

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Virginia M. Parks Elementary School  
(As it should appear in the official records)

School Mailing Address 1021 Moffet Road  
(If address is P.O. Box, also include street address)

Modesto CA. 95351-4904  
City State Zip Code+4 (9 digits total)

Tel. ( 209 ) 537-4550 Fax ( 209 ) 531-0619

Website/URL www.ceres.k12.ca.us/vp/index.htm Email lmaben@ceres.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 \_\_\_\_\_

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

Name of Superintendent Dr. Walt Hanline  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ceres Unified School District Tel. ( 209 ) 538-0141

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. Corinne Jones  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:      7 Elementary schools  
     0 Middle schools  
     2 Junior high schools  
     2 High schools
- 11 TOTAL

2. District Per Pupil Expenditure:      \$5,635.00  
     Average State Per Pupil Expenditure: \$6,360.00

### 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. 11 Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students 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>	53	67	<b>120</b>	<b>7</b>			
<b>1</b>	65	55	<b>120</b>	<b>8</b>			
<b>2</b>	65	55	<b>120</b>	<b>9</b>			
<b>3</b>	66	54	<b>120</b>	<b>10</b>			
<b>4</b>	57	66	<b>123</b>	<b>11</b>			
<b>5</b>	62	62	<b>124</b>	<b>12</b>			
<b>6</b>	54	58	<b>122</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>849</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>37</u>   | % White                          |
| <u>4</u>    | % Black or African American      |
| <u>47</u>   | % Hispanic or Latino             |
| <u>10.5</u> | % Asian/Pacific Islander         |
| <u>1.5</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 11.44 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	96
<b>(4)</b>	Total number of students in the school as of October 1	839
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.11442
<b>(6)</b>	Amount in row (5) multiplied by 100	11.44

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

Number of languages represented: 14

Specify languages: Spanish, Khmer, Lao, Arabic, Greek, Hindi, Hmong, Punjabi, Russian, Assyrian, Vietnamese, Cantonese, Korean, and Portuguese.

9. Students eligible for free/reduced-priced meals: 50 %

423 Total Number Students Who Qualify

If this method is not 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:  $\frac{5}{40}$  %  
40 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  37  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>  1  </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u>  36  </u>	<u>    </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  4  </u>
Paraprofessionals	<u>  1  </u>	<u>  2  </u>
Support staff	<u>  7  </u>	<u>  3  </u>
Total number	<u>  46  </u>	<u>  9  </u>

12. Student-“classroom teacher” ratio:     K-3 grades: 20:1    4-6 grades: 32:1    

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.54%	95.73%	96.18%	95.54%	94.34%
Daily teacher attendance	98.9 %	98.8 %	97.3 %	98.9 %	98.8 %
Teacher turnover rate	2.5 %	5.1 %	5.1 %	2.8 %	2.8 %
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

## **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.**

### **Virginia M. Parks Elementary School**

Virginia M. Parks Elementary School in Ceres, California is located in on the northern edge of Ceres, a small town of 31,000 in central San Joaquin Valley. The campus is thirteen years old with approximately 849 K-6 students. The school community encompasses a wide range of cultural, linguistic and economic diversity.

"Pride and Excellence", our school's motto, exemplifies the spirit of the Virginia Parks School community and our vision and mission statement. Our common vision and mission statement was developed at the Virginia Parks Community Conference with input and participation from *all* segments of the school community including parents, teachers, instructional assistants, librarian, administration and the community at large. *"We, the Virginia Parks' Community, believe that all children will learn in a safe and encouraging environment where their worth, strengths and individual learning styles are recognized so they may become self-sufficient, productive and honorable citizens."*

The Virginia Parks community has successfully met the challenge of implementing both year round education and class size reduction. Implementing both of these programs was a challenge. During this transition, Virginia Parks staff increased by approximately 50% and student population by 30%. To effectively accommodate this growth, we established effective organizational structures that assure the fulfillment of our mission statement, insure the involvement of staff in the decision-making process, as well as communication with our families and community.

Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Twelve teachers, as well as the principal, have been mentor teachers. Staff training is on going and high quality. All staff members are involved in site and district committees. Print rich classrooms are literature based and provide many thematic experiences for children. Due to the efforts of our parents, staff, and community, all our classrooms, library and office are hooked up to the Internet. The library and intermediate classrooms have a bank of five networked computers.

Students demonstrate high-level learning, school pride and a sense of ownership of the school facility. Students take an active role in their education and the running of the school. Student Council has several school-wide projects and produces weekly news broadcast on our closed circuit television system - Panther Vision. All teachers engage students in active learning as evidenced by student standardized test scores, individual student portfolios, student report cards, and a 98% attendance rate! Virginia Parks has consistently received high marks illustrating growth beyond stated expectations. Our School Crime Report indicated Virginia Parks is a safe school, free of vandalism and graffiti. Classrooms and other facilities are impeccable, as is student behavior because both staff and students set high academic and behavioral expectations.

