

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

Official School Name: Portland Jewish Academy (K- 8 program)
(As it should appear in the official records)

School Mailing Address: 6651 SW Capitol Highway
(If address is P.O. Box, also include street address)

Portland OR 97219-1914
City State Zip Code+4 (9 digits total)

County Multnomah School Code
Number* N/A

Telephone (503) 244-0126 Fax (503) 452-1001

Website/UR: www.portlandjewishacademy.org E-mail: pschwartz@portlandjewishacademy.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
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () _____

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: Dr. Jay Rosenbloom
(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

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 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

All data are the most recent year available.

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

1. Number of schools in the district: N/A Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

 N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A

 Average State Per Pupil Expenditure: _____ N/A

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. 8 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	6	9	15	7	15	14	29
K	16	14	30	8	14	15	29
1	10	15	25	9			
2	13	16	29	10			
3	9	9	18	11			
4	9	8	17	12			
5	18	15	33	Other			
6	15	13	28				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							253

6. Racial/ethnic composition of the students in the school: 96 % White
0 % Black or African American
0 % Hispanic or Latino
3 % 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: 5 %

(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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1 (same as in #5 above)	253
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 2 %
5 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Hebrew, Russian

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

Total number students who qualify: 17

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: >8 %
 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 1 </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> 6 </u>	<u> 1 </u>
Classroom teachers	<u> 27 </u>	<u> 15 </u>
Special resource teachers/specialists	<u> 13 </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> 0 </u>
Support staff	<u> 6 </u>	<u> 0 </u>
Total number	<u> 55 </u>	<u> 17 </u>

12. Average school student-“classroom teacher” ratio: 16

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	97 %	96 %	97 %	97 %	97 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	34 %	20 %	23 %	13 %	13 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

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

Graduating class size	<u>N/A</u>
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	_____ %

PART III - SUMMARY

Portland Jewish Academy's (PJA) mission is to provide the highest quality education, Jewish and general. PJA promotes Jewish identity and practice, respect for human and religious differences, and responsibility for the world. As a Jewish community day school PJA teaches and honors all strains of Judaism. PJA welcomes those of different faiths and backgrounds.

PJA day school begins with transitional kindergarten (TK) through eighth grade. The day school program, K-8, is the program applying for Blue Ribbon recognition. The high school opened in 2004 with a ninth grade; PJA will add a grade a year until a full program is in place.

PJA's educational philosophy is student-centered. Teachers devise curricula that meet students' developmental needs in each grade. Teaching teams integrate materials where appropriate. The strands of critical thinking, *tikkun olam* (repair of the world), and communication unite all grades and departments.

PJA serves our community by accommodating various learning styles and ability levels. Our entrance criteria are simple: a student must be able to handle a dual-language curriculum and must not be unduly disruptive. Our full-time counselor and full-time learning specialist assist students and families with special needs. PJA's talented and gifted program includes, as appropriate, classroom differentiation, acceleration, TAG classes, and other forms of learning.

Our curriculum includes: Language Arts (elementary); Humanities (middle school); Jewish and World Humanities (high school); mathematics; service learning; arts; social studies; history; physical education and health; and the sciences. PJA's curriculum also reflects that it is a Jewish day school- all students study Hebrew, Jewish studies and, beginning in sixth grade, may select Jewish electives. Middle and high school students may also study Spanish.

One of PJA's defining characteristics is that all students study Jewish text in an age-appropriate manner. The traditional method of Jewish text study teaches critical reasoning skills that prepare our students exceptionally well.

All students perform community service/service learning, which varies from raising money for Make-a-Wish Foundation to establishing an ongoing relationship with an Alzheimer's patient at a nursing home. PJA students of every age live out the precept of *tikkun olam* (repair of the world).

We view the arts and other forms of "enrichment" as central to our educational mission. To that end, PJA has specialists in art, music and dance. Art is woven throughout the curriculum and we also bring in artists-in-residence several times a year.

Technology is a tool available to all students and faculty levels. We have a computer laboratory, mobile computer laboratory, and language laboratory, along with classroom computers.

One of PJA's two science labs is equipped at a middle school level, the other at a college level.

Last year, nine PJA students participated in the Intel Northwest Science Exposition; all of the groups placed in their categories, with one winning first prize in biology. Those winners went on to become Discovery Channel finalists and each won a national award as a result of their work. Several PJA students plan to enter the Intel exposition this year.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Portland Jewish Academy uses tests from two sources to assess both our program and individual students. The Comprehensive Testing Program IV is a nationally-normed multiple choice test that PJA administers to students in grades 4, 6, and 7. This test provides national, suburban, and independent school norms. With these norms we compare ourselves to several target populations to improve our program.

