery, student assessment, and an extensive materials replenishment process for the science kits insure a quality science experience for all students. All students are actively engaged in the ‘doing’ and ‘learning’ of life, physical and earth science. Data collected through the consortium indicates that skills acquired through this inquiry based science transfer to other core curriculum areas.

Art: In addition to ongoing projects and art activities connected directly with the curriculum, students at Hayden participate in “Art Masters”, a docent lead experience that exposes students to the great artists of the world. Students participate in four assemblies a year that expose them to the history and techniques of famous artists. Teachers attend an in-service that gives them the skills to teach students to replicate the

techniques of artists such as Monet, Cezanne, and Van Gogh. Upper grade vocal music lessons and instrumental music prepares students for the performing arts opportunities at the middle school.

2a. Describe the reading curriculum.

Hayden's reading program follows the district adopted Open Court and Houghton Mifflin Programs. Kindergarten students have ninety minutes of reading daily, while upper grades receive up to 150 minutes in language arts instruction. Primary grades focus on phonemic awareness, fluency, and word identification skills with a strong emphasis on comprehension. Primary students visit the Writing to Read Computer Lab each day for 30 minutes to work on letters, sounds, reading and writing. Upper grades focus on vocabulary development, oral language and comprehension skills. Struggling students receive additional assistance in phonics and word identification through Title One reading teachers as needed. Teachers provide consistent instruction on the six basic reading comprehension strategies: phonics / decoding, questioning, summarizing, evaluating, predicting, and clarifying / monitoring. These standards aligned reading materials were selected and recommended to the school board by a committee of parents, teachers and curriculum experts based upon the proven, research based, 'basics' approach.

Using the backward planning design model, teachers plan and pace lessons to ensure that all material is covered according to the state standard for the grade level. Differentiated instruction for English Language Learners, below grade level readers, and advanced students is provided through small groups, center activities, and the use of Title One teachers. Students in grades one through three benefit from smaller class size through the CSR (class size reduction) program providing a learning opportunity in a 20:1 environment.

The extensive use of after school tutorial sessions focuses on improving reading skills for our struggling students. This intensive intervention is delivered by the classroom teacher three to four times weekly. Homogeneous groups of 6-8 students benefit from the pre teach-re teach model, modeled reading, shared and guided reading. Cross curricular opportunities to increase reading skills are emphasized in science journals, math dictionaries, and social science research.

3. Describe one other curriculum area and how it relates to essential skills.

Capturing the imagination and attention of the many second language learners at Hayden is easily accomplished with our hands-on science program. Opportunities to explore and understand the world in which they live come alive as they learn to ask questions, experiment, and develop critical thinking skills. All teachers have access to this integrated, standards based curriculum that encourages student inquiry and provides hands on experiences with wood, bulbs, bugs, rocks and plants. Science materials are provided in a "kit" that rotates three times a year. Professional development is provided related to the effective inquiry methods, assessment practices, and science content. The support of the *Beckman@Science Foundation* and the collaboration of community agencies and two neighboring districts make this extraordinary program possible for our students. A recent addition to the science program is the Houghton Mifflin Discovery Works text that facilitates additional opportunities for upper graders to read in the content area.

Upper and primary classrooms have "Big Buddies / Little Buddies" that meet regularly to experience science, reading and writing in a cross age tutoring format. The exciting Community Science Nights bring students and their families together with educators to share in science education. Parents witness first hand how critical thinking, problem solving, reading and writing are linked to students' academic success. Ongoing program evaluation is achieved through best practice roundtables where lead teachers meet to solve problems, identify areas of need and share success.

Finally, the integration of technology through the use of the internet, smart boards and student computers in the classroom has substantially increased student achievement. Teachers attended week long

in-service opportunities that linked math, science and technology. Technology as an instructional tool motivates and inspires our young learners.

4. Describe the instructional methods used to improve student learning.

Hayden teachers plan together by grade level and meet regularly to discuss instructional strategies and ways to enhance student learning. This strong collaboration and the alignment of resources based on student need is a definite strength at Hayden. Teachers work together to align curriculum with the state standards and ensure that instruction in all areas is well planned and effectively paced. Instructional concerns, supported by the data, selection of specific school wide and classroom strategies to impact student performance, and alignment of curriculum with the California State Standards are discussed regularly at grade level meetings. The purposeful planning, alignment and individualization of instruction is successful in meeting instructional goals and increasing student achievement at Hayden as evidenced by the dramatic and continuing increase in student achievement.

