U.S. Department of Education **September 2003**

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

Name of Principal Rabbi Sheldon Goldstein

Official School Name Yeshiva of North Jersey

School Mailing Address 666 Kinderkamack Road

River Edge New Jersey 07661-2153
City State Zip Code+4 (9 digits total)

Tel. (201) 986-1414 Fax (201) 986-1155

Website/URL www.yeshivaofnorthjersey.org E-mail YNJ2@aol.com

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.

Date 1/26/2004
(Principal's Signature)

Name of Superintendent* NA

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.

NA Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Allen Pfeiffer

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.

Date 1/26/2004
(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:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other (Briefly explain)

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 21 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
K	39	33	**72**		**7**	47	39	86
1	39	43	**82**		**8**	51	33	84
2	32	43	**75**		**9**			
3	49	44	**93**		**10**			
4	44	42	**86**		**11**			
5	47	41	**88**		**12**			
6	45	46	91		Other	47	51	98 *
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					855

* pre-K and nursery

6. Racial/ethnic composition of the students in the school:

100% White
_____% Black or African American
_____% Hispanic or Latino
_____% Asian/Pacific Islander
_____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 0.3%

(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 ***to*** the school after October 1 until the end of the year.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	880
(5)	Subtotal in row (3) divided by total in row (4)	.0034
(6)	Amount in row (5) multiplied by 100	0.34

8. Limited English Proficient students in the school: 0.7%
6 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Hebrew

9. Students eligible for free/reduced-priced meals: 3%

29 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: 22.5%
193 * Total Number of Students Served

* 71 of these students are not classified as learning disabled.

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

3 Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	85 Specific Learning Disability
____Hearing Impairment	32 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
1 Multiple Disabilities	1 Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	9	0
Classroom teachers	77	8
Special resource teachers/specialists	15	3
Paraprofessionals	14	22
Support staff	4	0
Total number	119	33

12. Average school student-"classroom teacher" ratio: 11:1

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%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	13%	13%	14%	11%	11%
Student dropout rate	0	0	0	0	0
Student drop-off rate	NA	NA	NA	NA	NA

Part III Summary

Charged with the sacred responsibility of fostering the intellectual, spiritual, and social growth of Jewish children, the Yeshiva of North Jersey presents a vibrant learning environment founded upon timeless Judaic values and knowledge. Our atmosphere provides the Yeshiva's students with clear and consistent messages of ethical conduct, modesty, and selflessness. Through our Values Clarification and Social Skills programs, our children are taught that the human personality is the most sacred and precious trust we possess. Our goal is the development of children who are dedicated to Torah learning and an ethical way of life.

To implement this goal, we have engaged well-trained, devoted staff who praise children's accomplishments and value their individual talents. Our teachers are committed to identifying and enhancing the unique attributes of each student, while encouraging academic excellence. Our teachers employ clear presentation, organizational skills, excellent questioning techniques, and consistent feedback to promote student achievement.

Our educational program emphasizes skills in reading comprehension, language arts, vocabulary development, and math concepts. Reading and literacy form the foundation for the development of verbal skills. Inquiry-based science and social studies curricula help awaken intellectual curiosity and discovery. Our math program encourages the use of logic and higher cognitive skills as children engage in mathematical conjecture and discussions.

Committed to educating each child according to his/her needs, the Yeshiva of North Jersey cultivates the multi-intelligences that enable every individual to flourish. Accordingly, an extensive resource room program thrives within the school. Students who need additional support are instructed by trained professionals providing the skills development necessary for progress within a formal classroom environment. Small groups and individualized instruction facilitate classroom success for the student body.

The Yeshiva also provides self-contained classes for students not yet ready for a traditional classroom setting. The individual needs of these children are met in classes limited to eight pupils. Many of these students participate successfully in a variety of mainstream classroom activities, as they integrate with their peers.