Using only national or state norms, we found that most of our students' scores congregated near the top. For example, half of current eighth graders scored at or above the 97th percentile on one or more subtest. National norm rankings did not differentiate enough among our students' scores to make judgments about our program's efficacy. Comparing our students and program to suburban and independent schools reveals both (a) exceptional students whose scores rank among the top in the nation and (b) how our program compares to a more select group of schools. All students are tested and we have not used alternative assessments in the last six years. We have found that the majority of our students score above the average range, with significant numbers scoring at or above the 97th percentile. These scores hold true for both reading and mathematics. Because we also receive data on student skill levels, we have been able to target particular students for help with very specific academic skills.

Students in grades 3, 5 and 8 take the Oregon Statewide Assessment. This criterion-referenced assessment is based on the Oregon Content Standards. The scores are different from the CTP IV scores. Individual scores are reported on a scale similar to the Scholastic Aptitude Tests. In "growth" scales each point is an equal distance from the previous point on the scale, so changes up or down can be charted and viewed as comparable from year to year. The state publishes information on the percent of students in each school who met, exceeded, or who did not yet meet the performance standard. Our parents are familiar with these designations and look to see how our school compares to schools in the neighborhood.

Historical data show that between 86 and 100% of our students meet or exceed the benchmarks in Reading/Literature and Mathematics. Test scores are broken down into strands based on State Performance Standards. This data allows us to look at our program and change emphasis or instruction to improve performance on a particular strand. The state also provides us with data comparing the scores of students who have been at our school longer than one year with those new to the school. We often have a significant number of foreign students who come to us with little English and whose families are often transferred back after one year. We have found that our intact population does better than the group of students who have been with us only a short time, whether ELL or typical American students. Our strong Student Support Service department helps these students acquire English language skills and supports students with special needs. When students leave our school, we find that, based on public school evaluations, neither group qualifies for services in public school.

The state does not generally rank schools using this data, but the Oregon Department of Education provided us with cut-off percentages for the top ten percent of schools in the state. To be in the top ten percent of Oregon schools, 97% of third graders need to meet or exceed benchmarks in Reading/Literature and Mathematics. In fifth grade, 94% need to meet or exceed in Reading/Literature and 95% in Mathematics. By eighth grade, 80% need to meet or exceed in Reading/Literature and 79% in Mathematics. This information was provided by Tony Alpert, Manager of Assessment Reporting. He can be reached at Tony.Alpert@state.or.us. The website is www.ode.state.or.us, but does not contain this information.

2. PJA uses assessment data to understand student performance as well as to adjust classroom instruction. The principal reviews each student's performance on standardized tests. If the test results appear anomalous, she consults with the classroom teacher, counselor and parents as necessary. Parents receive a copy of the student's results, together with all explanatory materials so that they can understand the meaning of the test scores, along with a letter from the principal explaining how we use test scores at PJA. All students who are eligible also receive materials to take above-grade-level tests through Johns Hopkins University's Center for Talented Youth.

In addition, the principal reviews each grade's scores herself, and then with the teaching teams, to identify patterns that may indicate a weakness in the school's curriculum. For example, several years ago a grade of students performed poorly only on the statistical portion of Oregon's state mathematics test. That datum helped PJA identify a curricular weakness and both supplement those students' statistics learning as well as modify the curriculum for the next year.

3. PJA communicates regularly with families about student performance. After the first week, teachers call students' homes to make sure the transition to a new school year has been smooth. Teachers all have email and voice mail, and they are encouraged to check messages daily and return communications promptly. Some teachers give out their home numbers.

Teachers mail written comments to parents to commend student performance or identify a weakness or potential problem. Parent-teacher conferences are held at the midpoint of the semester with Jewish and general studies faculty meeting with parents. At the end of the semester, teachers write narrative reports and also complete a report card. In third through eighth grade, students are graded according to how they meet grade-level expectations. Students in Tk-2 receive marks that indicate progress toward appropriate developmental learning milestones.

If a student's performance falls unexpectedly, teachers and administrators notify parents and work with the family, and the counselor or outside professionals as necessary, to identify any problems that may exist.

As noted above, copies of students' standardized test results, together with explanatory materials, are sent to all parents. The principal and teachers are available to meet with any parents and students who desire to do so.