Teachers implement a variety of research based instructional methods to meet the needs of our students. Hands-on learning, historical simulations, dramatization and team teaching are just a few of the strategies used. Hayden teachers are highly trained and well equipped to meet the needs of our diverse population. Strategies to engage all learners include differentiated instruction according to Bloom's Taxonomy, reciprocal teaching, modeled reading, shared and guided reading. Graphic organizers, word walls and dictionaries add to the print rich classroom environments where student friendly standards are posted. Cross age buddies, silent reading times and small group instruction give quality opportunities for student learning. Writing is taught as an ongoing process, students learn to edit and re-write their work. Word processing is taught at all grade levels, and students enhance their work through the use of graphics. Frequent and ongoing oral language experiences strengthen student learning through plays, presentations, speeches, chants, and singing.

5. Describe the professional development program and its impact on student achievement.

Equal to the importance of differentiation of instruction for students, is the ability for teachers to receive a variety of opportunities to gain information to implement the best practices and increase student achievement. Resources such as BTSA (Beginning Teacher Support and Assessment), new teacher workshop, the Westminster School District Staff Development Days, the West Orange County Professional Development Center, Orange County Department of Education, and UCI trainings are used to gain knowledge in identified areas of student need. Teachers self select staff development opportunities based on their interest in the identified area of focus.

The Westminster School District promotes continued professional development by providing weekly modified days and student free days for collaboration and professional development. Both established grade level meeting times and informal collaborations and partnerships are used to share information gained at attendance at workshops such as "Practical Strategies for helping at risk students," EnVoy, Asset Building, "Beckman Science", classroom management, Marcy Cook, Differentiating Instruction, The Kaplan GATE Institute, and the CTA Good Teacher Conference.

The first grade and fourth grade teams have participated in the District technology program, which trained teachers in technology use and the alignment of curriculum with state standards during a summer training institute. The goal of utilizing technology as an instructional tool in the classroom through the content area of Math and Science has now been extended to include all content areas. The district commitment to expanding the use of instructional technology will expand to more grade levels this year.

Paraeducators and other classified staff take advantage of ongoing workshops offered by the district and county such as "How to motivate the reluctant student". Hayden's support of student learning extends to parents by giving them the opportunity to participate in the annual District Parent Academy,

PIE (Parents in Education) nights, and special interest meetings such as “Positive Strategies for Managing Behavior,” provided by our district Prevention Intervention Coordinator. The commitment to professional development for everyone serving students in the Westminster School District is exemplified by the participation of all administrators in its ongoing staff development program “Building Capacity in School Leaders.”

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Language Arts Grade: 2 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	22%	26%	7%	7%	
% Proficient and Above	59%	65%	42%	33%	
% Basic and Above	85%	92%	77%	72%	
% Below Basic and Above	97%	97%	94%	91%	
% Far Below Basic and Above	100%	100%	100%	100%	
Number of students tested	125	113	115	137	
Percent of total students tested	100%	100%	97%	98%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	66%	76%	Data is not available in this subgroup.		
Number of Students Tested	74	64			
2. Economically Disadvantaged					
% Advanced	22%	64% Proficient and Above	6%	5%	
% Proficient and Above	59%		38%	25%	
% Basic and Above	85%		75%	63%	
% Below Basic and Above	97%		91%	86%	
% Far Below Basic and Above	100%		100%	100%	
Number of Students Tested	125	77	79	95	
STATE SCORES					
% Advanced	12%	12%	9%	10%	
% Proficient and Above	35%	36%	32%	32%	
% Basic and Above	65%	68%	63%	61%	
% Below Basic and Above	87%	87%	85%	85%	
% Far Below Basic and Above	100%	100%	100%	100%	

Data is not available in Performance bands.

