

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

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

Official School Name Randolph School (As it should appear in the official records)

School Mailing Address 1005 Drake Avenue (If address is P.O. Box, also include street address)

Huntsville AL 35802-1036 City State Zip Code+4 (9 digits total)

Tel. (256) 881-1701 Fax (256) 881-1784

Website/URL www.randolphschool.net Email ekrenson@randolphschool.net

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

(Principal's Signature) Date

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

Name of Superintendent N/A (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.

(Superintendent's Signature) N/A Date

Name of School Board President/Chairperson Mrs. Leslie Crosby (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART II – DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ 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
 Suburban
 Small city or town in a rural area
 Rural

4. 3 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	19	27	46		7			
1	22	32	54		8			
2	22	26	48		9			
3	26	27	53		10			
4	40	14	54		11			
5	32	25	57		12			
6	31	26	57		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								369

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| <u>86.9</u> % | White |
| <u>1.1</u> % | Black or African American |
| <u>1.4</u> % | Hispanic or Latino |
| <u>9.8</u> % | Asian/Pacific Islander |
| <u>.8</u> % | American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 0 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	371
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

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

Number of languages represented: 13

Specify languages: German, Urdu, Hindi, Polish, Farsi, Mandarin, Spanish, Gujarati, Taiwanese, Armenian, Indonesian, Bengali, Punjabi (A number of these are Asian students who use various languages at home but for whom English has been their social and educational language since pre-school. These students sometimes have difficulty with advanced written work in English.)

9. Students eligible for free/reduced-priced meals: 0 %
 Randolph does not participate in the federally-supported lunch program (See below.) 0 % Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Using as a basis the number of students who qualify for more than 50% financial aid, we have 7 students (1.9%) who come from low-income families.

10. Students receiving special education services: $\frac{0}{0} \%$ Total Number of Students Served
 While no students receive any special education, at least 24 receive some form of classroom accommodation.

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

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness (40 wear glasses)

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>7</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>8</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>40</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 10:1
13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	~97%	~97%	~97%	~97%	~97%
Daily teacher attendance	~98%	~98%	~98%	~96%	~98%
Teacher turnover rate	11.1%	11.4%	14.7%	30.0%	13.7%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Randolph School is an independent, coeducational K-12 college preparatory school in Huntsville, Alabama. Located on 17 acres in a suburban setting, Randolph recently acquired an additional 50 acres to build a future Upper School campus and to enable us to expand the elementary program on the current campus. Long recognized as the most outstanding independent school in North Alabama and awarded the Blue Ribbon Schools designation for its middle and upper school programs last year, Randolph attracts students from throughout the northern Alabama and southern Tennessee region.

Visitors to the campus will find students outdoors conducting science experiments in the “Learning Garden” or reenacting the Oregon Trail by adopting the persona of a pioneer, constructing a wagon, and embarking on an adventure across campus. Inside, one may find students questioning a pterodactyl about what he ate for lunch and what it was like to live in the Mesozoic era, creating *KidPix* slide shows about the rain forests, presenting autobiographies in *PowerPoint* to their classmates, or doing research on the internet in their classroom, magically transformed into a computer lab by the rolling laptop cart. French students may be cooking and serving crepes as math students create a scale model of the solar system. At Randolph, curiosity and wonder are encouraged. Our teachers believe in providing children with the tools to find answers, enabling them to become lifelong learners.

Faculty stay connected to parents, students, and each other, not only in person and by phone, but also via their own personal laptops, web syllabi, and e-mail. These connections, whether broadband or face-to-face, are an intrinsic part of the community’s desire to become partners in learning and to fulfill the school’s mission “to challenge all students to develop the knowledge, skills, and character to become self-confident, reflective, and productive adults.” In short, our mission is to prepare students for college and for life. The relationship we enjoy in our community with our students, teachers, administrators, and parents is one of mutual trust and respect. We value lifelong learning, diversity, honor, hard work, and accountability. We challenge each other to stretch our minds and talents. After a recent accreditation visit by the Southern Association of Colleges and Schools, the committee noted that Randolph students “clearly knew why they were here and were ready to learn.”

