

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

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

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

School Mailing Address 5800 Sardis Road (If address is P.O. Box, also include street address)

Charlotte NC 28270-5365 City State Zip Code+4 (9 digits total)

Tel. (704) 887-6022 Fax (704) 887-7042

Website/URL www.providenceday.org Email gbratek@providenceday.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.

(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. () N/A

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 N/A

Name of School Board President/Chairperson N/A (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) N/A Date N/A

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. 18 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	40	50	90	7	49	65	114
1	44	58	102	8	61	55	116
2	52	52	104	9	N/A	N/A	N/A
3	49	54	103	10	N/A	N/A	N/A
4	60	45	105	11	N/A	N/A	N/A
5	47	60	107	12	N/A	N/A	N/A
6	65	54	119	Other-TK	18	21	39
TOTAL STUDENTS IN THE APPLYING SCHOOL							999

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 93 | % White |
| 4 | % Black or African American |
| 1 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.4%
 (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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	1005
(5)	Subtotal in row (3) divided by total in row (4)	.014
(6)	Amount in row (5) multiplied by 100	1.4

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-price meals (financial aid): 4%
40 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.

The above number of students and percentage indicate the students who qualify for and receive financial aid based on need.

10. Students receiving special education services: 0%
0 Total Number of Students Served
**Providence Day does not provide any special services. Students with specific learning disabilities as noted below are minor and may receive extended time when being tested or attend tutorial services more regularly than other students.*

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>21</u>	<u> </u>
Classroom teachers	<u>88</u>	<u>2</u>
Special resource teachers/specialists	<u>17</u>	<u>2</u>
Paraprofessionals	<u>31</u>	<u> </u>
Support staff	<u>74</u>	<u> </u>
Total number	<u>231</u>	<u>4</u>

12. Student-“classroom teacher” ratio: 1:11

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	97.6%	97.5%	96.2%	96.1%	97.2%
Daily teacher attendance	97%	96%	96%	98%	97%
Teacher turnover rate	7%	6%	7%	6%	6%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	.20%	.28 %	.58 %	0%	0%

PART III - SUMMARY

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

Providence Day School, in Charlotte, North Carolina, is a TK-8th grade co-educational school that exists to inspire in its students a passion for learning, a commitment to personal integrity, and a sense of social responsibility. Although enrollment has almost doubled in the past ten years, Providence Day has kept intact those elements at the core of the mission statement: outstanding faculty members work with students to help them maximize their potential in the classroom utilizing concrete and abstract challenges; students enrich their spirits, minds and bodies through athletic, artistic, and extracurricular offerings; parents, faculty and students express compassion for others in the local and global communities through abundant opportunities for community service; and advisory groups and an honor council in the middle school that fosters respect for self and others.

Just as a home is more than a house, a school of excellence is more than an institution for learning. Providence Day School is a place where dreams are inter-woven with strands of knowledge, where life lessons are as much a part of the curriculum as math and language, where seeds of respect for self and others are sown, and where a child's awareness of his or her place in, and responsibility to, the local and global community is nurtured. High standards in all areas, academically and morally, form the backbone of this unpretentious excellence that is synonymous with Providence Day School.

On any given day a visitor to the school could see any of the following taking place: a math teacher tutoring students around a table in the early morning hours, a group of students shooting their bottle rockets on the football field, a girl playing the harp for a student assembly, a librarian enthusiastically helping a student search on-line data bases for sources on a topic relating to US History, students painting a two-level set for the fall play, a teacher working with his class as they prepare I-movie presentations, etc.

Statistically, Providence Day ranks with the very best of schools in the US. The school has been recognized by the US Department of Education as a School of Excellence, the National Council of Teachers of English as a Center for Excellence in the teaching of writing, and "Working Mother" magazine as having one of the top ten after school programs in the nation. Our staff and faculty come to us with wonderful backgrounds and experiences including being a professional musician, an author of children's literature, international educator, former NFL and professional baseball players, Teacher of the Year recognition and much more.

