

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

Name of Principal: Mr. Robert Francis Manning

Official School Name: Linton Hall School

School Mailing Address: 9535 Linton Hall Road
Bristow, Virginia 20136-1200

Tel: (703) 368-3157

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Website/URL: www.lintonhall.com

Email: lintonhall@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: N/A

District Name: N/A

Tel: N/A

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

N/A _____ Date_____

Name of School Board: Linton Hall School Board

President/Chairperson: Mrs. Anita Dantzer

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: N/A
2. District Per Pupil Expenditure: N/A
Average State Per Pupil Expenditure: N/A

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.
10 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	7	15	22	7	12	10	22
1	10	12	22	8	10	8	18
2	10	12	22	9	N/A	N/A	N/A
3	10	12	22	10	N/A	N/A	N/A
4	6	16	22	11	N/A	N/A	N/A
5	12	9	21	12	N/A	N/A	N/A
6	10	12	22	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							193

6. Racial/ethnic composition of the students in the school:
 - 89.1 % White
 - 1.6 % Black or African American
 - 3.6 % Hispanic or Latino
 - .5 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 5.2 % Multicultural

100% Total

7. Student turnover, or mobility rate, during the past year: 6.2%

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	193
(5)	Subtotal in row (3) divided by total in row (4)	0.062
(6)	Amount in row (5) multiplied by 100	6.2

8. Limited English Proficient students in the school: 0%
 N/A Total Number Limited English Proficient

Number of languages represented:
 Specify languages:

9. Students eligible for free/reduced-priced meals: 1.5%

3 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.

Due to the limited number of students eligible, Linton Hall School does not participate in the federally-supported lunch program. The estimate shown above is based on the number of students who would be eligible to participate in the National School Lunch Program using the income eligibility guidelines published annually by the US Department of Agriculture.

10. Students receiving special education services: 1.5%
 3 Total Number of Students Served

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

- | | |
|--------------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | <u>2</u> Specific Learning Disability |
| ___ Hearing Impairment | ___ Speech or Language Impairment |
| ___ Mental Retardation | ___ Traumatic Brain Injury |
| <u>1</u> Multiple Disabilities | ___ 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)	2	0
Classroom teachers	11	2
Special resource teachers/specialists	3	2
Paraprofessionals	2	0
Support staff	3	5
Total number	21	9

12. Student-“classroom teacher” ratio: 9:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.4%	99.3%	97%	97.4%	95.4%
Daily teacher attendance	98.5%	98.3%	98.5%	99.5%	98.1%
Teacher turnover rate	13%	15%	13%	12%	17%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

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

Linton Hall School, located in Bristow, Virginia, is an independent Catholic school for children in kindergarten through grade eight. The school is owned and operated by the Benedictine Sisters of Virginia and has been in continuous operation since 1922. The Virginia Association of Independent Schools (VAIS) has accredited Linton Hall School since 1977. Linton Hall further maintains membership in the National Association of Independent Schools (NAIS), the National Catholic Educational Association (NCEA), and the Virginia Catholic Educational Association (VCEA).

The mission of Linton Hall is to provide educational experiences wherein students master basic learning skills, develop a sense of self-worth and integrity, and learn to live effectively with others. The development of the student is based on Christian beliefs and values, a reverence for God, self and others. This is especially evident in the Outdoor, Conservation, Ecology, and Wildlife (OCEW) program that incarnates our philosophy as stewards of all God's creation. A brief description of this unique and popular program is outlined in Part IV of this application.

The school population is multi-denominational with 55% Catholic and 45% representing other denominations. The guiding principle for achieving the fullest development of the student is the collaboration of the family, school personnel, and student. The families of our students contribute over 4,000 volunteer hours a year, enriching our school community by their diversity. Given the size of the school, the number of school personnel who are certified, and in addition, the number with advanced degrees, is exceptional. Over 91% of the full-time faculty are certified and over 43% of the staff and faculty hold advanced degrees. The gender balance of the faculty is also notable, with five men presently engaged in instruction. Faculty members have been recognized with national and regional awards which include Who's Who in American Teachers and the Governor's School in Richmond, Virginia, in addition to awards in art, science and technology. Linton Hall takes pride in successfully motivating students to achieve their full academic potential. Our students are repeatedly in the top 10% nationwide in reading and math in the Terra Nova standardized tests.