Randolph is a place where it is “cool” to be smart. Students place a high value on their academic accomplishments and consider it an honor to compete on Randolph academic teams. While the school takes pride in all academic achievements, students are encouraged to participate in community service and extracurricular activities. What makes Randolph a success is its high-quality faculty, small class size and strong relationships where students, parents, and teachers work together on shared goals. In a positive, student-centered, safe environment, children are encouraged to take risks, to ask questions, and to respect the opinions of others. Much is expected—and much is achieved.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Data (see charts at end of application)

We have submitted our test data in both NCE's for the statistician and percentiles for the educator. We test all students in grades 2, 4, and 6 every spring. Percentiles compare students nationally on a hundred point scale. While our scores have been consistently high, there are distinct differences from one group of children to the next.

In second grade, our reading scores have remained in the mid to high 80th percentiles over the past three years, while our math scores have ranged from low 80's to high 90's, and our composite performance has ranged from high 80's to low 90's. Our second grade students have not been in the Randolph program long enough (many enter in first grade) for us to draw any conclusions from this data.

At the fourth grade level, after students have had two or more years of the Randolph program, our reading scores have been consistently in the high 80th percentiles and our math scores have been in the high 80th to low 90th percentiles over the past three years. Composite performance has hovered near the 90th percentile for all three years.

In the sixth grade, we have had a steady move upward in reading since the introduction of *The Junior Great Books* program, and our math scores have also moved steadily upward since the introduction of *Everyday Mathematics*. Additionally, our composite scores have moved from 88% to 91%.

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

Randolph School uses assessment data to ensure that students are challenged to reach their highest potential. Stanford Achievement tests are used to help evaluate the effectiveness of curriculum and measure improvement when curricular changes are effected. These tests, along with teacher evaluations, help identify gifted math students for placement in accelerated classes. In sixth grade, the ERB Writing Assessment Program has been introduced to test writing proficiency. Use of technology enables students to receive immediate feedback while working at different levels; supplementary resources such as *Renaissance Learning's Accelerated Reader* and *Accelerated Math* monitor student progress. Learning style assessments guide the presentation of material in multiple modes; special-needs students receive extra help from teachers, high school volunteers, and professional tutors. At grade level meetings, teaching teams share assessment information to develop effective study plans for struggling students; discussion may include assessment of test-taking skills, work habits, and social development. Prompted by high interest in academic activities (chess, math, science, writing) and performance (arts, community service, flag team), a strong club program provides additional enrichment.

Teachers and parents are surveyed regularly to ensure that the school is achieving its mission. Yearly parent surveys provide important information regarding their satisfaction with school performance. An innovative teacher evaluation program that features peer assessment is expanding to include class evaluations from young students. Students are surveyed (Caring Community Survey; Bullying Survey) to assess their environment. Subsequent discussion among students and teachers helps identify ways to improve student life.

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

Effective communication is critical to the success of Randolph's program. Quarterly grades are accessible on-line by password, and printed copies of narrative reports are mailed home. Teachers confer formally with parents twice a year. Mid-quarter reports are mailed when students drop a letter grade; more frequent communication is provided when needed with weekly contracts, checklists, and daily progress reports. Students confer with teachers and receive regular feedback from assignments. Family and teacher home phone numbers and email addresses are distributed and updated during the year to ensure accessibility. Achievement test scores are sent home, and composite scores are published in the view book for prospective families and others.

Our Communications Director publishes the *Randolph Reporter*, a monthly newsletter mailed to parents, and informs the media about special events on campus. The school website and numerous bulletin boards around the school feature information about student activities. The Randolph magazine, published twice a year, highlights student achievements. Trustees and guests are invited to attend classes, and alumni are kept well informed. The Randolph Parent Association provides a forum for performance discussion, and parent volunteers, assisting with club and classroom activities, regularly share their observations. Students participating in Community Service Day and special events (Gaudy Day, Grandparents Day, *Lyrics Alive*) are the best communicators of their own success. Student performance in chess, math, science, and technology is reflected by successful competition in regional contests; an awards assembly at the end of the year recognizes outstanding student accomplishment in all areas.

