

# U.S. Department of Education

---

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

Name of Principal Mrs. Doreen C. Kelly

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

Official School Name Ravenscroft School

(As it should appear in the official records)

School Mailing Address 7409 Falls of Neuse Road

(If address is P.O. Box, also include street address)

Raleigh

NC

27615-5316

City

State

Zip Code+4 (9 digits total)

Tel. ( 919 )

847-0900

Fax ( 919 )

848-6474

Website/URL

www.ravenscroft.org

Email dkelly@ravenscroft.org

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

Date \_\_\_\_\_

(Principal's Signature)

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

Name of Superintendent N/A Dr. Edward J. Fox

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

District Name \_\_\_\_\_

N/A

Tel. ( ) \_\_\_\_\_

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.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

Mr. Elbert Boyd

President/Chairperson \_\_\_\_\_

(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.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)







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

|  |               |
|--|---------------|
| Graduating class size                      | <u>80</u>     |
| Enrolled in a 4-year college or university | <u>98.8</u> % |
| Enrolled in a community college            | _____ %       |
| Enrolled in vocational training            | _____ %       |
| Found employment                           | _____ %       |
| Military service                           | _____ %       |
| Other (travel, staying home, etc.)         | <u>1.2</u> %  |
| Unknown                                    | _____ %       |
| <b>Total</b>                               | 100 %         |

### **PART III - SUMMARY**

The purpose of the Ravenscroft School, located in Raleigh, North Carolina, is to promote the development of the total child: academically through a balanced college preparatory program; socially through leadership opportunities, extra-curricular activities, and community service; aesthetically through a comprehensive program of fine arts; physically through complete physical education and interscholastic athletic programs; and spiritually through affirmation of our Judeo-Christian tradition and the American ideals of freedom, democracy, and tolerance.

Ravenscroft enrolls students in grades pre-kindergarten through twelve who exhibit high standards of character and conduct as well as the capability of achieving success in a rigorous academic program. Enrollment is open to qualified students without regard to race, gender, color, creed or national origin. The School will strive to meet the learning needs of individual students through personalized attention, tailored programs of study, experiential educational opportunities, group and independent work, and the development of student potential by highly qualified, dedicated faculty in a warm and nurturing campus environment.

Inherent in Ravenscroft's purpose is an ever-present concern for the higher ideals in life, among them integrity, self-confidence, intellectual curiosity, creativity, conviction, sportsmanship, and service. It is in these qualities, coupled with achievement in the classroom, in the studio, and on the playing field, which constitute the spirit of excellence sought by the School for all of its students.

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

1. The Ravenscroft School has chosen to use the Comprehensive Testing Program, 3<sup>rd</sup> Edition, which is developed for Educational Records Bureau by Educational Testing Service. We administer this assessment for grades 3-9. This particular instrument is designed to serve the needs of high achieving schools and schools that aspire for higher standards. It is a rigorous test battery designed to collect basic information about student achievement. The test itself represents essential areas of our curriculum, testing areas of listening, reading, writing, and mathematics, with test score reports that are organized into curriculum-content clusters. The mathematics achievement tests are closely aligned with NCTM standards and are designed to assess both core mathematics content knowledge and process-related abilities. As referenced against National Norms, our results in both reading and mathematics have been strong. In any given year, we work hard to use this information wisely to further the development of our curriculum and the needs of our students. In 10<sup>th</sup> and 11<sup>th</sup> grade we use the PSAT assessment and we perform very strongly on both the reading and the math components of that assessment. Finally, in the 12<sup>th</sup> grade we administer the SAT assessment and again as evidenced over the last three years, our students consistently score in the top 10 percent of the schools in the nation in reading and mathematics.

More specifically, we can draw the following conclusions based on our results. In the Lower School, (Grades 3-5) it is clear that our math scores have been very strong, with some variance in the 4<sup>th</sup> grade. However, the 4<sup>th</sup> grade reading skills are very high indicating that our strength at that grade level has been in our reading instruction. As a result, we reviewed our math program and adopted the Everyday Chicago Math Program and will continue to assess the data to determine if we can become even stronger.