Through a remarkable, yet attainable vision, the Yeshiva is a model institution for education. High quality programs and academic achievement are fostered within a framework of ethical character development and sensitivity to the individual needs of the child. An idealistic faculty, working with a challenging curriculum, produces a stimulating and creative educational environment at the Yeshiva.

INDICATORS OF ACADEMIC SUCCESS

Part IV #1

Upon annual examination of our Stanford Achievement scores which are given yearly in grades 2-7, a pattern of consistent high achievement is indicated. Our mean percentile rank, at all grade levels, usually falls above the 83rd percentile in math and above the 78th percentile in reading. These uniformly excellent results indicate that our math and reading programs are consistently effective.

Our reading tests are divided into two subgroups. Reading Vocabulary includes synonyms, context, and multiple meanings. Reading Comprehension includes recreational reading, textual interpretation, critical analysis, and process strategies. When scores are compared for both subgroups of the reading test, there is little variation. Year after year, both subtests show our mean percentile rank above the 78th percentile.

Our math test is comprised of two parts: The first section is Problem Solving which assesses the students' ability to apply their knowledge of strategies, functions, number systems, number theory, algebra, statistics, probability, and geometry. The second section of the math test, Procedures, evaluates the students' knowledge of mathematical procedure and focuses on computation. Both math subtests show outstanding scores with variations of only 3 to 4 points, up or down. The mean percentile rank most frequently falls around the 85th percentile.

One goal of our yearly review of test results is to monitor fluctuations in performance from one year to the next. Thus, we compare each grade's test results to the previous years' scores. This examination has not revealed any significant patterns; scores deviate by only a few percentage points; differences are not statistically significant.

We conclude that our students' high performance can be attributed to the fact that the curriculum is designed to present material in sequential degrees of complexity and difficulty. We also infer that our teaching staff, through the grades, demonstrates quality and expertise as they develop skills proficiency in our students.

Part IV # 2

Assessment data is employed to examine the progress of individual students and to assess trends in a specific class or grade level. At YNJ we are constantly involved in a process of self reflection based on these assessment results. The information we receive from achievement tests helps us evaluate the efficacy of specific programs, making changes when necessary.

No curriculum is a static instrument of education. It must constantly be reevaluated especially in relation to the students' achievements. Thus, when math problem solving scores were found lagging behind math procedure scores, a series of professional workshops, spanning the course of two years, geared to the NCTM standards, became mandatory for all teachers. As a result, achievement scores in math applications, on almost every grade level, increased noticeably in the following years. Similarly, a new vocabulary curriculum was implemented in the junior high classes in response to a need identified by results of high school entrance exams. The test scores helped us recognize that a more formalized approach to vocabulary acquisition was warranted. Teachers were directed to place a greater emphasis on enriching student language expression, resulting in higher scores on the entrance exams.

Part IV # 3

At YNJ, communication between school and home flows constantly in both directions. In addition to quarterly report cards, teachers maintain frequent phone contact with parents so that grades never come as a surprise. Parents have three annual opportunities for parent-teacher meetings, as well as a standing, open invitation to visit classrooms.

1. Each year thousands of unique "Gold Merit" notes are mailed home in recognition of student achievement, effort, or good citizen traits.

2. Traditionally, students rely on feedback from teachers to evaluate their progress. At YNJ, teachers utilize number and letter grades, written comments on tests, oral presentations, projects, and reports. Students are also taught to use self-assessment rubrics to engage in continuous evaluation of their own work. Thus, through reflection and metacognitive activity, they internalize standards of excellence.

3. Recently we have undertaken the publication of a bimonthly school magazine mailed to all members of the community. In Images, both pictures and words detail YNJ's achievements ranging from the superior results of our standardized testing to our award winning performances in academic competitions.

