

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Diane Rosenberg

Official School Name: The Nueva School

School Mailing Address:
6565 Skyline Blvd.
Hillsborough, CA 94010-6221

County: San Mateo State School Code Number*: N/A

Telephone: (650) 350-4600 Fax: (650) 344-9302

Web site/URL: www.nuevaschool.org E-mail: drosenberg@nuevaschool.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: N/A

District Name: N/A Tel:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Dennis Wong

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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)

Does not apply to private schools

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. 9 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	8	9	17	6	29	27	56
K	18	19	37	7	29	22	51
1	19	18	37	8	23	24	47
2	21	21	42	9			0
3	21	21	42	10			0
4	20	22	42	11			0
5	20	23	43	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							414

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native
17 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
51 % White
24 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	393
(5)	Total transferred students in row (3) divided by total students in row (4).	0.018
(6)	Amount in row (5) multiplied by 100.	1.781

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

All students speak and are proficient in English

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Since Nueva School does not participate in the free and reduced-price school meals program, we used San Mateo County's Free & Reduced Lunch Guidelines (HH income) to identify the students who are eligible for this program.

10. Students receiving special education services: 7 %

Total Number of Students Served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>5</u>	<u>1</u>
Classroom teachers	<u>44</u>	<u>15</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>19</u>	<u>6</u>
Total number	<u>69</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 7 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	96%	95%	96%
Daily teacher attendance	99%	99%	99%	98%	100%
Teacher turnover rate	17%	10%	18%	15%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rates above (10-18%) reflect a combination of planned and unplanned attrition. Attrition has occurred due to retirement, pregnancy, family relocation, change in requirements / fit and other customary considerations. Nueva School has experienced very few voluntary departures. Attrition trends and levels reflect healthy levels of organizational renewal, change and growth and remain consistent with maintaining and enhancing the school's programs and services over time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

The Nueva School is a child-centered, independent school for gifted prekindergarten to 8th grade children, located in Hillsborough, California. The school emphasizes integrated studies, creative arts, and Social-Emotional Learning. Founded in 1967 by educational visionary Karen Stone McCown, Nueva provides a learning experience designed to meet the needs of gifted students, using a dynamic educational model to enable children to learn how to make choices that will benefit the world. The school's mission is to inspire a passion for lifelong learning, foster social and emotional acuity, and develop every child's imaginative mind.

Nueva's wooded, 33-acre campus features LEED-Gold-certified buildings and is organized into two divisions: Lower School includes prekindergarten through 4th grades; Middle School includes grades five through eight. Nueva is known as a leader in affective education, or Social-Emotional Learning (SEL). SEL is a process for helping children develop the fundamental skills for life effectiveness—including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Emphasizing creativity and self-motivation, the Nueva classroom is unusual: students and teachers explore and experiment together, demonstrating their passions through self-directed projects. Since its founding, the school has emphasized educational process—learning how to learn—along with building high levels of content knowledge and the skills for future success. Students and teachers alike tend to create their own models for learning. Nueva's teachers in design thinking, the arts, reading, math, science, physical education, technology, and SEL work in teams to develop thematic curricula for their classes. They develop experiential, inquiry-based curricula that guide students to perceive and understand the world in new ways. Nueva students engage in simulations, media projects, narratives, performances, and discussions.

Nueva students do not receive letter grades. Instead, their reward is a greater understanding of their world and of themselves—the significance of a poem, the design of a hovercraft, the meaning of an algebraic formula. Classroom teachers and specialists complete a thoughtful, comprehensive written assessment of each child in January and June. Three times each year, teachers and parents meet in conferences, which are usually student-led in middle school. It is Nueva's belief, backed both by solid research and decades of experience, that eliminating grades promotes internal, rather than external, motivation and gives students the freedom to engage content, rather than memorizing for the sake of grades alone.

Nueva School is accredited by the Western Association of Schools and Colleges and the California Association of Independent Schools. The school has received the National School of Excellence Award (1988, 1997), the National Blue Ribbon Award from the US Department of Education (1994, 1997), the National Schools of Character (2002), and the Honor Award for Energy and Sustainability from the CA Council of the American Institute of Architects (2008).