Virginia Parks' parents are active partners in our educational program. The PTC focus this year is literacy and the arts with grants supporting guest artists and authors. Yearly community conferences have been held to promote the continuity between home and school. Reading strategies, brain research, multiple intelligences and parenting skills have been offered. Families from all cultures are invited to participate in the school community and are supported through parent-student English Language Development classes. Parent paid childcare is provided before and after school from 6:30 am until 6:30 pm. The program operates Monday through Friday all school year, except for holidays. Fifty-eight participating children complete their homework and participate in a wide variety of learning games and activities in a supervised environment. The staff, students and parents at Virginia Parks also have a strong commitment

to improve the greater Ceres community through activities such as a canned food drive, the Giving Tree, and the Red Cross penny drive.

Virginia Parks is *the* school of choice! Each year, we have a significant number of requests to transfer to our school. This year, we had a waiting list of over 300 students. The epitome of compliments is that children want to come and learn at Virginia Parks.

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

### **Public Schools**

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.**

STAR Program has three components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement; California Standards Tests (CST), produced for California Schools; Spanish Assessment of Basic Education Second Edition (SABE/2). The purpose of STAR is to help measure how well students are learning basic skills.

Virginia Parks' students excel! Virginia Parks' students' scores are in the top five percent of the state with significant gains in English/language arts and mathematics during the five years of the STAR program. As a result, Virginia Parks School has been named a California Distinguished School twice in 1998 and 2002—both times the application has been submitted.

Scores continue to climb across the board—especially math. During these five years, Stanford-9 (SAT-9) math scores have climbed by an average of 23.6 percentile points for all 2-6 grade students (Refer to tables beginning on page 26). Second grade math gains are particularly significant with a growth of 35 percentile points for all students. The third, fourth and fifth grade average growth is also impressive with 22, 25, and 24 percentile points, respectively. The spring 2002 test results finally include standards-based scores in mathematics. California Standards Tests (CSTs) for 2001 and 2002 school years in mathematics showed students performance in terms of the number correct which are then converted to scale scores. The primary grades have the most dramatic increases. In the three years of CST, second grade increased the average scaled score from 323 to 373.1. Third grade increased their average scale score from 309 to 364.4. Percent of students scoring in "at and above advanced" level averages 15.4 percent this first year it is reported.

Virginia Parks' standardized testing results in language arts are also strong. In analyzing Stanford 9 results for five years on the tables at the end of the application, reading scores show an average gain of 18.4 percentile points for all 2-6 grade students. Again, second grade results are outstanding with a reading percentile gain of 25 points--from 41<sup>st</sup> percentile to the 66<sup>th</sup> percentile. Reading percentile gains in grades 3-6 are more modest with an average gain of 14 points. California Standards Tests (CSTs) for English-language arts also show gains in student performance each year. Third grade results are impressive with a 22 point gain--319 to 341. Percentage of students in "at and above advanced" level has increased by an average of 6 percent. When compared with students in the state, county and district, Virginia Parks' students shine!

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.**

Test results for Virginia Parks' economically disadvantaged students show gains across all grade levels. In examining these scores for the last five years, the average gain in math is 15.8 percentile points and 8.8 percentile points in reading. The largest gains are in second grade with a 29 percentile point gain

in math and 19 percentile point gain in reading. Sixth grade students also show impressive growth with an increase of 28 percentile points in math and 9 percentile points in reading. The more modest growth in the other grades parallels the scores of all students.

In comparing the percent of economically disadvantaged 2-6 grade students above the fiftieth percentile for three years, there has been an average increase of 14 percent, 12.4 percent in math and 13.4 percent in language. Third grade is the most dramatic increases with 38 percent in reading, 24 percent in math, and 38 percent in language. There is modest growth in the higher grades that parallels the scores of all students.

Virginia Parks' Hispanic students also show gains in the SAT-9 test results across all grade levels. In comparing the standardized test scores, the average growth for the three years is 9.4 percentile points in math and 4.6 percentile points in reading. The primary grades again show the most dramatic growth. Third grade shows the most remarkable growth with increases of 21 percent in reading, 18 percent in math, and 33 percent in language. The more modest gains in the higher grade parallel all student scores.

In comparing the Hispanic students' scores above the fiftieth percentile, the average growth is 7.2 percentile points in reading, 12.2 percentile points in math, and 11.6 percentile points in language. Third grade shows the most dramatic growth with increases of 21 percent in reading, 18 percent in math, and 33 percent in language. The modest gains in the higher grades parallel all student scores. The success of students at Virginia Parks is very apparent when comparing the percent of all students, educationally disadvantaged students, and Hispanic and English language learners that are at or above the fiftieth percentile with students in the state, county and district. Virginia Parks' students are meeting the nation's challenge.

**b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.**

All students in grades 2-6 must take the state's Standardized Testing and Reporting (STAR) Program. Only students whose Individualized Education Plans (IEP) specifically exempt them from STAR testing and students with written parent requests to exempt them do not take the tests. At Virginia Parks School the following are the numbers and percentages of exemptions for each year:

Spring 2000-	Students excused by IEP statement- 6; students excused by parent written request- 4; Total percent excluded- 1.76%
Spring 2001	Students excused by IEP statement- 1; students excused by parent written request- 2; Total percent excluded- 0.5%
Spring 2002-	Students excused by IEP statement- 0; students excused by parent written request- 1; Total percent excluded – 0.17%

Students excused from the standardized testing are assessed with the Ceres Unified School District multiple measures—Running Record, Individualized Reading Inventory, District Writing Rubric, District Math and Reading Assessment, Phonemic Awareness.