Conversely, in 5<sup>th</sup> grade we have significantly higher math scores. We concluded from this data, they we needed to make some programmatic adjustments within our reading program. With 3<sup>rd</sup> grade as the baseline year for this CTP III, we concluded that we have an excellent Early Childhood program that has prepared our students well for future success. Our goal is to continue to provide a balanced program in which our students perform well and reach their potential. In our Middle School (Grades 6-8), we conclude that our students score in the superior range in reading and mathematics. We examined the slight decline in our 6<sup>th</sup> grade reading scores and made a personnel change in that area. In all other areas of middle school assessment, we conclude that our students achieve at the highest levels in the nation in reading and mathematics. Data from 9<sup>th</sup> grade CTP III tests, PSAT scores in 10<sup>th</sup> and 11<sup>th</sup> grades 9 to 15 points higher than national 90% mean, and SAT scores over 100 points higher than the national mean provides us with the data to conclude that students who attend Ravenscroft School and eventually graduate from Ravenscroft School reflect achievement at the highest levels of the nation.

2. Ravenscroft uses assessment data to understand and improve student and school performance. Beginning in 1999, but with data also from 1997 and 1998, Ravenscroft School began using the EVAAS value added report system as a primary method of evaluating student performance and improvement. Using a statistical program and the independent school norms of our annually administered CTP III tests, the EVAAS system measures the improvement students experience in basic quantitative skills as well as in verbal and writing skills, with specific analysis of reading comprehension, vocabulary, writing mechanics and writing process in grades 4-9 being a part of what we measure. Using these results, we have conducted a series of reviews of our curriculum. Pinpointing weaker areas identified by the EVAAS reports, we have conducted item analysis reviews of these areas. These investigations have allowed us to make appropriate revisions in the Lower and Middle School curriculum. The Upper School Division Director, Department chairs, and the Director of Studies all review the results of the PSAT scores taken in the 10<sup>th</sup> and 11<sup>th</sup> grades, as well as the ACT's taken by Juniors and the SAT's taken by all Seniors and many underclassman, as well as review exams in over 20 different Advanced Placement subjects to help determine the success of our students as measured against national standards.

3. Ravenscroft uses multiple strategies to promote and enhance communication between home and school. Teachers stay in touch through a series of formal and informal conventions: telephone calls and e-mails, interim grade reports and "blue notes" keep parents and students informed when grades drop in Middle and Upper Schools. "Tuesday folders," which include each student's work, are the mainstay of

between-conferences communication for Lower School families. Of course, sporadic telephone calls, notes, and meetings supplement communication in all three divisions. Grade-level and divisional parent education seminars and discussion groups also occur. Assessment data is shared in a variety of ways, as well. Individual parent conferences are held to share results of any screening conducted to investigate learning issues. Developmental screening results for kindergarten students and reading assessments for students in the primary grades are shared in writing and/or in small groups. Individual narrative reports with each student's group testing data are mailed to parents of students in grades 3 through 9, along with an interpretive leaflet and an invitation to contact the school to address specific questions or concerns. A general interpretive session for parents of 10<sup>th</sup> and 11<sup>th</sup> graders is held to cover the basics of PSAT interpretation; again, parents are offered the opportunity to seek additional help interpreting scores or the implications of scores by contacting the school. Information about student performance in relation to college aspirations is shared in monthly newsletters, in a variety of seminars for Upper School parents and students, in morning announcements, and in various individual meetings over the years involving students, parents, faculty advisors, counselors, administrators and, in particular, college placement counselors.