Part IV #4

YNJ is at the intersection of two communities. As a member of Torah Umesorah, The National Council of Hebrew Day Schools, we are connected to a large community of similar religious schools. As an elementary school in Bergen County, New Jersey, we are in the midst of some of the finest public schools in the nation. We are proud of our relationships with both of these aspects of our culture and look forward to sharing some of our programs, such as our successful resource room, with these communities. Our resource room focuses on the instruction of organizational skills and the development of successful study habits so that the quality of education is enhanced for ALL children. Through a series of communitywide workshops, we can help other schools implement similar programs. Furthermore, we would like to initiate an online network through which we would disseminate some of our special education techniques.

We would like to expand our innovative Professional Development Program to include staff members from other schools. Our plan is built upon the premise that masterful teaching results from collegial observations, wherein teachers spend days observing colleagues' classrooms, followed by self-reflection and review.

Our blueprint for the future includes publication of our social skills development curriculum, designed by our school psychologist and school guidance counselor. This course, progressing from kindergarten through eighth grade, decreases conflict, increases self-confidence, and helps create a classroom climate in which academic productivity flourishes with group-wide respect for each individual's contributions.

Part V # 1

The YNJ Language Arts Program contains three strands: writing, reading, and oral communication. The curriculum emphasizes the development of reading fluency and comprehension, cohesive writing, and articulate communication skills. Appreciation for literature and literary analysis is a focal point, along with the basic elements of spelling, grammar, and vocabulary acquisition. In the early grades, concentration is placed on phonics and elementary writing skills. As students progress, they engage in the writing process. Every written assignment is evaluated according to rubrics in which specific achievement items and levels have been defined.

The math curriculum engages children in the exploration of strategies for solving problems in order to encourage mathematical understanding. There are three fundamental strands to the math curriculum: Mechanics, where students commit math facts and algorithms to automaticity; Concepts, where students synthesize connections between concrete and abstract ideas; Applications, where students pose and solve problems, then verify and interpret results. Children are assessed according to standards established for each grade level.

The overarching goals of our science curriculum revolve around understanding the basic concepts of science, engaging in scientific inquiry, and relating scientific knowledge to the world at large. We achieve these goals through the study of the following strands: life systems, matter and materials, energy, and earth and space. Science classes focus on experimentation and the essential values of the scientific method. Students are assessed according to a set of expectations that includes specific levels of achievement for each goal.

Our Social Studies curriculum is designed to address five essential questions.

1) How does physical geography impact a country's environment and culture?
2) How have people been affected by historical events?
3) What are the values and customs that people share?
4) How does government shape the face of a country?
5) How does a country's economy change and develop?

Through applying map skills, analyzing data, and drawing conclusions, students learn to make meaningful generalizations and comparisons for communities, from the local to the global. Assessment is similar to that of the science curriculum.

The goal of our Hebrew language curriculum is to develop Hebrew literacy and language proficiency in our students in grades 1-8. Through verb drills, each student creates sentences with a verb root and an appropriate tense, person, and gender. Both teacher and student are expected to communicate daily in Hebrew, in both oral and written form. Our criteria for goal accomplishment are the abilities to write a Hebrew composition, to respond correctly in Hebrew to spoken Hebrew questions, and to read and comprehend Hebrew literature.

Music, visual arts, and drama comprise the three strands of our arts curriculum. Students are provided with opportunities to broaden their understanding of the world and to think creatively. Teachers maintain a balance between individual work and cooperative projects. The goals of the arts program are to stimulate children's social, physical and emotional growth in a non-verbal environment. Achievement levels are not specified for this program.

Part V #2

Our reading curriculum emphasizes the development of skills empowering our students to read fluently, intelligently, and analytically. In addition to reading for content and reading for learning, children are provided with opportunities to read for pleasure and self-enhancement. Reading classes engage the students in new experiences and discoveries that imbue them with the joy of reading and help them to become lifelong readers.

