

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

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

Official School Name D Russell Parks Junior High School
(As it should appear in the official records)

School Mailing Address 1710 Rosecrans Avenue
(If address is P.O. Box, also include street address)

Fullerton California 92833-1912
City State Zip Code+4 (9 digits total)

Tel. (714) 447-7785 Fax (714) 447-7753

Website/URL http://www.fsd.k12.ca.us/parks/index.htm E-mail larry_beaver@fsd.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.

Larry Beaver Date 2-4-04
(Principal's Signature)

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

District Name Fullerton School District Tel. (714) 447-7400

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.

Cameron M. McCune Date 2-4-04
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Hilda Sugarman
(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.

Hilda Sugarman Date 2/4/04
(School Board President's/Chairperson's Signature)

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 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: 17 Elementary schools
 Middle schools
 3 Junior high schools
 High schools
 Other (Briefly explain)
- 20 TOTAL
2. District Per Pupil Expenditure: \$6,372.86 (2002-2003)
 Average State Per Pupil Expenditure: \$6,719.00 (2001-2002)

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. 15 Number of years the principal has been in her/his position at this school.
 n/a If fewer than three years, how long was the previous principal at this school?
5. Number of students 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				7	215	231	446
1				8	245	232	477
2				9			
3				10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							923

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 31 | % White |
| 1 | % Black or African American |
| 8 | % Hispanic or Latino |
| 60 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 11 %

(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.	60
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	102
(4)	Total number of students in the school as of October 1	932
(5)	Subtotal in row (3) divided by total in row (4)	102/932= .11
(6)	Amount in row (5) multiplied by 100	11%

8. Limited English Proficient students in the school: 7 %
65 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: Arabic, Cantonese, Farsi, Indonesian, Japanese, Korean, Mandarin, Russian, Spanish, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 6 %
51 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: 4 %
32 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> 3 </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 8 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 14 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 6 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> 1 </u> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	
Classroom teachers	<u> 34 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 2 </u>
Paraprofessionals	<u> 2 </u>	<u> 1 </u>
Support staff	<u> 7 </u>	<u> </u>
Total number	<u> </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 31:1

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	97.62%	97.36%	97.53%	97.35%	97.29%
Daily teacher attendance	96%	97%	95%	96%	96%
Teacher turnover rate	8%	18%	8%	10%	5%
Student dropout 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.

"Parks lets kids be themselves while teaching them the essentials in life and pushing them in the right direction towards becoming mature adults, ready to face the world."

Lauren Gaylord Grade 8

D. Russell Parks Junior High School is located in the northwestern section of Fullerton, County of Orange. It houses approximately 925 seventh and eighth grade students with fifty-five staff members. Although the school was constructed over thirty years ago, its unique architecture makes it a stylish and functional building today. The school was built to blend in with the gentle hills surrounding it and the spacious campus is abundant with trees and greenery. In addition to an attractive campus, Parks is a much-sought-after middle school because of its consistent high quality standards based instructional programs.

Parks has gone through significant demographic change in its thirty-year history. In 1972, when Parks opened, it served a student community that was over ninety percent white. Currently Parks is a majority minority school with a diverse population that is composed of sixty percent Asian, thirty-one percent white, and eight percent Hispanic. High academic expectations have been the constant as the school has worked to accommodate and nurture diversity.

The most unique and influential characteristic of Parks is the open structure of the facility, built with teacher input and based on the concept of moveable walls and open doorways. The innovative physical environment at Parks helps to build collegiality and collaboration among teachers and to meet the unique needs of middle school students. Designed around the fundamentals of a student-centered environment, students thrive in this personalized atmosphere.

The Mission of Parks Junior High School is to provide for the optimum intellectual, social, physical, and emotional growth for each student. We possess a strong commitment rooted in providing a middle school experience that sets the foundation for high school and in the rapidly changing workplace. Standardized test results consistently reflect high performance and steady improvement. The broad based elective menu at Parks is designed to address the unique developmental needs of middle school students. Technology is integrated throughout the school, and the recent implementation of a web-based student information system allows parents to access their student's attendance and grade data.