4. Ravenscroft School will share its successes with other schools in a number of ways. As a school of excellence, we will continue to foster positive relationships with other independent and public schools as well as the community at large. We will model excellence in education in what we do with our students, our faculty and our community. We will continue to publish and present ourselves at state and national conferences. Also, administrators and faculty will continue to serve on accreditation teams for other schools by participating on visitation committees and sharing our resources

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

1. It's important for a school to base itself on clearly defined principles and a coherent educational philosophy. The program at Ravenscroft reflects years of thought and observation as well as strong beliefs rooted in the Judeo-Christian ethic. From this foundation comes a well-rounded, balanced curriculum that will help students to set and achieve challenging goals. Ravenscroft students speak many languages. In the primary grades, they learn to explore French, Spanish and even Sign Language. While in Middle School, students are encouraged to explore French, Spanish and Latin before choosing a language of specific study that will require fluency through level three for graduation. Beginning in Kindergarten, students discover the language of music and convey their ideas through painting and other visual media. Literature and drama also are given voice at Ravenscroft. There are other languages as well: cryptic whispers among team players in a huddle, the song of a ball hitting the racquet, and the logic of computers. Learning these languages helps equip children for a fulfilling life. Through the study of literature and social studies, students become familiar with the ideas and events that have shaped their society. In mathematics and the sciences, students explore the laws of nature and learn reasoning skills. Service projects, a major part of life at Ravenscroft, stress responsibility, sharing talents, and concern for the human condition and the environment. A Ravenscroft education prepares each student for an active, productive existence; for learning at the college level and beyond; and for high standards of sportsmanship and lifelong habits of fitness. Academic courses include comprehensive instruction in mathematics, science, English literature and composition, foreign language, and social studies. Students receive personalized attention wherever appropriate, whether this means enrollment in one or more of our 22 Advanced Placement course offerings, enrichment study, supplementary skills training, or tutoring in weak areas. Through visual arts, students give form to inner visions and learn to see the world with new eyes. Physical education courses are geared to developmental needs. They stress body conditioning and a healthy orientation toward life, as well as providing needed outlets for youthful energies. Children's natural curiosity is reinforced at Ravenscroft, where faculty members seek to stimulate creative thinking. The School provides opportunities for experiential learning through projects, activity centers, field trips, and community service activities. Many grade levels include special off-campus experiences as part of their curriculum: primitive camping, a trip to Williamsburg, and Senior Projects, to name a few. As required by SACS accreditation, all scope and sequence of curriculum is linked to national standards. Ravenscroft uses several yardsticks to measure its achievement of educational objectives. One indication of its success is the fact that Ravenscroft Upper School students consistently score well above the national and state averages on the Scholastic Aptitude Test (SAT) and Advanced Placement examinations. Student scores on the ERB Comprehensive Testing Program administered to youngsters in grades 3-9 remain solidly in the 90<sup>th</sup> percentiles. Each year, graduating seniors earn such prestigious honors as Morehead Scholarships and National Merit Finalist Awards. Perhaps most importantly, the benefits of a Ravenscroft education are acknowledged by the increasing numbers of alumni who enroll their children at Ravenscroft School.

2. **(Elementary Schools)** Our Lower School offers its students a rich reading program. The *Land of the Letter People* (Abrams and Company, Publishers, 2001) is introduced to our Pre-Kindergarteners. Based on the presentation of 26 child-sized inflatable "huggables" representing each alphabet letter, the program offers a balanced literacy approach, which facilitates the development of alphabetic knowledge. Teachers present songs, stories, and activities through a series of themes that integrate other curriculum areas including math, social studies, and science. Skills instruction is always balanced with authentic literature to make the program a joyful adventure. Open Court Reading 2002 for Kindergarten, First and Second Grade provides the students with a solid, successful formal introduction to literacy. It was chosen for its strong phonics component. Kindergarten students learn how the alphabet works, develop phonemic awareness, learn to connect sounds and letters, and participate in a variety of writing activities. Using an interdisciplinary approach, a major program goal for first and second graders is to develop basic reading and writing skills through direct instruction. Third and fourth graders transition to an integrated reading, writing, grammar and spelling curriculum offered by McGraw Hill Reading for 2003. The program was chosen because it has tiered activities that allow for differentiated learning/instruction for students of all levels. At fifth grade, a variety of sources including McGraw Hill were chosen to develop, strengthen,

and enhance a student's comprehension, vocabulary, and oral language. Regular visits to our Library/Media Center as well as our Accelerated Reading Program complement our overall program by allowing us to focus on the individual needs of each student with support and enthusiasm.