Those students excused because of their Individualized Education Plans (IEP) are assessed with alternative assessments identified in the IEP. Possible alternative IEP assessments are Kaufman Test of Educational Achievement (KTEA), Wide Range Achievement Test (WRAT), Test of Written Language (TOWL), Test of Early Reading Ability (TERA), and Test of Early Math Ability (TEMA).

**c. Attach all test data to the end of this application and continue to number the pages consecutively. (See tables in the back of the application)**

**For Public and Private Schools**

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

Assessment results drive all elements of Virginia Parks' educational delivery system—lesson planning (long-range and short term), instructional strategies, and remediation. The Ceres Unified School District has developed a comprehensive multiple measure assessment plan. Each assessment is directly linked to performance expectations defined at the state, district and classroom levels. These include, but are not limited to the District Writing Assessment (DWA), Running Records, District Math Assessment, Individual Reading Inventories (IRIs), and portfolios. Identified grade level benchmarks have been refined through our PQR process in which teachers met in grade levels reviewed assessment and determined necessary benchmarks for students to achieve grade level standards for each track. Our plan also includes an annual assessment for the English Language Learners in order to provide these students an effective educational program.

Assessment results, both standardized test results and multiple measures data, are vital to teachers in mapping out an instructional goals action plan for the year. Using the standardized test and multiple measure results, teachers calendarize goals/objectives and develop lesson plans. Teachers meet regularly with track mates and grade level peers to ensure ample progress is made toward achieving grade level standards.

Assessment and accountability drive all elements of the educational delivery system, including long-range plans, classroom strategies, interventions, reporting procedures, allocation of resources and principal's monitoring systems. All these systems work together to keep focus on student performance at Virginia Parks.

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

Student performance is communicated to parents, students and the community in a multitude of ways. Annual individual standardized test results are mailed to students' parents as soon as those results are available. This gives parents a picture of how their children do on a nationally normed test. In the last three years, these results also include how well the student is achieving the California grade level standards in English language arts and mathematics. The School Accountability Report Card gives parents and the community an overall sense of the school's characteristics, statistics program and assessment information. Copies are available in the office or online at the district/school website.

It is the belief of the staff that Virginia Parks' students must know the expectations as well as their own progress toward achieving these expectations in order to be successful. In the class syllabus and newsletters, teachers publish the grade level standards. Through teacher modeling and review of student work, students are taught to use rubrics in all academic areas in order to understand levels of proficiency. Individual student teacher conferences are held to further assist each student to analyze their own performance, determine his/her strengths, and to identify the areas that need continued improvement.

Students attend the parent conferences held in the fall to insure that all stakeholders know and understand the standards, students' achievement toward standards and ideas how to improve. Using standards based report cards in grades K-6 (available in Spanish and English) and samples of student work, both teacher and student can share their progress toward grade level standards. Besides the formal parent conferences, teachers regularly share ideas for student success through informal conferences both in person and on the telephone. Assessment results are also shared in Student Success Team (SST) meetings, as well as IEP meetings, after which ideas for improvement are brainstormed, and a plan for action is developed. Each trimester parents and community attend a celebration of student success at Honor Roll assemblies.

Virginia Parks School shares its vision and reports results of the school evaluation process through the Annual School Accountability Report Card, School Newsletters, the Ceres Courier and Modesto Bee (local newspapers), Parent Teacher Club, School Site Council, Panther Vision (on-campus closed circuit television) and classroom newsletters. Consequently, it is no surprise that on our parent surveys, parents consistently state how effectively the teachers communicate the progress of their child.

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

Success is contagious. We have many visitors --teachers, student teachers, parents, past students and college students. As schools county-wide learn about our successes and achievements through the local papers, the visitors increase. Virginia Parks has been featured on numerous occasions to highlight student and school achievements as well as special school events. Additionally, our mentor teachers open their doors to new teachers from schools in this district and throughout the county. Virginia Parks is honored to be a model demonstration site for the California Early Intervention for School Success (EISS) program. Colleges in the area send their students to observe and fulfill their student teaching requirement. We are willing and eager to share our expertise.

At the district level, our teachers share successful classroom practices with their grade level peers during staff development days. Each year, our school creates and delivers a presentation to the school board to communicate successful practices and programs that focus on student involvement and achievement. Virginia Parks has been and will continue to be a host site for district-wide in-services. Staff members are active participants as presenters at the break-out sessions. A site visit team composed of the superintendent and his management team, including principals from other sites, visit classrooms and evaluate the instructional program. The team appraises the instructional strategies, learning environment, student participation, and school facilities and shares the information gathered.

The staff and students of Virginia Parks' welcome opportunities to share their successes and expertise.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Describe in one page the school's curriculum, including foreign languages (foreign instruction is an eligibility requirement for middle, junior high, and high schools), and how all students are engaged with significant content, based on high standards.**

Research based instruction that is rigorous, comprehensive, inclusive and dynamic is a priority at Virginia Parks School. Each stakeholder in our school community knows our state standards, understands the importance of high level learning, and receives positive support in meeting the goals of state standards. Our entire school curriculum integrates reading and thinking strategies to create life-long learners.

