

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

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

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

School Mailing Address 45 Chatham Street
(If address is P.O. Box, also include street address)

Chatham NJ 07928-2310
City State Zip Code+4 (9 digits total)

Tel. (973) 635-4623 Fax (973) 635-2311

Website/URL www.st-pats.org Email spschatham@aol.com

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

(Principal's Signature) Date _____

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

Name of Superintendent Mr. Frank A. Petruccelli, Ed.S.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Paterson Tel. (973) 777-8818

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) Date _____

Name of School Board President/Chairperson Reverend Monsignor A. Ronald Amandolare
(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 I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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. **4 yrs.** 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	22	28	50	7	16	26	42
1	26	22	48	8	20	21	41
2	22	21	43	9			
3	13	27	40	10			
4	23	22	45	11			
5	22	15	37	12			
6	17	22	40	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							385

6. Racial/ethnic composition of the students in the school: 95 % White
.3 % Black or African American
1.8 % Hispanic or Latino
2.9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2.5 %

(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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	355
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5

8. Limited English Proficient students in the school: .5 %
2 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: .2 %
1 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.

10. Students receiving special education services: 4.4 %
17 Total Number of Students Served

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>17</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>1</u>	<u> </u>
Classroom teachers	<u>23</u>	<u>4</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>37</u>	<u>7</u>

12. Student-“classroom teacher” ratio: 14:1

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	<u>95.6%</u>	<u>95.53%</u>	<u>95.6%</u>	<u>96.97%</u>	<u>96.0%</u>
Daily teacher attendance	<u>98.2%</u>	<u>98.15%</u>	<u>97.06%</u>	<u>97.8%</u>	<u>97.71%</u>
Teacher turnover rate	<u>7.7%</u>	<u>15.4%</u>	<u>28%</u>	<u>33.3%</u>	<u>21.7%</u>
Student dropout rate					
Student drop-off rate					

AVERAGES

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

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.

Saint Patrick School, grades Pre-K to 8, in Chatham, New Jersey is supported by Saint Patrick Parish in the Diocese of Paterson and dedicated to the formation of Catholics who, by their faith commitment and their involvement in the school community, will create an educational environment permeated with the Gospel message of love, hope, and service to all. Through education, the school strives to enable its students to assimilate the knowledge, attitudes, and values that prepare them to take their place as active members of society, while witnessing to this message. Through its clergy, faculty, and staff, St. Patrick School is committed to educating the whole child to achieve his or her unique potential spiritually, morally, emotionally, intellectually, physically, and culturally.

The development of the intellectual potential and the encouragement of high intellectual performance in each individual child at all grade levels is central to the school's academic program. A challenging program of academic instruction from K to grade 8 with early acquisition of basic skills and progression to analysis of literature, advanced math, Latin, research, and scientific inquiry. The teacher expresses respect and responsibility for each child in the school community and partners with parents to develop each student's proficiency.

Striving for a faith atmosphere, the staff provides opportunities for thoughtful self-examination and self-expression and for the sensitive sharing of experiences that validate the child's real worth and perception of self-worth. Students and staff are loved, encouraged, and believe that they can achieve. Varied methodologies are employed in an attempt to reach each child at his/her own level and provide satisfactory and positive learning experiences. Within the secure atmosphere of the school, students are encouraged to develop good judgment and decision-making skills appropriate to their age. St. Patrick School promotes an appreciation and understanding of all persons regardless of social, cultural, or religious heritage. We ensure the child's physical well-being and development and emphasize a love and respect for self and all life.

Parents are involved in the school through the St. Patrick School Home and School Association, which promotes the ideals of Catholic education and fosters the mutual educational responsibility of administration, faculty, and parents; the Education Council which advises on school policy that

is approved by the pastor and implemented by the principal; the Athletic Association, which coordinates the school athletic programs. Tuition for Parishioners is a “Fair Share Policy”, based on family income and the number of children in the school, and creates a system of subsidy. The school and the parents collaborate on many levels for the benefit of the students.