**(Secondary Schools)** Recognizing the importance of a strong reading program, we schedule sixth grade students in two separate language classes: Reading/vocabulary and Grammar/composition. These classes are heterogeneously structured, providing students the opportunity to learn from one another and allowing teachers to assist all students as they develop fluency. By using a variety of research-based strategies, the reading class improves students' skills in the four critical areas of efficient reading: comprehension, concentration, speed, and recall. Grades 7-12 are homogeneously grouped; allowing teachers to compile reading lists which provide high-interest reading at a variety of levels, while meet students' needs. Individual assistance and evaluation are provided at all grade levels during class, in after-school tutorials, and at special study sessions. Special programs also encourage students to develop skills and a life-long love of reading. Middle School's popular Drop Everything And Read (DEAR) program is highly successful. Rotating through a different discipline or course each day, this twenty-minute opportunity allows students to choose and read age-and-ability appropriate literature. In the Upper School, the students, faculty, and administration embrace a "common read" over the summer and then discuss it at the beginning of the school year.

3. Students take mathematics each year that they are enrolled at Ravenscroft. In each of our three divisions, the mathematics curriculum is designed to challenge each learner at their developmental level. The department offers three Advanced Placement courses, as well as meaningful courses for students of all ability levels to complete their math requirement. Much of our work in mathematics classes is tied to real world data: sixth graders learn percents by studying the stock market; pre-calculus students learn sinusoidal functions by studying sunrise and sunset times. Our geometry classes are taught with an inductive approach. Students perform explorations where they make and test their own conjectures. The math classes often include projects with other disciplines. AP Statistics and AP Government classes design and implement political surveys. The pre-calculus classes create artwork by graphing as many as one hundred functions. In our Middle School, math and science led an Energy project where students made presentations that connected math, science, history, and current events. In Lower School, the concept of Pre-Algebra begins in first grade with an approach that includes tactile exploration. Our mathematics program, while developmentally appropriate and aligned with the NTCM standards, could not be successful without our talented, experienced faculty.

4. Ravenscroft provides exemplary instruction of its students by ensuring that differentiated teaching strategies are employed at each level of our program. The school's commitment to serving students who learn differently defines Ravenscroft's program. In grades K-12, our Academic Skills Department offers students with diagnosed learning differences support in a variety of forms. In grades K-5, two models are employed simultaneously: students are pulled out for remedial work in areas of weakness and also joined by a specialist in their regular classroom. In the Middle and Upper Schools, students in Academic Skills take a daily 45-minute class, which assists them in processing, organizing, and comprehending material from their core subjects. In addition to this unique service for our students with learning differences, all children at Ravenscroft experience pedagogy designed to improve their learning. Our Lower School program utilizes small group, whole group, and whole grade instructional strategies. As well, literary circles help extend reading ability by meeting students at their developmental level. In 2001, the math curriculum was refined, as the Everyday Mathematics curriculum was implemented. This commitment to differentiated instruction continues in the Middle School (grades 6-8) where a team structure promotes interdisciplinary and project-based learning in careful balance with our skills-based instruction. The rich, college-preparatory Upper School (grades 9-12) program includes a Padeia-based Renaissance Humanist Program for sophomores and the experiential International Trade and Government as just two examples of classes in which students direct much of the learning experience. Finally, Ravenscroft is fortunate to have excellent technology resources, which allow teachers and students to access and manipulate class content in a variety of forms. Ravenscroft's effectiveness as a school derives from its whole-child mission and is reflected in the commitment of its teachers to provide multi-sensory instruction and reach

learners of every type in their classroom.