Our philosophy at Parks Junior High School is to insure that our students experience high standards of academic excellence in a school setting that provides personal connections for students. Through the combined effort of our teachers, staff, students, parents, and community, Parks has evolved into the fine academic institution we are today!

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.*

“Not only is Parks known for its high test scores, but for its after-school programs, the hard working teachers, and of course its committed students. All of these things make our school a terrific environment to learn in.”

Monica Mordaunt, Grade 8

We measure student achievement by using a variety of assessments. The CAT6 assessment is a norm referenced, multiple-choice test; The (CST) California Standards Test is a criterion-referenced assessment, designed to provide a better measure of student achievement relating to California’s curriculum standards. CST also measures student performance in basic content areas, but the value of these tests is their alignment to the learning experiences in our classrooms. Instead of producing percentile ranks, California Standards Test scores label student test performance on the basis of proficiency labels from “Far Below Basic” to “Advanced;” and the District Multiple Measures – reading, writing, and math represent the percentage of students meeting or exceeding the district standards. Three assessments are utilized because we want to measure how our students perform compared to students across our district the state, and the nation.

As illustrated in the assessment charts at the end of the application, students at Parks Junior High consistently score well above the state and national average. Parks test scores are substantially higher than state scores in every category. For example, 61% of Parks eighth grade students score in the range of “At or Above Proficient,” while 30% of all California eighth graders score in the same range. The national norm referenced assessments SAT9 and CAT6 yield similar results: On the CAT6 Parks eighth graders score is 64% for language arts, while all California students’ score is 40%.

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

Local and state student and school assessment data are used as the primary focus in our effort to match instruction to student needs and strengths. At the beginning of each year, the school staff and School Site Council review state and local test data to evaluate and plan for the coming school year. The school district provides training to administrators and teachers in analysis and synthesis of student test data, along with student-free staff development days. Our school district offers an abundance of disaggregated data to assist schools with their analytical process.

Comparisons are made to district-wide and statewide scores, these are longitudinal comparisons within content areas. Disaggregated data assists in our examination of the outcomes in relation to individual and subgroup student growth. The overriding question in this process is, “What are the implications of this data for instructional decision making?”

Results are then used to identify needs/strengths and are integrated into the school improvement plan, resulting in the reallocation of instructional resources. Specific examples of outcomes include modification of curricular emphasis, workshops on teaching strategies, study skills, and technology, implementation of the Scholastic READ 180 remediation program, and student intervention programs.

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

“The teachers are available in any way possible, either in the morning, afternoon, during school hours, or by email. They are very reliable to arrange conferences or are available to talk with anyone, student or parent, because they feel that important.”

Naomy Ramirez, Grade 8

The results of the school evaluation process and vision statement are communicated to the school community in a variety of forms and venues. The School Accountability Report Card is made available to parents in print and on the district’s website (www.fsd.k12.ca.us). The school website (www.fsd.k12.ca.us/parks/index.htm) also provides additional information on school programs. Parent conferences are conducted twice a year as a vehicle to provide student achievement information to parents. Translators are provided at these conferences to assist parents whose primary language is other than English. In addition, parents receive four progress reports and four report cards each year. Standardized test results are mailed home in June as an additional benchmark reflecting student achievement. Ongoing communication is maintained through frequent phone calls, teacher/parent e-mails, principal’s newsletter, parent information nights, IEP’s, Student Intervention Team meetings, and PowerSchool parent computer access to student grades and attendance data.

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

Parks Junior High School is a community of learners who are dedicated to involving all its members in a lifetime of learning. Collaboration and articulation is a priority at Parks Junior High School and in the Fullerton School District. Parks teachers were instrumental in establishing bi-monthly late start days on where the faculties of the three junior high schools in the District come together to collaborate and share best practices. Designed to promote collaboration among our three diverse junior high schools, these late start days provide an ideal venue to share our successes with our peers. Articulation with our feeder elementary schools and high schools is a regular event at our school. In addition, our teachers participate in a variety of professional activities, some of which are CSU Fullerton Adjunct Professors, Mentor Teachers to Student Teachers from various universities, Professional Development Academy Presenters, and Orange County Department of Education curriculum committees,

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum.