The school’s mission states: “We, the clergy, faculty, staff, students, and families of St. Patrick School subscribe to the ongoing building and living of a faith community—not only as a concept to be taught, but as a reality to be lived.” Through mutual trust, respect, and cooperation, St. Patrick School has provided its students with a Catholic community of academic excellence since 1872 and maintains accreditation by the Middle States Association.

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PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

St. Patrick School participates in the Diocese of Paterson Standardized Testing Program and administers Terra Nova, The Second Edition, published by CTB McGraw-Hill. In November of 2002, the eighth graders took the Terra Nova, Cooperative Admissions Examination. This test measures reading, language arts, and mathematics, as well as cognitive ability. In March of 2002, grade 2 took the Complete Battery Plus. This test measures reading, language, arts, mathematics, science, and social studies. Vocabulary, language mechanics, math computation, spelling, and word analysis are included. Grade 3 took the Complete Battery Plus and the In View. The In View measures cognitive ability and provides a nonverbal, verbal, and total score. The subtests consist of sequences, analogies, quantitative reasoning, verbal reasoning—words, and verbal reasoning—context. Grades 4 and 7 took the In View and the Multiple Assessments. The Multiple Assessments measures reading, language arts, mathematics, science, and social studies. This test allows the students to produce their own response to questions in every subject area, as well as to select responses to questions. Grades 5 and 6 took

the Complete Battery Plus and the In View. Grade 8 took the Complete Battery. This test measures reading, language arts, mathematics, science, and social studies.

In March of 2000 and 2001, students took the first edition of Terra Nova with the Test of Cognitive Skills/2. Students in grades 2 to 7 took the Complete Battery Plus, and students in grade 8 took the Multiple Assessments.

Since the school ethnic/racial or socioeconomic groups are not statistically significant, the data was not disaggregated. Students who are classified with a specific learning disability take the same tests, but their scores are not computed into the statistical data for their class. Because the numbers are so small, there is no statistical data for these groups.

All percentiles stated on the tables at the end of this application reflect the Median National Percentile for grades 2 to 8 in the subject areas of reading, language arts, and mathematics.

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For Public and Private Schools

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

St. Patrick School uses assessment data to evaluate the areas of strength and weakness in the school's program areas. Students in grades 2 to 8 are assessed annually using the Terra Nova Standardized Achievement Test, The Second Edition, and the In View Test of Scholastic Ability. The school uses the assessment data to improve school performance by analyzing the grade level scores and reports to determine subject area achievement. Then a yearly plan is developed to address subject areas of relative weakness and submitted to the Diocesan School Office.

The school uses the assessment data to improve individual performance by utilizing the information from the objectives mastery reports. Because the tests are administered in March, the first step is to eliminate those objectives that have not yet been taught. Then the teacher uses the class report on mastery of objectives to remediate areas of non-mastery for the majority of the class. The teacher uses the individual reports on mastery of objectives to remediate non-mastered objectives for individual students. Teachers give extra help to students both during and after school hours. In addition, the grade level comparison between anticipated and achieved scores is used to measure the effectiveness of teaching and learning.

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

St. Patrick School communicates student performance in a variety of ways to students and parents. Teachers evaluate students through quizzes, tests, projects, classroom activities, and homework. Students are given individual grades and/or feedback on their level of attainment. Assessments are sent home to the parents periodically. Parents receive progress reports at the middle of the marking period and report cards at the end of the marking period. A formal parent/teacher conference is held in November, but conferences may take place at any time through the year at the request of the parent or teacher. Teachers and parents are also in

touch about student progress through writing and the telephone. The honor roll is published within the school community and in the local communities.

Standardized testing results are sent home to the parents with a letter of explanation from the principal. Teachers are in contact with parents if clarification is needed or concerns arise. Standardized testing results are communicated to the sponsoring parish through the Parish Bulletin. Standardized testing results for each grade level tested are published in the Annual Report that is printed and distributed to the school community and to those who are interested.