Providence Day School centers all goals and efforts on the comprehensive development of the student, and students recognize they are preparing for a future of leadership and responsibility. Lasting friendships and personal bonds between students and faculty result from a strong commitment shared by everyone in the school family to help students continue to experience success, grow and achieve.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV, #2. Providence Day School utilizes several different assessments. Each year students in grades 2-8 take the Comprehensive Testing Program standardized evaluation, which measures both aptitude, and grade level achievement. The test compares verbal and quantitative aptitude with specific achievement feedback in the following areas: word analysis, listening skills, reading comprehension, vocabulary, writing process, writing mechanics, math, algebra and geometry (depending on the grade level and student placement). Counselors and others may use that data, along with classroom observations, to monitor individual student progress. Because the test is given yearly, it is possible to monitor a student over several years. In addition to individual student reports, the school receives administrative summaries that allow teachers and administrators to track specific curriculum issues based on the ETS assessment of what is most likely taught at different grade levels. Because we teach an “advanced” curriculum at PDS, we rarely have a need to make curriculum adjustments based on ERB data. Using the administrative data the school is also able to compare its overall median scores with the general independent school median scores. A combination of standardized test scores (ERB and TIP) as well as classroom achievement is used to assist with class placement. Some departments in middle school have developed their own assessment tests to measure certain skills and knowledge such as the “Middle School Science Assessment Test”.

At PDS we believe it is important to use the quantifiable data to help us understand the individual student. Test scores can provide insight into many aspects of a student’s performance: developmental readiness, willingness to work hard, and eagerness to take risks and try new things.

Part IV, #3. Written reports of classroom achievement are sent to parents at the end of each marking period (9 weeks) and at other times throughout the year depending on the division. Middle School sends narrative mid-quarter reports and progress alerts. In Lower School, parent conferences are held at the end of first and third quarters. Teachers, advisors, division heads and counselors have frequent contact with parents by telephone and notes at the beginning of each school year, and throughout the year. Graded classroom work is sent home on a regular basis. Individual student feedback is reported to parents with scores based on normative samples for the National and Independent School populations so that parents more accurately understand the specific challenges offered in a school like Providence Day. The Educational Testing Service (ETS) generated narrative reports are given to the parents. Conferences including guidance counselors, administrators and/or teachers are held with parents as needed.

Student performance in various areas is also shared with the school community in printed admissions materials, the school profile, the school newspaper, newsletters, and magazines and at Parent Association meetings. Maintaining open and frequent communication is an important part of Providence Day’s core values.

Part IV, #4. Providence Day School encourages its teachers and administrators to share its successes by presenting at local, state, and regional professional meetings, conventions and workshops. Teachers also make professional development presentations at each faculty meeting. For example, last year teachers demonstrated how they were using technology in their classrooms to enhance the teaching/learning process and the year before teachers across all divisions demonstrated how they were using “writing” as a tool to teach students to think. A number of teachers have had articles published in professional teaching journals and have served on self-study evaluation teams for other schools. As more teachers begin to use the World Wide Web to post syllabi and other course related information, their methodology becomes available to other teachers in a more anonymous way. Each year teachers from other schools visit our campus to view and discuss programs we have in place.

Providence Day School encourages and requires teachers to take advantage of professional development opportunities where they are placed in environments to network with other professionals.

PART V – CURRICULUM AND INSTRUCTION

Part V, #1

Providence Day provides a strong college preparatory education that guides growth through an appreciation for aesthetic, cultural and moral values. All Lower School students take language arts (reading, spelling, vocabulary, grammar and writing), mathematics, science and social studies. Starting in kindergarten, they participate in a foreign language program, which includes the study of both French and Spanish and their culture for all students. Students also receive instruction in music, art, physical education, library and technology each week. Special resource teachers in mathematics, science, and writing work with the students and teachers to enrich the curriculum and assist teachers with differentiation.