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

Randolph's technology partnership with IBM has led to the school's inclusion in IBM laptop school promotional materials. Randolph has become a technology model for other schools. The school's website features faculty web pages, provides lesson plans and class syllabi, and even highlights a student art gallery (<http://www.randolphschool.net/academics/departments/finearts/index.html>). Randolph's teachers attend classes and workshops, always excellent opportunities for sharing. Teachers and administrators serve on visiting committees (SACS) and organize the Alabama Association of Foreign Language Teachers conference, serving 150 teachers. The school has hosted visiting schools from China, visiting faculty from area schools to observe our math, computer science, or Fine Arts program, and an annual visit of Russian educators wanting to study American education. Randolph also regularly hosts a regional elementary school math tournament. Our students compete in state and local tournaments (math, chess, science, technology) during which teachers and parents have the opportunity to talk about the school. An emphasis on community outreach has resulted in the Lowe Academy, a summer enrichment program for underprivileged children, and two Community Service Days during which students leave campus to serve at local sites (including under-funded public schools). Used books have been shipped to needy schools, and old telephone books have been collected and donated to help a public school win funds for its library. Local schools are invited to attend drama performances at Randolph, and French classes perform for a nearby pre-school. The school submits articles to academic newsletters, and the Communications Director regularly shares information with local news media.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.

Randolph’s academic program respects a child’s natural growth and development. Our curriculum is carefully structured to stimulate and challenge students at the appropriate level. Guided by a Dean of Studies and the Academic Council, the integrated curriculum ensures smooth transitions from grade to grade. The program is coordinated through two divisions in the Lower School: Lower Elementary, grades K-3, and Upper Elementary, grades 4-6. This structure allows each division to focus sharply on the intellectual, social, and emotional needs of the children. The curriculum is revisited every year to ensure that it is meeting the needs and strengths of all students. Teachers cover material outlined in the program, yet they have the flexibility to tailor their classes as needs arise. While the curriculum is continually reassessed, Randolph never loses the high level of challenging academics that shapes our student body into one that is 100 percent college bound.

The Lower School program is designed to ensure that a child’s transition from home and parents to school and teacher is rewarding, safe, and positive. Knowing that children will develop differently from one another, talented and nurturing teachers are responsive to the variations in development and styles of learning. Randolph strives to present the curriculum at the pace of each individual child. Our teachers understand that the first few years of school form a child’s life-long attitude toward learning. Early academic successes and resulting self-confidence will enrich and enhance a student’s entire education.

The K-3 classroom is homeroom-centered with small classes (there is a Board mandated cap of 16 in kindergarten and 18 throughout the rest of the school). The homeroom teacher provides instruction in reading, mathematics, language arts, social studies, and science. Laptop and desktop computers are used to reinforce the curriculum. Specialists teach music, art, computer science, library skills, physical education, and foreign language.

In grades 4-6, students begin changing classes in their core curriculum. Study skills are integrated into the material. The curriculum is designed to provide maximum exposure to a broad range of arts and disciplines to help a student begin identifying personal strengths. Starting in grades 5 and 6, honors math classes are offered to those students with exceptional talent. Language arts classes (reading and writing), math, social studies, science, foreign language, and physical education meet daily. Special subjects include art, music, and computer science. Sixth grade electives include robotics, engineering, puppetry, and media studies.

In 1999, the Lower School adopted *Everyday Mathematics* as its curriculum to shape the ways children think about mathematics and to foster the development of mathematical intuition and understanding. As a result, the students have become more confident problem solvers, demonstrating creative thinking and good math sense.