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics Grade: 2 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	38%	35%	28%		
% Proficient and Above	71%	72%	62%		
% Basic and Above	92%	88%	80%		
% Below Basic and Above	99%	100%	97%		
% Far Below Basic and Above	100%	100%	100%		
Number of students tested	125	113	118		
Percent of total students tested	100%	100%	97%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	85%	81%	~		
Number of Students Tested	74	64	~		
2. Economically Disadvantaged					
% Advanced	38%	71% Proficient and Above	25%		
% Proficient and Above	71%		61%		
% Basic and Above	92%		80%		
% Below Basic and Above	99%		96%		
% Far Below Basic and Above	100%		100%		
Number of Students Tested	125	77	81		
STATE SCORES					
% Advanced	23%	24%	16%		
% Proficient and Above	51%	53%	43%		
% Basic and Above	76%	76%	68%		
% Below Basic and Above	96%	96%	92%		
% Far Below Basic and Above	100%	100%	100%		

Data is not available in Performance bands.

STATE CRITERION-REFERENCED TESTS

Subject: Language Arts Grade: 3 Test: California Standards Test
 Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	12%	9%	12%	6%	
% Proficient and Above	41%	24%	40%	30%	
% Basic and Above	83%	68%	70%	68%	
% Below Basic and Above	95%	87%	91%	92%	
% Far Below Basic and Above	100%	100%	100%	100%	
Number of students tested	117	119	130	102	
Percent of total students tested	100%	100%	90%	95%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	48%	32%	Data is not available in this subgroup.		
Number of Students Tested	71	60			
2. Economically Disadvantaged					
% Advanced	12%	18% Proficient and Above	9%	2%	
% Proficient and Above	41%		37%	20%	
% Basic and Above	83%		69%	60%	
% Below Basic and Above	95%		91%	89%	
% Far Below Basic and Above	100%		100%	100%	
Number of Students Tested	117	83	88	65	
STATE SCORES					
% Advanced	9%	10%	11%	9%	
% Proficient and Above	30%	33%	34%	30%	
% Basic and Above	61%	63%	62%	59%	
% Below Basic and Above	83%	84%	85%	83%	
% Far Below Basic and Above	100%	100%	100%	100%	

Data is not available in Performance bands.

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics Grade: 3 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	38%	19%	24%		
% Proficient and Above	69%	54%	60%		
% Basic and Above	90%	82%	79%		
% Below Basic and Above	98%	99%	96%		
% Far Below Basic and Above	100%	100%	100%		
Number of students tested	117	119	132		
Percent of total students tested	100%	100%	92%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	82%	68%	~		
Number of Students Tested	71	60	~		
2. Economically Disadvantaged					
% Advanced	38%	51% Proficient and Above	22%		
% Proficient and Above	69%		61%		
% Basic and Above	90%		78%		
% Below Basic and Above	98%		95%		
% Far Below Basic and Above	100%		100%		
Number of Students Tested	117	83	89		
STATE SCORES					
% Advanced	21%	19%	12%		
% Proficient and Above	48%	46%	38%		
% Basic and Above	73%	71%	65%		
% Below Basic and Above	96%	94%	91%		
% Far Below Basic and Above	100%	100%	100%		

Data is not available in Performance bands.

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Language Arts Grade: 4 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	19%	26%	11%	17%	
% Proficient and Above	45%	55%	44%	43%	
% Basic and Above	74%	79%	78%	80%	
% Below Basic and Above	93%	95%	99%	97%	
% Far Below Basic and Above	100%	100%	100%	100%	
Number of students tested	113	128	94	87	
Percent of total students tested	100%	99%	86%	90%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	52%	71%	Data is not available in this subgroup.		
Number of Students Tested	61	70			
2. Economically Disadvantaged					
% Advanced	19%	49% Proficient and Above	7%	17%	
% Proficient and Above	45%		35%	42%	
% Basic and Above	74%		73%	82%	
% Below Basic and Above	93%		98%	98%	
% Far Below Basic and Above	100%		100%	100%	
Number of Students Tested	113	83	61	52	
STATE SCORES					
% Advanced	16%	15%	14%	11%	
% Proficient and Above	39%	39%	36%	33%	
% Basic and Above	73%	74%	71%	66%	
% Below Basic and Above	91%	92%	90%	87%	
% Far Below Basic and Above	100%	100%	100%	100%	

Data is not available in Performance bands.