Another unique benefit of our school community is the presence of Saint Benedict Monastery on the same campus. The school and this monastery of sisters are uniquely linked, affording a two-way avenue, which nourishes both communities in the Benedictine charism. The educational environment fostered at Linton Hall is characterized by the Benedictine tradition of a friendly, secure, family spirit, which encourages praying, working and living together in peace and harmony.

Balancing our academic program are unique opportunities for enrichment. Our technology specialists conduct a summer camp for all interested children. Our Fife and Drum Corps, Hand Bell Choir, Vocal Choir, and athletic teams further embrace our mission to educate with excellence the whole child. The art program has received commendations from several outside organizations. Servicing the larger community is our award-winning Leo Club sponsored by the Lions Club. It is the oldest continuously existing club in the state of Virginia. During the past several years, the Leo Club has been recognized by receiving the International, National, and State Excellence Awards.

A caring environment which complements the child's home life is further enriched by the before and after school Extended Day Program. Our full day kindergarten well prepares our children for superior

achievement as they progress.

“Quality Catholic Education in a Caring Environment” is our motto. This is experienced from the first time a student and his or her family visit our campus until graduation day.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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.

The tables at the end of this application reflect the reading and mathematics standardized test scores for grades 2 through 7. During the past three years, Linton Hall has consistently attained outstanding scores when compared to national norms and when compared to average scores of the elementary schools within the Arlington Diocese of Virginia. In fact, based on the “cutoff” scores published by the Department of Education and the publisher of the Terra Nova tests, Linton Hall School is ranked in the top 10% of all schools nationally in both the reading and mathematics for grades three through seven. We are very proud of this accomplishment and attribute this success to a strong broad-based curriculum which balances liberal arts, math and science, and technology, small classes, an outstanding reading program, and a dedicated staff and faculty.

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

The Terra Nova standardized tests are given annually to grades two through seven and are carefully reviewed by the principal and the curriculum coordinator to determine weaknesses in the instructional program. Reasons for the weaknesses are considered, and strategies for improvement are implemented. These strategies include the need for textbook addition or changes, closer teacher supervision and mentoring, and teacher in-services in specific areas. The scores are also compared from one year to another to assess teacher effectiveness and student intellectual growth. The School Board reviews Linton Hall School’s achievement standards compared to Diocesan and National norms which gives the members a complete understanding of the educational quality of the school. If needed, the Board may suggest or implement changes based on a need for improved instruction. Mid-term and final exams are given in grades six, seven, and eight to determine student understanding of the material presented during the semester. These exams, along with other periodic assessments enable the teacher to evaluate student progress, to assess areas that need to be reviewed or retaught, and to plan for the following semester’s instruction. The classroom teachers use on-going assessment tools such as chapter tests, quizzes, discussions, and projects to determine student understanding of the concepts taught and to identify students who need further enrichment or remediation. These students may then be referred to the Learning Lab Coordinator for assistance.

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

Student performance is reported to parents by means of interim reports in which teachers send grades and comments about student progress each quarter. Report cards are sent to parents at the end of each quarter, and parent-teacher conferences are held at the end of first, second, and third quarters. At the end of the first quarter, the results of the Terra Nova achievement test are sent to the parents, and these are discussed

with them at the first conference. Composite standardized test scores for the school are also published annually in the Principal's Memo. At the end of each quarter an assembly recognizes and congratulates students with 4.0 (Principal's Award), 3.5 (1st Honors), and 3.0 (2nd Honors) academic achievement. Parents, students, and members of the community are invited to this assembly. Teachers are in contact with parents by phone or e-mail whenever an academic or any other problem or commendation becomes apparent. When student performance is below school standards in two or more subjects, a conference is held with all the student's teachers and the parents. Each teacher gives a report of the perceived problems to the parents, and strategies are considered that will assist the student. The parents are involved in determining these strategies that will strengthen cooperation between the home and school. Occasionally a Student Assistance Plan is written in order to make accommodations for the student. At interim and report card times and occasionally in between, students receive a computer print-out of their grades which parents are expected to review and sign. In some classes students keep a continuous log of their grades.