Student achievements are celebrated in monthly *Kabbalat Shabbat* all-school assemblies as well as appearing in our weekly email home to all families. Many of our students' achievements also appear in the local periodical *The Jewish Review*. On occasion, as when a PJA fourth grader was a finalist in the state geography bee, we will post a notice about the accomplishment in the front hall for all to see. PJA celebrates its students' achievements every day – not only on those occasions when standardized test results arrive or a science project wins an award.

4. PJA shares its successes with other schools in many ways. We join with other local schools to discuss issues of mutual interest and to attend continuing education classes. Our teachers speak informally with other teachers about what has worked well at PJA, sharing their expertise by teaching seminars or participating in group discussions. PJA is an accredited member of the Pacific Northwest Association of Independent Schools (PNAIS), and belongs to RAVSAK (the Jewish Community Day School Network), PAJE (Portland Area Jewish Educators), CAJE (the Council of Jewish Educators) and other local organizations. All of these organizations provide a forum for our teachers and administrators to share with our peers what PJA has found to be best practices, as well as to learn from others. We also participate in networks of other schools in particular interest areas, such as admissions and marketing. On occasion, PJA staff may write articles for publications to share their successful teaching techniques or other classroom techniques.

Part V – Curriculum and Instruction

1. Language arts and social studies: Starting in TK, PJA focuses on literacy and provides an environment rich in reading and writing experiences, resources and models. With specialized training, all teachers use various strategies, models and demonstrations. The entire school focuses on reading and writing, both in school and at home. Students write daily. Older students learn and practice public speaking. Social studies and language arts are integrated.

Mathematics: PJA's math program teaches math appreciation and confidence, problem solving, and mathematical reasoning and communication. With continuity of concepts within and between grades, students master the concrete and the abstract.

Science: Science includes earth, life and physical science as well as the metric system. TK students study science as it relates to themselves; in every grade through fifth the curriculum expands from neighborhood to the U.S. Middle school science is lab-based and includes physical, life and earth sciences. (Several middle and high school students are participating in the Intel Northwest Science Exposition in addition to required class work.)

Hebrew: PJA accommodates a range of abilities, from students with native or near-native fluency to students with no Hebrew. All PJA students take Hebrew.

Jewish Studies and Israel: At the earliest grades, Jewish studies is driven by the Jewish holidays. Middle school students are ready for in-depth textual and historical analysis.

Spanish: PJA offers Spanish from grade seven. Students learn to read, write and speak Spanish. Spanish students perform community service using Spanish.

Community Service and Service Learning: *Tikkun olam* (repairing the world) is central to Judaism; students serve their community from TK through middle school. Projects may be simple or complex. Students participate in community service projects individually or collectively, as well as joining in school-wide projects, which generally include at least one environmental project.

Prayer: Elementary students pray and learn Jewish prayers. Middle school students lead prayer services and delve into the meanings of prayers. Non-Jewish students participate to the extent they feel comfortable.

Fine and performing arts: Art is woven into the curriculum, with specialists in art, dance, drama and music. Every year features several artists-in-residence. Lower school students learn to play the recorder and participate in choir. Our middle school features drama, art and music electives.

Technology: Technology is used as a tool rather than taught as a separate subject. PJA has a computer lab and language lab.

Physical education, sports and health: All lower and middle school students take PE, fitness, or dance, and study health. Because PJA shares a Jewish community center building, we have an exceptionally good environment for physical education.

2. The elementary school reading curriculum is based on both a workshop approach and a diagnostic approach that allows teachers to challenge students and move them to the next level. Teachers use a mix of guided reading, literature circles, reading workshop and independent reading; the mixture of approaches changes by grade. We have found that in the lower grades, a diagnostic approach allows the teacher to help the child choose just the right book and facilitates confident reading. Guided reading allows the teacher to help the child achieve the next reading level. Reading workshop allows students choices in reading material and supports a growing love of reading. In older grades, students study literary forms and elements and begin to analyze text and understand the craft of writing. In writing workshop, they begin applying their understanding to their own work.

3. Jewish text study is a distinctive feature of PJA's curriculum. Using the age-old method of *chevruta* (paired study) and the latest teaching methods, PJA's Jewish text curriculum teaches critical thinking and analytical skills. At the same time that they are acquiring a body of knowledge about Jewish laws, history and narrative, students learn to question the text – and their own assumptions. Students learn to justify their thoughts by referring to the text. Whether the text is Tom Sawyer or an ancient Jewish text, teachers expect students to support their opinions by citing text. Students learn the importance of word choice and how to find the theme of passage. Our graduates report that this ability to analyze and approach texts critically prepares them exceptionally well for later study – and for life. This text analysis approach, combined with teacher-facilitated class discussions, prepares our students well for seminar learning at higher levels. The expectation that all students voice their opinions prepares them well to speak articulately before many different audiences.

