

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

Name of Principal Ms. Sylvie Hill

Official School Name Spring Hill – The Advanced Elementary School of Santa Cruz  
(As it should appear in the official records)

School Mailing Address 250 California Street

Santa Cruz CA 95060-4213  
City State Zip Code+4 (9 digits total)

Tel. ( 831) 427-2641 Fax ( 831) 427-2958

Website/URL www.springhillschool.org E-mail admin@springhillschool.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. ( N/A )

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

N/A Date N/A  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Doug Bowman

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 within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (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 (Briefly explain)  
   \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure:       N/A    
     Average State Per Pupil Expenditure:       N/A

### SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   6   Number of years the principal has been in her/his position at this school.
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	6	4	<b>10</b>	<b>7</b>			0
<b>1</b>	7	9	<b>16</b>	<b>8</b>			0
<b>2</b>	10	4	<b>14</b>	<b>9</b>			0
<b>3</b>	9	7	<b>16</b>	<b>10</b>			0
<b>4</b>	6	6	<b>12</b>	<b>11</b>			0
<b>5</b>	9	5	<b>14</b>	<b>12</b>			0
<b>6</b>	6	10	<b>16</b>	Other			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>98</b>

6. Racial/ethnic composition of the students in the school: 66 % White  
3 % Black or African American  
8 % Hispanic or Latino  
19 % Asian/Pacific Islander  
4 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 2 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	98
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
Number of languages represented: N/A

9. Students eligible for free/reduced-priced meals: 1 %  
1 Total Number Students Who Qualify

10. Students receiving special education services: 5 %  
5\* Total Number of Students Served

\*We provide accommodation within normal classes for individual student needs. Some students receive additional assistance through public school or other outside agency programs.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- Autism
- Deafness
- Deaf-Blindness
- Hearing Impairment
- Mental Retardation
- 1 Multiple Disabilities
- 1 Orthopedic Impairment
- Other Health Impaired
- 1 Specific Learning Disability
- 2 Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

11. Staff:

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2</u>	<u>  1</u>
Classroom teachers	<u>  8</u>	<u>    </u>
Special resource teachers/specialists	<u>  1</u>	<u>    </u>
Paraprofessionals	<u>    </u>	<u>  6</u>
Support staff	<u>  1</u>	<u>    </u>
Total number	<u> 10</u>	<u>  7</u>

12. Average school student-“classroom teacher” ratio:   1:10

13. Attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	98	99	98	97	98
Daily teacher attendance	99.5	99.6	99.3	99.5	99.4
Teacher turnover rate	0	0	12%	12%	12%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. This question does not apply because we are an elementary school.

## **PART III - SUMMARY**

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Spring Hill is a small, independent school where the talents of each child are recognized and nurtured. The best education is about developing individual potential and that is central to our ethos. It is this foundation that makes our school different and we provide the opportunities that allow all students to reach their full potential.

We provide an accelerated and balanced curriculum to motivated and gifted children. We offer a rich and varied program that includes a strong academic curriculum combined with a wide variety of fine arts and extracurricular activities.

Our mission is to:

- Offer accelerated and advanced academic programs to high achieving and gifted children.
- Support development through an individually paced curriculum.
- Enable students to see learning as a continuing process throughout life.
- Acknowledge the needs and abilities of each child and encourage them to be proud of their achievements.
- Provide a safe, secure and caring environment built on honesty and respect for one another.

Spring Hill's core curriculum places a strong emphasis on language arts, math and science. Ancient and American history, world culture, Latin, Spanish, French, algebra, geography, and a comprehensive life lab program are also included.

Our individually paced program of learning sets Spring Hill apart from other schools. Students demonstrating aptitude in a particular subject area are given the opportunity to stretch beyond the boundaries of programs typical for their age or grade level. This approach allows our students to excel when compared with other children nationally.

The school provides a great amount of individual attention to each student because each class size is limited to 16 students. Teachers and students collaborate to set individual goals, and teachers gain a genuine appreciation for each student's abilities and interests. The experienced faculty presents material that challenges and encourages critical thinking and teachers routinely modify lessons and assessments to address the individual needs and abilities of students.

Learning modalities are experiential whenever possible, and include field trips, residential science, and environmental studies camps. Extracurricular programs include an Author's Fair, Invention Convention, Poetry Contest, and academic contests for spelling, geography, and math. Students develop confidence and self-expression by participating in creative expressions such as studio art, drama, physical education, and instrumental and choral music.