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

St. Patrick School will share its successes with other schools through the following ways. The assistant superintendents for elementary schools from the School Office observe and evaluate every school in the diocese and propose methods of improvement. Their recommendations are not only based on educational research, but also on the best educational practices they observe. Our successes could be shared with other schools in this way. The school collaborates with the Diocesan Schools Office and other Catholic schools in the area. Roundtables and workshops are held among schools. These could be the basis for imparting the philosophy underlying the curriculum, the learning environment, and the outcomes, design, delivery, and assessment of instruction that contribute to achievement. The principals of every school meet on a monthly basis and share successes and other important information. The principal or other teachers would also hold workshops in other schools to impart particular methods and skills necessary for high achievement.

The teachers and administration of St. Patrick School are committed to its vision of service to all. Sharing our own talents with others is an integral part of our Catholic faith, so it would be natural for us to share our successes with other schools.

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PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The curriculum is designed to develop, implement, and reinforce the values, attitudes, knowledge, and skills necessary for the students' spiritual, moral, intellectual, academic, social, emotional, and physical growth. The School follows the Paterson Diocesan Curriculum Guidelines that are based on the National Standards and New Jersey Core Curriculum Content Standards. Curriculum is implemented by the dedicated faculty who are fully qualified and skilled professional educators.

Major subjects include religion, reading, language arts, mathematics, social studies, and science. A religious education program develops the child's spiritual life through scripture, Catholic doctrine, Christian values, daily prayer, weekly liturgy, and outreach activities. The language arts curriculum is centered on communication through listening, speaking, writing,

and reading. In mathematics, students learn concepts in areas such as geometry, algebra, measurement, statistics, number operations, functions, and problem solving. Social studies encompasses citizenship, economics, politics, history, geography, natural resources, culture, and sociology. Science incorporates life—plant, animal, and health; physical—matter, simple machines, energy, forces, chemistry; earth—land, water, solar system, and environmental studies.

In order to ensure the attainment of high standards by every student, a full time teacher staffs a learning center for specialized, remedial help to students and an in-class support teacher assists sixth grade students in math. Students, who qualify, participate in basic skills, special services, and speech programs provided by the state of New Jersey. A media center, staffed full time by a technology coordinator and librarian, is available for use by all students for class activities and projects.

Twice a week instruction occurs in Spanish for grades Pre-K to 5 and Latin for grades 6 to 8. Students in the lower grades learn Spanish through conversation that is supplemented by books in grades 4 and 5. The Latin curriculum consists of grammar, vocabulary, translation, speaking, and writing. Weekly instruction occurs in computer, art, music, physical education, and library. Additional programs include: Christian service, health, life skills, family life, drug prevention, A.I.D.S. awareness, and band.

The curriculum is further expanded through student activities that include class trips, retreats, assembly programs, roller skating parties, Christmas and Spring Concerts, Halloween and Christmas Fairs, Catholic Schools Week, Spirit Events, Field Day, and the Eighth Grade Dinner Dance and Baccalaureate for graduates and their parents. The school program of Christian service includes: Christmas-in-a-Box, Adopt a Grandparent, St. Jude's Math-A-Thon, Lenten Scholarship Project, food collections, and Big Buddies. As part of our citizen program, our school supports community fundraising efforts. Extracurricular activities include Student Council, Forensics, Builders Club, Honor Society, yearbook, drama, basketball, volleyball, track, softball, and cheerleading.

In all curricular areas, students are challenged to attain high standards based on significant, national, state, and local standards. Students are stimulated by a variety of real life experience and significant learning to achieve the curriculum standards at or above their grade level. Through mutual cooperation, teachers and parents assist students to realize a high intellectual performance and reach proficiency in all subjects. The state of New Jersey sets high standards for all students.