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics Grade: 4 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES				Data is not available in Performance bands.	
% Advanced	30%	40%	21%		
% Proficient and Above	63%	67%	52%		
% Basic and Above	90%	82%	76%		
% Below Basic and Above	100%	98%	98%		
% Far Below Basic and Above	100%	100%	100%		
Number of students tested	113	128	97		
Percent of total students tested	100%	99%	87%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	70%	86%	~		
Number of Students Tested	61	70	~		
2. Economically Disadvantaged					
% Advanced	30%	65% Proficient and Above	22%		
% Proficient and Above	63%		45%		
% Basic and Above	90%		72%		
% Below Basic and Above	100%		98%		
% Far Below Basic and Above	100%		100%		
Number of Students Tested	113	83	64		
STATE SCORES					
% Advanced	18%	18%	13%		
% Proficient and Above	45%	45%	37%		
% Basic and Above	73%	72%	67%		
% Below Basic and Above	97%	93%	93%		
% Far Below Basic and Above	100%	100%	100%		

**HAYDEN ELEMENTARY SCHOOL
STATE CRITERION-REFERENCED TESTS**

Subject: Language Arts Grade: 5 Test: California Standards Test
Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	23%	15%	12%	11%	
% Proficient and Above	53%	50%	41%	37%	
% Basic and Above	78%	83%	85%	86%	
% Below Basic and Above	93%	93%	96%	98%	
% Far Below Basic and Above	100%	100%	100%	100%	
Number of students tested	122	104	89	84	
Percent of total students tested	100%	100%	97%	92%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. Asian					
% Proficient and Above	66%	63%	Data is not available in this subgroup.		
Number of Students Tested	67	60			
2. Economically Disadvantaged					
% Advanced	20%	43% Proficient and Above	16%	9%	
% Proficient and Above	48%		41%	25%	
% Basic and Above	76%		85%	80%	
% Below Basic and Above	92%		97%	96%	
% Far Below Basic and Above	100%		100%	100%	
Number of Students Tested	82	70	57	56	
STATE SCORES					
% Advanced	16%	10%	9%	7%	
% Proficient and Above	40%	36%	31%	28%	
% Basic and Above	71%	72%	71%	66%	
% Below Basic and Above	87%	89%	91%	88%	
% Far Below Basic and Above	100%	100%	100%	100%	

Data is not available in Performance bands.

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: California Standards Test
 Edition/Publication Year: 2004 Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April / May				
SCHOOL SCORES					
% Advanced	25%	28%	16%		
% Proficient and Above	59%	60%	46%		
% Basic and Above	78%	74%	76%		
% Below Basic and Above	94%	95%	98%		
% Far Below Basic and Above	100%	100%	100%		
Number of students tested	122	104	89		
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. Asian					
% Proficient and Above	75%	78%	~		
Number of Students Tested	67	60	~		
2. Economically Disadvantaged					
% Advanced	21%	61% Proficient and Above	16%		
% Proficient and Above	56%		48%		
% Basic and Above	77%		74%		
% Below Basic and Above	95%		98%		
% Far Below Basic and Above	100%		100%		
Number of Students Tested	82	70	57		
STATE SCORES					
% Advanced	12%	10%	7%		
% Proficient and Above	38%	35%	29%		
% Basic and Above	65%	61%	59%		
% Below Basic and Above	90%	87%	91%		
% Far Below Basic and Above	100%	100%	100%		

Data is not available in Performance bands.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Reading

Grade: 2

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000

Publisher: McGraw-Hill

Edition/Publication Year: SAT-9 Edition, 1995

Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	125	113	115	137	99
% of total Students Tested	100%	100%	97%	98%	99%
NPR for "Average" Student Score	51	50	60	52	50
% Scoring Above 75th NPR	22%	18%	27%	21%	24%
% Scoring At of Above 50th NPR	56%	52%	64%	58%	55%
% Scoring Above 25th NPR	78%	86%	89%	82%	78%
Mean Scaled Score	611.2	609.8	595.3	586.4	584.6
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	74	64	Data is not available in this subgroup.		
NPR for "Average" Student Score	56	47			
% Scoring Above 75th NPR	26%	13%			
% Scoring At of Above 50th NPR	64%	41%			
% Scoring Above 25th NPR	88%	84%			
Mean Scaled Score	615.6	608.0			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	88	77	79	95	65
NPR for "Average" Student Score	46	47	58	46	41
% Scoring Above 75th NPR	18%	13%	25%	17%	18%
% Scoring At of Above 50th NPR	49%	47%	63%	48%	42%
% Scoring Above 25th NPR	75%	86%	87%	77%	71%
Mean Scaled Score	606.8	606.2	592.4	579.5	574.2
NATIONAL MEAN SCORE	603.8	603.3	586.1	584.0	581.2

