

Brookhaven Elementary School

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Placentia Yorba Linda Unified School District
714 996-2550

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

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

Official School Name Brookhaven Elementary School
(As it should appear in the official records)

School Mailing Address 1851 North Brookhaven Avenue
(If address is P.O. Box, also include street address)

Placentia CA 92870-2610
City State Zip Code+4 (9 digits total)

Tel. (714) 996-1912 Fax (714) 996-4308

Website/URL www.pylusd.k12.ca.us E-mail sfargo@pylusd.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* Dr. Dennis Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Placentia-Yorba Linda Unified Tel (714) 996-2550

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 Mrs. Carol Downey
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

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 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: 21 Elementary schools
 5 Middle schools
 0 Junior high schools
 4 High schools

30 TOTAL

2. District Per Pupil Expenditure: \$6669
 Average State Per Pupil Expenditure: \$6837

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. 1 Number of years the principal has been in her/his position at this school.
5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	25	36	61	7	0	0	0
1	35	31	66	8	0	0	0
2	31	30	61	9	0	0	0
3	38	38	76	10	0	0	0
4	28	37	65	11	0	0	0
5	36	41	77	12	0	0	0
6	31	33	64	Other	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL →							470

6. Racial/ethnic composition of the students in the school: 78.4 % White
1.7 % Black or African American
7.5 % Hispanic or Latino
12.4 % Asian/Pacific Islander

100% Total

7. Student turnover, or mobility rate, during the past year: 3.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	463
(5)	Subtotal in row (3) divided by total in row (4)	.037
(6)	Amount in row (5) multiplied by 100	3.7%

8. Limited English Proficient students in the school: 3.2%
15 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Filipino, Cantonese, Spanish, Rumanian, Vietnamese, Mandarin

9. Students eligible for free/reduced-priced meals: 2.3%

11 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 9.6%

45 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>23</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>2</u>	<u>6</u>
Total number	<u>24</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 23.5 to 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.7%	96.6%	96.2%	96.6%	96.3%
Daily teacher attendance	96.2%	95.6%	93.9%	97.1%	95.9%
Teacher turnover rate	0%	0%	0.05%	10.0%	20.0%

14. **(High Schools Only) Show** what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
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	100 %

PART III - SUMMARY

Provide a brief coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Brookhaven is a neighborhood school located in Southern California in the city of Placentia. Brookhaven's unique character and tradition of excellence have empowered teachers and support staff to accomplish the school vision of high expectations for all students using the state standards as guidelines with the conviction that all students can succeed. Our vision is reinforced through parent meetings, parent-teacher conferences, frequent newsletters, and to the students themselves through classroom discussions. Through our day-to-day focus and commitment to standards-based education, Brookhaven has exceeded both the state's growth targets and our school's goals for standardized test scores over the past five years.

Just as our passion for students is high standards for all, Brookhaven holds the same expectations for its teachers. These high standards directly correlate to the California Teaching Standards. The spirit of life-long learning is reflected in that 90% of our faculty have their master's degrees. The National Commission is finding that the single most important determinant of student achievement is a teacher's qualifications and expertise. In the year 2002, the School District Teacher of the Year distinction was awarded to our sixth grade teacher. In order to sustain a qualified and well-trained staff, we have implemented a quality professional development program both in our district and at our site. To provide additional support, Brookhaven has implemented a "Core Team" which is a select group of trained teachers who work together to discuss possible strategies and solutions to meet individual student needs.

Over 35 percent of our students are on transfers, taking advantage of open enrollment, bringing Brookhaven Elementary a diverse-learning population. The progress and success of all students is our primary goal. All students, including at-risk and special needs students, deserve the very best environment to learn, grow, and meet their individual goals. We provide various programs for students, parents, and staff to learn how to make healthy choices, keep a positive attitude, and build personal dignity and self esteem through accomplishment. These programs include before and after school interventions, Homework Club, high school tutors, cross-age tutors, flex groups, differentiated instruction, parent education nights, and counseling intern. Regular classroom teachers are also trained to identify and help students with special needs.

Effective use of technology can be observed in every classroom. All students have regular access to computer technology. Every teacher has a state-of-the-art workstation networked throughout the district. An advanced computer aided telephone system (PACE) is used to notify all families within seconds, of upcoming events and activities, or during an emergency. As the school is modernized in 2004 it will be wired for present and future requirements.