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Nueva School uses the Educational Records Bureau (ERB) Comprehensive Testing Program (CTP-4) standardized testing system. Developed for ERB by Educational Testing Service to serve the needs of high-achieving students and schools that aspire to higher standards, CTP-4 is a rigorously designed series of assessments in reading, writing, and mathematics designed to answer the questions of administrators, teachers, and parents about achievement. CTP-4 is the latest revision of the Comprehensive Testing Program, a reasoning/ achievement test that ERB makes available to the more than 1,600 ERB member public and independent schools. It is a challenging test designed to distinguish learning among students at the highest level.

Within the context of an examination designed for high-achieving students, it is difficult to evaluate a school such as Nueva with respect to standardized testing, for three reasons. First, Nueva serves only gifted students whose achievement is expected to be high. Accordingly, test data show this expected result. Second, the Nueva program emphasizes a process-oriented, hands-on experiential curriculum. The learning skills featured in the Nueva curriculum, including both critical-thinking and creative-thinking skills, are addressed neither generally in standardized testing nor specifically in the CTP-4. Finally, Nueva students with diagnosed learning disabilities (LD) are included in the CTP-4 testing sessions, and therefore in the school's test results. Since the student body comprises only gifted children, the inclusion of LD student results has not appreciably depressed the median scores for students. However, it has increased the variance and lowered the mean scores somewhat, although not to an alarming level. Overall, Nueva students are scoring as might be expected given the school's population and the caveats above.

The key factor to note is that Nueva's median test scores on the CTP-4 over the past five years—for all grade levels taking the test—score above the 90th percentile when converted to National Norm Percentiles. The major finding in Nueva's data is high and stable testing results. There have been neither significant losses nor gains in math or reading test scores over the past five years. To a lesser extent, one can observe a rising trend in the test scores by grade level. Since Nueva students are tested with standardized tests only once a year and are rarely tested with teacher-created curriculum tests, the school attributes this rising trend to growing familiarity with the format and test-taking strategy. As an independent school, Nueva does not participate in the state assessment system. Given the norming of the CTP-4 and Nueva's results relative to that norm, the school clearly "meets the standard"—and exceeds it.

For information about ERB tests, please visit the website <http://www.erbtest.org/>.

2. **Using Assessment Results:**

According to the ERB, the CTP-4 is intended to provide "instructionally useful" data to teachers and administrators about fundamental academic skills, rather than specific curricular content. Nueva's teachers and administrators use it broadly for this purpose. For example, when test results suggest that the skills examined in a certain sub-test could be improved, faculty at the department or grade level, as appropriate, discuss the findings and develop strategies for modifying or adding to the curriculum. Because of Nueva's consistently strong test results, this is a rare occurrence.

Occasionally, the results of the CTP-4 test for an individual student suggest that a learning difficulty may exist. When this happens, it raises a red flag, signaling that targeted diagnostic testing is warranted. In such cases, a learning specialist or other professional will work with the student, the parents, and the faculty to make a more complete and accurate assessment and to devise a plan to offer special assistance.

It is important to understand that Nueva intentionally avoids both letter grades and over-emphasis on standardized test data for individual student evaluations. This is because the school's founder and leaders believe that the best assessment of a student's learning needs and growth in learning is an evaluation of the cumulative work done in class over the years. A growing number of colleges—backed by educational research—are also focusing on class work as a stronger predictor of ability and potential than standardized test results.

To evaluate each student's classroom work, Nueva's teachers write qualitative student assessments twice a year. These reports are comprehensive narratives of 10 to 15 pages in length, describing each student's progress in depth. Comments are included from every teacher a student sees, including math and science specialists, music and art teachers, and physical education instructors.

3. Communicating Assessment Results:

The Nueva School communicates student assessment results—including standardized test results—to parents, students, and the community through narrative reports, parent conferences, an annual community meeting, culmination events, distribution of test results, and ongoing, in-class feedback.

Educational research indicates that feedback is essential for learning. Nueva's primary—and most important—feedback system is the immediate, continuous conversation between the teacher and the student with regard to the student's daily and weekly work. The immediacy, focus, and relevance of teacher feedback, whether oral comments or written notations on student work, are central to its effectiveness. Teacher-to-student feedback is the bedrock on which all other evaluation, and hence learning, rests.