At all grade levels students:

1. develop a range of reading strategies
2. summarize and explain main ideas
3. critically examine ideas
4. read for specific purposes
5. know how to preview and skim written material

Reading materials in all grades include fiction and non-fiction of increasing levels of complexity from a variety of disciplines and genres.

Part V # 3

Social Skills do not always come naturally. We want to teach our students how to interact with the people around them and their environment. The skills program is designed to coincide with our religious values. Each skill in our program can be integrated with some aspect of Scripture-based values.

The concentration of skills is determined according to the development of each grade:

1-Beginning Friendship Skills	5-Respect Workshop
2-Beginning Social Interaction	6-Dealing with Self-Esteem, Bullying and Teasing
3-Getting Along with Others	7-Problem Solving and Decision Making
4-Making Friendships Work	8-Refusal Skills: Peer Pressure and Substance Abuse

Inventory assessments are administered before and after each skills segment to evaluate the program's efficacy.

Part V #4

Teachers at YNJ use a wide variety of instructional methods to improve student learning. They include the use of manipulatives, hands-on activities, experiential learning, multi-faceted programs, and school trips. However, we are confronted with a challenge that many other schools do not face. Since almost half of our day is devoted to religious studies, we have to accomplish the teaching of language arts, math, science, social studies, and foreign language in half the time other schools do.

Therefore, we have found that a balance between direct teaching and inquiry based instruction creates a learning atmosphere in which children master all the requisite skills as they remain challenged and engaged in their learning. The two methods complement each other. Direct teaching lessons focus on basic facts that need to be mastered for automaticity, such as naming the states and their capitals and memorizing multiplication tables. Inquiry-based lessons offer students opportunities to explore, discover, synthesize, and evaluate. Science experiments, social studies debates, and literary analysis are all daily activities employing inquiry-based learning in Grades 1-8.

Part V # 5

Our professional development program has two aspects. One requires teachers to choose three professional goals. They share these with three colleagues whom they will observe. The colleagues present lessons demonstrating their approaches to achieving these goals. After their observations, teachers return to their classrooms, employing some of the new methods they have learned from their co-teachers. An example of this occurred in the fourth grade. The end of year fourth grade writing sample identified weaknesses in writing coherence and fluency. Therefore, our fourth grade teachers chose to observe the fifth grade in order to ascertain what changes needed to be made to prepare the fourth graders with improved writing skills.

The second aspect of our professional development program revolves around collegial brainstorming leading to new curriculum innovations. Each teacher chooses a specific project to develop over the course of the year. When seventh grade student scores indicated a lack of proficiency in comprehension of percent, we replaced the unit in our text with one that was created by members of our math department. The new design is a compilation of material from many sources that better clarifies the topic.

Our students constantly benefit from teacher participation and discussion that leads to curriculum change and annual revisions of our course of studies.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): Torah UMesorah (National Society for Hebrew Day Schools)
(Give primary religious or independent association only)

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

Part II - Demographics

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

$ 8,750 K	$8,750 1st	$8,750 2nd	$8,750 3rd	$8,750 4th	$8,750 5th
$ 9,250 6th	$9,250 7th	$9,250 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

2. What is the educational cost per student? $ 9,120
   (School budget divided by enrollment)

3. What is the average financial aid per student? $ 5,430

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 19.6%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 32.9 %

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, and place it on a separate page.

Grade 2 Test Stanford Achievement/Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
Number of students in the grade
in which the test was administered 97 84 86 78 67

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	81	82	86	87	89
Number of students tested	92	76	83	75	62
Percent of total students tested	94.8	90.4	96.5	96.1	92.5
Number of students excluded	5	8	3	3	5
Percent of students excluded	5.1	9.5	3.4	3.8	7.4
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 2 Test Stanford Achievement/Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 97 84 86 78 67