The Brookhaven School community has established a strong link to our families and the surrounding neighborhood. Our PTA strengthens the foundation of our school with over 15 programs and more than 9000 volunteer hours. Our school also embraces business partnerships. For example, local engineers provide students with a weekly after school program, Future Scientists and Engineers of America (FSEA). The Placentia Post Office supports our National 'Wee Deliver' School Postal Program. These additional programs build upon our core curriculum.

Because Brookhaven provides a strong instructional foundation built on a vision that academic excellence is for all students, we have been awarded California Distinguished School in 1987 and again in 2002. Through the work of highly qualified, motivated teachers, supportive staff, and generous community members, Brookhaven has continued to cultivate this proud tradition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Brookhaven students are assessed through several means to monitor their learning on a continual basis. Three summative tests are specifically used to gauge the school’s overall strengths and weaknesses annually. These tests are: 1) [the California Standards Test \(CST\)](#), which is a criterion-referenced test; 2) [the California Aptitude Test, abbreviated, Sixth Edition \(CAT6\)](#), which is a norm referenced multiple choice assessment; 3) [District Multiple Measures \(DMM\)](#) – Reading, Writing, and Math. The **CST** is a state-mandated test for all students in second through sixth grade, aligns with the highest level of rigor of the State Content Standards for each grade level, and yields a percent correct score for each student. Students are rated in various categories of **CST** proficiency that include: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. The “Proficient” and “Advanced” levels are seen as “Mastering the Standards.” The **CAT6** ranks students and measures their achievement against students across the nation. **DMM** assessments are district-designed tools used to provide information that can be used to improve instruction and to help teachers make sound educational decisions about each student’s learning. **DMM** are given to students throughout the year after concepts are taught and students are given multiple opportunities to show mastery. All three of these tests are important. We want to know how our students have measured against the rigorous standards of our district and state, and we also want to benchmark our students against the rest of the nation.

Brookhaven is in the top ten percent of schools in California, because students have consistently shown progress on the **CST**. For the past three years, our students’ scores on the **CST** were well above the state average (the grade level benchmark). Last year on the **CST**, **the state average for students scoring at “Proficient” and “Advanced” in Reading/Language Arts was 36% as compared to 69% at Brookhaven. In Math, this is also apparent with a state average of 42.6% versus Brookhaven’s 76.8%.**

The **DMM** assessments in Reading, Writing, and Math show that our students are achieving at a high level. The average percentage of students passing the writing proficiency test was 77%. The reading assessment (Burns and Roe) was passed by 93% and the Key Math Standards were passed by 94%.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment is the driving force of Brookhaven’s academic program. Each year our state tests’ scores have improved, and the number of students scoring in the bottom quartile has declined. All grades exceeded district and state averages in every area. In order to achieve this, teachers at each grade level have reached a consensus regarding the means by which students and the school progress toward achieving standards. Grade levels establish standards-based goals for the school year determined by relative weaknesses in specific areas. These goals are measured in both Language Arts and Math.

In Language Arts, for example, each student is tested three times a year with the Burns and Roe Reading Inventory to determine reading and comprehension levels and to ascertain growth throughout the year. A reading profile is maintained, and the profile follows the student throughout his/her schooling. Each student is also tested three times a year in various writing genre (i.e. second grade autobiographical incident; fifth grade story narrative). District generated rubrics are used to evaluate student writing. These rubrics are not only used for student evaluation, but also used for students to set goals for themselves. The first two writing prompts are teaching prompts, while the final prompt in May is a testing situation. These

final writing prompts are collected and distributed at a district-wide grade level meeting where two teachers other than the classroom teacher score the writing using district model papers. This process ensures an unbiased grading response and provides insight into student growth. Students not meeting the grade level standards are identified as at-risk and receive interventions through the use of flex groups, differentiation, further instruction and tutoring.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