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

In the event that Linton Hall is selected as a Blue Ribbon School, we will share our successes and how we arrived at this point using several means. Our submitted report will be posted on our school website, which can be viewed by schools all over the nation and by our numerous alumni, many of whom are members of the international community. Our School Board Public Relations Committee will disseminate this information through various public relations efforts, to include articles in local newspapers, *The Washington Post*, and the Catholic Diocesan newspapers of Arlington and Richmond. We will continue as we have in the past to share "best practices" with all the principals of the parochial schools in the Diocese of Arlington and the private and independent schools which are members of the Virginia Association of Independent Schools (VAIS). For example, at a recent conference attended by over 35 principals, our school presented and shared its expertise in the area of Accelerated Reading and demonstrated its outstanding technology program. Linton Hall is presently preparing for its ten-year evaluation by the VAIS accreditation committee. As part of this process, the school compiles a comprehensive report for the evaluating team, which includes its many strengths and accomplishments. When completed, this report will be made available for review by other member independent schools. In addition, our program accomplishments are shared through scheduled workshops, head/principal conferences, seminars, and teacher exchange programs within our region. As new programs develop and/or improve, principals of the diocese, VAIS, and county will be invited to send representatives to Linton Hall to observe and discuss the school's achievements.

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 Linton Hall School program is both multi-faceted and challenging. It is a Benedictine, liberal arts curriculum following the guidelines of the Arlington Diocese of Virginia. The scope and sequence of our curriculum are fully integrated into the Benedictine charism. Since Linton Hall is a private school, the Virginia Standards of Learning (SOL) tests are not administered; however, the standards are fully embedded in our curriculum in such a way that our graduates are well-prepared for high school, whether public, parochial, or private.

The school is comprised of upper and lower divisions. Lower school classes are self-contained; upper school classes are departmentalized. Early elementary classes use thematic units that include all subject areas. The curriculum includes reading, phonics, spelling, and language arts to assure that our students become strong readers.

Our school strives to develop the whole student with a balanced approach to intellectual, spiritual, emotional, and physical growth. Specialists in physical education, OCEW (outdoor, conservation, ecology and wildlife), religion, computer/technology, foreign language, music, and art supplement the core curriculum. Spanish instruction begins in kindergarten and culminates with grade eight taking Spanish I. Students who successfully complete the Spanish program often receive high school credit. Intramural and extramural sports include boys and girls soccer and basketball. Students also have the option to participate in the Leo Club, Fife and Drum Corps, Girl Scouts, Hand Bell Choir and Vocal Choir, and student government.

The campus encompasses 120 acres, including an outdoor swimming pool, multiple soccer fields, softball fields, tennis courts, gymnasium, and separate playgrounds for kindergarten and older students. The OCEW program presents opportunities for orienteering, stream monitoring, plant and wildlife study, all of which afford a natural extension of our science curriculum.

In addition to the regular subjects of religion, English, reading, literature, math, Algebra I, social studies, science, and Spanish, our rich art curriculum has been recognized as one of the finest programs in the Northern Virginia area. In addition to regular art instruction, our Parent Guild members volunteer to present a monthly art history lesson at each grade level.