Beginning in the Middle School, students are encouraged to begin developing a fluency in at least one of four modern languages: French, German, Spanish and Mandarin Chinese. Latin is also available. Students in mathematics are tracked as early as grade 6 with some students finishing Advanced Placement Calculus in the tenth grade. In the Middle School all students take English, physical education, math, science, history and a foreign language, and mastery of study skills is incorporated into each discipline. Students also take art, music, theater, physical education, speech and technology classes throughout the middle school years.

Writing is used as a tool to teach students to “think” and is incorporated throughout ***all*** the academic disciplines. Teachers have also been educated on how to create a classroom climate that fosters and encourages student thinking.

While the curriculum is sequential and aspects of it change from division to division, there are some areas of commonality. Writing is taught as a process and takes place across the curriculum. Students work in writing groups starting at an early age and go through multiple revisions of their papers before they are graded. Writing is used as a tool to encourage students to think. Students learn to be good problem solvers and are encouraged to take risks without fearing failure. Throughout the years we have emphasized and incorporated in the curriculum the need for creating a classroom climate for success, understanding and teaching to multiple intelligences, helping students develop the characteristics of intelligent behavior, the use of technology to enhance the teaching/learning process, and the emphasis on teaching students to think (an objective which is as significant as any body of material in a content area).

In more recent years there has been a concerted effort to include issues relating to diversity in the curriculum as well as making sure our concern for giving students a perspective that is global.

State and national standards, as determined by professional organizations such as NCTM, NAST, NCTE and others, serve as guidelines in our quest to provide a rich, challenging, and meaningful curriculum. Yearly reviews of the curriculum by the Grade Level Coordinators and the Academic Council use standardized test scores such as ERB and TIP to allow us to monitor the success of our students and make curriculum changes when needed.

Part V, #2

Elementary Schools – Lower School (Transitional Kindergarten –Grade 5)

In the Lower School the Transitional Kindergarten program is language based and uses multiple strategies in whole group language experiences, read aloud discussions, dramatic play, the Letter People and many teacher made center activities. Kindergarten uses the letter books for phonics instruction, letter recognition, blending, word families, whole language and group activities, center activities and a variety of leveled readers. Grades 1-4 use a basal instructional format coupled with a novel approach to teaching reading. This combination provides a balanced program supplemented with additional reading materials

to boost skills. It also allows for differentiation in the approach to teaching reading and provides a well-rounded experience with literacy overall. Fifth grade uses a novel approach to the teaching of reading as well as a focus on reading in the content area as these students prepare for middle school.

The librarians for grades 3-5 offer reading clubs throughout the year. Monthly meetings are held during the lunch periods. Also, nightly reading (10-20 minutes minimum) is required, monitored by parents, in all Lower School grades.

Additional efforts to enhance and promote reading include:

- summer reading assignments for the entire Lower School faculty and staff followed by formal and information discussions in and out of classes throughout the year
- summer reading lists for each grade level sent home with students
- encouraging students with processing difficulties to use audio tapes, engage in “buddy” reading, etc.
- a summer reading course to help students improve their comprehension and speed.

Secondary Schools-Middle School (Grades 6-8)

In Middle School, English teachers assign varied writing tasks to help students learn to organize, clarify, support and express their ideas. The emphasis on teaching writing as a process has been central to the English curriculum in grades K-8 for twenty years. Composition focuses on the arguable thesis; writing seminar on learning to revise effectively. Grammar and mechanics are taught in each Middle School English class.

The skills of close, active reading (glossing the text, questioning as one reads, drawing conclusions from observations, and making evaluative judgments) are emphasized in literature study in grades 6-8.

Attempts to promote reading include:

- middle school students who return to school prepared to give book talks to their classes;
- student to student reading recommendations posted on the web;
- summer reading assignments to the entire Middle School faculty and staff followed by formal and information discussions in and out of classes;
- encouraging students (not a large number are in this category) with processing difficulties to use audio tapes;
- a summer reading course to help students improve their comprehension and speed.