“I go to this school because of all of the academic opportunities. At D. Russell Parks Junior High School, I have a chance to learn about things I never knew I could learn.”

Esther Kim, Grade 8

It is our belief that a balance must exist between meeting the unique needs of our middle school students while providing challenging academic standards and content, a high level of accountability for student achievement, and comprehensive assessment. All students receive standards based instruction in the core subjects. Pre-Algebra in 7th grade and Algebra in 8th grade are our “at grade-level” mathematics courses. Approximately 360 of our students are enrolled in Advanced Pre-Algebra and Advanced Algebra. We have 19 students who take Advanced Geometry at the local high school. Language Arts instruction is literature based with a heavy emphasis on developing writing skills. Seventh graders study World History, Geography, Life Science, and Health. Eighth graders study the development of the United States economically, politically, and socially for Social Studies, their Science instruction emphasizes Physical Science. The Physical Education curriculum stresses personal growth, physical fitness, and includes instruction in fundamental skills, rules, and techniques of a variety of athletic activities and competitive sports. Students also have the opportunity to take the following courses: Spanish, Creative Writing, Video Production, Electronic Arts, Vocal Music, Band, Orchestra, Drama, Art, Sewing, Needlecraft, Computer Science, Keyboarding/Word Processing, Photography, and Foods.

Teachers regularly modify and revise instruction and assessment to provide the most appropriate learning experiences for each group of students. Language arts teachers continually monitor and evaluate student writing in order to design and present direct instruction in mechanics and usage as necessary. Social science teachers use testing data to help students improve their reading comprehension and text processing ability throughout the school year. Our teachers and staff work together to select the highest quality, most engaging instructional experiences and materials available. Once standards alignment is assured by administration, teachers collaborate in content groups to select material most effective to teaching our unique student body, including our ethnic and special needs populations.

Teams of Parks teachers cooperate to develop thematic projects that extend across content areas, which inspire students to reflect the skills and knowledge accumulated in these areas. Standards are reflected in the skillful expression of each project. Language arts teachers teach technical writing to support math projects and science labs each quarter. Math teachers cooperate with science to develop a measurement conversion unit. Drama incorporates creative writing to develop exciting and original pieces for performance. We have also created a study skills handbook, which is issued to each student at the beginning of the year and serves as an instructional tool and resource for students and which is applicable to all curricular areas.

Our community connections include guest speakers, such as Leon Leyson, a Holocaust survivor, as well as field trips to the Getty Museum and Museum of Tolerance to connect art to history and the overall human experience. We maintain ties with KOCE, the public broadcast station in Orange County. Families become involved in the poetry T-shirt project, which involves students’ original work artistically designed. The project is completed when all 450 eighth graders wear their shirts on the same day. The math/science conference for girls sponsored by the American Association of University Women (AAUW) has been supported by Parks Junior High School for several years. We aspire to capture first place in the Science Olympiad. The Rotary, Elks, Kiwanis, Lions Club and PTSA all sponsor essay contests which seek to identify the classic human virtues and articulate their value in our lives. Community service is integrated into our social science curriculum. The elderly are visited, the young are read to, students are tutored, and parents and church groups get free volunteers. The linchpin of these involvements is the teachers’ requirement that the students express how these connections enrich their lives and the lives of others.

2. Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

"It is the teachers that shape many of their student's lives just by giving them extra attention. I doubt many other junior high schools have teachers who care enough to allow students to meet them during break, lunch, before, and after school. The teachers put aside their own social life to attend to the needs of students who are facing problems in a particular subject."

Akash Shaw, Grade 7

Our Language Arts Program, rooted in the California State Standards, is a literature-based course of study where students read, analyze, discuss, and write. Assignments are developed to strengthen higher-level thinking skills with particular attention focused on developing strong writing skills. In addition, students take a semester of English Fundamentals, which teaches grammar, language mechanics, and usage, as well as listening and public speaking skills. Parks teachers collaborate each year in content area groups to coordinate and align their respective curricula with district and state standards. In language arts, students are systematically prepared to satisfy the district writing assessment, which emphasizes content, structure, mechanics and vocabulary. As a department, language arts teachers provide opportunities for the richest expression through the various types of writing.