As everyone in education knows, excellent communication with the school community is the cornerstone to an exceptional education. To exemplify this, each year the school publishes the School Accountability Report Card that allows the community to see test results for Brookhaven. Individual assessment results are communicated to all parents through parent-teacher conferences and through a district letter at the end of the year. Disaggregated assessment results are communicated to the school community through newspaper articles, principal quarterly reports, the school newsletter, and the district web site. In addition to these traditional methods of communication, the principal's advisory committee, the PTA, and the School Site Council were given a PowerPoint presentation of Brookhaven's state scores in comparison to the district, county, and state scores. Teachers used components of this presentation during their Back to School Night program as well. Special focus groups and workshops are provided to help parents understand their child's assessment results and ways to improve test-taking strategies. Every five weeks, progress reports are generated for students who are below mastery levels and every child receives a standards based quarterly report card. This includes the results of each child's mastery levels in reading, writing, and math based upon district-established assessments. Weekly conduct folders allow parents to track behavior as well as academic progress. At the end of the school year, each parent receives a district-created brochure that lists each California State Standard for the next grade level. This brochure also includes ideas that they can implement at home to reinforce upcoming skills. This constant communication is exemplified in our school's success.

4. Describe in one-half page how the school will share its successes with other schools.

Brookhaven's teachers feel strongly about sharing their successful programs with other schools, teachers, and the community. Many of our highly qualified teachers have welcomed the challenge of training other new and veteran teachers in their specific area of expertise. On any given day, one might see student teachers, beginning teachers, or veteran teachers visiting Brookhaven's model classrooms to learn the latest teaching techniques and strategies. For example, one beginning kindergarten teacher was able to spend the day in our model kindergarten classrooms to observe, have one-on-one collaboration, and get ideas for her own classroom. We have two BTSA (Beginning Teacher Support and Assessment) consulting teachers on campus. These teachers mentor beginning teachers or veteran teachers who need additional support. Our BTSA teachers run teacher inservices and share Brookhaven's model of success with other teachers and schools. Other teachers are part of TAC (the superintendent's Teacher's Advisory Council). This group meets monthly with the district superintendent to share ideas and concerns with all of the schools in the district. Because our standards based curriculum is so strong, teachers are often asked by district officials to provide inservice training in various subject areas. Last year, because of the increase in our math test scores, one teacher trained other teachers from neighboring schools in the use of supplementary math programs for improvement of math fluency. Brookhaven implemented a valet program, in partnership with the Placentia Police Department, which is now a model for other schools in the area. This program allows parents to drop off and pick up students in a safe and timely manner and, as a result, has improved time on task. Other schools inside and outside of the district have come to observe and learn about the program. When teachers were trained in Curriculum Calibration at the district level, they returned and shared their information with the staff. The research conducted by DataWorks shows that *time on task* is a critical factor in improved test scores. Curriculum Calibration is the process used to

align classroom assignments to the California State Content Standards. Teaching to the Standards enables all children to meet or exceed the California State Standards. Enhancing the education for all comes naturally to Brookhaven teachers.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

All students at Brookhaven are challenged by exciting comprehensive curriculum based on state standards. Instructional materials are district-adopted and aligned to the state standards for each of our core areas. The district and site make decisions on supplementary materials to enhance the already rich curriculum. The district has recently adopted Houghton Mifflin’s standards based textbook for language arts. To augment our language arts curriculum, programs such as Writer’s Workshop, Mountain Language, Project Read, Literature Circles, Word Cell Program, Written Expression, Read Naturally, and Accelerated Reader are implemented. The PTA supports the Accelerated Reading Program by purchasing prizes and incentives to encourage reading. The district adopted standards based math book has helped to boost mathematics test scores. We also use supplemental programs such as Math Steps, Marcy Cook Math, Math Their Way, Groundworks, and Mountain Math to support our core curriculum. The social studies curriculum consists of using the Harcourt Brace textbook, district and teacher created supplemental materials, as well as our Living History assemblies. Our hands-on, standards based science program is guided by the Harcourt Brace textbook. In addition, Beckman science kits and AIMS thematic units are used to complement the science curriculum. Each of the adopted textbooks provides a web site for Internet access. These sites are used to help teach lessons and provide a home-school connection. Hands-on teaching strategies and differentiated instruction are woven throughout each area of the curriculum to enable all students to reach the high expectations we have set for them. All of these programs help to provide multiple avenues to student’s access and mastery of the standards.