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

On every grade level, students are exposed to high quality literature and a variety of reading genres. The reading curriculum begins in the pre-school with a reading readiness program that includes print concepts, sound symbol relationships, language acquisition, and listening comprehension. In kindergarten, students continue with this program and add phonics, sight word recognition and word families. Students in grades one and two continue with all of these skills and add reading fluency and comprehension. Students are given the necessary support so they become proficient in reading by grade three. In grades four through eight, students focus on reading for higher levels of comprehension, reading in the content areas, and

vocabulary development. By grades seven and eight, students are reading and analyzing adult level novels, while continuing to build skill in reading.

By utilizing educational research and practices, the school combines that which has been traditionally successful with new methodology. Our school employs teaching strategies that will meet intended outcomes and individualizes the delivery of instruction when necessary. Students read trade books and are assigned outside reading, as well as summer reading. The teachers and administration continually seek out ways to improve the reading curriculum of St. Patrick School and to meet the needs of our students.

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(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

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.

Central to the mission of St. Patrick School is the curriculum area of religion. The school follows curriculum guidelines of the Diocese of Paterson, based on the Catechism of the Catholic Church and the National Directory of Catechesis. Religion, as a subject, begins in pre-K and K with the love of God and the creation of people and the world around us. First and second graders focus on the sacraments, Baptism, Reconciliation, and Eucharist. Third, fourth, and fifth graders focus on the kingdom of God, the commandments, and the sacramental life of the Catholic Church. In sixth and seventh grades, students focus on the Hebrew and Christian Scriptures, while the eighth graders focus on Church history and morality.

In keeping with our mission, the teaching of religion is more than just knowledge of the traditions of the Catholic Church. It involves spiritual development through prayer, liturgy, and scripture. We challenge our students to give witness to the Gospel through their commitment of love to all and of service to those in need. We encourage them to fulfill their mission in life by enhancing their God given talents through study and become good citizens through character education. In these ways we build a faith community that permeates every curriculum area and the school environment.

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

St. Patrick School uses a variety of proven instructional methods to improve student learning. Enduring understandings that are lasting and worthwhile are determined in the planning of instructional outcomes. The critical thinking skills of knowledge, comprehension, application, analysis, synthesis, and evaluation are also considered when writing outcomes. The multiple intelligences are utilized in the design of instruction that takes into account the whole child. Teachers model on the Master Teacher, Jesus, who started with the learners' context, allowed learners to discover the truth, took into account teachable moments, and provided learners with the opportunity to practice. Learning styles are taken into consideration when the

teacher delivers instruction. The faculty, using research on the brain and learning, creates an enriched learning environment for every student.

Technology is integrated into the curriculum through the use of subject area software, the Internet, and software for visuals, publishing, and presentation. Students participate in theme-based projects. Students become proficient in the basic skills through practice and drills. Phonics, spelling, and vocabulary workbooks are used to help students attain skill in reading. Math facts are reinforced and reviewed in order to enable students to advance in complex math concepts. Students also acquire study and organizational skills through the use of research, inquiry, graphic organizers, note cards, outlines, note taking, long-range assignments, and planners.

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

The School Office of the Diocese of Paterson creates a Professional Improvement Plan, approved by the state of New Jersey. The School Office offers workshops to teachers and is registered with New Jersey as a provider. The Diocese of Paterson offers a substantial scholarship to full time Catholic school teachers for graduate work and Catholic Colleges in the area offer tuition reduction to Catholic school teachers. Our teachers take advantage of both programs.

Each faculty member of St. Patrick School writes a Professional Development Plan that requires 20 hours of professional development yearly. In-service can be offered by the school, because our school is registered with New Jersey as a provider of professional development. Money is budgeted for professional development, and the school participates in federal grants that provide professional development for teachers. The school is a member and founder of a consortium that is sponsored by the County College of Morris and supplies professional development to our faculty. The school also subsidizes teachers to attend the annual National Catholic Education Association Convention.