HAYDEN ELEMENTARY SCHOOL

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Language Arts

Grade: 2

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	125	113	110	137	98
% of total Students Tested	100%	100%	85%	98%	98%
NPR for "Average" Student Score	59	65	66	62	45
% Scoring Above 75th NPR	27%	31%	39%	41%	21%
% Scoring At of Above 50th NPR	53%	63%	69%	66%	51%
% Scoring Above 25th NPR	88%	89%	85%	82%	67%
Mean Scaled Score	617.4	624.7	603.3	599.8	585.7
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	74	64	Data is not available in this subgroup.		
NPR for "Average" Student Score	61	68			
% Scoring Above 75th NPR	28%	30%			
% Scoring At of Above 50th NPR	55%	67%			
% Scoring Above 25th NPR	92%	94%			
Mean Scaled Score	619.5	627.5			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	88	77	79	95	64
NPR for "Average" Student Score	53	61	63	55	35
% Scoring Above 75th NPR	19%	23%	35%	35%	14%
% Scoring At of Above 50th NPR	47%	60%	64%	58%	41%
% Scoring Above 25th NPR	84%	90%	83%	77%	61%
Mean Scaled Score	612.1	620	600.1	593.7	576.2
NATIONAL MEAN SCORE	602.6	601.1	592.4	591.0	589.7

HAYDEN ELEMENTARY SCHOOL ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000

Publisher: McGraw-Hill

Edition/Publication Year: SAT-9 Edition, 1995

Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	125	113	110	137	100
% of total Students Tested	100%	100%	85%	98%	100%
NPR for "Average" Student Score	72	72	79	64	66
% Scoring Above 75th NPR	60%	50%	57%	36%	44%
% Scoring At of Above 50th NPR	75%	72%	85%	64%	65%
% Scoring Above 25th NPR	92%	88%	95%	84%	85%
Mean Scaled Score	589.6	595.1	604.3	586.8	590.3
SUBGROUP SCORES					
1. <i>Asian</i>					
Number of Students Tested	74	64	Data is not available in this subgroup.		
NPR for "Average" Student Score	77	80			
% Scoring Above 75th NPR	68%	58%			
% Scoring At of Above 50th NPR	82%	84%			
% Scoring Above 25th NPR	96%	94%			
Mean Scaled Score	595.7	606.2			
2. <i>Economically Disadvantaged</i>					
Number of Students Tested	88	77	75	95	66
NPR for "Average" Student Score	67	70	77	58	61
% Scoring Above 75th NPR	53%	44%	56%	32%	36%
% Scoring At of Above 50th NPR	69%	73%	84%	59%	62%
% Scoring Above 25th NPR	90%	88%	93%	77%	82%
Mean Scaled Score	582.3	593.5	601.9	580.6	584.4
NATIONAL MEAN SCORE	575.5	574.2	585.7	582.0	579.2

**HAYDEN ELEMENTARY SCHOOL
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading

Grade: 3

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	117	118	135	105	100
% of total Students Tested	100%	99%	94%	98%	99%
NPR for "Average" Student Score	44	35	49	46	42
% Scoring Above 75th NPR	8%	8%	21%	14%	14%
% Scoring At of Above 50th NPR	36%	26%	52%	48%	44%
% Scoring Above 25th NPR	74%	61%	76%	76%	71%
Mean Scaled Score	624.1	610.8	614.6	612.3	606.8
SUBGROUP SCORES					
1. <i>Asian</i>					
Number of Students Tested	70	59	Data is not available in this subgroup.		
NPR for "Average" Student Score	43	44			
% Scoring Above 75th NPR	3%	12%			
% Scoring At of Above 50th NPR	38%	34%			
% Scoring Above 25th NPR	75%	75%			
Mean Scaled Score	623.0	622.9			
2. <i>Economically Disadvantaged</i>					
Number of Students Tested	75	82	91	68	65
NPR for "Average" Student Score	39	30	44	40	39
% Scoring Above 75th NPR	5%	6%	16%	7%	12%
% Scoring At of Above 50th NPR	31%	20%	46%	41%	40%
% Scoring Above 25th NPR	69%	54%	71%	72%	68%
Mean Scaled Score	618.8	605.5	609.3	604.2	603.6
NATIONAL MEAN SCORE	617.0	616.7	613.5	612.2	608.5