Parental involvement is vital to the life of our school. Some parents serve as aides in the classrooms. This enriches the child's educational experience with more individual attention and more varied classroom activities and school programs.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### *School Assessment Results in Math and Reading*

At Spring Hill, faculty and staff continually monitor students' progress using several types of assessment. Prospective students go through an interview and academic evaluation prior to acceptance. In the admission process the school considers test scores, report cards, and narrative assessments from former schools, samples of recent writing and math work, and the results of Spring Hill's assessment tests in reading, writing, and math. Teachers meet with applicants to evaluate their fit for the individualized learning program of the school. They look for students with high achievement or motivational levels who are more likely to enjoy our focused approach to education. Through continual progress assessment of individual students, especially in reading and math, the school paces the curriculum to their individual needs, levels of achievement, and style of learning.

Once a year the students in grades 1 through 6 take the national achievement test identical to the test taken by students in California public schools. All students in our school participate in standardized

testing and are included in the measurements regardless of their ethnic group or socioeconomic level. Test scores indicate how many right answers each student has, how each child compares to children of the same age and grade level across the nation, and at what grade level a child performs compared to other children who took the same test during the same month. In reading, important components measured include recognizing sounds, word identification, vocabulary skills and comprehension. In mathematics, concepts such as number sense and operations, patterns and relationships, algebra and geometry, and measurement, data and probability are measured. Math problems assess skills in reasoning and problem solving, estimation, and mathematical connections. Whether in reading or mathematics, all grades at Spring Hill consistently achieve scores from the 80<sup>th</sup> to the 99<sup>th</sup> percentiles nationally. The scores are high in all subjects and at all grade levels.

It is important when looking at a school's test scores, to look beyond the basic numbers; the scores for a single school year have limited value for judging school performance. Equally important is trend data — test scores from several years more accurately reflect overall performance. Spring Hill students achieve very high scores year after year and results from the Stanford Achievement Test demonstrate that they perform well above grade level in all areas.

What accounts for the high scores at Spring Hill? Student-teacher ratios are very low. Classes are small, limited to 16 students. Lower-grade reading and math groups, where the foundation is laid for each student, are even smaller, with 3 to 4 students, or even 1 when necessary. In mathematics and reading, students work at their own pace and according to their ability; most work at least one year above grade level. The impact of this approach is evident in overall achievement in both in reading and math test scores — students perform well above grade level. Teachers design curriculum around the needs of individual students, so that they can progress at their own speed. When students show proficiency at one level, they immediately progress to the next. This ensures that children stay interested in learning and receive instruction applicable to their specific needs. Finally, teachers and the administration at Spring Hill are as motivated as the students they serve.

*How the school uses assessment data to understand and improve student and school performance:*

Because Spring Hill is dedicated to the individual and academic growth of each student, teachers continually assess each student's progress throughout the year. During the summer children forget some of the previous year's learning, so teachers give placement tests in math and reading each fall to determine the level at which students will begin the year. Because children are placed in groups according to level and ability, not according to age or actual grade, it is conceivable that each child in a class may start at a different place in the math and reading curriculum. During the year, children advance at their own speed and are regularly assessed to determine if they should move to different reading or math groups. Math assessments are done regularly to check knowledge of basic standards, conceptual understanding, the skill to make connections, problem solving, computational accuracy and the ability to use data.

The results of the annual standardized testing are used to evaluate the students, individual classes, and the school at many levels. The data is compared to previous years' data to assess trends in the whole school, class profile, and the effectiveness of the entire curriculum. Test results enable us to assess the balance of the curriculum and the soundness of classroom instructional practices. The principal and teachers monitor the test results of each child, year after year, to determine whether there is a change in progress or learning ability. A significant change results in an evaluation to determine if adjustments for that individual child, the class, or the curriculum are needed. Finally, the principal compares the school results to schools in the area to evaluate the general education trend and to ensure that we offer a program based upon the needs of the community.

