

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Jerry Isaak-Shapiro (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 26500 Shaker Boulevard (If address is P.O. Box, also include street address)

City Beachwood State Ohio Zip Code+4 (9 digits total) 44122-7198

Tel. (216) 464-4055 Fax (216) 464-3229

Website/URL www.agnon.org E-mail agnon@agnon.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 1-28-04

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

District Name 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) Date

Name of School Board President/Chairperson Mr. Irwin G. Haber (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 1-28-04

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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
 _____ Other (Briefly explain)
- _____ N/A TOTAL

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. Less than 1 Number of years the principal has been in her/his position at this school.

3 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	16	13	29	7	7	7	14
1	19	13	32	8	8	17	25
2	19	16	35	9			
3	19	5	24	10			
4	13	21	34	11			
5	12	17	29	12			
6	10	10	20	Other	29	23	52
TOTAL STUDENTS IN THE APPLYING SCHOOL →							294

6. Racial/ethnic composition of the students in the school: 97.5 % White
.5 % Black or African American
2.0 % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 3 %

(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.	1
(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)]	10
(4)	Total number of students in the school as of October 1	294
(5)	Subtotal in row (3) divided by total in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient
Number of languages represented: 4
Specify languages: Hebrew, Spanish, Russian, French

9. Students eligible for free/reduced-priced meals: 3 %
8 Total Number Students Who Qualify

If this method does not produce 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: $\frac{0}{1}$ % Total Number of Students Served

Agnon Note: one student has dual enrollment at Agnon and at public school, receives special education services (speech, OT) at public school. Agnon does not offer special education services. However, in 2002-2003, 36% (120 students) received auxiliary services such as remedial tutoring in general and Judaic Studies, speech, OT, and psychological services.

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

_____ Autism	_____ 1 preschool child with a disability
_____ Deafness	_____ Orthopedic Impairment
_____ Deaf-Blindness	_____ 2 Other Health Impaired
_____ Hearing Impairment	_____ 3 Specific Learning Disability
_____ Mental Retardation	_____ Speech or Language Impairment
_____ Multiple Disabilities	_____ Traumatic Brain Injury
	_____ 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>7</u>	<u>2</u>
Classroom teachers	<u>23</u>	<u>12</u>
Special resource teachers/specialists	<u>1</u>	<u>7</u>
Paraprofessionals	<u> </u>	<u>2</u>
Support staff	<u>1</u>	<u>4</u>
Total number	<u>32</u>	<u>27</u>

12. Average school student-“classroom teacher” ratio: 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.4%	95.9%	95.8%	95%	95.2%
Daily teacher attendance	98%	98%	97%	99%	99%
Teacher turnover rate	20%	18%	15%	15%	12%
Student dropout rate	N/A				
Student drop-off rate	N/A				

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

N/A

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

Narrative Summary of Agnon

The Agnon School, located on the east side of suburban Cleveland, was founded in 1969 by a group of community leaders and Jewish educators who were committed to excellence in academic and religious education and who desired a pluralistic Jewish community day school option with an integrated curriculum. In 30 years, Agnon has grown from 11 students to almost 300 students in preschool through eighth grade.

The mission of The Agnon School is to educate Jewish children to think, care, question, feel and communicate. We strive to maximize individual potential in a nurturing environment. We develop students who respect the diversity of Jewish thought and practice, and embrace the religion, culture and tradition of the Jewish people. Through a theme-oriented, project-based, integrated curriculum of general and Judaic and Hebrew studies, we cultivate in our students a love of learning and a strong sense of identity.

Our philosophy of teaching is to delight students in the heritage of the past and to prepare them for the promise of the future.

- In our Early Childhood Program (ages 2 to Kindergarten), the primary focus is helping children develop a positive self-image, a sense of independence and a positive feeling about learning in a school setting. Agnon provides multi-sensory experiences at different levels enabling children to question, reason, create, and have meaningful interactions.
- Our Lower School (Primary and Elementary grades 1-5) is designed to provide all students with a strong foundation in reading, language arts, social studies, math, science, Hebrew and Judaic Studies. Our thematic approach encourages children to use basic skills as researchers and problem solvers.
- Agnon’s Middle School (Grades 6-8) offers an exciting and academically challenging curriculum in an age appropriate environment. Student-teacher relationships are fostered through the advisory program and faculty who enjoy working with adolescents. Agnon’s math program is problem-based,

culminating in algebra and geometry studies. Students have daily access to science and computer labs. They also create prayer experiences from the traditional to the creative. The thematic approach to learning in the Middle School culminates in a graduate's Integrated Project and class trip to Israel.