Our staff is dedicated to providing a stimulating, balanced and focused standards-based curriculum that is challenging while meeting the needs of all students at all grade levels. Language development forms the basis of our primary language arts program. Children receive intensive phonics and phonemic awareness training from Kindergarten through third grade. At the intermediate level, children learn and practice content reading skills. This includes instruction in the use of graphic organizers, diagrams, charts, maps, tables and graphs. Critical thinking through the use of standards based instructional materials is emphasized in all academic areas. High academic standards include content knowledge, application of basic skills and comprehension skills and are incorporated in all learning experiences.

Curriculum planning is based on Schomaker's Results: The Key to Continuous School Improvement. *"People accomplish more together than in isolation; regular, collective dialog about agreed-upon focus sustains commitment and feeds purpose; effort thrives on concrete evidence of progress."* Aligning curriculum and instructional practices with state academic standards is a priority for all staff at Virginia Parks. The curriculum guides and programs are used as the foundation of long range planning, instruction, assessment and weekly lesson planning. To ensure a well-rounded education, physical education and music, taught by credentialed instructors, are included in the curriculum.

Virginia Park's staff believes that setting high expectations for teachers and students is essential to successful learning for all students. All students are capable and willing learners and are challenged to do their best. Our students are proud and interested in learning as evidenced by the 98% student attendance rate. Students are active participants in learning and engage themselves in lessons on test-taking skills, organizational skills, and study skills as well as the daily standards based curriculum. English Learners are successful at Virginia Parks with a 28% redesignation rate because of the high expectations and supportive atmosphere promoted throughout the grade levels. All special education students are mainstreamed in the regular classroom where all teachers take responsibility for academic learning.

Constant assessment and adjustment of teaching strategies to meet individual needs occurs on a daily basis. A wide range of instructional methods are in use continually. New research and information is adopted and integrated into the curriculum. All students are held accountable to the high standards and expectations and individual progress is accommodated.

By clearly communicating standards, setting high expectations, and scaffolding student success Virginia Parks' students excel.

### **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.**

Virginia Parks' staff is dedicated to providing a balanced, meaningful and focused standards-based reading curriculum that challenges while meeting the needs of all students at all grade levels. Working with our literacy coach, the staff has successfully implemented our comprehensive literacy program. The program focuses on providing rich literature, language instruction, and organized explicit skills instruction in meaningful learning activities. At the primary level, explicit skills include phonemic awareness, phonics, decoding skills, and on-going assessment. By fourth grade, students are no longer learning to read but reading to learn. The focus of the reading program changes to content area reading. Intermediate teachers continue to build on the foundational reading skills with explicit instruction in concept and vocabulary development, text structures and reading comprehension. Students are provided with a wide range of reading materials, personal research projects, problem solving opportunities, independent library usage, computer experiences and GATE extensions. A home reading program has

been implemented in the primary grades where books are taken home to encourage students and parents to read together. The reading program has been expanded in the intermediate grades to include Accelerated Reading which is a program that not only motivates students to read but assists teachers in monitoring progress.

The children's literacy skills have been improved by reducing class sizes in kindergarten through third grade. Kindergarten teachers provide intervention reading instruction for at risk first grade students.

The Miller-Unruh Reading teacher provides targeted students in second and third grade with additional reading instruction. The Resource specialists collaborate with the classroom teacher to provide instruction within the reading curriculum. The reading curriculum provides both an intervention component and an English Learner component which support teaching and learning, leading to success for all students.

**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.**

To support the Virginia Parks School mission of educating students to become self-sufficient, productive citizens, all students master basic computational skills and become mathematical problem solvers in real life situations. Virginia Parks adopted high quality, standards-based mathematic programs that reflect a balance of computational and procedural basic skills, conceptual understanding, and problem solving. Teachers explicitly teach basic computational and problem solving skills. Each year curriculum is reviewed and expanded upon to meet grade level standards. Students are required to complete timed tests to demonstrate proficiency in addition, subtraction, multiplication, and division. The teachers have collaborated in determining a sequential progression of computation skills in first through sixth grade. Students are held accountable for mastery of grade level competencies; however the structure of the program allows individuals to progress at their own rate. After achieving mastery at their grade level, students are encouraged to step up to the next ability level.

Students recognize that the solution to any given problem may be determined by using more than one strategy. Teachers utilize manipulatives, journals, learning centers, supplemental materials and differentiated instruction to support individual learning styles. Teachers challenge students to apply their understanding of mathematical concepts and procedural skills in solving problems outside of the classroom. The math program provides School-Home Connections that encourage parent participation in problem-solving activities. Our Parent Teacher Club sponsors an evening of math activities, allowing parents and students to explore math situations together. The Student Council challenges the classrooms to estimate a variety of items each month. These school-wide experiences allow students to explore different problem solving strategies in meaningful ways.