*How the school communicates student performance & assessment data, to parents, students, and the community:*

Spring Hill promotes good communication between parents, faculty, staff, and students, and frequently communicates student progress in written evaluations and in one-on-one meetings with parents and students. Our school mission creates a sense of responsibility for the children's education from all members of the school community. As the primary educators of their children, parents are encouraged to be involved in their children's schoolwork. Because of their high level of motivation, students work with their teachers to set goals, monitor their own progress, and receive the individual help they need. Teachers are flexible and available to students and parents. Home phone numbers and email addresses of teachers and staff are provided to both students and parents who routinely use them. Conferences are scheduled not just once a year, but every time a family or teacher requests one. Homework is promptly graded and commented upon and sent home along with class work, quizzes and tests for parents to review with their children. Students receive three report cards a year summarizing the work achieved in each trimester; student standardized test results are included along with an explanation about the testing process and a key to interpret the results. Every time a child is assessed in a subject, the teachers communicate the results to that child and the parents. A child who is encountering difficulties receives immediate assistance to ensure that he receives the help he needs to be successful. Teachers work closely together and in partnership *because every teacher is involved in and dedicated to the success of every child.*

Spring Hill's communicates with parents and the community via our weekly newsletters, press releases, and a website. Our website describes the school's unique mission and programs and provides standardized test results by grade and subject. We provide evening seminars in which we share the expertise needed to meet the needs of gifted children. These seminars are open to the entire community free of charge.

*How will the school share its successes with other schools?*

Spring Hill serves a population of students whose needs are often not recognized and addressed in traditional schools. High achievers need to be challenged at their intellectual level. Gifted students display perfectionism, intensity, and are more sensitive. Their needs are best met in small classes with teachers who are highly motivated. They need to learn in an environment where they can deepen their knowledge in special interest areas and experience the joy of academic success. They need to feel connected to peers who share the same level of intellectual curiosity and social leadership. Spring Hill offers special programs that take into account the psychomotor, intellectual, imaginal, emotional, social, as well as academic needs of these children.

The school is a resource for parents of gifted children in the community as a whole. We are committed to reaching out to our community and raising the awareness of and identifying and meeting the needs of children with exceptional abilities. We offer public workshops and instructional events for the parents of gifted children where they can learn how to identify their children's giftedness, and gain greater understanding in how to meet their social, emotional and educational needs. The most recent seminar was held in November 2003 and was entitled, "Is Your Child Gifted?" Two more events scheduled for the 2004. The school also provides a meeting place for a support group for parents of gifted children in our community. Spring Hill is committed to working with other schools to create more complete assessment methods in order to provide all children with learning experiences that keep pace with their ability.



## PART V – CURRICULUM AND INSTRUCTION

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*The school's curriculum:*

**Math** – Mathematical tasks that facilitate learning are commensurate with the capability of the learner at all grade levels. Children are grouped by ability and are encouraged to progress at their own speed within the groups. All math groups cover the basic concept areas that are recommended by the California Department of Education Standards for different grade levels; students are frequently assessed and allowed to work above grade level. Following pre-algebra in the fourth grade, students are offered algebra, geometry and trigonometry. The curriculum provides opportunities for students to see how numbers can be used to solve everyday problems.

**Science** – At all grade levels, students use a hands-on approach to science. The scientific process — observing, raising questions, interpreting information, hypothesizing, communicating — is emphasized throughout all course content. Students learn to use models, do research, keep records, and devise investigations. Curiosity, respect for evidence, perseverance, and flexibility are encouraged. At each grade level, children explore physical science, earth science, and life science. Our life lab curriculum invites children to be active participants in the growing, care-taking and harvesting process, to develop respect for the natural world, and to gain a sense of responsibility and ownership over their individual gardens. The students designed and maintain the award-winning school recycling program. All students participate in the school's annual science fair and our unique “Invention Convention” (for which the Tech Museum of Innovation of San Jose, California, acts as a partner and provides inspiration, encouragement, and support for the students’ inventive process.)

**Language Arts** – The curriculum is described more fully in #2 below. Beginning in Kindergarten, and working independently and in groups, students learn to become fluent readers. Comprehension skills and vocabulary are developed in all subjects of the curriculum. The students learn to express thoughts and ideas through writing. Penmanship, writing strategies, grammar and spelling are all part of the weekly schedule and homework assignments. Listening and speaking skills are emphasized in drama, oral presentations, story telling, and speech classes. Students at Spring Hill demonstrate confidence and clarity when speaking in front of a group of peers or adults. Quite a few of our students have an opportunity to demonstrate their invention at the Tech Museum of Innovation, explaining it to countless visitors; they all thrive on this kind of experience.