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Language Arts

Grade: 3

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	117	118	129	101	94
% of total Students Tested	100%	99%	90%	94%	93%
NPR for "Average" Student Score	49	40	66	61	59
% Scoring Above 75th NPR	16%	17%	39%	27%	32%
% Scoring At of Above 50th NPR	57%	46%	65%	56%	56%
% Scoring Above 25th NPR	82%	71%	88%	88%	77%
Mean Scaled Score	624.3	613.7	625.8	619.5	617.2
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	70	59	Data is not available in this subgroup.		
NPR for "Average" Student Score	52	51			
% Scoring Above 75th NPR	14%	22%			
% Scoring At of Above 50th NPR	64%	56%			
% Scoring Above 25th NPR	90%	83%			
Mean Scaled Score	626.5	626.1			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	75	82	87	64	61
NPR for "Average" Student Score	45	35	66	54	55
% Scoring Above 75th NPR	12%	12%	37%	20%	30%
% Scoring At of Above 50th NPR	57%	40%	66%	48%	54%
% Scoring Above 25th NPR	81%	66%	87%	86%	74%
Mean Scaled Score	620.3	607.5	624.8	612.0	613.6
NATIONAL MEAN SCORE	615.1	613.9	613.3	611.3	607.7

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Mathematics

Grade: 3

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	117	118	131	105	95
% of total Students Tested	100%	99%	91%	98%	94%
NPR for "Average" Student Score	75	64	78	70	65
% Scoring Above 75th NPR	49%	31%	59%	40%	42%
% Scoring At of Above 50th NPR	76%	67%	77%	74%	62%
% Scoring Above 25th NPR	92%	86%	92%	90%	83%
Mean Scaled Score	638.3	623.4	632.3	621.7	615.4
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	70	59	Data is not available in this subgroup.		
NPR for "Average" Student Score	80	76			
% Scoring Above 75th NPR	54%	46%			
% Scoring At of Above 50th NPR	86%	85%			
% Scoring Above 25th NPR	97%	93%			
Mean Scaled Score	645.3	636.7			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	75	82	88	68	62
NPR for "Average" Student Score	74	61	78	65	63
% Scoring Above 75th NPR	44%	26%	60%	29%	39%
% Scoring At of Above 50th NPR	73%	65%	75%	71%	56%
% Scoring Above 25th NPR	91%	84%	93%	90%	84%
Mean Scaled Score	637.3	620.0	630.9	615.2	613.5
NATIONAL MEAN SCORE	614.4	613.4	614.2	611.3	606.5

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading

Grade: 4

Tests: (2004-2002) California Achievement Tests

(2002-1999) Stanford Achievement Tests

Edition/Publication Year: **CAT-6 Edition, 2000**
 Edition/Publication Year: **SAT-9 Edition, 1995**

Publisher: **McGraw-Hill**
 Publisher: **Harcourt Brace**

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	113	128	101	90	94
% of total Students Tested	100%	99%	93%	93%	98%
NPR for "Average" Student Score	48	44	53	52	46
% Scoring Above 75th NPR	21%	15%	29%	27%	22%
% Scoring At of Above 50th NPR	47%	45%	54%	54%	50%
% Scoring Above 25th NPR	75%	70%	75%	82%	75%
Mean Scaled Score	639.5	634.6	640.8	640.4	634.3
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	61	70	Data is not available in this subgroup.		
NPR for "Average" Student Score	52	53			
% Scoring Above 75th NPR	20%	16%			
% Scoring At of Above 50th NPR	54%	54%			
% Scoring Above 25th NPR	85%	81%			
Mean Scaled Score	642.1	646.0			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	75	83	67	55	63
NPR for "Average" Student Score	44	36	44	51	39
% Scoring Above 75th NPR	19%	4%	21%	25%	14%
% Scoring At of Above 50th NPR	40%	33%	46%	53%	44%
% Scoring Above 25th NPR	75%	63%	66%	82%	68%
Mean Scaled Score	634.2	625.1	632.0	639.9	627.0
NATIONAL MEAN SCORE	627.0	626.6	638.0	635.9	633.1