Students identified as GATE have the choice to either attend a magnet school or remain at Brookhaven in a GATE cluster of five to nine students with a teacher who has been trained in differentiated instruction. During the past five years over 50% of the GATE-identified students chose to remain at Brookhaven. Teachers with GATE clusters differentiate instruction on a daily basis through the use of flexible grouping, leveled math groups, and independent projects. In addition, enrichment opportunities include Future Scientists and Engineers of America (FSEA) and the Junior Press Club that meet after school.

Dr. Sylvia Ybarra’s research on Curriculum Calibration has shown us that careful attention to aligning the curriculum to the Standards is essential to ensure that “No Child is Left Behind.” Teachers have been trained by Dr. Sylvia Ybarra, which has resulted in a paradigm shift in how we view our work. Because of this training, teachers carefully examine and fine-tune their teaching strategies to make certain that students master the standards.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

A comprehensive, balanced reading program is provided for all students at Brookhaven. The state researches and approves a list of standards-based reading programs that are recommended for district selection. Our district adopted the Houghton-Mifflin Language Arts program. This program includes: a spiral format, a grammar component, weekly writing, spelling, systematic-explicit phonics instruction,

phonemic awareness, vocabulary development, independent reading, comprehension strategies, print concepts, alphabet recognition, extra support, and a home-school connection. At Brookhaven we individualize and enhance the programs chosen by the district. For example, Project Read is used to integrate grammar, spelling, phonics, reading and writing; and to guarantee continuity across the grade levels. Another school-wide program, Accelerated Reader, increases fluency and comprehension through independent reading and assessment, and allows the students to read at their appropriate reading level. Accelerated Reader motivates students to read, promotes comprehension and increases their passion for reading which is necessary for children to become a life-long learners. This program is research based, sustainable, replicable, and has data to show its effectiveness. *“The overall goal of this type of instructional system is to frequently assess ongoing work, monitor individual progress, provide informative feedback to students, adapt instruction as needed, and ultimately improve overall student performance”* (Black & William, 1998b)

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

With the conviction that all students can succeed, Brookhaven’s mathematics curriculum is designed to support and enhance student mastery in mathematical reasoning, probability and data analysis, statistics, measurement and geometry, algebra and functions, and number sense (California State Content Standards). Our math program has allowed teachers to focus on student mastery of state standards. Throughout the year, teachers meet by grade level to analyze data, and develop strategies to increase student achievement. Key Math Standards assessments, developed by the district, were deemed the most essential skills from the content standards. Our Key Math Standards are aligned with our adopted textbook and the California State Content Standards. Curriculum Calibration helps us to fine tune the assignments to ensure that all meet the rigor of the standards. Assessment is the driving force of our math instruction. Teachers continually assess and reteach until all students achieve mastery in all strands.

In upper grade classrooms, flexible groupings are based on student need. This practice allows students to reinforce standards for the grade level, and also affords advanced learners the opportunity to advance at an accelerated pace. In the primary classrooms the instruction meets the needs of a primary student. Singing, clapping, pantomiming, use of hands-on materials, and centers can be observed. The thread that ties the grade levels together is Mountain Math, a weekly program that reviews all math strands and helps to develop fluency and understanding.

Due to our strong math program and our belief in our mission, feedback from our middle schools has indicated that our students are entering middle school well prepared for higher levels of math.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Brookhaven utilize a variety of instructional methods that support student’s mastery of the California Content Standards. Teachers at Brookhaven embrace the concept of “raising the bar” for all students. Differentiated instruction allows students choice in their learning and the teacher the ability to reach every student. Flexible grouping, direct instruction, centers, and cooperative groupings are examples of how we differentiate instruction. Project Read is an innovative program that incorporates bodily kinesthetic movements showing parts of speech, sentence diagramming, spelling, and paragraph writing. Reaching all learners through active participation is key in moving beyond the conceptual (movements) to the product (writing). This directly aligns with research conducted by Howard Gardner on the Multiple Intelligences that does not limit students based on language or ability- *“The theory of multiple intelligences ensures whole brain learning. The use of different parts of the brain guarantees that students will use larger portions of their brains.”*