5. Ravenscroft commits significant resources to the professional development of its teachers. All new faculty to school are placed with a mentor—an experienced member of their department or division—who helps the new employee manage the details and challenges of their first year at Ravenscroft. Surveys of new faculty indicate that this support has eased their transition to our school thereby enhancing the quality of their work with students. All Ravenscroft faculty members must submit a written plan for their professional development each year to their Principal. These Professional Development Plans include classroom initiatives to be undertaken, training to be pursued, and/or collaboration with a colleague to be forged. The school supports the faculty in their pursuit of these goals in a variety of ways. Administrators and department chairpersons observe and meet with teachers to review their classroom performance and progress toward their personal plans. Significant funds are allocated to each Principal to fund professional training opportunities for teachers both on and off campus. A Staff Development Committee, comprised of teachers from all three divisions, envisions and implements a yearly training focus for the entire faculty and ensures the presence of a rich variety of professional growth opportunities on campus throughout the year. As well, departmental retreats are promoted and supported. These meetings allow teachers in a discipline or grade level to spend extended time developing their respective programs. Finally, Ravenscroft sponsors its own series of professional training sessions, known as the Ravenscroft In-Service Series (RISS), through which our own faculty designs and implements training in technology, teaching strategies, and student support services.







**CTP III Referenced Against National Norms**

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

**Grade:**   5   **Test:**   CTPIII  

**Edition/publication year:**   1993   **Publisher:**   ERB  

**What groups were excluded from testing? Why, and how were they assessed?**   None  

---

**Scores are reported here as (check one):**

NCEs       

Scaled Scores       

Percentiles   X  

|                                  | 2001-2002 | 2000-2001 | 1999-2000 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month                    | April     | April     | April     |
| <b>School Scores-Reading</b>     | 87%       | 88%       | 90%       |
| <b>School Scores-Math</b>        | 98%       | 93%       | 97%       |
| Number of students tested        | 71        | 72        | 71        |
| Percent of total students tested | 100%      | 100%      | 100%      |
| Number of students excluded      | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         |
|                                  |           |           |           |

**CTP III Referenced Against National Norms**

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

**Grade:**   6   **Test:**                   CTPIII                  

**Edition/publication year:**   1993   **Publisher:**           ERB          

**What groups were excluded from testing? Why, and how were they assessed?**           None            
 \_\_\_\_\_  
 \_\_\_\_\_

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

|                                  | 2001-2002 | 2000-2001 | 1999-2000 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month                    | April     | April     | April     |
| <b>School Scores-Reading</b>     | 90%       | 86%       | 92%       |
| <b>School Scores-Math</b>        | 94%       | 96%       | 94%       |
| Number of students tested        | 83        | 79        | 83        |
| Percent of total students tested | 100%      | 100%      | 100%      |
| Number of students excluded      | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         |
|                                  |           |           |           |

**CTP III Referenced Against National Norms**

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

**Grade:**   7   **Test:**   CTPIII  

**Edition/publication year:**   1993   **Publisher:**   ERB  

**What groups were excluded from testing? Why, and how were they assessed?**   None    
 \_\_\_\_\_  
 \_\_\_\_\_

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

|                                  | 2001-2002 | 2000-2001 | 1999-2000 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month                    | April     | April     | April     |
| <b>School Scores-Reading</b>     | 89%       | 91%       | 98%       |
| <b>School Scores-Math</b>        | 95%       | 94%       | 96%       |
| Number of students tested        | 83        | 82        | 77        |
| Percent of total students tested | 100%      | 100%      | 100%      |
| Number of students excluded      | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         |
|                                  |           |           |           |

**CTP III Referenced Against National Norms**

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

**Grade:** 8 **Test:** CTPIII

**Edition/publication year:** 1993 **Publisher:** ERB

**What groups were excluded from testing? Why, and how were they assessed?** None

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

|                                  | 2001-2002 | 2000-2001 | 1999-2000 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month                    | April     | April     | April     |
| <b>School Scores-Reading</b>     | 98%       | 96%       | 89%       |
| <b>School Scores-Math</b>        | 97%%      | 98%       | 98%       |
| Number of students tested        | 81        | 78        | 79        |
| Percent of total students tested | 100%      | 100%      | 100%      |
| Number of students excluded      | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         |
|                                  |           |           |           |