Because our teachers and administrator remain current with educational research, our students reap the benefit from their knowledge. The faculty is able to design and deliver lessons that are tailored to student needs and improve student achievement.

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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): St. Patrick Parish

(Give primary religious or independent association only)

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

Yes _____

No _____

Part II - Demographics

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

OUT OF PARISH TUITION FOR 2001-2002

$\frac{\$4115}{K}$ $\frac{\$4115}{1^{st}}$ $\frac{\$4115}{2^{nd}}$ $\frac{\$4115}{3^{rd}}$ $\frac{\$4115}{4^{th}}$ $\frac{\$4115}{5^{th}}$
 $\frac{\$4115}{6^{th}}$ $\frac{\$4115}{7^{th}}$ $\frac{\$4115}{8^{th}}$ \$_____ \$_____ \$_____
 \$_____ \$_____
 12th Other

IN PARISH TUITION FOR 2001-2002

Income	No. of Children	Tuition
<\$30,000	1	\$1,246
	2	2,053
	3	2,531
\$30,000 - 39,999	1	1,526
	2	2,541
	3	3,189
\$40,000 - 49,999	1	1,893
	2	3,156
	3	3,995
\$50,000 - 59,999	1	2,335
	2	3,868
	3	4,916
\$60,000 - 74,999	1	2,631
	2	4,368
	3	5,621
\$75,000 - 89,999	1	2,805
	2	4,681
	3	6,008
\$90,000 - 109,999	1	3,168
	2	5,172
	3	6,582
\$110,000 - 124,999	1	3,557
	2	5,583
	3	7,056
\$125,000 - 149,999	1	3,936
	2	6,119
	3	8,313
\$150,000 - 174,999	1	4,290
	2	6,857
	3	9,492
>\$175,000	1	4,664
	2	7,488
	3	\$10,137

- | | |
|--|----------------------|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | \$4,142.84 |
| 3. What is the average financial aid per student? | \$1,106.71 |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>21.1</u> % |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction? | <u>79</u> % |