Part V, #3

The mathematics curriculum illustrates one of the basic goals contained in the mission statement of PDS: “to inspire... a passion for learning.” As students move through the curriculum, each student is encouraged to take courses at a level, which challenges him or her. Students are held responsible for their own learning, but they always have access to a supportive faculty who derive excitement not only from their subject matter but also from guiding their students to understanding and success. Students are challenged to develop creative and original problem solving strategies and to be good risk takers in tackling unfamiliar problems, using solid algebraic skills and integration of concepts. Students at all grade levels, and of all levels of mathematical ability, have shown consistent improvements in standardized test scores on ERB and TIP tests.

The behavioral objectives set for all students in mathematics foster intelligent behavior in and out of the classroom. They include but are not limited to:

- Estimating answers before beginning a problem
- Sustaining efforts in developing problem solving strategies

- Taking intellectual risks
- Having a rationale for all computations
- Taking multiple approaches to a problem
- Working together with other students to find solutions
- Learning from their own mistakes
- Asking “what if?” questions in interpreting data
- Thinking carefully and articulating that thought with precision
- Listening carefully
- Applying mathematical concepts to real world problems

Part V, #4

Student Collaboration—Groups discuss ideas (including on-line discussions), solve problems, and respond to each other as writers. Students also participate in team learning projects, class critiques and group presentations.

Team Teaching – inter- and intra-departmental

Hands On Learning – class and grade level trips, lab practicals in mathematics and science, graphing calculator, data collection (surveys and experiments), observations in science and social science

Simulations – games and role plays

Writing – essays, journal writing, research-based assignments, creative assignments, lab reports, problem-solving essays. All Middle School examinations include writing components. Students use writing as a tool for learning.

Teacher Lectures –frequently enhanced with technological supplements such as slides, videos, CD-ROMs, Power Point and Smart Boards.

Alternate Forms of Assessment – essays, projects, complex problem solving, long term assignments in lieu of examinations, problems that go beyond course requirements

Technology – Web Assign, data acquisition and analysis, computer web pages, software applications

Student Centered Class Discussions – guided by the teacher or led by a student focus not only on content but also on using discussion as a tool for learning

Research – research tasks are assigned across the curriculum; students use library resources, the Internet, and field interviews.

Part V, #5

All professional development opportunities, including the teacher-designed Professional Development System, are based on the belief that the best teachers are those who are passionate about learning in and out of the classroom. In short, an inspired teacher creates inspired learners. Although this correlation is difficult to measure quantitatively, we are convinced that our students’ high achievement is directly linked to their teachers’ excitement and enthusiasm for them and for their subject matter. We recognize that different teachers need varying learning experiences to develop as professionals, and we try to meet their needs as individuals. Every year teachers set goals, are observed in the classroom, collect student feedback, and reflect on their development by maintaining records of their professional development activities over time. Special attention is paid to teachers new to the profession and to the school. In addition, on-site workshops and lectures, by outside experts and by our own faculty, provide up-to-date intelligence on topics such as child development, curriculum design, and instruction. Teachers also attend conferences and workshops on local, state and national levels at the school’s expense. Each year a small number of grants are given to teachers so that they may “pursue a dream” allowing them to bring new and exciting perspectives and insights back to the classroom.

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): National Association of Independent Schools *

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes X

No _____

*Also: *Southern Association of Independent Schools, NC Association of Independent Schools, Southern Association of Colleges and School*

Part II - Demographics

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

\$ <u>9,330</u>	\$ <u>11,114</u>	\$ <u>11,114</u>	\$ <u>11,114</u>	\$ <u>11,114</u>	\$ <u>11,114</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>12,396</u>	\$ <u>12,396</u>	\$ <u>12,396</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>0</u>	\$ <u>TK-8,260</u>				
12 th	Other				

2. What is the educational cost per student? \$12,637.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$7,664.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 2 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	95%	92%	91%		
Number of students tested	105	104	105		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	327.4	325.7	325.3		
STANDARD DEVIATIONS					
Total Standard Deviation	12.1	10.1	12.9		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 2 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	98%	97%	97%		
Number of students tested	105	104	105		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	287.8	289.1	287.8		
STANDARD DEVIATIONS					
Total Standard Deviation	15.9	15.2	16.5		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 3 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	96%	93%	96%		
Number of students tested	106	103	104		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	341.0	337.1	339.3		
STANDARD DEVIATIONS					
Total Standard Deviation	11.9	12.0	13.6		