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

The Virginia Parks School staff employs a variety of effective instructional methods and strategies to engage students in their learning. District curriculum guides and state adopted programs are used to provide a common focus on identified outcomes for all students while allowing staff the flexibility and freedom to select the instructional methods that meet the individual needs and learning styles of each student. Classroom teachers utilize research-based practices including: literature circles, guided reading groups, small groups, direct instruction, reciprocal teaching, cooperative learning projects, peer assistance, cross-age tutoring, and hands-on exploration. Theme teaching is wide spread to ensure students are immersed in social studies and science content standards.

Assessment drives instructional planning and helps determine effective instructional methods. To reach high levels of student achievement and proficiency, teachers implement instructional strategies designed to support student success. To address individual needs, teachers share specific strategies that help students make significant progress academically. The core curriculum is delivered to the EL students with teacher modeling, use of visuals, total physical response activities and engagement of students in flexible reading, writing and oral activities and to provide a positive environment where students are eager to learn. Teachers use SDAIE techniques to insure access to the curriculum and

support English language acquisition. Our focus is on the academic, social and emotional success for every child.

Integration of technology into curriculum is a priority and is being achieved through collaboration of teachers, administration and district personnel. *“To thrive in today’s world and tomorrow’s workplace students must learn how to learn, learn how to think, and have a solid understanding of how technology works and what it can do.”* (CEO Forum, School Technology and Readiness Report, 1997)

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

Virginia Parks School has a knowledgeable, collaborative and dedicated staff. A number of teachers participate in the Beginning Teacher Support and Assessment (BTSA) program as mentors and facilitators. First and second year teachers are paired with a site mentor teacher and participate in BTSA. Across grade levels and across tracks new teachers receive support in any area including planning, discipline, goals, stress and survival. Our staff is comprised of experienced dedicated professionals who value learning and applying their new knowledge to their teaching. Staff development objectives concentrate on implementation of district and state standards especially language arts and math. They also include effective teaching strategies, technology, and completion of a CLAD program. The staff development plan also includes a section for staff to list conferences they would like to attend to increase their own skills. Staff attends conferences and workshops to broaden their scope of instructional strategies and augment curriculum. Staff members also use time during staff meetings to disseminate valuable information that was presented at a conference or seminar.

Virginia Parks offers as many opportunities as possible to have its teachers share expertise about curriculum, instruction, student achievement, discipline, and school operations. Teachers allot time for grade level articulation and planning on a regular basis. Buy back days, regularly scheduled staff meetings, grade level meetings and track meetings provide additional opportunities for staff to share ideas, concerns and strategies. One series of buy back days was dedicated to the analysis of SAT-9 results connected with the relevant state standards. As a result of our self-study, weaknesses were identified and staff shared researched-based strategies to strengthen the areas of need. Collaboration is a powerful tool used to create a sense of unity and ownership in the decisions concerning our student and school achievement.

## **STATE CRITERION-REFERENCED TESTS**

**For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.**

**Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.**

The California State Standards Tests (CST) are the state criterion referenced tests for English/language arts and mathematics. These results have first been reported in the spring of 2000. The scores for the spring 2000 California Standards Test in English/language arts and mathematics are reported as the number of questions the students answered correctly as compared to the number of questions. Schools received the average number of correct scores which are converted to scale scores on the tables at the back of this application. The CST scores for spring 2001 California English/Language Arts Standards Test are reported according to five performance levels- advanced, proficient, basic, below basic and far below basic. These performance levels relate how well students are meeting state-adopted standards for each subject area tested. The 2001 Math Standards Test results continue to be reported by the number of questions students answered correctly. The CST scores for the Spring 2002 California Standards Test in English/language arts and mathematics are both reported according to five performance levels- advanced, proficient, basic, below basic and far below basic.

The State Board did not adopt any definitions other than Advanced (Proficient, Basic, Below Basic, or Far Below Basic) performance with respect to the California (English Language Arts, Mathematics, Science, or History-Social Science) Content Standards. The percentage of students scoring at Proficient and Advanced is percentage of students meeting the state performance target set by the State Board of Education.

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Second Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**English / Language Arts Standards - Second Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	340.9	337	332
<b>TOTAL</b>			
At or Above Basic	84%	85%	
At or Above Proficient	42%	47%	
At Advanced	10%	13%	
Number of students tested	114	109	108
Percent of total students tested	96%	91%	90%
Number of students excluded	0	0	1
Percent of students excluded	0	0	09%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	59	49	47
SCORES-Mean Scale Score	331.4	330	317
At or Above Basic	80%	82%	
At or Above Proficient	33%	37%	
At Advanced	7%	3%	
2. English Learners- # of students	13	2	3
SCORES- Mean Scale Score	316.2	*	*
At or Above Basic	61%		
At or Above Proficient	38%		
At Advanced	0%		
3. Hispanic - # of students	38	29	36
SCORES- Mean Scale Score	332	331	340
At or Above Basic	79%	79%	
At or Above Proficient	37%	34%	
At Advanced	11%	3%	
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	324.1	315	312
At or Above Basic	63%	61%	
At or Above Proficient	32%	32%	
At Advanced	9%	10%	

## STATE CRITERION-REFERENCED TESTS, Continued

Grade: Second Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

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No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