Parent-teacher conferences are a second critical tier of Nueva's evaluation process. There are two sets of formal parent-teacher conferences each year to review student performance. Parents and teachers meet more frequently if circumstances warrant. Should a student have an exceptional learning difficulty, the school may organize a Student Support Team, consisting of one or more teachers, administrators, inside or outside learning specialists, and the parents.

Written evaluations to parents and students are another facet of this second tier of evaluation. Comprehensive narrative reports of 10 to 15 pages are written twice a year for each student, including comments from each teacher a student sees. Teachers also write to parents about student performance, as needed.

When the ERB CTP-4 test results are released in January each year, Nueva provides parents with detailed analyses of their children's performance. The school also holds a community meeting to share overall school test results; a psychoeducational evaluator participates in this session to help explain how to interpret individual results. The school also holds a special staff meeting to inform faculty and staff about that year's test results.

4. Sharing Success:

The Nueva School hosts an on-site Gifted Learning Conference (GLC) every other year. The most recent GLC, held on October 15–16, 2009, attracted over 900 attendees and 72 speakers from around the United States and the world. As part of Nueva's outreach efforts, the 2009 GLC brought together accomplished educators, researchers, academicians, and futurists at the school to discuss compelling issues in 21st-century education for all kinds of students—not only gifted students—including ways to differentiate instruction in the regular classroom via curriculum development and program development in math and language arts. Presenters included David Kelley and Yves Behar, among the world's leading experts in Design Thinking, an innovative method Nueva's teachers employ for engaging a learner's most creative problem-solving. The conference featured workshops enabling educators and school administrators to observe Nueva's teachers and other master educators in action. The GLC gives Nueva an excellent forum for sharing its academic,

programmatic, and curricular successes with teachers and administrators from throughout the country and the world.

Nueva School's faculty and staff are active in national and international education networks through affiliations with the National Association of Independent Schools (NAIS), the California Association of Independent Schools, and the California Association for the Gifted. Nueva teachers attend these groups' annual conferences. In February 2010, Kim Saxe, Nueva's Innovation Lab Director, will present with George Kembel from Stanford at the NAIS annual conference. Recently, Kim presented to educators in Singapore as part of the government's focus on fostering critical and innovative thinking and worked with public school teachers in East Palo Alto and Miami.

The Nueva School disseminates news and success stories to parents, teachers, and other schools via the school's content-rich website.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Early childhood students at Nueva thrive in structured freedom. Play is the primary learning vehicle, encouraging young children to develop confidence, create, and explore deeply. PreK and K students suggest activities and determine classroom themes, teaching them to be active participants in their own education at a very early age. Students gather suggestions, discuss ideas, debate pros and cons, and come to consensus on their classroom's theme of study. Children then immerse themselves in all aspects of the theme. Students might turn the classroom into an animal habitat using various materials or write and perform plays.

First grade students devote more time to reading, spelling, and math in a structure that allows them to work at their own pace, whether at grade level or beyond. This flexibility is crucial for gifted children, who often have areas of significant strength and other areas still developing. Nueva nurtures individual strengths and areas for continued growth by tapping into students' passions and interests. Through the structured freedom of gathering resources and asking questions, students begin the lifelong process of learning how to learn.

Elementary level (grades 2–4) teachers build on the foundation laid in the early grades by providing extended opportunities for independent learning. Students play a vital role in developing the curriculum through project-based themes that last throughout the year and are encouraged to explore individual areas of interest. This thematic approach encourages students to invest in the intellectual process and develop a meaningful connection to the subject matter. Core subjects such as math, science, and language arts are incorporated into each year's theme. The year culminates with each student writing a research report and designing a final project.

With the guidance of teachers and mentors, students in grades 2–4 design their own ways to solve math problems, structure creative writing pieces, and organize individual projects. They are encouraged to reflect on their learning and consider how they will apply it to their lives. By providing students with open-ended projects, teachers help students define problems, set goals, and learn time-management techniques in an atmosphere that celebrates inquiry and collaboration. The range of abilities is addressed by using a differentiated curriculum and by fostering open communication among peers and between students and teachers.

Applying knowledge outside the classroom is at the core of Nueva's Middle School program. To offer greater challenge and increased breadth to the kind of exploratory learning fostered in earlier grades, the Middle School emphasizes a multidisciplinary, theme-based approach to learning. Through the use of source material, in-depth study, and off-campus experiences, students develop a strong sense of their academic goals. The developmental needs of our adolescents are met through a multitiered approach to Social-Emotional Learning, a key factor in the academic success of gifted students.