**History and Geography** – History and geography are taught at all grade levels through the use of biographies, legends, personal interviews, field trips, and a variety of written documents. Children learn how the past, present, and future are connected. In Kindergarten, students celebrate the diversity and history of cultures present within our school. First graders discover the relationships between events, people, and places in our local community. They learn about famous people in American history and the role of North America's native people. Second graders explore governmental institutions and practices in the world. California history from its beginning to the present is the focus of third grade. Ancient civilizations come alive in the fourth grade; their classes include writing, visual art and research skills, role-playing, creating time lines, and political thinking skills. In fifth and sixth grades, the two-year history program covers Europe in the Middle Ages, the Renaissance, and United States history. It is our belief that history cannot be meaningful without a geographical background. Physical, political, climatic, and cultural geography studies are an integral part of learning about our heritage and our involvement in the present world.

**Foreign Languages** – The hunger of our students for learning more and going outside the box is fed in part through our foreign language program. Spanish is taught from Kindergarten through 6<sup>th</sup> grade. Latin is taught in 4<sup>th</sup> and 5<sup>th</sup> grades and French in 6<sup>th</sup> grade. Literature, audio and video tools, native speakers, and field trips are all means for our students to be introduced to different cultures through the art of communications.

**Fine Arts – Music, Art, and Drama** – Our fine arts program offers the creative dimension needed to integrate what students learn across the curriculum. It allows children to discover the wealth of worldwide music and art and to expand their personal mode of expression.

**Physical Education** – Is there a better way to learn how long a mile really is than to walk it? Teamwork, healthy competition, proper behavior, physical fitness, fun and play make up a program designed to enhance self-image, cooperation, and personal development.

*Reading Program:*

Although a majority of students demonstrate above-average ability, the student population at Spring Hill includes a large spectrum of reading levels. The majority of students graduating from 6<sup>th</sup> grade demonstrate a 12<sup>th</sup> grade median grade equivalency in reading. The reading program is based on a differentiated model. Teachers use comprehensive identification procedures to assess levels of student ability and interest and offer a combination of enrichment and acceleration to meet the needs and interests of *each individual student*. The reading curriculum uses strategies such as giving young, competent readers chapter books; book discussions to enhance comprehension; enhancing creative reading with the use of music, drama, and visual arts. Good literature is a must across the whole curriculum and books are readily available in the classrooms and school library. Literature is an integral part of teaching geography and social studies in all grades. In Kindergarten, first and second grades, students meet five periods a week with their reading groups, which are often as small as 3 to 4 students; parents are asked to read at home with their children each night. Grammar, spelling, and writing challenge the children to apply the skills learned through the stories they read. Teachers model good reading skills, as they often become storytellers themselves. In grades three and above, the students explore many genres in both reading and writing. Student authors are celebrated every year during the school authors' fair. On that day, children exhibit their writings and read each other's creations. The reading program approach at Spring Hill challenges students to develop divergent thinking skills and problem-solving strategies. The program supports each child's interest in reading high-level materials. Above all, the love of reading is appreciated and celebrated by all.

*Description of another curriculum area:*

At each grade level, teaching science is important and is integrated into the class curriculum. The science program combines scientific knowledge with reasoning skills, supported by hands-on activities. In the scientific process, children develop skills such as observing, inferring, and experimenting. Students learn to ask authentic questions generated from their life experience. They might build machines in order to solve a problem or explore the mystery of habitats and of universal connections. The students investigate individually or collectively. Imagination provides the spark and encourages each student's receptivity to new ideas and diversity of thought. They have an opportunity to share scientific discovery with their parents at our Family Science Night and to demonstrate their knowledge and scientific process at our Annual Science Fair.

The recent discovery of a bug in a flowerbed by a Kindergarten became an instant science adventure, a topic for creative writing, a search for more information and literary links, as well as an opportunity for older students to share their knowledge with younger children about insects. Spring Hill encourages students to assume responsibility for their own learning and teaches that there is no limit to what one can learn. The teachers present issues, events, problems, and topics that are significant and of interest to their students. Teachers are offered opportunities to continue their own development in science. The implementation of our science curriculum, like our other curriculum supports our mission of: acknowledging the needs and abilities of each child and encouraging them to reach their full potential, providing them with tools to grow in curiosity, knowledge and ability, and challenging them to view learning as a continuous process throughout life.