### Math Standards - Second Grade

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	373.1	353	323
<b>TOTAL</b>			
At or Above Basic	88%		
At or Above Proficient	57%		
At Advanced	23%		
Number of students tested	119	109	109
Percent of total students tested	96%	91%	91%
Number of students excluded	0	0	1
Percent of students excluded	0	0	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	59	50	48
SCORES-Mean Scale Score	331.4	339	306
At or Above Basic	81%		
At or Above Proficient	53%		
At Advanced	17%		
2. English Learners- # of students	13	2	1
SCORES- Mean Scale Score	323.6	*	*
At or Above Basic	69%		
At or Above Proficient	31%		
At Advanced	8%		
3. Hispanic - # of students	38	29	36
SCORES- Mean Scale Score	355	333	329
At or Above Basic	87%		
At or Above Proficient	63%		
At Advanced	29%		
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	324.1	320	300
At or Above Basic	68%		
At or Above Proficient	43%		
At Advanced	16%		

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Third Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**English / Language Arts Standards - Third Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	341.1	328	319
<b>TOTAL</b>			
At or Above Basic	87%	75%	
At or Above Proficient	52%	41%	
At Advanced	11%	7%	
Number of students tested	113	107	108
Percent of total students tested	96%	98%	90%
Number of students excluded	0	0	2
Percent of students excluded	0	0	1.8%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	57	41	50
SCORES-Mean Scale Score	339.1	324	303
At or Above Basic	82%	64%	
At or Above Proficient	40%	27%	
At Advanced	5%	5%	
2. English Learners- # of students	5	1	1
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	29	27	30
SCORES- Mean Scale Score	340	307	338
At or Above Basic	78%	59%	
At or Above Proficient	44%	19%	
At Advanced	3%	4%	
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	323.5	312	311
At or Above Basic	62%	59%	
At or Above Proficient	34%	30%	
At Advanced	11%	9%	

## STATE CRITERION-REFERENCED TESTS, Continued

Grade: Third Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

### Math Standards - Third Grade

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	364.4	339	309
<b>TOTAL</b>			
At or Above Basic	86%		
At or Above Proficient	59%		
At Advanced	22%		
Number of students tested	114	109	108
Percent of total students tested	97%	98%	90%
Number of students excluded	0	0	2
Percent of students excluded	0	0	1.8%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	57	50	50
SCORES-Mean Scale Score	343.2	322	291
At or Above Basic	74%		
At or Above Proficient	41%		
At Advanced	16%		
2. English Learners- # of students	5	6	1
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	29	29	30
SCORES- Mean Scale Score	330	329	326
At or Above Basic	79%		
At or Above Proficient	34%		
At Advanced	10%		
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	331.6	319	291
At or Above Basic	65%		
At or Above Proficient	38%		
At Advanced	12%		

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Fourth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**English / Language Arts Standards - Fourth Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	348.6	332	329
<b>TOTAL</b>			
At or Above Basic	84%	76%	
At or Above Proficient	50%	36%	
At Advanced	18%	12%	
Number of students tested	106	112	109
Percent of total students tested	92%	85%	87%
Number of students excluded	0	0	1
Percent of students excluded	0	0	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	48	60	44
SCORES-Mean Scale Score	331.6	321	321
At or Above Basic	75%	67%	
At or Above Proficient	31%	25%	
At Advanced	8%	3%	
2. English Learners- # of students	11	1	1
SCORES- Mean Scale Score	326.6	*	*
At or Above Basic	82%		
At or Above Proficient	18%		
At Advanced	0%		
3. Hispanic - # of students	34	31	30
SCORES- Mean Scale Score	336	313	334
At or Above Basic	71%	61%	
At or Above Proficient	27%	19%	
At Advanced	6%	0%	
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	332.9	323	319
At or Above Basic	71%	66%	
At or Above Proficient	36%	33%	
At Advanced	14%	11%	

## STATE CRITERION-REFERENCED TESTS, Continued

Grade: Fourth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

### Math Standards - Fourth Grade

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	345.9	331	320
<b>TOTAL</b>			
At or Above Basic	78%		
At or Above Proficient	50%		
At Advanced	14%		
Number of students tested	109	112	111
Percent of total students tested	95%	85%	89%
Number of students excluded	0	1	1
Percent of students excluded	0	0.9%	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	42	62	45
SCORES-Mean Scale Score	331.6	319	316
At or Above Basic	74%		
At or Above Proficient	38%		
At Advanced	8%		
2. English Learners- # of students	12	1	1
SCORES- Mean Scale Score	316.4	*	*
At or Above Basic	67%		
At or Above Proficient	25%		
At Advanced	0%		
3. Hispanic - # of students	37	32	61
SCORES- Mean Scale Score	329	311	322
At or Above Basic	70%		
At or Above Proficient	40%		
At Advanced	8%		
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	332.9	315	300
At or Above Basic	67%		
At or Above Proficient	37%		
At Advanced	13%		

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Fifth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**English / Language Arts Standards - Fifth Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	332.7	332	328
<b>TOTAL</b>			
At or Above Basic	77%	85%	
At or Above Proficient	28%	34%	
At Advanced	9%	6%	
Number of students tested	113	117	107
Percent of total students tested	95%	89%	86%
Number of students excluded	0	1	1
Percent of students excluded	0	0.9%	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	59	51	48
SCORES-Mean Scale Score	320.0	326	320
At or Above Basic	69%	84%	
At or Above Proficient	15%	29%	
At Advanced	3%	0%	
2. English Learners- # of students	6	1	1
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	34	33	33
SCORES- Mean Scale Score	314	326	337
At or Above Basic	65%	85%	
At or Above Proficient	12%	24%	
At Advanced	3%	0%	
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	327.7	321	320
At or Above Basic	71%	66%	
At or Above Proficient	31%	28%	
At Advanced	9%	7%	