Off-campus experiences give students the opportunity to apply knowledge and demonstrate independence in real-world situations. During the sixth-grade study of governance, law, and U.S. history, students and teachers move the classroom to Williamsburg, Monticello, and Washington, D.C.

Beginning in 6th grade, students have the choice to study Spanish, Japanese, or Mandarin three hours each week; at the end of the eighth grade, students travel to Spain or Japan (or, starting a year from now, China) for a two-week intensive program that allows them to explore the art, history, and architecture of those countries while immersed in the language they have chosen.

Nueva is in compliance with the program's foreign language requirement.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Nueva's Lower School reading program is rich, developmentally appropriate, and differentiated to challenge a range of learners.

In PreK and K, reading is woven into Nueva's curriculum. Teachers read books aloud, and children read at their own levels to gather information and then write and perform plays. The skills of decoding and letter formation are introduced, along with reading aloud, using the library, and silent reading time. Whatever the annual theme might be—for example, animals, trees, or geography—all the Language Arts activities center on it.

In first grade, Nueva students work at their own pace. Such flexibility is crucial for gifted children, who often have areas of significant strength and others that are developing. First graders are grouped twice weekly into "Book Groups" to develop reading skills at their own levels. Spelling and handwriting are taught in these groups.

Second graders participate in Literature Club, a weekly cross-grade activity that focuses on discussions of quality literature. Reading comprehension strategies, such as visualizing and drawing inferences, are emphasized. During Reader's Workshop, teachers share a range of literary genres and hold book conferences to ensure that students' reading strategies are appropriate. Second graders also participate in a weekly poetry session.

Continuing in Lit Club and Reader's Workshop, third and fourth graders begin to engage critically with a broader variety of texts and genres, such as ancient Greek myths. They hone comprehension and critical response skills, expand vocabulary, increase reading rate, and develop an appreciation of sophisticated themes.

A reading specialist assesses K–4 students and meets regularly with those who benefit from a small-group, multisensory approach to learning.

3. Additional Curriculum Area:

Nueva's science program fosters scientific inquiry and discovery through an integrated program of physical, earth, and life sciences. The school's faculty enhances the curriculum with hands-on experimentation, computer technology, and mathematical analysis. Innovative classroom investigations encourage logical thinking and creative expression. The program incorporates interdisciplinary methods that open doors to greater complexity and real-world application. Nueva's integrated curriculum uses art projects to explore the principles of physics, literature to raise questions about scientific ethics, and field trips to observe living systems. Each experience using the scientific method emphasizes understanding nature and develops a sense of responsibility for the survival of our planet.

The fundamental philosophy behind the program perceives science as a complex cognitive activity composed of: 1) habits of mind and a set of attitudes supporting use of cognitive processes and the application of knowledge; 2) a set of processes for discovering that knowledge; and 3) a body of evolving knowledge. The science program operates through the cycle of scientific inquiry: finding a problem to examine, deciding how to test the data, designing an experiment or other method of investigation, analyzing data, drawing conclusions, and sharing learning.

Nueva's science program's goal is to prepare students for a life influenced by science, whether that includes a career in science or simply an appreciation of what science is, what it does, how scientific discoveries impact

lives and cultures, and how scientific knowledge informs public policy. Nueva seeks to develop citizens able to make informed decisions in their lives and communities.

4. Instructional Methods:

The strength of the Nueva approach is that developmental differences are valued. The school's approach nurtures the strengths of individual students and the areas where they need more help by tapping into each student's passions and interests. Respect for and understanding of children's varied learning styles and developmental rates are combined with support to help all students fulfill their potential.

One way Nueva does this is by providing students with open-ended projects, during which teachers help students define problems, set goals, and develop skills in an atmosphere that celebrates inquiry and collaboration. The range of abilities is addressed using a differentiated curriculum that fosters open communication among peers and between students and teachers.

For students whose talents and passions in specific subjects, such as math, humanities, writing, and music, are beyond what a teacher can successfully manage, the school provides independent study opportunities with subject matter specialists in grades K–8. Flexible grouping and scheduling allow for in-depth exploration and out-of-grade acceleration with such specialists.

