

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

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

Official School Name Fuchs Mizrahi School-Lower School (As it should appear in the official records)

School Mailing Address 2301 Fenwick Road (If address is P.O. Box, also include street address)

University Heights Ohio 44118-3746 City State Zip Code+4 (9 digits total)

Tel. ( 216 ) 932-0220 Fax ( 216 ) 932-0345

Website/URL www.fuchsmizrachi.org Email sjablon@fuchsmizrachi.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 March 6, 2003

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

Name of Superintendent N/A (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. ( )

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

(Superintendent's Signature) N/A Date

Name of School Board President/Chairperson Mr. Morry Weiss (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 March 6, 2003

## Technical Specifications

*Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.*

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
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3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien  
*No Child Left Behind – Blue Ribbon Schools Program*  
Office of Intergovernmental and Interagency Affairs  
U.S. Department of Education  
400 Maryland Avenue SW, 5E205  
Washington, DC 20202-3521

## **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

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_

Average State Per Pupil Expenditure: \_\_\_\_\_

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>				<b>7</b>			
<b>1</b>	11	10	<b>21</b>	<b>8</b>			
<b>2</b>	7	9	<b>16</b>	<b>9</b>			
<b>3</b>	12	13	<b>25</b>	<b>10</b>			
<b>4</b>	7	7	<b>14</b>	<b>11</b>			
<b>5</b>	7	15	<b>23</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>98</b>

6. Racial/ethnic composition of the students in the school: 100 % White  
       % Black or African American  
       % Hispanic or Latino  
       % Asian/Pacific Islander  
       % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 1.01 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	99
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1.01

8. Limited English Proficient students in the school: .02 %  
2 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: Hebrew

9. Students eligible for free/reduced-priced meals: 0 %  
0 Total Number Students Who Qualify

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

10. Students receiving special education services:   19  %  
  19   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>  5  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>  9  </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>  5  </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><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  2  </u>	<u>      </u>
Classroom teachers	<u>  4  </u>	<u>  4  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  2  </u>
Paraprofessionals	<u>  1  </u>	<u>  1  </u>
Support staff	<u>  3  </u>	<u>      </u>
Total number	<u> 11 </u>	<u>  7 </u>

12. Student-“classroom teacher” ratio:  13:1 

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
Daily student attendance	96.5%	96.4%	95% #
Daily teacher attendance	92% #	90% #	91% #
Teacher turnover rate	20%*	10%	10%
Student dropout rate			
Student drop-off rate			

\* Due to budget cuts, two half time teaching positions were eliminated following this year.  
# Figures are approximate.

## PART III - SUMMARY

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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.

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**Fuchs Mizrachi School**, an independent Orthodox Jewish day school, is located in University Heights, Ohio (in the Cleveland metropolitan area). We are a college preparatory program offering intensive education in both Judaic and secular studies. The school aims to produce religious, caring and highly educated Jewish young men and women who can take their places as leaders. A fundamental feature of the school is its commitment to a holistic approach to each child as a unique individual. Each child is encouraged to reach his or her full potential. Our classrooms are places where the children not only learn, but also learn to enjoy learning, and where creative thinking and divergent discussion are encouraged.

The Lower School builds the academic, social and ethical foundation for a Fuchs Mizrachi School students' academic career. It has its own Head of Lower School, who is fully qualified in both Judaic and Secular subjects. It boasts an ordered, peer-reviewed curriculum in every subject. Reading, written and oral expression and basic research skills (including both print and on-line materials) are the foundation of the program. For example, by the conclusion of the fifth grade year, students are expected both to be able to write a two to three page term paper (with multiple sources) on a topic in American History and to be able to write and present a one to two page discourse on a topic in Scripture. We take advantage of the latest curricular research, and make extensive use of the internet. We have even written some "web books" that other schools in North America are able to use via our web site, [www.fuchsmizrachi.org](http://www.fuchsmizrachi.org).

Community building and service to others are vital parts of our school program. Our students meet weekly at our Lower School Community Meeting to share successes and to perform for one another. Both individuals and groups audition with the Head of Lower School. Classes also perform for holidays. This program teaches values of respect for others and self confidence. Our students all engage in community service programs. They have collected food for the local food bank, planted trees in Israel, visited local retirement homes, and more.