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: **Language Arts**

Grade: **4**

Tests: **(2004-2002) California Achievement Tests**
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	113	128	97	85	91
% of total Students Tested	100%	99%	89%	87%	97%
NPR for "Average" Student Score	50	49	67	69	60
% Scoring Above 75th NPR	27%	27%	37%	48%	31%
% Scoring At of Above 50th NPR	54%	54%	69%	71%	64%
% Scoring Above 25th NPR	76%	70%	91%	84%	82%
Mean Scaled Score	639.5	636.7	646.3	649.0	638.7
SUBGROUP SCORES					
1. <i>Asian</i>					
Number of Students Tested	61	70	Data is not available in this subgroup.		
NPR for "Average" Student Score	55	59			
% Scoring Above 75th NPR	33%	34%			
% Scoring At of Above 50th NPR	61%	66%			
% Scoring Above 25th NPR	82%	83%			
Mean Scaled Score	643.7	647.9			
2. <i>Economically Disadvantaged</i>					
Number of Students Tested	75	83	64	52	62
NPR for "Average" Student Score	48	41	61	70	54
% Scoring Above 75th NPR	21%	20%	31%	48%	21%
% Scoring At of Above 50th NPR	52%	47%	63%	69%	60%
% Scoring Above 25th NPR	75%	63%	88%	85%	79%
Mean Scaled Score	637.7	627.0	639.1	649.6	632.0
NATIONAL MEAN SCORE	631.5	630.3	632.6	630.2	626.9

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Mathematics

Grade: 4

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000
 Edition/Publication Year: SAT-9 Edition, 1995

Publisher: McGraw-Hill
 Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	113	128	98	84	91
% of total Students Tested	100%	99%	90%	87%	97%
NPR for "Average" Student Score	64	67	68	71	57
% Scoring Above 75th NPR	37%	47%	45%	45%	29%
% Scoring At of Above 50th NPR	58%	66%	65%	71%	64%
% Scoring Above 25th NPR	83%	80%	87%	93%	85%
Mean Scaled Score	646.5	646.6	644.3	647.6	632.3
SUBGROUP SCORES					
1. <i>Asian</i>					
Number of Students Tested	61	70	Data is not available in this subgroup.		
NPR for "Average" Student Score	72	81			
% Scoring Above 75th NPR	43%	61%			
% Scoring At of Above 50th NPR	64%	80%			
% Scoring Above 25th NPR	90%	93%			
Mean Scaled Score	656.1	665.4			
2. <i>Economically Disadvantaged</i>					
Number of Students Tested	75	83	65	51	62
NPR for "Average" Student Score	58	64	64	71	52
% Scoring Above 75th NPR	32%	45%	40%	43%	27%
% Scoring At of Above 50th NPR	52%	61%	60%	69%	58%
% Scoring Above 25th NPR	81%	78%	83%	94%	81%
Mean Scaled Score	638.5	643.1	640.6	646.8	627.0
NATIONAL MEAN SCORE	629.6	629.2	633.5	629.9	625.7