Each grade level has a unique project or activity that motivates and boosts their learning in the California Content Standards. Primary students research animals in their native habitats and create dioramas and present them to the class. Other primary projects consist of biographies of famous people and inquiries about Placentia's history. Upper grade students create masks and write descriptive stories about them. There are presentations by individual students at Open House describing famous Americans. Sixth grade hold ancient civilization days, such as Egypt Day and China Day. Each grade level performs for parents. These performances include choices such as singing, dancing, acting, and readings. Each one is connected to the curriculum. Many of the projects are unique because they integrate many content areas.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Our highly trained staff continues to seek out professional growth opportunities. In order to maintain a qualified and well-trained staff we have an ongoing quality professional development program both in the district and at our school. All of our teachers are trained and updated in teaching strategies and ways to align curriculum with the state standards through our district's continuing plan. Teachers are surveyed and provide input as to staff development needs. Each month, the training offered is based on the survey results. For instance, when teachers indicated a desire for more information on Autism and Section 504 to better meet the diverse needs of students, our school psychologist trained our staff.

The district provides three staff development days before school begins to review assessment data, develop long-range plans, and be trained on the latest adopted materials. Support staff is trained in the district's Guiding Principles, conflict resolution, universal precautions, and emergency procedures.

The Beginning Teacher Support and Assessment (BTSA) Program improves teaching skills and abilities, enhances teacher confidence and comfort with work responsibilities, and strengthens classroom instruction. For two years, a support provider assists the new teachers. Our award-winning BTSA Program has exceptionally high quality training designed to produce effective, supportive, and caring teachers.

We believe that staff development is the cornerstone of our consistently improved test scores.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

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

3. What is the average financial aid per student? \$ _____

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

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

GRADE: 2

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
TOTAL				*56.9/75 = avg. no. correct/no. possible = 76%	*53.6/75 = avg. no. correct/no. possible = 71%
At or above Basic	91%	93%	91%		
At or above Proficient	74%	67%	52%		
At or above Advanced	28%	31%	18%		
Number of students tested	72	70	67		
Percent of total students tested	100%	99%	93%		
Number of students excluded	-0-	1	5		
Percent of students excluded	-0-	1%	7%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL				*43.3/75 = avg. no. correct/no. possible = 58%	no state data available
At or Above Basic	68%	63%	61%		
At or Above Proficient	36%	32%	32%		
At or Above Advanced	12%	9%	10%		
State Mean Score	332.3	324.1	N/A		

* **State Performance Levels were not developed during this time period.**

GRADE: 2

TEST: Mathematics – California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL			*46.4/65 = avg. no. correct/no. possible = 71%	*48.2/65 = avg. no. correct/no. possible = 74%	*35.8/50 = avg. no. correct/no. possible = 72%
At or above Basic	97%	92%			
At or above Proficient	83%	83%			
At or above Advanced	58%	57%			
Number of students tested	72	70	71		
Percent of total students tested	100%	99%	99%		
Number of students excluded	-0-	1	1		
Percent of students excluded	-0-	1%	1%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL			*42.6/65 = avg. no. correct/no. possible = 66%	*38.1/65 = avg. no. correct/no. possible = 59%	no state data available
At or Above Basic	76%	68%			
At or Above Proficient	53%	43%			
At or Above Advanced	24%	16%			
State Mean Score	356.7	342.7			

* State Performance Levels were not developed during this time period.

GRADE: 2

TEST: CAT6 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	72%ile	81%ile	73%ile	77%ile	74%ile
Number of students tested	72	68	67	61	69
Percent of total students tested	100%	96%	93%	97%	99%
Number of students excluded	-0-	3	5	2	1
Percent of students excluded	-0-	4%	7%	3%	1%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 2

TEST: CAT6 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	88%ile	91%ile	73%ile	87%ile	78%ile
Number of students tested	72	68	71	61	69
Percent of total students tested	100%	96%	99%	97%	99%
Number of students excluded	-0-	3	1	2	1
Percent of students excluded	-0-	4%	1%	3%	1%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 2

TEST: CAT6 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73%ile	85%ile	75%ile	86%ile	78%ile
Number of students tested	72	68	71	61	69
Percent of total students tested	100%	96%	99%	97%	99%
Number of students excluded	-0-	3	1	2	1
Percent of students excluded	-0-	4%	1%	3%	1%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 2