Our dedicated faculty is absolutely committed to the success of all students. We are supported in our efforts by a school counselor, a director of special services, learning specialists in both Hebrew and secular studies and a part time speech pathologist. Every grade level faculty team meets weekly with the Head of Lower School and specialists to discuss students and, where necessary, plan for modifications. Parents are an important part of this process, as well. We have trimester report cards with extensive comment forms, mid trimester progress reports, and regular parent-teacher conferences. Parents are also part of team meetings when necessary.

At Fuchs Mizrachi School we are proud of our community, faculty and students. We are likewise proud of our role in training the future leaders of the American Jewish community.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55<sup>th</sup> percentile on assessments referenced against national norms at a particular grade, or at or above the 55<sup>th</sup> percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

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.

## **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.**

At Fuchs Mizrachi School Lower School, we use the Educational Records Bureau tests for all third and fifth graders. This assists us in gauging how our students are performing in the core academic areas. This is a particularly useful test as it reports scores in relation to national, suburban and independent school norms. This permits us to compare students not only with their grade level, but with what we view as their ability group. We are proud that our test scores consistently show us as averaging in the top 10% nationwide in both reading and mathematics.

We also engage in authentic assessment. In particular, we use portfolios containing writing and problem solving samples. This is a crucial part of our assessment strategy as it provides authentic evidence for students, parents and teachers as to how children are performing.

It is important to note that our record keeping of assessment has dramatically improved since the start of our new academic administration. We have complete data from ERB testing the last two years (and will have for this year as well). We were also able to find data for the required third year at every tested grade level. We have also begun saving examples of our authentic assessments (such as stories and reports) in student files.

All of this data assists us in fine tuning our curriculum. We have identified reading as a particular area requiring improvement (particularly among struggling students). We have instituted additional reading programs this year. This includes having first through third grade students individually reading to the Head of Lower School on a regular basis and having fourth and fifth graders engage in forty minutes of sustained silent reading one period per week. Next year, we are hiring a half time reading specialist and implementing use of the Woodcock-Johnson Achievement Test for students receiving special services. All of these improvements are a result of the assessment data we have collected.

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

Communicating about student progress is an essential part of our school's practice. We annually publish a general review of our ERB scores. Due to the age of the students in the Lower School, we have been advised by a local university professor with whom we consult not to publish detailed summaries of scores. Parents of students who have taken the test are invited to come for individual conferences to discuss the results. These discussions are important for communicating what the test results do and do not mean and for planning for the future. Beginning with the 2003-4 school year, we are moving the ERB tests to the late fall. This will allow us plenty of time from the point scores are received to the end of the year to meet with parents of students who may be having difficulty. This will both enhance our communication and our academic planning.

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

Fuchs Mizrachi School sees itself as a resource for other like-minded schools around the nation. We maintain an active web presence through [www.fuchsmizrachi.org](http://www.fuchsmizrachi.org). We provide curricular resources to other schools and communities, and are able to advise colleagues around the nation. Members of our faculty and administration often speak to other groups of educators about the "best practices" we have been able to develop in our school. We make our publications available to all who desire to learn

from them. In short, we are ready, willing and able to share our successes with any and all colleagues who wish to learn from us.

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

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### **1 Describe in one page the school's.....**

### **2 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.**

Fuchs Mizrahi School students are engaged in a rigorous and engaging curriculum in both Judaic (including both religious texts and Hebrew language) and General (secular) studies. We are absolutely committed to students receiving the very strongest education in both areas so that they will be able to be the future leaders of the community. As stated in our mission statement, "We are committed to intellectual mastery of Torah and the natural sciences and secular disciplines...We seek to produce a wholesome synthesis of the two within an intensive Torah atmosphere. In pursuit of these ideals we offer a sequential program of religious studies, taught in modern Hebrew (*Ivrit b'Ivrit*), in conjunction with a full range of...[General Studies]." This includes extensive use of technology and integration of the arts in the classroom.