We have a web of support for at-risk students. At the beginning of each school year, through multiple measures of assessment, students are evaluated and identified for skills deficits. These students are tracked, along with others who begin to struggle. Students and their families are included in the development of learning plans specially designed to maximize success. Classes such as study skills and reading are offered in order to assist those students who have skills below grade level. They receive extra attention, in a small class, where the students can sharpen their skills. This remediation program assists students with reading and organizational skills, an often-overlooked contributor to student failure in school. All students are encouraged to participate in our after school study hall and tutoring programs which is integrated with our at-risk and special needs programs. The staff, administration, and counselor provide ongoing monitoring and support of all students, especially those struggling to succeed.

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.

"Three mobile laptop labs have been granted to our science, health, and computer science classes. This helps us to experience more learning on our own."

Mireya Garcia, Grade 8

Technology is a key component of our students' educational experience at Parks Junior High. Students are exposed to a variety of technological experiences. All students are required to take a Keyboarding and Basic Computer Skills class and are provided with elective choices such as Electronic Arts, Video Production, and Computer Science. As we progress toward our goal of becoming a Project Based School, we intend to provide experiences that will enable students to accomplish quality projects, which utilize their technology skills. It is our goal to integrate technology use into all curricular areas in order to assist students in meeting District and State academic content standards, while upholding our school's mission.

Our school is a first year participant in our District's "Challenge FSD" grant. This grant is based on the "Challenge 2000 Multimedia Project" of the U.S. Department of Education. The cadre of teachers who participate in this grant are trained in the use of, and classroom implementation of technology tools to support project-based learning. The advantages students receive because of project-based learning go beyond the core curriculum by offering real world connections. Students work collaboratively and they must make a variety of decisions including time management with extended timeframes. A multimedia project-scoring rubric is used to assess student learning and project quality.

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

“Our school has many ways it creates a great learning environment, as well as making school fun for the students.”

Phillip Hodge, Grade 7

We pride ourselves on the great variety of instructional methods available to all students. In collaboration with the counselor and administration, students are placed with teachers who feature a preferred teaching approach. Independent work is manifested in the many projects displayed on our walls along with the results of cooperative group work efforts in math and science. Students learn to teach each other in interviews and speech writing in language arts as well as in collaborative social science and science groups. The GATE language arts teachers deliver a rich, challenging curriculum. Teachers in all disciplines provide enhanced curriculum for students who seek enrichment exercises.

Rubrics are used in a variety of classes to determine levels of proficiency across a spectrum of learning activities and skill. In social science, science, drama, and public speaking, rubrics give students a clear idea of what will be measured and graded in classroom presentations and allow students to revise and improve their own work, to self-evaluate. Since writing across the curriculum has long been a cornerstone of the Parks educational experience, teachers throughout the school offer students opportunities to practice the many modes of writing that the state standards require students to master, and teachers create and share rubrics that address the features of these modes.

Our teachers meet as a group with support staff and administration to establish a coherent, integrated set of strategies and policies to best meet the developmental and academic needs of our students. Teachers collaborate informally to design and implement cross-curricular lessons. Examples include art lessons on Newton’s laws of optics and color theory as well as a math-based lesson on tessellations. Social science classes include discussions of music, art, health and even nutritional issues of historic significance, as well as and scientific breakthroughs. Lessons in foods classes incorporate aspects of American heritage, measurements, geography, and economics.

The math department ensures standards alignment across the eight levels of math taught by using a matrix-like rubric. The teachers extend curriculum across the curricular strands through a variety of interesting, challenging units and projects presented through a number of teaching strategies such as cooperative groups, reciprocal, and direct teaching methods. Our multitiered math program is designed to provide the appropriate quality of instruction with regard to the different developmental levels of junior high students. Teachers work through the counselor and administration to assure that each student’s math and language arts program is engaging, appropriate and challenging. We use State Academic Content Standards and the key elements of California’s Middle School Reform Document, Taking Center Stage, to focus our curriculum planning.