**HAYDEN ELEMENTARY SCHOOL
 ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading

Grade: 5

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000

Publisher: McGraw-Hill

Edition/Publication Year: SAT-9 Edition, 1995Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	122	104	92	85	86
% of total Students Tested	100%	100%	100%	93%	96%
NPR for "Average" Student Score	60	45	52	55	39
% Scoring Above 75th NPR	32%	18%	23%	29%	17%
% Scoring At of Above 50th NPR	61%	44%	58%	60%	40%
% Scoring Above 25th NPR	84%	72%	78%	81%	65%
Mean Scaled Score	663.9	650.2	655.5	658.8	642.8
SUBGROUP SCORES					
1. <i>Asian</i>					
Number of Students Tested	67	60	Data is not available in this subgroup.		
NPR for "Average" Student Score	68	55			
% Scoring Above 75th NPR	39%	23%			
% Scoring At of Above 50th NPR	69%	62%			
% Scoring Above 25th NPR	90%	82%			
Mean Scaled Score	672.0	661.4			
2. <i>Economically Disadvantaged</i>					
Number of Students Tested	82	70	57	56	61
NPR for "Average" Student Score	54	41	51	48	34
% Scoring Above 75th NPR	26%	14%	23%	20%	16%
% Scoring At of Above 50th NPR	56%	43%	54%	54%	31%
% Scoring Above 25th NPR	79%	67%	79%	75%	59%
Mean Scaled Score	658.8	646.2	655.0	651.7	637.3
NATIONAL MEAN SCORE	645.1	645.1	650.3	648.8	647.1

**HAYDEN ELEMENTARY SCHOOL
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Language ArtsGrade: 5

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000Publisher: McGraw-HillEdition/Publication Year: SAT-9 Edition, 1995Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	122	104	90	86	86
% of total Students Tested	100%	100%	98%	95%	96%
NPR for "Average" Student Score	66	50	71	70	54
% Scoring Above 75th NPR	37%	22%	46%	47%	28%
% Scoring At of Above 50th NPR	65%	48%	73%	76%	52%
% Scoring Above 25th NPR	88%	77%	92%	88%	77%
Mean Scaled Score	669.6	651.5	661.6	660.0	643.2
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	67	60	Data is not available in this subgroup.		
NPR for "Average" Student Score	76	62			
% Scoring Above 75th NPR	49%	33%			
% Scoring At of Above 50th NPR	75%	65%			
% Scoring Above 25th NPR	96%	83%			
Mean Scaled Score	678.7	664.9			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	82	70	56	57	61
NPR for "Average" Student Score	62	45	73	64	48
% Scoring Above 75th NPR	33%	19%	46%	40%	20%
% Scoring At of Above 50th NPR	57%	44%	77%	70%	46%
% Scoring Above 25th NPR	85%	74%	95%	86%	72%
Mean Scaled Score	665.8	644.6	663.6	653.6	637.8
NATIONAL MEAN SCORE	648.3	647.2	643.9	641.8	639.2

**HAYDEN ELEMENTARY SCHOOL
ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Mathematics

Grade: 5

Tests: (2004-2002) California Achievement Tests
(2002-1999) Stanford Achievement Tests

Edition/Publication Year: CAT-6 Edition, 2000

Publisher: McGraw-Hill

Edition/Publication Year: SAT-9 Edition, 1995

Publisher: Harcourt Brace

	2003-2004 CAT-6	2002-2003 CAT-6	2001-2002 SAT-9	2000-2001 SAT-9	1999-2000 SAT-9
Testing month	April/May				
SCHOOL SCORES					
Number of Students Tested	122	104	91	84	86
% of total Students Tested	100%	100%	99%	92%	96%
NPR for "Average" Student Score	69	65	73	72	51
% Scoring Above 75th NPR	40%	32%	46%	44%	26%
% Scoring At of Above 50th NPR	69%	61%	71%	75%	55%
% Scoring Above 25th NPR	84%	79%	90%	89%	72%
Mean Scaled Score	671.0	664.8	670.8	668.4	647.2
SUBGROUP SCORES					
<i>1. Asian</i>					
Number of Students Tested	67	60	Data is not available in this subgroup.		
NPR for "Average" Student Score	79	78			
% Scoring Above 75th NPR	49%	38%			
% Scoring At of Above 50th NPR	84%	83%			
% Scoring Above 25th NPR	97%	905			
Mean Scaled Score	687.6	681.8			
<i>2. Economically Disadvantaged</i>					
Number of Students Tested	82	70	57	56	61
NPR for "Average" Student Score	67	62	75	66	45
% Scoring Above 75th NPR	38%	31%	46%	36%	205
% Scoring At of Above 50th NPR	67%	59%	72%	70%	48%
% Scoring Above 25th NPR	84%	76%	89%	88%	66%
Mean Scaled Score	669.2	660.8	673.9	662.4	641.6
NATIONAL MEAN SCORE	645.5	644.3	654.8	652.1	647.8