Our library consists of more than 9000 volumes, over half of which are included in our Accelerated Reader testing program. Our reading and technology specialists have served as consultants for other schools in the area. At Linton Hall School, technology is a priority. It is our philosophy that students not only learn basic computer skills, but also see how technology can be applied to the core curriculum. Our state of the art technology infrastructure is fully integrated and networked and offers each student access to high speed internet, as well as educational software. Our students finish Linton Hall with finely-hewn technology skills, especially in word processing, spreadsheet, database, presentation, and internet research applications. Linton Hall's award winning website displays up-to-date happenings and important announcements affecting the school. In addition, it allows students and parents access to forms, homework assignments, and other pertinent information, connecting both the school and internet communities.

Weekly liturgies enhance the spiritual life of the Linton Hall community. Each week a different grade plans and participates in the liturgy, acting as readers, greeters, altar servers, cross bearers, gift presenters, and cantors. Our religion curriculum also includes a Family Life component for all grade levels.

Over the past 80 years our curriculum has expanded and evolved into one of the most rigorous programs in the entire Northern Virginia and Metropolitan Washington Area.

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

For the past 13 years, the Houghton Mifflin basal series has been used in the Linton Hall reading program. This program was highly recommended by many reading specialists in the Diocese of Arlington. Its approach to reading was chosen because reading, phonics, spelling, and English are integrated throughout the entire program. It includes phonics, vocabulary, comprehension, grammar, and reading and writing strategies appropriate for our students. In addition, this series is a literature based program which introduces the students to fine writing by recognized authors of children's books. The stories are well illustrated and have high student appeal. Linton Hall uses the phonetic approach to reading and the high frequency approach to vocabulary learning. Specific skills, which are introduced prior to the reading of a new story, are included throughout that particular piece furthering the students' comprehension of those skills. The latest addition to the basal series includes a computer based comprehension test for each story.

As an important supplement to the reading program, the nationally recognized Accelerated Reading Program is fully integrated into the reading curriculum. With over 4,000 books in the program, student computer testing is used throughout the school for assessment of literacy and comprehension skills. The students also participate in The Junior Great Books Program which is used to foster interpretation and discussion through directed inquiry.

The sixth, seventh, and eighth grades depart from the basal reading program and focus on the study of literature. All literature genres are included as these students progress throughout the program. Creative writing, in addition to research papers using the Modern Language Association (MLA) format, is developed through the grades. The study of Shakespeare is an additional component introduced in the seventh grade, and by the time students graduate they have studied three or four Shakespeare plays. Grades 3 through 8 compete nationally three times a year in analogy challenges provided by the Word Master Program.

As depicted in the tables at the end of this application, Linton Hall students in grades 3 through 7 have scored in the top 10% of the schools in the nation as measured by assessments referenced against national norms.

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

The Outdoor, Conservation, Ecology, and Wildlife (OCEW) program at Linton Hall School is a unique curriculum. The goal of the OCEW program is to educate students to become ethical citizens who have a strong sense of reverence and responsibility for conserving the earth's natural resources and diverse life forms.

The OCEW curriculum is multidisciplinary incorporating literature, language arts, math, art, social

studies, and particularly science. OCEW is closely linked to the science curriculum for each grade and provides hands-on learning experiences that complement and enrich the material presented in the science classroom. OCEW instruction and activities teach general skills, such as observation, inference and predictions of cause and effect. The lessons draw from Life Science, Earth Science and also include basic concepts of geography and map skills. Lessons include topics as diverse as tree and animal track identification, stream monitoring, and orienteering.

The majority of the lessons are taught outside, using the 120-acre Linton Hall campus and its diverse habitats as a classroom. Students in all grades are taught using hands-on activities, lectures, demonstrations, role-playing, simulations, and games. Two teachers from the Upper School (grades 5-8) currently teach OCEW; one is the science coordinator and the other is the social studies coordinator. These teachers were recently recognized and awarded the Environmental Teachers of the Year by the Prince William County Clean Community Council.

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

In accordance with the school's philosophy and mission statements, teachers, students, and parents work co-operatively to insure that each child achieves full academic potential. Incorporating the Academic Goal, "Ora et Labora—Pray and Work", diverse teaching methods are experienced, allowing the best access and development of multiple intelligences.