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

Throughout each school year, administrators and teachers participate in professional development provided by the Fullerton School District. Professional development activities relate to increasing professional and personal capacity as educators and educational leaders. Four times a year, late start days provide an opportunity for all teachers from the three junior high schools to come together to learn, collaborate, articulate, and share best practices. Teachers also meet as a full staff and within departments and grade levels, both formally and informally, to study student test data and plan instructional strategies. Curriculum committee representatives from various departments meet with their colleagues to share and implement directives and best practices from the district and the state. The staff as a whole meets at the beginning of the year to review and refine the "Reading Across the Disciplines" program, which incorporates listening, note taking, vocabulary building, and critical reading strategies for every class.

Our teachers, administrators, and staff use multiple measures to accurately assess our students with regard to district and state standards and uses professional development to enhance our expertise so that we develop the highest quality, engaging curriculum in all areas. Administrators attend leadership workshops. The assistant principal recently completed her doctoral coursework and is in the process of completing her dissertation. Our media specialist attends technology workshops, and the counselor attends workshops and is a certified trainer for both Developing Capable Young People and asset building programs. We have seven CLAD certified teachers or candidates, most of whom are language arts teachers. Thirteen have received CORE training. Most of the teachers at Parks have advanced degrees including a math department, which has one hundred percent possessing Master's or other post-graduate degrees. Several teachers have recently attended workshops in cooperative learning strategies, technology integration, and multiple format instruction to share with the department and staff. We also collaborate with the local state university in an ongoing research program to establish the algebra readiness of our entire population.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 7 Subject Language Arts

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher ETS Educational Testing Services

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junior High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

Language Arts Grade 7	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April	April	April	April
SCHOOL SCORES				Average# Correct	Average# Correct
At or above Basic	95%	89%	92%	65.3	63.9
At or above Proficient	74%	62%	64%	Number Possible	Number Possible
At or above Advanced	32%	25%	27%	90	90
Number of total students tested	451	417	428	426	421
Percent of students tested	99%	96%	98%	98%	98%
Number of total students excluded	6	16	7	6	9
Percent of total students excluded	1%	4%	2%	2%	2%
SUBGROUP SCORES					
1. English Only (number tested)	388	389			
At or above Proficient	79%	65%			
2. Asian (number tested)	250	***			
At or above Proficient	79%	***			
STATE SCORES					
At or above Basic	69%	65%			
At or above Proficient	36%	33%			
At or above Advanced	10%	7%			
State Mean Score	329.5	322.8			

*Disaggregated
Data
Not
Available*

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 8 **Subject** Language Arts

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher ETS Educational Testing Services

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junior High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

Language Arts Grade 8	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April	April	April	April
SCHOOL SCORES				Average# Correct	Average# Correct
At or above Basic	92%	92%	90%	62	62
At or above Proficient	61%	66%	59%	Number Possible	Number Possible
At or above Advanced	26%	27%	21%	90	90
Number of total students tested	435	433	434	426	421
Percent of students tested	97%	98%	100%	96%	96%
Number of total students excluded	11	8	0	15	15
Percent of total students excluded	3%	2%	0%	4%	4%
SUBGROUP SCORES			<i>Disaggregated Data Not Available</i>		
1. English Only	392	412			
At or above Proficient	64%	67%			
2. Asian	236	***			
At or above Proficient	67%	***			
STATE SCORES					
At or above Basic	64%	64%			
At or above Proficient	30%	32%			
At or above Advanced	8%	10%			
State Mean Score	323.3	323.3			

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 7 Subject General Mathematics

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher California Department of Education

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junior High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

General Mathematics Grade 7	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April	April	April	April
SCHOOL SCORES			Average# Correct	Average# Correct	Average# Correct
At or above Basic	92%	88%	44.5	37.5	26.9
At or above Proficient	64%	66%	Number Possible	Number Possible	Number Possible
At or above Advanced	26%	25%	65	65	50
Number of total students tested	446	421	419	426	421
Percent of students tested	99%	97%	96%	97%	97%
Number of total students excluded	2	10	14	13	11
Percent of total students excluded	1%	3%	4%	3%	3%
SUBGROUP SCORES			<i>Disaggregated Data Not Available</i>		
1. English Only	388	390			
At or above Proficient	65%	66%			
2. Asian	250	***			
At or above Proficient	77%	***			
STATE SCORES					
At or above Basic	62%	52%			
At or above Proficient	30%	20%			
At or above Advanced	7%	2%			
State Mean Score	320.1	307.4			