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Fifth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**Math Standards - Fifth Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	334.5	344	303
<b>TOTAL</b>			
At or Above Basic	71%		
At or Above Proficient	37%		
At Advanced	8%		
Number of students tested	113	117	109
Percent of total students tested	95%	89%	87%
Number of students excluded	0	1	1
Percent of students excluded	0	0.9%	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	59	51	48
SCORES-Mean Scale Score	321.3	332	287
At or Above Basic	63%		
At or Above Proficient	22%		
At Advanced	5%		
2. English Learners- # of students	6	1	1
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	34	33	33
SCORES- Mean Scale Score	314	324	308
At or Above Basic	65%		
At or Above Proficient	30%		
At Advanced	6%		
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	328.3	316	287
At or Above Basic	62%		
At or Above Proficient	32%		
At Advanced	10%		

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Sixth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**English / Language Arts Standards - Sixth Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	338.5	339	329
<b>TOTAL</b>			
At or Above Basic	86%	85%	
At or Above Proficient	39%	45%	
At Advanced	9%	12%	
Number of students tested	87	108	104
Percent of total students tested	73%	82%	81%
Number of students excluded	1	1	1
Percent of students excluded	0.9%	0.9%	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	38	50	49
SCORES-Mean Scale Score	329.2	331	319
At or Above Basic	84%	80%	
At or Above Proficient	34%	38%	
At Advanced	0%	10%	
2. English Learners- # of students	5	4	4
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	28	27	35
SCORES- Mean Scale Score	337	315	331
At or Above Basic	82%	52%	
At or Above Proficient	32%	26%	
At Advanced	7%	11%	
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	322.8	320	317
At or Above Basic	65%	67%	
At or Above Proficient	33%	31%	
At Advanced	7%	8%	

**STATE CRITERION-REFERENCED TESTS, Continued**

Grade: Sixth Grade

Test: California Standards Test

Edition/publication year: 1996

Publisher: Harcourt Brace and Company

What groups were excluded from testing? Why, and how were they assessed?

No group is exempted from testing. Parents may write a letter to excuse their child from the testing and students may be excused if their Individual Education Plan (IEP) states that they will not take the test. Students are assessed with alternative IEP assessments and/or multiple measures.

**Math Standards - Sixth Grade**

	2001-2002	2000-2001	1999-2000
Testing month	April May	April May	April May
SCHOOL SCORES- Mean Scaled Score	347.8	339	314
<b>TOTAL</b>			
At or Above Basic	85%		
At or Above Proficient	44%		
At Advanced	10%		
Number of students tested	116	112	105
Percent of total students tested	97%	85%	83%
Number of students excluded	0	1	1
Percent of students excluded	0	0.9%	0.9%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged – # of students	54	53	50
SCORES-Mean Scale Score	344.8	328	302
At or Above Basic	88%		
At or Above Proficient	45%		
At Advanced	6%		
2. English Learners- # of students	5	4	4
SCORES- Mean Scale Score	*	*	*
At or Above Basic			
At or Above Proficient			
At Advanced			
3. Hispanic - # of students	37	29	36
SCORES- Mean Scale Score	334	316	316
At or Above Basic	86%		
At or Above Proficient	29%		
At Advanced	5%		
<b>STATE SCORES</b>			
<b>TOTAL –</b>			
California Mean Scale Score	328.3	316	287
At or Above Basic	62%		
At or Above Proficient	32%		
At Advanced	10%		

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 2 Test: Total Reading – Stanford Achievement Test

Edition/publication year: Ninth Edition/Form T/1996

Publisher: Harcourt-Brace & Company

What groups were excluded from testing? Why, and how were they assessed? Parent request for exclusion or IEP, assessed through multiple measures.

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/ May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	66	68	66	56	41
Number of students tested	115	111	109	114	112
Percent of total students tested	96	88	87	96	93
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	62	61	54	43	--
2. English Learner	52	--	--	--	--
3. Special Education	--	40	--	--	--
4. Hispanic	62	62	58	--	--

Grade: 2 Test: Total Math – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/ May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	81	83	75	61	46
Number of students tested	115	111	111	117	116
Percent of total students tested	96	88	89	98	97
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	78	74	67	49	--
2. English Learner	72	--	--	--	--
3. Special Ed	--	76	--	--	--
4. Hispanic	81	73	66	--	--

Grade: 2

Test: Total Language- Standard Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
<b>SCHOOL SCORES</b>					
Total Score	65	70	65	48	38
Number of students tested	115	111	111	118	115
Percent of total students tested	96	88	89	99	96
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged	56	63	54	36	--
2. English Learner	72	--	--	--	--
3. Special Education	--	37	--	--	--
4. Hispanic	57	66	56	--	--

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 3 Test: Total Reading – Stanford Achievement Test

Edition/publication year: Ninth Edition/Form T/1996

Publisher: Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? Parent request for exclusion or IEP, assessed through multiple measures.