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

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

Grade 3 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	99%	97%	98%		
Number of students tested	106	103	104		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	315.2	307.0	308.4		
STANDARD DEVIATIONS					
Total Standard Deviation	17.3	17.6	17.9		

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

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

Grade 4 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	93%	94%	92%		
Number of students tested	109	103	102		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	344.4	348.3	343.5		
STANDARD DEVIATIONS					
Total Standard Deviation	15.5	14.1	14.6		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 4 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	95%	95%	91%		
Number of students tested	106	103	102		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	319.6	321.9	317.1		
STANDARD DEVIATIONS					
Total Standard Deviation	21.7	19.1	16.7		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 5 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	94%	92%	93%		
Number of students tested	108	100	105		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	356.7	352.6	354.2		
STANDARD DEVIATIONS					
Total Standard Deviation	17.8	15.4	16.0		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 5 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	96%	96%	93%		
Number of students tested	108	100	105		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	340.4	340.8	337.4		
STANDARD DEVIATIONS					
Total Standard Deviation	22.0	19.6	21.8		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 6 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4 /02	5/01	5/00		
SCHOOL SCORES					
Total Score	93%	93%	91%		
Number of students tested	117	112	112		
Percent of total students tested	98%	98%	99%		
Number of students excluded	3	2	1		
Percent of students excluded	2%	2%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	360.0	360.1	357.3		
STANDARD DEVIATIONS					
Total Standard Deviation	16.3	15.8	15.3		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 6 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4/02	5/01	5/00		
SCHOOL SCORES					
Total Score	96%	97%	94%		
Number of students tested	117	112	112		
Percent of total students tested	98%	98%	99%		
Number of students excluded	3	2	1		
Percent of students excluded	2%	2%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	358.8	362.8	354.9		
STANDARD DEVIATIONS					
Total Standard Deviation	22.4	25.2	22.8		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 7 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4 /02	5/01	5/00		
SCHOOL SCORES					
Total Score	92%	93%	92%		
Number of students tested	120	117	103		
Percent of total students tested	100%	98%	96%		
Number of students excluded	0	2	4		
Percent of students excluded	0%	2%	4%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	364.0	365	363		
STANDARD DEVIATIONS					
Total Standard Deviation	16.5	17.5	15.5		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 7 Test CTPIII (Comprehensive Testing Program)
 Edition/publication year 3rd Ed./1993 Publisher Educational Records Bureau
 What groups were excluded from testing? Why, and how were they assessed? None

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4 /02	5/01	5/00		
SCHOOL SCORES					
Total Score	92%	93%	98%		
Number of students tested	120	117	103		
Percent of total students tested	100%	98%	96%		
Number of students excluded	0	2	4		
Percent of students excluded	0%	2%	4%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	376	365.7	374.2		
STANDARD DEVIATIONS					
Total Standard Deviation	24.4	17.5	24.5		

**SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

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

Grade 8 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Edition/1993 Publisher Educational Records Bureau

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

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

Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4 /02	5/01	5/00		
SCHOOL SCORES					
Total Score	96%	95%	96%		
Number of students tested	116	114	112		
Percent of total students tested	100%	96%	99%		
Number of students excluded	0	5	1		
Percent of students excluded	0%	4%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	370.5	368.1	371.2		
STANDARD DEVIATIONS					
Total Standard Deviation	17.1	12.7	16.9		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 8 Test CTPIII (Comprehensive Testing Program)

Edition/publication year 3rd Edition/1993 Publisher Educational Records Bureau

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

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

Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	4 /02	5/01	5/00		
SCHOOL SCORES					
Total Score	99%	99%	99%		
Number of students tested	116	114	112		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0%	0%	1%		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	393	385.7	396.1		
STANDARD DEVIATIONS					
Total Standard Deviation	27.0	14.0	14.0		