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 8 Subject General Mathematics

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher ETS

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junior High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

General Mathematics Grade 8	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April			
SCHOOL SCORES			<i>Students Not Assessed</i>		
At or above Basic	70%	64%			
At or above Proficient	21%	9%			
At or above Advanced	0%	0%			
Number of total students tested	105	76			
Percent of students tested	24%	17%			
Number of total students excluded	4	8			
Percent of total students excluded	3%	9%			
SUBGROUP SCORES					
1. English Only	99	73			
At or above Proficient	21%	8%			
2. Asian	25	***			
At or above Proficient	32%	***			
STATE SCORES					
At or above Basic	56%	54%			
At or above Proficient	24%	20%			
At or above Advanced	3%	2%			
State Mean Score	311.2	307.4			

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 8 **Subject** Algebra 1

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher California Department of Education

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Jr. High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

Algebra 1 Grade 8	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April	April	April	April
SCHOOL SCORES			Average# Correct	Average Correct	Average Correct
At or above Basic	93%	85%	48.2	44.9	53.7
At or above Proficient	60%	49%	Number Possible	Number Possible	Number Possible
At or above Advanced	19%	18%	65	65	65
Number of total students tested	302	337	147	118	118
Percent of students tested	69%	76%	34%	27%	28%
Number of total students excluded	5	1	1	0	0
Percent of total students excluded	2%	1%	1%	0%	0%
SUBGROUP SCORES			<i>Disaggregated Data Not Available</i>		
1. English Only	276	***			
At or above Proficient	58%	***			
2. Asian	197	***			
At or above Proficient	70%	***			
STATE SCORES					
At or above Basic	67%	69%			
At or above Proficient	39%	39%			
At or above Advanced	10%	11%			
State Mean Score	336.8	337.0			

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 8 **Subject** Geometry

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher California Department of Education

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junior High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

Geometry Grade 8	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	April	April	April	April
SCHOOL SCORES			Average# Correct 58.6 Number Possible 65	<i>Students Not Assessed</i>	
At or above Basic	100%	100%			
At or above Proficient	100%	100%			
At or above Advanced	93%	71%			
Number of total students tested	12	21	17	10	11
Percent of students tested	3%	5%	4%	3%	3%
Number of total students excluded	0	0	0	0	0
Percent of total students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES			<i>Disaggregated Data Not Available</i>		
1. English Only	1	***			
At or above Proficient	100%	***			
2. Asian	11	***			
At or above Proficient	100%	***			
STATE SCORES					
At or above Basic	93%	80%			
At or above Proficient	74%	65%			
At or above Advanced	32%	31%			
State Mean Score	391.9	375.7			

***Data not available

STATE CRITERION-REFERENCED TESTS

Grade 8 **Subject** History/Social Science

Test California State Standards Test (CST)

Edition/publication year Developed and Revised Annually

Publisher California Department of Education

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

Explain the standards for basic, proficient, and advanced:

Students who score at the proficient level achieve a score within 60%-70% correct range. Approximately 60%-75% of Parks Junio High students score at or above proficient on any of the state standards tests while approximately 30%-40% of California students score at or above proficient.

History/Social Science Grade 8	02/03	01/02	00/01	99/00	98/99
TEST MONTH	April	The state of California did not assess Social Studies until the 2002/2003 school year.			
SCHOOL SCORES					
At or above Basic	90%				
At or above Proficient	54%				
At or above Advanced	16%				
Number of total students tested	494				
Percent of students tested	97%				
Number of total students excluded					
Percent of total students excluded					
SUBGROUP SCORES					
1. English Only	292				
At or above Proficient	56%				
2. Asian	236				
At or above Proficient	60%				
STATE SCORES					
At or above Basic	64%				
At or above Proficient	27%				
At or above Advanced	6%				
State Mean Score	321.0				