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
<b>SCHOOL SCORES</b>					
Total Score	64	55	51	53	43
Number of students tested	117	114	110	117	113
Percent of total students tested	96	90	88	98	94
Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	1.8%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged	57	40	35	49	--
2. English Learner	--	--	--	--	--
3. Special Education	42	45	--	--	--
4. Hispanic	57	37	50	--	--

Grade: 3 Test: Total Math – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
<b>SCHOOL SCORES</b>					
Total Score	81	73	71	72	59
Number of students tested	118	116	110	118	115
Percent of total students tested	97	93	88	99	96
Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	1.8%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged	75	61	60	71	--
2. English Learner	--	--	--	--	--
3. Special Education	65	60	--	--	--
4. Hispanic	77	66	68	--	--

Grade: 3

Test: Total Language – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May				
<b>SCHOOL SCORES</b>					
Total Score	68	59	49	54	44
Number of students tested	118	115	110	117	93
Percent of total students tested	96	92	88	98	78
Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	1.8%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically disadvantaged	62	48	37	50	--
2. English Learner	--	--	--	--	--
3. Special Education	44	51	--	--	--
4. Hispanic	63	45	42	--	--

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

**Grade: 4**                      **Test: Total Reading – Stanford Achievement Test**

Edition/publication year: 9<sup>th</sup> Edition/ Form T/1996

Publisher: Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? Parent request for exclusion or IEP, assessed through multiple measures.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	62	55	54	51	43
Number of students tested	112	117	111	120	110
Percent of total students tested	92	87	88	98	87
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	48	46	46	45	--
2. English Learner	42	--	--	--	--
3. Special Ed	--	26	--	--	--
4. Hispanic	50	40	47	--	--

**Grade: 4**                      **Test: Total Math – Stanford Achievement Test**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	70	67	70	66	45
Number of students tested	112	121	113	121	118
Percent of total students tested	95	92	90	98	94
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	59	60	67	55	--
2. English Learner	42	--	--	--	--
3. Special Ed	--	53	--	--	--
4. Hispanic	60	53	65	--	--

Grade: 4

Test: Total Language - Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April-May	April-May	April-May	April-May
<b>SCHOOL SCORES</b>					
Total Score	62	58	61	58	45
Number of students tested	114	121	113	121	117
Percent of total students tested	92	92	90	98	93
Number of students excluded	0	0	1	0	0
Percent of students excluded	0	0	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	51	54	56	53	--
2. English Learner	46	--	--	--	--
3. Special Education	--	35	--	--	--
4. Hispanic	53	45	56	--	--

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: 5 Test: Total Reading – Stanford Achievement Test

Edition/publication year: Ninth Edition/Form T/1996

Publisher: Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? Parent request for exclusion or IEP, assessed through multiple measures.

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April -May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	53	57	49	45	47
Number of students tested	118	119	112	109	112
Percent of total students tested	95	90	90	89	89
Number of students excluded	0	1	1	0	0
Percent of students excluded	0	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	42	50	40	37	--
2. Special Education	--	35	25	--	--
4. Hispanic	43	52	38		

Grade 5 Test Total Math – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April-May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	68	75	61	53	44
Number of students tested	116	119	114	113	116
Percent of total students tested	95	90	91	92	92
Number of students excluded	0	1	1	0	0
Percent of students excluded	0	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1.Economically Disadvantaged	60	72	50	46	--
2.Special Education	--	58	31	--	--
3. Hispanic	59	73	46		

Grade 5

Test Total Language – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	60	63	54	53	45
Number of students tested	118	119	114	113	116
Percent of total students tested	95	90	91	92	92
Number of students excluded	0	1	1	0	0
Percent of students excluded	0	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	51	61	47	47	--
2. Special Education	--	35	26	--	--
3. Hispanic	52	65	45		

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Total Reading – Stanford Achievement Test

Edition/publication year Ninth Edition/Form T/1996

Publisher: Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? Parent request for exclusion or IEP, assessed through multiple measures.

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	61	60	55	57	49
Number of students tested	117	115	104	121	116
Percent of total students tested	73	87	83	96	97
Number of students excluded	1	1	1	0	0
Percent of students excluded	0.9%	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	56	50	44	47	--
2. Special Education	--	--	24	--	--
3. Hispanic	53	41	49	--	--

Grade 6 Test Total Math – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	79	76	67	59	58
Number of students tested	115	119	106	123	115
Percent of total students tested	97	90	84	98	91
Number of students excluded	0	1	1	0	0
Percent of students excluded	0	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	77	68	54	49	--
2. Special Education	--	--	44	--	--
3. Hispanic	77	59	60	--	--

Grade 6

Test Total Language – Stanford Achievement Test

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	69	65	59	53	49
Number of students tested	89	118	106	121	118
Percent of total students tested	73	89	84	96	94
Number of students excluded	1	1	1	0	0
Percent of students excluded	0.9%	0.9%	0.9%	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	66	60	51	46	--
2. Special Education	--	--	31	--	--
3. Hispanic	65	53	53	--	--