TEST: CAT6 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	75%ile	80%ile	71%ile	73%ile	67%ile
Number of students tested	72	68	71	61	69
Percent of total students tested	100%	96%	99%	97%	99%
Number of students excluded	-0-	3	1	2	1
Percent of students excluded	-0-	4%	1%	3%	1%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 3

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL				*54.9/75 = avg. no. correct/no. possible = 73%	*49.7/75 = avg. no. correct/no. possible = 66%
At or above Basic	91%	87%	83%		
At or above Proficient	64%	54%	47%		
At or above Advanced	21%	13%	17%		
Number of students tested	67	79	66		
Percent of total students tested	99%	98%	100%		
Number of students excluded	1	2	0		
Percent of students excluded	1%	2%	0		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL				*42.9/75 = avg. no. correct/no. possible = 57%	no state data available
At or Above Basic	63%	61%	59%		
At or Above Proficient	33%	34%	30%		
At or Above Advanced	10%	11%	9%		
State Mean Score	323.9	323.5	N/A		

* **State Performance Levels were not developed during this time period.**

GRADE: 3

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	93%	87%	*50.4/65 = avg. no. correct/no. possible = 78%	*44.1/65 = avg. no. correct/no. possible = 68%	*34.1/50= avg. no. correct/no. possible = 68%
At or above Proficient	77%	63%			
At or above Advanced	55%	18%			
Number of students tested	67	80	65		
Percent of total students tested	99%	99%	98%		
Number of students excluded	1	1	1		
Percent of students excluded	1%	1%	2%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	71%	65%	*42.2/65 = avg. no. correct/no. possible = 65%	*36.7/65 = avg. no. correct/no. possible = 56%	no state data available
At or Above Proficient	46%	38%			
At or Above Advanced	19%	12%			
State Mean Score	344.3	331.6			

* State Performance Levels were not developed during this time period.

GRADE: 3

TEST: CAT6 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	61%ile	69%ile	73%ile	72%ile	57%ile
Number of students tested	67	76	59	68	68
Percent of total students tested	99%	94%	89%	94%	97%
Number of students excluded	1	5	7	4	2
Percent of students excluded	1%	6%	11%	6%	3%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 3

TEST: CAT6 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	83%ile	79%ile	86%ile	81%ile	79%ile
Number of students tested	67	77	59	69	67
Percent of total students tested	99%	95%	89%	96%	96%
Number of students excluded	1	4	7	3	3
Percent of students excluded	1%	5%	11%	4%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 3

TEST: CAT6 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	64%ile	72%ile	74%ile	80%ile	71%ile
Number of students tested	67	77	59	69	67
Percent of total students tested	99%	95%	89%	96%	96%
Number of students excluded	1	4	7	3	3
Percent of students excluded	1%	5%	11%	4%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 3

TEST: CAT6 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	70%ile	65%ile	71%ile	67%ile	60%ile
Number of students tested	67	77	59	69	68
Percent of total students tested	99%	95%	89%	96%	97%
Number of students excluded	1	4	7	3	2
Percent of students excluded	1%	5%	11%	4%	3%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 4

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	99%	98%	91%	*57.6/90 = avg. no. correct/no. possible = 64%	*54.4/90 = avg. no. correct/no. possible = 60%
At or above Proficient	62%	69%	76%		
At or above Advanced	31%	31%	27%		
Number of students tested	68	58	59		
Percent of total students tested	99%	94%	97%		
Number of students excluded	1	4	2		
Percent of students excluded	1%	6%	3%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	74%	71%	66%	*46.9/90 = avg. no. correct/no. possible = 52%	no state data available
At or Above Proficient	39%	36%	33%		
At or Above Advanced	15%	14%	11%		
State Mean Score	339.0	332.9	NA		

* State Performance Levels were not developed during this time period.

GRADE: 4

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	94%	91%	*48.8/65 = avg. no. correct/no. possible = 75%	*41.3/65 = avg. no. correct/no. possible = 64%	*27.4/50 = avg. no. correct/no. possible = 55%
At or above Proficient	81%	72%			
At or above Advanced	43%	40%			
Number of students tested	68	62	60		
Percent of total students tested	99%	100%	98%		
Number of students excluded	1	0	1		
Percent of students excluded	1%	0%	2%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	72%	67%	*39.3/65 = avg. no. correct/no. possible = 60%	*35.1/65 = avg. no. correct/no. possible = 54%	no state data available
At or Above Proficient	45%	37%			
At or Above Advanced	18%	13%			
State Mean Score	343.6	332.4			

* State Performance Levels were not developed during this time period.