Students choose French or Spanish at the kindergarten level and continue with the same language through 6th grade. FLEX (Foreign Language Experience) programs in grades K-3 create enthusiasm for language study in general; students in daily FLES (Foreign Language in Elementary School) classes in grades 4-6 begin to develop language proficiency skills. Students participate in the national French exam, but no equivalent Spanish exam is yet available.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Randolph School's reading curriculum provides multiple challenges within a flexible framework. Aware that different children benefit from different approaches, grades K-3 use *SRA/Open Court Reading* (2000), a series which taps phonics and whole-language techniques. The program combines instruction in word recognition skills and reading comprehension strategies with opportunities to apply and practice these skills in high quality children's literature. Phonetic analysis is encouraged through directed listening and reading aloud by both student and teacher. This series highlights multicultural references while thematically integrating spelling, writing, and reading. Further integration is provided with science and social studies links. A discussion of fine arts at the end of every section broadens the students' arts exposure. Extensive resources suggest methods that appeal to a broad range of teaching styles. In all grades, *Renaissance Learning's Accelerated Reader* is used as a supplemental resource.

Junior Great Books was selected for grades 4-6 to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Engaged in a shared-inquiry method of discussion of plot and character analysis, students learn to defend their opinions through close reading and textual reference. All language arts teachers have attended The Great Books Foundation professional development workshops. In addition, each grade level reads trade books, selected to supplement character development and social studies curriculum. Independent reading is required for oral book reports. *Accelerated Reader* is used to help students develop skills needed for non-fiction reading.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission

The Visual and Performing Arts Department seeks to provide students with the knowledge, skills, vocabulary, tools, techniques and interpretive ability in art, music and drama, to pursue a lifetime of aesthetic enrichment. Randolph believes that a strong arts program is essential for students to grow intellectually, culturally and creatively. Students gain insight into their own humanity, learn to communicate through the arts, and develop an understanding of the commonality of artistic pursuits among people across time and cultures. Students attend frequent music classes (basic rhythmic, tonal, theoretical and instrumental instruction). In addition, first graders have ten, fifty-minute classes of violin instruction. World music is explored in grades 4 and 5 through African Drumming, voice, and recorder; sixth graders choose a full year of choir or band. Kindergarteners attend art class twice a week, and first through sixth graders study a full hour each week. A wide variety of two and three dimensional media and methods are introduced. Student artwork has been recognized for excellence on a national level. Children study public speaking and performance in the early grades through poetry readings and speaking parts in class presentations. Each year the Lower School Choir presents a musical, and grades 5 and 6 produce a play. After school opportunities in music include choir and two hand chime choirs and an after school art club meets twice per month.

The arts curriculum ensures that students have many opportunities to view, listen to, evaluate, perform and create. Age appropriate skills are introduced and refined each year. Connections are made to instruction in the regular classroom. The comprehensive arts offerings provide students with direction for their future artistic pursuits and appreciation of the arts.

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

Randolph teachers employ a variety of teaching methods to address the different learning styles of their students. The school's commitment to technology has facilitated the use of computers in the classroom through science on-line sites, *Accelerated Reading/Math*, PowerPoint projects, *Music ACE*, SmartBoard, games, video projection, and the online library catalog. Teachers use small group problem solving, visual demonstrations, writing workshops, and individual spelling contracts. Literature discussions focus on character and theme analysis to promote critical thinking. Flexible scheduling allows students to meet with tutors and reading specialists as needed. Annual class trips to Williamsburg, Space Camp, and the Great Smoky Mountains Institute at Tremont offer unique opportunities for experiential learning. Parents, guest instructors, and special programs (Foreign Language Culture Fair) provide enrichment. The Oregon Trail reenactment, the "Learning Garden," and full wet lab experiments in science provide hands-on learning. Life skills are taught through single-sex discussions with the school nurse and counselors and by participating in community service. After-school clubs provide an important, less formal, method of instruction. School counselors present informative sessions for parents. The librarian is an integral member of our teaching teams, arranging for visiting authors and interesting speakers to address the community on topics such as "The Importance of Reading Aloud."