In order to achieve this, our curriculum heavily emphasizes reading, writing, research, problem solving, study skills and mastery of Modern Hebrew. We have very specific, measurable outcomes we expect at each grade level and by the conclusion of fifth grade. For example, students by the conclusion of the fifth grade should be able to know and do the following.:

#### **Language Arts (both English and Hebrew):**

##### **KNOWLEDGE:**

- 1) different genres of literature and writing
- 2) literature criticism
- 3) elements of report writing

##### **SKILLS:**

- 4) reading for information, as well as understanding of plot literature criticism
- 5) vocabulary development
- 6) proof reading and editing
- 7) ability to write a report using basic research and editing
- 8) ability to give an oral presentation
- 9) ability to write in different genres (including research papers, science labs, fiction)

#### **Social Studies:**

##### **KNOWLEDGE:**

- 1) the causes and results of the Revolutionary War and the Civil War
- 2) the content and importance of the Declaration of Independence and the Constitution
- 3) (including the Bill of Rights and the 13th amendment)
- 4) the role of American Jews in the Revolutionary War-era and the Civil War-era
- 5) key figures in the Revolutionary War and Civil War
- 6) key terms

7) immigration to the U.S. of the 1880's

**SKILLS:**

- 1) locating and evaluating historical sources (including primary, secondary and on-line)
- 2) written and oral argumentation (including an analytical research paper).

All of this is achieved through a well ordered curriculum in every subject in the school. We are proud of the impact that this has had on our students. Samples of exemplary work can be found on our web site, [www.fuchsmizrachi.org](http://www.fuchsmizrachi.org).

**1 (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.**

Fuchs Mizrahi School uses a "blended" approach to reading. We use the best of both phonics and whole language approaches in order to meet the needs of every student. In first grade, students are taught phonics. At every level, students read trade books on their level. We also have SRA Reading Laboratory kits in every class. Use of both literature and SRA kits allow us to differentiate the curriculum in the classroom as well as to provide additional motivation for excellence. In addition, we have made a conscious effort, whenever possible, to integrate our literature with our social studies and science. This provides students with an opportunity to build on their knowledge in both of these areas. It also allows us to make maximum use of the instructional time available. All of this would not be possible with a prescribed "basal reader" intended to be used by the entire grade level.

Students who are having particular difficulty receive extra help from our learning specialist. We will also hire a reading specialist to begin the next academic year. In order to further enhance reading excellence, we have instituted additional reading programs this year. This includes having first through third grade students individually reading to the Head of Lower School on a regular basis and having fourth and fifth graders engage in forty minutes of sustained silent reading one period per week.

**2 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.**

Fuchs Mizrahi School has a full and dynamic social studies program in its Lower School. The program emphasizes research, American history and diverse cultures. Using a systematic research notebook, students learn to select a topic, research it (including note taking) and write a coherent paper. Each grade builds upon the previous one, so that students gain real experience in this vital skill. The program is augmented through our integration of social studies topics into our literature program, as well as our extensive use of internet technology.

In first grade, students learn about communities. They learn about various parts of the community, and create a model community within their classroom. They accomplish this through class meetings to reach consensus on various issues. In second grade, students learn about the functions of various institutions within the community. They then broaden their study to learn about great American heroes, such as George Washington, Abraham Lincoln and Martin Luther King, Jr. They then learn about a community other than their own by engaging in a pen pal project with another school in another area of the country. Third graders build on this by studying the distinct regions of America. They learn about research as they present a report on a selected region. Later in the year, they study Japan and the modern State of Israel (using a web book on [www.fuchsmizrachi.org](http://www.fuchsmizrachi.org) written particularly for this program). Fourth graders focus on the history of Ohio, including pioneer life and immigration. Fifth graders study American history, with particular focus on the Revolution, Constitution and Civil War eras. By the middle of fifth grade, students are expected to research their own two to three page (multi source) analytical reports on

an important figure in American history. They also take a Constitution test, read many sources on the Civil War, and read a web-based book on President James Garfield (whose home they visit).

It is clear that our social studies program is an integral part of the academic excellence we achieve at our school

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

Our school uses every available method to improve student learning. We recognize the importance of addressing multiple intelligences, while still stressing core skills needed for academic achievement. Thus, our school program is based heavily on reading, writing, problem solving and computer literacy. In any given day, students are likely to hear a frontal lesson, work in small teacher-led groups, engage in cooperative learning, read independently and write creatively. We emphasize project based learning, where students complete various reports, stories, science demonstrations, etc. (both orally and in writing). Often, these projects require extensive use of the internet.