Teachers use both direct and indirect teaching methods. Lecture or a videotape with discussion and student interaction is used to introduce a topic; however, within the lesson students are encouraged to question, clarify, as well as challenge concepts presented. Students are also directed to synthesize (either independently or co-operatively) learning through written questions, worksheets, learning logs, or application exercises. The individual learning log helps teachers identify a student's attitude as well as the degree of mastery of a topic. Feedback to the student enables assessment of personal understanding.

Students often work in co-operative learning groups with rotating roles. This method allows the student to assume responsibility for learning as well as fostering positive interaction among peers. Teachers provide a structured environment with expectations and outcomes clearly identified. Lower school teachers provide learning centers where students also work independently or in small groups. Each class takes one off-campus field trip per semester to enrich classroom learning. Guest speakers provide additional input. Especially in the mathematics curriculum, manipulatives are used to help students move from concrete to conceptual thinking. Strategized problem solving is emphasized. The science curriculum and art curriculum also offer a hands-on approach. Technology is integrated throughout the curriculum.

Reading, writing and research are integral components in our program of instruction. Methods include portfolios, concept maps, peer editing and evaluation, discovery-based instruction, collaborative learning, as well as oral, graphic, and written individual and group presentations. Within the art curriculum, the portfolio tracks each child through the grades.

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

The Linton Hall School Professional Development Plan emphasizes, prioritizes, and supports financially, the continual professional development of all faculty and staff. To achieve this end, Linton Hall School, in coordination with the Parent-School Guild Association, has funded the program to allow each staff and faculty member to complete their recertification requirements and/or participate in educational

opportunities that will strengthen their academic knowledge. This revised professional development program has not only significantly improved the quality of classroom instruction, but has also improved the morale of the staff and faculty. This is clearly exemplified by the high standardized scores achieved by the students and the low turnover rate of our staff and faculty. The staff and faculty may choose from the following methods and strategies: College and University courses, Hands-on-Training Workshops, Computer Based Training, Video and CD Training Modules, Summer Institutes, Independent Study Modules, Online Tutorials and Distant Learning Courses. In addition, the faculty participates in "sharing" sessions and teacher exchange programs with other local schools. This format/strategy has become extremely popular and beneficial in incorporating best practices into the curriculum.

Linton Hall School strongly believes a technically skilled, proficient faculty is both the foundation and most crucial success factor to the integration of technology in the educational program. Each staff and faculty member is given an assessment to determine their respective skill level of technology. Based on the results of the assessment, each individual is provided a professional development strategy plan. The plan provides the roadmap for the individual to prepare to meet the standards and performance indicators outlined in the National Educational Technology Standards for Teachers.

PART VI - PRIVATE SCHOOL ADDENDUM

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

Private school association(s): National Association of Independent Schools (NAIS), Virginia Association of Independent Schools (VAIS), National Catholic Educational Association (NCEA), Virginia Catholic Educational Association (VCEA)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X
No

Part II - Demographics

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

\$5,880 K	\$5,880 1 st	\$5,880 2 nd	\$5,880 3 rd	\$5,880 4 th	\$5,880 5 th
\$5,880 6 th	\$5,880 7 th	\$5,880 8 th			

2. What is the educational cost per student? \$6,079
(School budget divided by enrollment)

3. What is the average financial aid per student? \$1,466

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 41 %

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 2

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	92/92	88/81	91/91
Number of students tested	22	22	22
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 3

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	84/83	85/87	92/91
Number of students tested	22	22	21
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 4

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	86/89	91/89	89/89
Number of students tested	22	22	21
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 5

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	91/90	89/88	83/87
Number of students tested	21	21	21
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 6

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	90/90	93/91	88/82
Number of students tested	20	22	21
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 7

Test: Terra Nova

Edition/publication year: Edition1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

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

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	86/90	87/89	90/92
Number of students tested	18	22	19
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%