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

Randolph believes that the best teachers are prolific learners. The school's professional development program is exceptional; each teacher is awarded seven paid professional in-service days for attending lectures, technology training, and curriculum planning. In-service training is focused on strengthening the learning environment. The Grisham Endowment, a fund dedicated to faculty professional development, provides up to \$2000 annually for any teacher to attend conferences and pursue graduate study, and technology training. Teachers subsequently share their experiences with other faculty. The Staff Development Office directs technology training during the year, supported by New Horizons Computer Learning Center classes donated to faculty. All teachers are trained to create web pages, post syllabi to the website, and use technology in two elementary computer centers, in classrooms with the mobile, wireless laptop carts, and on their own personal laptops, provided by the school to every teacher. Faculty members observe other schools and bring back best practices. The school supports travel and works flexibly with teachers who need special arrangements. Summer reading books, selected by faculty and provided by the school, are the focus of full-faculty discussions. When a new curriculum is introduced (*Everyday Math*, *Junior Great Books*, *Writers' Workshop* over the past five years), teachers are trained to implement the program. The school even supports personal development as it relates to improved teaching (on-campus yoga classes to manage stress). A mentoring system orients new teachers to school culture, and collegial tutoring and classroom observations help strengthen teaching skills.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): Independent (Member of SACS, NAIS, SAIS, AAIS)
(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.)

\$ <u>6940</u> K	\$ <u>6940</u> 1 st	\$ <u>6940</u> 2 nd	\$ <u>6940</u> 3 rd	\$ <u>7500</u> 4 th	\$ <u>7500</u> 5 th
\$ <u>7500</u> 6 th	\$ <u> </u> 7 th	\$ <u> </u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u> </u> Other				

2. What is the educational cost per student? \$ 9094
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 4994

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 12.4 %

Grade 2 Stanford Achievement Test

8th edition/1988

HBJ, Inc.

No groups were excluded from testing.

Scores are reported here as both NCEs and Percentiles

Scores as NCEs

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Scores	73.0	80.4	79.8
Number of students tested	50	54	54
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	71.1	75.3	73.8
Reading Comprehension	71.4	71.5	67.4
Math	69.1	78.4	80.2
Concepts of Numbers	69.7	79.4	86.7
Language	62.9	68.7	66.3
Spelling	63.3	75.6	76.0

Scores as Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Scores	86	93	92
Number of students tested	50	54	54
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	84	89	87
Reading Comprehension	85	85	80
Math	82	91	92
Concepts of Numbers	83	92	96
Language	73	81	78
Spelling	74	89	89

Grade 4 Stanford Achievement Test

8th edition/1988

HBJ, Inc.

No groups were excluded from testing.

Scores are reported here as both NCEs and Percentiles

Scores as NCEs

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Score	77.3	76.2	76.1
Number of students tested	51	51	54
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	74.1	74.5	76.3
Reading Comprehension	74.3	75.8	75.3
Mathematics	75.0	72.4	77.9
Concepts of Numbers	77.7	76.4	76.6
Language	69.7	65.2	64.5
Language Mechanics	71.1	68.1	66.0

Scores as Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Score	90	89	89
Number of students tested	51	51	54
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	87	88	89
Reading Comprehension	88	89	89
Mathematics	88	86	91
Concepts of Numbers	91	90	90
Language	83	77	75
Language Mechanics	84	81	78

Grade 6 Stanford Achievement Test

8th edition/1988

HBJ, Inc.

No groups were excluded from testing.

Scores are reported here as both NCEs and Percentiles

Scores as NCEs

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Scores	78.1	74.4	74.8
Number of students tested	66	65	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	75.7	73.9	72.4
Reading Comprehension	73.2	70.7	67.6
Mathematics	80.9	77.1	74.9
Math Applications	81.8	77.2	75.9
Language	69.7	69.1	69.0
Language Mechanics	71.2	72.6	69.1

Scores as Percentiles

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March
SCHOOL SCORES			
Total or Composite Scores	91	88	88
Number of students tested	66	65	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBTEST SCORES			
Reading	89	87	86
Reading Comprehension	87	84	80
Mathematics	93	90	88
Math Applications	94	90	88
Language	83	82	82
Language Mechanics	84	86	82