GRADE: 4

TEST: CAT6/SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	56%ile	74%ile	75%ile	67%ile	67%ile
Number of students tested	68	59	57	58	63
Percent of total students tested	99%	95%	93%	88%	93%
Number of students excluded	1	3	4	8	5
Percent of students excluded	1%	5%	7%	12%	7%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 4

TEST: CAT6/SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	56%ile	84%ile	85%ile	73%ile	66%ile
Number of students tested	68	59	57	59	63
Percent of total students tested	99%	95%	93%	89%	93%
Number of students excluded	1	3	4	7	5
Percent of students excluded	1%	5%	7%	11%	7%
SUBGROUP SCORES					
1. (specify subgroup)		N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 4

TEST: CAT6/SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73% ile	79%ile	82%ile	76%ile	66%ile
Number of students tested	68	59	57	59	63
Percent of total students tested	99%	95%	93%	89%	93%
Number of students excluded	1	3	4	7	5
Percent of students excluded	1%	5%	7%	11%	7%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 4

TEST: CAT6/SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	57% ile	83%ile	79%ile	63%ile	53%ile
Number of students tested	68	59	57	59	63
Percent of total students tested	99%	95%	93%	89%	93%
Number of students excluded	1	3	4	7	5
Percent of students excluded	1%	5%	7%	11%	7%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 5

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	91%	94%	83%	*56.5/90 = avg. no. correct/no. possible = 63%	*54.3/90 = avg. no. correct/no. possible = 60%
At or above Proficient	66%	69%	52%		
At or above Advanced	28%	16%	14%		
Number of students tested	60	55	64		
Percent of total students tested	97%	90%	98%		
Number of students excluded	2	6	1		
Percent of students excluded	3%	10%	2%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	72%	71%	66%	*47.2/90 = avg. no. correct/no. possible = 52%	no state data available
At or Above Proficient	36%	31%	28%		
At or Above Advanced	10%	9%	7%		
State Mean Score	332.0	327.7	N/A		

* **State Performance Levels were not developed during this time period.**

GRADE: 5

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	89%	90%	*39.3/65 = avg. no. correct/no. possible = 61%	*33.1/65 = avg. no. correct/no. possible = 51%	*27.2/50 = avg. no. correct/no. possible = 54%
At or above Proficient	64%	77%			
At or above Advanced	27%	33%			
Number of students tested	60	55	64		
Percent of total students tested	97%	90%	98%		
Number of students excluded	2	6	1		
Percent of students excluded	3%	10%	2%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	61%	59%	*34.6/65 = avg. no. correct/no. possible = 53%	*28.6/65 = avg. no. correct/no. possible = 44%	no state data available
At or Above Proficient	35%	29%			
At or Above Advanced	10%	7%			
State Mean Score	332.1	322.5			

* State Performance Levels were not developed during this time period.

GRADE: 5

TEST: CAT6/SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	56% ile	71%ile	67%ile	66%ile	64%ile
Number of students tested	60	53	57	63	65
Percent of total students tested	97%	87%	88%	90%	96%
Number of students excluded	2	8	8	7	3
Percent of students excluded	3%	13%	12%	10%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 5

TEST: CAT6/SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71% ile	87%ile	80%ile	81%ile	81%ile
Number of students tested	60	52	57	64	65
Percent of total students tested	97%	85%	88%	91%	96%
Number of students excluded	2	9	8	6	3
Percent of students excluded	3%	15%	12%	9%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 5

TEST: CAT6/SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	70% ile	81%ile	77%ile	77%ile	73%ile
Number of students tested	60	53	57	63	65
Percent of total students tested	97%	87%	88%	90%	96%
Number of students excluded	2	8	8	7	3
Percent of students excluded	3%	13%	12%	10%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 5

TEST: CAT6/SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	70%ile	71%ile	62%ile	63%ile	61%ile
Number of students tested	60	53	57	64	65
Percent of total students tested	97%	87%	88%	91%	96%
Number of students excluded	2	8	8	6	3
Percent of students excluded	3%	13%	12%	9%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 6