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES	2nd Ed.	2nd Ed.				
Total Score	84.8	85.0	82.5	91.1		
Number of students tested	42	25	18	40		
Percent of total students tested	100%	100%	100%	97.6%		
Number of students excluded	0	0	0	1		
Percent of students excluded	0	0	0	2.4%		
SUBGROUP SCORES						
1. _____ (specify subgroup)	NA	NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES	2nd Ed.	2nd Ed.				
Total Score	88.5	89.0	92.3	89.5		
Number of students tested	42	25	18	40		
Percent of total students tested	100%	100%	100%	97.6%		
Number of students excluded	0	0	0	1		
Percent of students excluded	0	0	0	2.4%		
SUBGROUP SCORES						
1. _____ (specify subgroup)	NA	NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES	2nd Ed.	2nd Ed.				
Total Score	86.0	89.0	88.0	88.0		
Number of students tested	42	25	18	40		
Percent of total students tested	100%	100%	100%	97.6%		
Number of students excluded	0	0	0	1		
Percent of students excluded	0	0	0	2.4%		
SUBGROUP SCORES						
1. _____ (specify subgroup)	NA	NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		84.0	91.5	83.0		
Number of students tested		41	24	17		
Percent of total students tested		97.6%	100%	100%		
Number of students excluded		1	0	0		
Percent of students excluded		2.4%	0	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		91.3	93.2	85.0		
Number of students tested		41	24	17		
Percent of total students tested		97.6%	100%	100%		
Number of students excluded		1	0	0		
Percent of students excluded		2.4%	0	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		86.0	87.0	84.0		
Number of students tested		41	24	17		
Percent of total students tested		97.6%	100%	100%		
Number of students excluded		1	0	0		
Percent of students excluded		2.4%	0	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		80.0	84.4	89.0		
Number of students tested		36	36	25		
Percent of total students tested		97.3%	94.7%	100%		
Number of students excluded		1	2	0		
Percent of students excluded		2.7%	5.3%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		86.3	87.0	89.0		
Number of students tested		36	36	25		
Percent of total students tested		97.3%	94.7%	100%		
Number of students excluded		1	2	0		
Percent of students excluded		2.7%	5.3%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		77.3	77.3	81.0		
Number of students tested		36	36	25		
Percent of total students tested		97.3%	94.7%	100%		
Number of students excluded		1	2	0		
Percent of students excluded		2.7%	5.3%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		91.3	87.0	84.0		
Number of students tested		38	38	36		
Percent of total students tested		95%	97.4%	100%		
Number of students excluded		2	1	0		
Percent of students excluded		5%	2.6%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		90.0	91.4	86.7		
Number of students tested		38	38	25		
Percent of total students tested		95%	97.4%	100%		
Number of students excluded		2	1	0		
Percent of students excluded		5%	2.6%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		85.0	81.5.	84.7		
Number of students tested		38	38	36		
Percent of total students tested		95%	97.4%	100%		
Number of students excluded		2	1	0		
Percent of students excluded		5%	2.6%	0		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		74.7	85.8	85.0		
Number of students tested		33	37	38		
Percent of total students tested		94.3%	95.9%	97.4%		
Number of students excluded		2	2	1		
Percent of students excluded		5.7%	5.1%	2.6%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		82.0	94.0	91.8		
Number of students tested		33	37	38		
Percent of total students tested		94.3%	94.9%	97.4%		
Number of students excluded		2	2	1		
Percent of students excluded		5.7%	5.1%	2.6%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		80.0	84.0	81.8		
Number of students tested		33	37	38		
Percent of total students tested		94.3%	94.9%	97.4%		
Number of students excluded		2	2	1		
Percent of students excluded		5.7%	5.1%	2.6%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		76.5	84.6	85.5		
Number of students tested		41	32	38		
Percent of total students tested		93.2%	94.1%	95%		
Number of students excluded		3	2	2		
Percent of students excluded		6.8%	5.9%	5%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		82.0	84.0	92.0		
Number of students tested		41	32	38		
Percent of total students tested		93.2%	94.1%	95%		
Number of students excluded		3	2	2		
Percent of students excluded		6.8%	5.9%	5%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		73.0	86.3	90.0		
Number of students tested		41	32	38		
Percent of total students tested		93.2%	94.1%	95%		
Number of students excluded		3	2	2		
Percent of students excluded		6.8%	5.9%	5%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova READING

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		80.0	86.6	84.7		
Number of students tested		39	44	31		
Percent of total students tested		95.1%	95.7%	96.9%		
Number of students excluded		2	2	1		
Percent of students excluded		4.9%	4.3%	3.1%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova LANGUAGE ARTS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		74.0	83.3	90.8		
Number of students tested		39	44	31		
Percent of total students tested		95.1%	95.7%	96.9%		
Number of students excluded		2	2	1		
Percent of students excluded		4.9%	4.3%	3.1%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					

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 Terra Nova MATHEMATICS

Edition/publication year 2nd Ed./1997 Publisher CTB MCGRAW-HILL

What groups were excluded from testing? None Why, and how were they assessed? All students were tested, but some were excluded from the statistical data. Because the number was so small, no data was available for the special population.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Nov.	Mar.	Mar.	Mar.		
SCHOOL SCORES		2nd Ed.				
Total Score		67.0	83.5	75.0		
Number of students tested		39	44	31		
Percent of total students tested		95.1%	95.7%	96.9%		
Number of students excluded		2	2	1		
Percent of students excluded		4.9%	4.3%	3.1%		
SUBGROUP SCORES						
1. _____ (specify subgroup)		NA	NA	NA		
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					
STANDARD DEVIATIONS					
Total Standard Deviation					