The abilities to question assumptions, discern sub-texts and biases in a text, and place a text within its appropriate context are rarely taught before college. Starting in the earliest years of our curriculum, students are taught to approach text with both reverence and a creative and inquisitive mind.

4. Teachers use a variety of methods appropriate to students' developmental levels, with the guiding philosophy that students learn when they are engaged, involved, and excited. PJA uses direct instruction as well as experiential learning to maximize student learning.

The *workshop approach* in literature, writing and science allows teachers to meet the needs of students of various ability levels in the same class.

Teachers use *manipulatives* in math classes across the board, from Unifix Cubes in TK to integer pieces in grade 7 and algebra tiles in grade 8, following the curriculum as it moves from concrete to abstract.

In middle school, teachers may choose to use *simulations*. For example, the eighth grade mock Senate involves students applying their understanding of the legislative process to duplicate that process in school. Students engage in passionate debates about issues that are central to our society.

At all age levels, teachers use *personalization* as well, from a family tree project in the lower grades, through a "roots" project in late elementary and an "eminent person" project in seventh grade, to personal reflections in the high school. These projects have both oral and written components.

In the early grades, teachers use an *emergent curriculum*, allowing student interest to guide the curriculum. This has resulted, for example, in a kindergarten unit on volcanoes and a transitional kindergarten unit with a *shuk* (marketplace) in which students created vegetables to sell in their market, complete with a price structure and labels in Hebrew and English.

Throughout the school, a *project-based approach* leads to greater understanding. For example, middle school science students have a menu of projects from which to choose to complete a unit. Many also choose to do substantial work outside school on science fair projects.

Another instructional method is *community service work*. *Tikkun olam* (repair of the world) translates into service learning at PJA. Service learning is more than community service because it combines academic learning with the real-world application of academic and social skills to make a difference in someone's life. For example, middle school students have chosen to work with elders at a local Alzheimer's unit, while studying Alzheimer's in class, including causes, treatments and the social and economic implications of that disease.

5. PJA encourages its entire faculty to attend professional development programs. Unlike many private schools, PJA generally hires general studies staff who are certified teachers, so they attend mandatory continuing education classes. (Jewish studies and Hebrew teachers without certification may be eligible to teach at PJA under some circumstances.) PJA's calendar includes 2-4 days for staff inservice, which is mandatory for all. Because the calendar is coordinated with state in-service days, our teachers can take advantage of in-service classes offered to all teachers. On occasion, PJA will bring in an

expert who will meet with different staff teams on a specific area. For example, Eileen Galarze, a noted speaker on differentiating curriculum for gifted students, visited PJA several times in 2002-03 to work with faculty at all grade levels.

In addition, teachers may request funds to attend specific conferences that are not offered locally.

PJA also builds into its daily and weekly schedules a substantial amount of time for teaching planning and meeting. This facilitates integration between curricular areas and departments. In addition to individual and team time, every Wednesday after school the entire faculty gathers for information, team meetings and cross-team work.

Teachers in their fourth and fifth years of teaching (and multiples of these) set individual professional goals to improve their practice and student achievement. Examples of individual projects include research on affective components of writing and improvement of spelling programs. Teachers also tackle overarching curriculum issues such as how to teach a foreign language and what are appropriate benchmarks for text study.

PJA has school-wide initiatives in which all teachers participate. The initiative to increase teacher skill in differentiating instruction is one of these. Other initiatives have dealt with incorporating technology into the classroom and working with special needs students.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): PNAIS, RAVSAK, NAAS, NAEYC, PAJE, CAJE
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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.)