For students who need extra support in Language Arts, the school's full-time learning specialist works with students in small groups in grades K–4. Depending on student need, the focus is on decoding, reading fluency, writing, or spelling. For students needing additional time understanding mathematical concepts, the school provides tutoring by an elementary school teacher to work with small groups during lunch and after school. This added support in critical elementary years builds self-confidence and encourages intellectual risk-taking.

In the sciences, teachers meet with students during special periods called Academies and offer topics of special interest to upper elementary and middle school students, ranging from DNA transference to robotics to Tech Challenge. Classroom science teachers extend learning through inquiry-based explorations and individual projects, thinking about each student's interests and creating assignments to tap into them.

5. Professional Development:

Nueva combines on-site professional development opportunities with off-site conferences for faculty.

Nueva's 2009 second biennial Gifted Learning Conference, held on October 15–16, 2009, attracted over 900 attendees and 72 speakers—including the leading thinkers on education—from around the United States and the world. Accomplished educators, researchers, academicians, and futurists gathered at Nueva to discuss compelling issues in 21st-century education as part of the school's ongoing outreach efforts. The conference featured workshops enabling educators and school administrators to observe Nueva's teachers and other master educators in action, along with opportunities for questions and discussion. At the same time, the invited speakers exposed Nueva's faculty—without traveling—to educational best practices based on current research, which they are now able to apply in their daily teaching.

In addition to the Gifted Learning Conference, the school nurtures the development of its creative, continuously learning faculty through generous support of opportunities to attend national conferences elsewhere. During summer 2009, Nueva sent eight teachers to Alan November's "Building Learning Communities" conference in Boston, Massachusetts. There, Nueva teachers heard from leading thinkers and practitioners in the area of instructional technology, and they returned to Nueva armed with new tools and strategies to leverage that technology to enhance teaching and learning. Every summer since 2002, teams of teachers have been sent to Confratute at the University of Connecticut, where they have learned from leading scholars and worked with teachers from around the world.

Nueva's professional development committee—composed of teachers and administrators—reviews and approves professional development proposals from faculty. This committee recently designed a scholar-practitioner program to start next year, in which a faculty member will be selected for twenty percent release time, to be used for original research that will directly benefit the school community.

6. School Leadership:

Together, The Nueva School's Board of Trustees and Executive Director Diane Rosenberg provide vision, governance, and leadership to the school. The Board comprises current parents, alumni parents, educators, professionals, and other respected members of the community. In 2004, the Board of Trustees and school administrators led an inclusive strategic planning process and approved a plan that affirmed the school's mission and vision and also addressed the need to establish new programs, expectations, and guidelines for student achievement and learning that were aligned with the school's mission.

The school executed its action plan, implementing middle school electives in the arts, introducing dance to elementary students, increasing foreign language options (Spanish and Chinese), and providing school-wide instruction in engineering and Design Thinking. New partnerships have been established, including one with Stanford's Hasso-Plattner Design Institute.

With eight years' experience in the classroom and school libraries and 10 years of full-time administrative experience, Rosenberg was appointed Executive Director in 2001. Since then, she has led the school out of both a budget deficit and a leadership crisis. She continues to direct and provide vision to the six-member Nueva administrative team, faculty, and support staff, and has been commended for her ability to lead the school in multiple initiatives while effectively managing day-to-day operations. She enjoys strong support from the board, faculty, administrative staff, parents, and students.

Since the school's founding, ideals of leadership have been transmitted to the students through an emphasis on Social-Emotional Learning. Teachers help students develop fundamental skills for life effectiveness, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These characteristics, combined with the students' intrinsic motivation and excitement about learning, create open-minded, compassionate young adults who are adept at helping others achieve—a true definition of leadership.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Independent
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$24821</u>	<u>\$24821</u>	<u>\$24821</u>	<u>\$24821</u>	<u>\$24821</u>	<u>\$25906</u>
K	1st	2nd	3rd	4th	5th
<u>\$26910</u>	<u>\$26910</u>	<u>\$26910</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 32000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2468
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
8 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
18 %

Subject: Mathematics Grade: 6 Test: CTP4
Edition/Publication Year: Fourth Edition Publisher: Educational Records Bureau
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	98	97	99	99	98
Number of students tested	43	40	32	34	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Regarding subgroup scores: Grades 4 through 8 subgroups did not meet the minimum threshold for disaggregated reporting.