### *School Instructional Methods:*

Spring Hill provides students the opportunity to work at their own ability levels from the time they start to the time they graduate. The school enrolls gifted or motivated children with unusual potential who show a burning curiosity and thirst for knowledge. Students often develop understanding beyond the traditional grade level for their age, and leave equipped for leadership and advanced study skills. This is achieved in different ways. The student-teacher ratio is kept below 10 to 1. Class size is limited to 16 students. Teachers work with students to establish individual goals and the teachers well understand the abilities and interests of each student. Because of cross teaching and areas of specialization, every teacher is involved in the education of every child at the school. No student can ever “fall through the cracks.” In reading and math, students are grouped by interest and ability levels rather than by grade or age levels. These groups are often very small, consisting of 3 or 4 students. In all subjects, a hands-on approach and experiential learning are emphasized. Starting in Kindergarten, children learn to use research, interviews, oral presentations, multimedia resources, and extra curricular activities to answer the many questions they have. The school schedules regular events where reasoning, problem solving and creative thinking skills are challenged. The school’s extra programs include its annual invention convention, science fair, students' author fair, talent show, family science night, musical and drama performances and other independent class assignments. These programs invite students from Kindergarten through sixth grade to expand their interests and creativity when presenting projects. Leadership and social skills are nurtured and developed through Student Council, multi-grade activities, school mentoring, and community service. It is obvious to anyone who visits the school that the students at Spring Hill love learning.

### *Professional Development Program:*

To effectively teach gifted students, the faculty needs not only to understand their needs, but also to be creative in presenting material that is relevant and challenging. Each classroom teacher instructs students not only in their grade/class but also children at other grade levels in one or more disciplines. All faculty members are involved in the school's curriculum development and its annual review and update. To help the teachers continue to build their skills and expertise the school offers the following support and enrichment to its great staff:

- Teachers are notified of relevant workshops & conferences and are encouraged to attend them. The school provides funds for each teacher for attending outside workshops.
- Teachers who take additional college classes are financially rewarded.
- When teachers attend workshops, they present the material to the rest of the faculty during the weekly faculty meetings.
- Several times a year during faculty in-service days, outside educational speakers address specific topics that cover teaching methods and also the psychological, social, emotional, intellectual, academic, and relationship needs of gifted children.
- New teachers are mentored and supported by the principal and the other teachers; a team of people who are truly connected does the teaching at this school.
- The school’s commitment to the teachers’ professional development is evident in new ideas and methodologies that are immediately incorporated into their classes and the curriculum.
- The impact of such continuous learning by the teachers is pronounced and is evidenced by student achievement.
- The school’s commitment to the faculty’s professional development is reflected in the teachers’ enthusiasm in incorporating new ideas and methodologies in the curriculum.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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Private school association(s): None

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

### **Part II - Demographics**

1. What are the 2002-2003 tuition rates, by grade?

\$ 7750    \$ 7750    \$ 7750    \$ 7750    \$ 7750    \$ 7750    \$ 7750  
K            1<sup>st</sup>            2<sup>nd</sup>            3<sup>rd</sup>            4<sup>th</sup>            5<sup>th</sup>            6<sup>th</sup>

2. What is the educational cost per student? \$ 7854  
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 3764  
(Financial aid amount divided by financial aid recipients)

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 17 %

# PART VII - ASSESSMENT RESULTS

## REFERENCED AGAINST NATIONAL NORMS Without Subgroups

### SPRING HILL – THE ADVANCED ELEMENTARY SCHOOL OF SANTA CRUZ

Stanford Achievement Test Series, Ninth Edition  
2002-2003: Form S – 2001; 2001-2001 & 2000-2001: Form S-1996  
Harcourt, Inc.

Scores are reported as percentiles  
No Students are excluded from the test.

	2002-2003	2001-2002	2000-2001
Testing month	March	April	April
<b>Grade 6</b>			
Reading	91	96	97
Mathematics	90	93	93
Number of students tested	9	3	13
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 5</b>			
Reading	92	91	92
Mathematics	88	95	87
Number of students tested	16	10	9
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 4</b>			
Reading	85	87	89
Mathematics	80	82	93
Number of students tested	14	16	9
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 3</b>			
Reading	88	80	87
Mathematics	90	80	90
Number of students tested	12	15	16
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 2</b>			
Reading	81	91	86
Mathematics	85	81	87
Number of students tested	13	13	15
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

continued on next page

<b>Grade 1</b>			
Reading	88	87	91
Mathematics	87	91	98
Number of students tested	14	12	14
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade who took the test at the same time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

**Final Attachment (Following Page):**

Results of Stanford Achievement Test Series, 9<sup>th</sup> Edition, Spring Hill Advanced Elementary, Grade 6 (highest grade at school), Test date 3/03, copyright 2001 Harcourt Brace.