<u>\$ 8,995</u> K	<u>\$ 8,995</u> 1 st	<u>\$ 8,995</u> 2 nd	<u>\$ 8,995</u> 3 rd	<u>\$ 8,995</u> 4 th	<u>\$ 8,995</u> 5 th
<u>\$ 9,395</u> 6 th	<u>\$ 9,395</u> 7 th	<u>\$ 9,395</u> 8 th	<u>\$ 7,500</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

4. What is the educational cost per student? \$ 10,200
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,562

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 18.63 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 38 %

PART VII – ASSESSMENT RESULTS

Subject: Reading and Literature
Test: Oregon State Assessment
Publisher: Educational Data Service

Grade: 3

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	0	4	4	0	4
Percent meeting bench mark	100	96	96	100	96
Percent exceeding benchmark	78	70	82	88	89
Number of students tested	18	23	30	32	28
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	18	18	15	16	18
Percent meeting bench mark	82	82	85	84	62
Percent exceeding bench mark	45	46	49	48	32

Subject: Mathematics
Test: Oregon State Assessment
Publisher: Educational Data Service

Grade: 3

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	11	13	7	0	0
Percent meeting bench mark	89	87	93	100	100
Percent exceeding bench mark	61	57	53	69	75
Number of students Tested	19	23	30	32	28
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	19	22	23	25	25
Percent meeting bench mark	81	78	77	75	77
Percent exceeding bench mark	35	35	34	31	32

Subject: Reading Comprehension
Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04
Publisher: Education Testing Service

Grade: 4

Scores are reported as Scaled Scores

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	336.4	336.4	342.9	340.1	335.4
Number of students tested	16	29	31	30	24
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	332	332	330	330	330

Subject: Mathematics
Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04
Publisher: Education Testing Service

Grade: 4

Scores are reported as Scaled Scores

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	305.1	295.9	302.6	310.0	305.5
Number of student tested	16	29	31	30	24
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	294	294	300	300	300

Subject: Reading and Literature
Test: Oregon State Assessment
Publisher: Educational Data Service

Grade: 5

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	0	3	0	6	0
Percent meeting bench mark	100	97	100	94	100
Percent exceeding bench mark	74	77	66	62	41
Number of students tested	31	30	29	37	26
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	24	24	21	23	27
Percent meeting bench mark	76	76	79	87	73
Percent exceeding bench mark	22	25	26	25	23

Subject: Mathematics
Test: Oregon Statewide Assessment
Publisher: Educational Data Service

Grade: 5

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	0	0	0	2	0
Percent meeting bench mark	100	100	100	98	0
Percent exceeding bench mark	73	77	83	84	100
Number of students tested	31	31	29	37	27
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	22	24	25	27	31
Percent meeting bench mark	88	76	75	73	70
Percent exceeding bench mark	25	25	22	22	19

Subject: Reading Comprehension
Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04
Publisher: Education Testing Service

Grade: 6

Scores are reported as Scaled Scores

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	354.7	354.8	355.7	352.4	347.5
Number of students tested	26	28	35	29	29
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	346	346	346	346	346

Subject: Mathematics

Grade: 6

Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04

Publisher: Education Testing Service

Scores are reported as Scaled Scores

Math

Grade 6

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	334.8	344.1	350.0	349.6	348.6
Number of students tested	26	28	35	29	29
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	335	335	325	325	325

Subject: Reading Comprehension
Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04
Publisher: Education Testing Service

Grade: 7

Scores are reported as Scaled Scores

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	358.3	356.6	362.4	356.8	369.5
Number of students tested	29	36	27	25	16
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	352	352	352	352	352

Subject: Mathematics

Grade: 7

Test: CTP III 99-00,00-01, 01-02 CTP IV –02-03-03-04

Publisher: Education Testing Service

Scores are reported as Scaled Scores

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Total Score	366	363.8	364.3	361.0	369.0
Number of student tested	28	36	26	25	16
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

	2003-04	2002-03	2001-02	2000-01	1999-00
National Mean Score	357	357	336	336	336

Subject: Reading and Literature
Test: Oregon State Assessment
Publisher: Educational Data Service

Grade: 8

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	10	0	16	8	0
Percent meeting bench mark	90	100	84	92	100
Percent exceeding bench mark	69	67	56	85	100
Number of Students Tested	29	24	25	13	14
Number of Students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	15	39	36	38	36
Percent meeting bench mark	85	60	64	62	63
Percent exceeding bench mark	53	29	34	32	36

Subject: Mathematics
Test: Oregon State Assessment
Publisher: Educational Data Service

Grade 8

Scores are reported as a percent of students in a particular category

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	April	April	April	April	April
School Scores					
Percent not meeting bench mark	7	12	8	15	0
Percent meeting bench mark	93	88	92	85	100
Percent exceeding bench mark	59	68	63	85	100
Number of students tested	29	25	24	13	14
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
State Scores					
Percent not meeting bench mark	24	41	44	45	25
Percent meeting bench mark	76	59	56	55	77
Percent exceeding bench mark	52	33	33	33	32

ASSESSMENT VERIFICATION DOCUMENTS

See hard copy