TEST: English Language Arts - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL				*61.3/90 = avg. no. correct/no. possible = 68%	*63.5/90 = avg. no. correct/no. possible = 71%
At or above Basic	90%	87%	93%		
At or above Proficient	79%	68%	70%		
At or above Advanced	40%	19%	15%		
Number of students tested	57	69	60		
Percent of total students tested	97%	96%	95%		
Number of students excluded	2	3	3		
Percent of students excluded	3%	4%	5%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL				*48.9/90 = avg. no. correct/no. possible = 54%	no state data available
At or Above Basic	71%	66%	67%		
At or Above Proficient	36%	30%	31%		
At or Above Advanced	13%	9%	8%		
State Mean Score	332.2	323.0	No state data		

* **State Performance Levels were not developed during this time period.**

GRADE: 6

TEST: Mathematics - California Standards Test (CST)

EDITION/PUBLICATION YEAR: Developed and Revised Annually

PUBLISHER: Developed by the State of California

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or above Basic	93%	91%	*48.1/65 = avg. no. correct/no. possible = 74%	*41.7/65 = avg. no. correct/no. possible = 64%	*32.6/50 = avg. no. correct/no. possible = 65%
At or above Proficient	79%	68%			
At or above Advanced	46%	27%			
Number of students tested	57	70	61		
Percent of total students tested	97%	97%	97%		
Number of students excluded	2	2	2		
Percent of students excluded	3%	3%	3%		
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
At or above Basic					
At or above Proficient					
At or above Advanced					
2. (specify subgroup)					
At or above Basic					
At or above Proficient					
At or above Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	64%	62%	*48.1/65 = avg. no. correct/no. possible = 74%	*31.2/65 = avg. no. correct/no. possible = 48%	no state data available
At or Above Proficient	34%	32%			
At or Above Advanced	10%	10%			
State Mean Score	331.1	328.3			

* **State Performance Levels were not developed during this time period.**

GRADE: 6

TEST: CAT6/SAT9 Total Reading

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	72%ile	76%ile	74%ile	74%ile	78%ile
Number of students tested	57	62	56	70	68
Percent of total students tested	97%	86%	89%	92%	96%
Number of students excluded	2	10	7	6	3
Percent of students excluded	3%	14%	11%	8%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 6

TEST: CAT6/SAT9 Total Math

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	82%ile	91%ile	92%ile	88%ile	92%ile
Number of students tested	57	62	57	70	68
Percent of total students tested	97%	86%	90%	92%	96%
Number of students excluded	2	10	6	6	3
Percent of students excluded	3%	14%	10%	8%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 6

TEST: CAT6/SAT9 Total Language

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	77%ile	84%ile	88%ile	85%ile	87%ile
Number of students tested	57	61	57	69	68
Percent of total students tested	97%	85%	90%	91%	96%
Number of students excluded	2	11	6	7	4
Percent of students excluded	3%	15%	10%	9%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				

GRADE: 6

TEST: CAT6/SAT9 Total Spelling

EDITION/PUBLICATION YEAR: 1997

PUBLISHER: Harcourt Brace

What groups were excluded from testing? Why, and how were they assessed? Excluded students at this grade level, include those children with special needs who are specifically exempted due to significant handicapping conditions. These exemptions are documented on their Individualized Education Plans (IEPs). The IEP team determined appropriate alternative assessments on a case-by-case basis. In addition, parents have the right to have their student “opt out” of testing. Parents must provide the school a written notification if their child is to be excluded. This written waiver is kept on file in the child’s cumulative record and a copy is forwarded to the State Department of Education.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Test Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	74%ile	78%ile	78%ile	74%ile	84%ile
Number of students tested	57	62	57	70	68
Percent of total students tested	97%	86%	90%	92%	96%
Number of students excluded	2	10	6	6	3
Percent of students excluded	3%	14%	10%	8%	4%
SUBGROUP SCORES					
1. (specify subgroup)	N/A	N/A	N/A	N/A	N/A
2. (specify subgroup)					
3. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL SCORES					
Total Score	N/A - Percentiles were used above				
STANDARD DEVIATIONS					
Total Standard Deviation	N/A - Percentiles were used above				