Classes are taught emphasizing differentiated instruction, such that students are able to learn on a variety of levels. In addition to addressing different levels of math and reading, this addresses both students' varying abilities of critical thinking and their various interests. When necessary, interventions are developed to assist students having academic difficulty. These may include everything from preferential seating and modified assignments to pull out services from a learning or speech and language specialist.

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

In our school, all faculty members are involved in extensive professional development designed to achieve professional excellence and increase student achievement. The program centers both around key themes (this year's is differentiated education) as well as individual goals specific to a teacher's grade level or subject.

Prior to the start of every school year, teachers meet individually with the Head of Lower School in order to set two professional goals for the year. These are goals requiring measurable proof of results (such as individualized spelling tests, use of web sources to teach social studies, etc.). They often correspond to the summer reading book every teacher is assigned annually. These goals are then used as part of our evaluation process (which we have modeled after Independent School Management's system).

During Faculty Week, all teachers are engaged in professional development sessions that surround the annual theme or focus. In the fall, teachers have one additional full day of professional development to further expand upon the theme. Throughout the year, teachers are encouraged to attend at least one seminar within their subject or grade level area.

We also benefit from being associated with the Jewish Education Center of Cleveland (our local Jewish Board of Education). They provide us with two important elements in our professional development program. First, they provide mentors for teachers. These are senior teachers who develop a confidential relationship with teachers requiring work or assistance in a particular area. Second, through a grant from the Covenant Foundation, they are training teachers to make better use of technology in the classroom. Two teachers from our Lower School participate in this program. This has made a measurable difference in the daily achievement of our students.



**TABLES OF 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.**

We are proud that our test scores consistently show us as averaging in the top 10% nationwide in both reading and mathematics.

Grade 5 Test CTP III

Edition/publication year 1992 Publisher ERB

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

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

**READING**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	6/02	6/01	*	12/98
<b>SCHOOL SCORES</b>				
Total Mean Score	346.6	345.9	*	346.5
Number of students tested	25	23		19
Percent of total students tested	100	100		100
Number of students excluded	0	0		0
Percent of students excluded	0	0		0

**MATH**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	6/02	6/01	*	12/98
<b>SCHOOL SCORES</b>				
Total Mean Score	317.2	324.7	*	316
Number of students tested	25	23		19
Percent of total students tested	100	100		100
Number of students excluded	0	0		0
Percent of students excluded	0	0		0

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

**READING**

	2001-2002	2000-2001
<b>NATIONAL SCORES</b>		
Total Mean Score	321	330
<b>STANDARD DEVIATIONS</b>		
Total Standard Deviation	15	23.4

**MATH**

	2001-2002	2000-2001
<b>NATIONAL SCORES</b>		
Total Mean Score	289	311
<b>STANDARD DEVIATIONS</b>		
Total Standard Deviation	19.2	23.4

\*= Due to a change in administration (a new Head of Lower School), records are unavailable from 1999-2000. Record keeping has since been dramatically improved. We were able to locate records from 1998-9, thus having three years of data at this grade level.

**TABLES OF 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.

We are proud that our test scores consistently show us as averaging in the top 10% nationwide in both reading and mathematics.

Grade 3 Test CTP III

Edition/publication year 1992 Publisher ERB

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

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

**READING**

	2001-2002	2000-2001	1999-2000
Testing month	6/02	6/01	11/99
<b>SCHOOL SCORES</b>			
Total Mean Score	330.7	326	317.8
Number of students tested	11	23	29
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**MATH**

	2001-2002	2000-2001	1999-2000
Testing month	6/02	6/01	11/99
<b>SCHOOL SCORES</b>			
Total Mean Score	288.5	285	275.3
Number of students tested	11	23	29
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

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

**READING**

	2001-2002	2000-2001	1999-2000
<b>NATIONAL SCORES</b>			
Total Score	312	312	#
<b>STANDARD DEVIATIONS</b>			
Total Standard Deviation	10.9	14.6	

**MATH**

	2001-2002	2000-2001	1999-2000
<b>NATIONAL SCORES</b>			
Total Score	270	270	#
<b>STANDARD DEVIATIONS</b>			
Total Standard Deviation	16	19.7	

#= Due to a change in administration (a new Head of Lower School), national records are unavailable from 1999-2000. We were able to locate individual student records, which have allowed us to compute mean scores.