**CTP III Referenced Against National Norms**

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

**Grade:**   9  

**Test:**   CTPIII  

**Edition/publication year:**   1993  

**Publisher:**   ERB  

**What groups were excluded from testing? Why, and how were they assessed?**   None  

---



---

**Scores are reported here as (check one):**

NCEs       

Scaled Scores       

Percentiles   X  

|                                  | 2001-2002 | 2000-2001 | 1999-2000 |
|----------------------------------|-----------|-----------|-----------|
| Testing Month                    | April     | April     | April     |
| <b>School Scores-Reading</b>     | 92%       | 90%       | 88%       |
| <b>School Scores-Math</b>        | 96%       | 99%       | 96%       |
| Number of students tested        | 95        | 93        | 80        |
| Percent of total students tested | 100%      | 100%      | 100%      |
| Number of students excluded      | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         |
|                                  |           |           |           |

**PSAT Referenced Against National Norms**

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

**Grade:** 10 **Test:** PSAT

**Edition/publication year:** \_\_\_\_\_ **Publisher:** College Board

**What groups were excluded from testing? Why, and how were they assessed?** \_\_\_\_\_  
None

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

|                                  | 2001-2002   | 2000-2001   | 1999-2000   |
|----------------------------------|-------------|-------------|-------------|
| Testing Month                    | April       | April       | April       |
| <b>School-Verbal Mean</b>        | <b>54.3</b> | <b>54.1</b> | <b>53.8</b> |
| <b>National-Verbal Mean</b>      | 44.5        | 45.3        | 45.5        |
| <b>School –Math Mean</b>         | <b>56.6</b> | <b>54.8</b> | <b>56.1</b> |
| <b>National-Math Mean</b>        | 45.7        | 45.7        | 46.1        |
| Number of students tested        | 86          | 81          | 82          |
| Percent of total students tested | 100%        | 100%        | 100%        |
| Number of students excluded      | 0           | 0           | 0           |
| Percent of students excluded     | 0           | 0           | 0           |
|                                  |             |             |             |

**PSAT Referenced Against National Norms**

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

**Grade:** 11 **Test:** PSAT

**Edition/publication year:** \_\_\_\_\_ **Publisher:** College Board

**What groups were excluded from testing? Why, and how were they assessed?** None

---

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

|                                  | 2001-2002   | 2000-2001   | 1999-2000   |
|----------------------------------|-------------|-------------|-------------|
| Testing Month                    | April       | April       | April       |
| <b>School-Verbal Mean</b>        | <b>59.2</b> | <b>57.4</b> | <b>57.9</b> |
| <b>National-Verbal Mean</b>      | 48.1        | 48.5        | 48.4        |
| <b>School –Math Mean</b>         | <b>61.7</b> | <b>58.9</b> | <b>62.0</b> |
| <b>National-Math Mean</b>        | 49.3        | 49.1        | 49.3        |
| Number of students tested        | 83          | 78          | 85          |
| Percent of total students tested | 100%        | 100%        | 100%        |
| Number of students excluded      | 0           | 0           | 0           |
| Percent of students excluded     | 0           | 0           | 0           |
|                                  |             |             |             |

**SAT Referenced Against National Norms**

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

**Grade:** 12 **Test:** SAT

**Edition/publication year:** \_\_\_\_\_ **Publisher:** College Board

**What groups were excluded from testing? Why, and how were they assessed?** \_\_\_\_\_  
None

**Scores are reported here as (check one):**

NCEs \_\_\_\_\_ Scaled Scores X Percentiles \_\_\_\_\_

|                                  | 2001-2002  | 2000-2001  | 1999-2000  |
|----------------------------------|------------|------------|------------|
| Testing Month                    | April      | April      | April      |
| <b>School-Verbal Mean</b>        | <b>613</b> | <b>624</b> | <b>621</b> |
| <b>National-Verbal Mean</b>      | 506        | 505        | 505        |
| <b>School –Math Mean</b>         | <b>646</b> | <b>640</b> | <b>637</b> |
| <b>National-Math Mean</b>        | 514        | 514        | 511        |
| Number of students tested        | 80         | 84         | 79         |
| Percent of total students tested | 100%       | 100%       | 100%       |
| Number of students excluded      | 0          | 0          | 0          |
| Percent of students excluded     | 0          | 0          | 0          |
|                                  |            |            |            |