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	83	81	82	83	89
Number of students tested	92	76	83	75	62
Percent of total students tested	94.8	90.4	96.5	96.1	92.5
Number of students excluded	5	8	3	3	5
Percent of students excluded	5.1	9.5	3.4	3.8	7.4
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 3 Test Stanford Achievement / Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade in which the test was administered	88	87	85	73	74
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	80	79	77	79	70
Number of students tested	82	84	81	68	67
Percent of total students tested	93.1	96.5	95.2	93.1	90.5
Number of students excluded	6	3	3	5	2
Percent of students excluded	6.8	3.4	3.5	6.8	2.7
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 3 Test Stanford Achievement / Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 88 87 85 73 74

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	82	79	82	84	75
Number of students tested	82	84	82	68	67
Percent of total students tested	93.1	96.5	96.4	93.1	90.5
Number of students excluded	6	3	3	5	2
Percent of students excluded	6.8	3.4	3.5	6.8	2.7
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 4 Test Stanford Achievement / Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade in which the test was administered	87	87	75	74	73
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	74	78	83	74	79
Number of students tested	85	82	71	70	69
Percent of total students tested	97.7	94.2	94.6	94.5	94.5
Number of students excluded	2	5	4	4	4
Percent of students excluded	2.2	5.7	5.3	5.4	5.4
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 4 Test Stanford Achievement / Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X

Number of students in the grade in which the test was administered 87 87 75 74 73

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	76	84	85	83	85
Number of students tested	85	82	71	70	69
Percent of total students tested	97.7	94.2	94.6	94.5	94.5
Number of students excluded	2	5	4	4	4
Percent of students excluded	2.2	5.7	5.3	5.4	5.4
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 5 Test Stanford Achievement / Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X

Number of students in the grade
in which the test was administered 89 77 84 84 67

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	80	85	78	81	78
Number of students tested	84	74	78	77	67
Percent of total students tested	94.3	96.1	92.8	91.6	100
Number of students excluded	5	3	6	6	0
Percent of students excluded	5.6	3.8	7.1	7.1	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 5 Test Stanford Achievement / Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 89 77 84 84 67

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	83	85	79	84	79
Number of students tested	84	74	78	77	67
Percent of total students tested	94.3	96.1	92.8	91.6	100
Number of students excluded	5	3	6	6	0
Percent of students excluded	5.6	3.8	7.1	7.1	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 6 Test Stanford Achievement / Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 85 86 86 69 74

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	87	86	86	84	88
Number of students tested	82	78	84	69	74
Percent of total students tested	96.4	90.6	97.6	100	100
Number of students excluded	3	8	2	0	0
Percent of students excluded	3.5	9.3	2.3	0	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 6 Test Stanford Achievement / Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

cores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

Number of students in the grade
in which the test was administered 85 86 86 69 74

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	87	85	87	89	83
Number of students tested	82	78	84	69	74
Percent of total students tested	96.4	90.6	97.6	100	100
Number of students excluded	3	8	2	0	0
Percent of students excluded	3.5	9.3	2.3	0	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 7 Test Stanford Achievement / Reading

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 88 93 75 76 46

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	79	82	79	83	77
Number of students tested	82	89	75	76	46
Percent of total students tested	93.1	95.6	100	100	100
Number of students excluded	6	4	0	0	0
Percent of students excluded	6.8	4.3	0	0	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

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, and place it on a separate page.

Grade 7 Test Stanford Achievement / Math

Edition/publication year 9 Publisher Harcourt Brace

Number of students who took the test _____

What groups were excluded from testing? Why, and how were they assessed?
Self-contained classroom students – These students have disabilities which required them to be tested under conditions which allow for greater assistance. Therefore they were given the Stanford Achievement test but their scores were not included.

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

Number of students in the grade
in which the test was administered 88 93 75 76 46

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	May	April
SCHOOL SCORES					
Total Score	83	83	84	85	86
Number of students tested	82	89	75	76	46
Percent of total students tested	93.1	95.6	100	100	100
Number of students excluded	6	4	0	0	0
Percent of students excluded	6.8	4.3	0	0	0
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					