***Data not available

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test CAT6

Edition/publication year 6/2002

Publisher CTB/McGraw-Hill

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Grade 7	02/03 LANGUAGE ARTS	02/03 TOTAL READING	02/03 TOTAL MATH
SCHOOL SCORES	74%	73%	85%
Number of students tested	445	445	426
Percent of total students tested	98%	98%	98%
Number of students excluded	6	6	6
SUBGROUP SCORES			
English Only	68%	66%	85%
Asian	81%	75%	92%
STATE SCORES	41%	40%	42%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test CAT6

Edition/publication year 6/2002

Publisher CTB/McGraw-Hill

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

GRADE 8	02/03 LANGUAGE ARTS	02/03 TOTAL READING	02/03 TOTAL MATH
SCHOOL SCORES	64%	65%	83%
Number of students tested	422	422	423
Percent of total students tested	97%	97%	97%
Number of students excluded	11	11	11
SUBGROUP SCORES			
English Only	68%	66%	85%
Asian	73%	69%	91%
STATE SCORES	40%	40%	43%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test SAT-- Language Arts

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Language Arts Grade 7	01/02	00/01	99/00	98/99
SCHOOL SCORES	83%	85%	81%	81%
Number of students tested	422	424	425	422
Percent of total students tested	96%	98%	98%	98%
Number of students excluded	16	7	6	9
SUBGROUP SCORES				
English Only	85%	85%	82%	82%
Asian	*	*	*	*
STATE SCORES	57%	55%	54%	51%

**Data not available*

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test SAT-- Language Arts

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Language Arts Grade 8	01/02	00/01	99/00	98/99
SCHOOL SCORES	87%	79%	78%	76%
Number of students tested	434	426	420	413
Percent of total students tested	98%	98%	96%	97%
Number of students excluded	8	7	15	13
SUBGROUP SCORES				
English Only	82%	80%	79%	78%
Asian	*	*	*	*
STATE SCORES	53%	52%	51%	49%

**Data not available*

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test SAT-- Reading

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Reading Grade 7	01/02	00/01	99/00	98/99
SCHOOL SCORES	89%	88%	86%	83%
Number of students tested	422	424	426	422
Percent of total students tested	96%	98%	98%	98%
Number of students excluded	16	7	6	9
SUBGROUP SCORES				
English Only	77%	75%	74%	72%
Asian	*	*	*	*
STATE SCORES	46%	46%	45%	43%

**Data not available*

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test SAT 9 --Reading

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Reading Grade 8	01/02	00/01	99/00	98/99
SCHOOL SCORES	64%	71%	70%	69%
Number of students tested	433	426	419	412
Percent of total students tested	98%	98%	96%	97%
Number of students excluded	8	7	15	13
SUBGROUP SCORES				
English Only	72%	74%	72%	71%
Asian	*	*	*	*
STATE SCORES	48%	48%	47%	46%

**Data not available*

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test SAT 9 -- Mathematics

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Math Grade 7	01/02	00/01	99/00	98/99
SCHOOL SCORES	89%	88%	86%	83%
Number of students tested	422	424	426	422
Percent of total students tested	96%	98%	98%	98%
Number of students excluded	16	7	6	9
SUBGROUP SCORES				
English Only	89%	88%	86%	83%
Asian	*	*	*	*
STATE SCORES	54%	53%	51%	47%

**Data not available*

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test SAT 9 – Mathematics

Edition/publication year 1997

Publisher Harcourt Educational Measurement

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

No groups of students are excluded from assessment. Students with special needs who are specifically excluded due to their handicapping condition or significant cognitive disability have this stated in their IEP (Individualized Educational Plan). Such students are assessed using the California Alternate Performance Assessment (CAPA). In addition, parents have right to “opt out” their student from state testing. If they wish their child to be excluded, they must provide the school with written notification. Students who are absent during the state testing period are given opportunities to make-up missed tests.

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

Math Grade 8	01/02	00/01	99/00	98/99
SCHOOL SCORES	87%	85%	84%	82%
Number of students tested	434	426	420	414
Percent of total students tested	98%	98%	96%	97%
Number of students excluded	8	7	15	13
SUBGROUP SCORES				
English Only	87%	85%	85%	83%
Asian	*	*	*	*
STATE SCORES	52%	51%	50%	48%

**Data not available*