Agnon creates a safe, nurturing, caring environment that enables students to reflect upon their growing sense of self. Agnon is proud of its fine faculty who are specialists in their disciplines and continually study to stay on the cutting edge. In a recently expanded educational building shared with a college, we boast science and computer labs with our own computer network, outdoor courtyards, a sanctuary, library, gym, dining hall, and two outdoor play areas. The Agnon community rejoices in the sharing of academic achievement and Jewish traditions with extended family and friends.

Agnon is proud of its award-winning fine arts program in visual arts. Agnon's attention to detail features an advisory program, counseling and special services, a community service volunteer program, interscholastic team sports, academic competitions, parent education, retreats and school trips.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Agnon's Assessment Results

The Agnon School uses standardized achievement testing to track student progress and measure curricular outcomes. The Agnon School administers the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (COGAT) to our students in second, fourth, sixth, and eighth grades each year during the month of March. We are pleased to report that our school can share consistently outstanding test results with the community.

The Core Battery of the ITBS is a norm-referenced measure that covers reading, language, and mathematics achievement. Standardized instruments such as the ITBS provides information about how well children score when compared to thousands of students of the same age and grade across the county. Individual test scores are confidential, however, we are happy to share Agnon's scores when compared to National School Norms.

In our March, 2003 standardized test results in all grade levels, the percentile rank of average standard scores (combined ITBS and COGAT) shows that the Agnon School:

- **Scores the same or better than 96-99% of national school norms in reading**
- **Scores the same or better than 97-99% of national school norms in language**
- **Scores the same or better than 97-99% of national school norms in math**

Simply stated, this means that Agnon students, as a whole, rank among the top 4% or so of all schools in the comparison pool, that is schools who use the ITBS. This does NOT mean that our students score at 96% of average, or that we are meeting 96% of grade level expectations in each category. This is not a test where you get 96% of the answers correct. These are common misconceptions about standardized test results.

Agnon's test scores do in fact mean, that we are, as a whole, among the top 4% or so of schools who use the ITBS. The school score per grade was in the 96th percentile (and above) when compared to the norming sample of other schools that took the test.

Test scores by grade will vary from year to year depending on the size and the cognitive abilities of the students in those grades. Grade level test scores are used to analyze curriculum strengths and weaknesses, and adjustments are made accordingly. Testing is but a single sample of a child's overall achievement. Therefore, when reviewing results, consideration should be given to the limitations of the test as well as a child's daily classroom performance and other methods of evaluation the teachers use.

2. Using Assessment Data

The assessment of student learning and development at Agnon is consistent with the School's emphasis on understanding each child as an individual and tailoring educational experiences responsive to, supportive of and challenging to each student. Assessment tools such as the ITBS are but one measure of a student's skills and knowledge. Implementing a variety of assessment tools serves three broad educational goals:

- Educational planning: Faculty are encouraged to use both formal (ITBS Tests) and informal methods of assessment to gain insight into the current level of understanding and ability of each child. This information informs both day-to-day and long-term instructional and curricular decisions. Diagnostic information assists in planning special or supportive learning experiences for students requiring them.
- Student self-awareness and independence: We strive to use assessment to help our students nurture complex understandings and develop self-reflective habits.
- Open, timely communication with parents: Parents may be offered a well-rounded picture of their children's growth in academic and social competencies.

Overall school test scores provide a vehicle for matching grade-level standards. Assessment results by grade are used to refine curriculum sequence, strengthen division continuity and assess professional development needs.

3. Communicating Student Performance

The school communicates student performance and assessment data to parents, students and the community through a variety of methods. At Agnon, we work to establish within each classroom a culture that sustains and promotes genuine reflection.

- Students: Student reflection following projects and tests are an integral part of portfolio development. Student portfolios move with students through their school experience and serve as an introduction to receiving teachers. Peer assessment, responses to work and presentations are also conducted. Student conferences with teachers are held, and students are involved in one student-teacher-parent conference a year.
- Parents: ITBS test results are mailed to parents with a letter explaining their child's performance. Further conferencing with the school's testing psychologist is also arranged if warranted. Individual performance is communicated to parents in conferences between teachers and parents twice a year; in addition, a student-teacher-parent conference is conducted once a year. Communication about student progress is also written in conference notes twice a year for parents. A lengthy narrative letter is written to parents once a year. In the Middle School, reporting to parents include letter grades, and interim quarter progress reports are also sent.
- Community: Outstanding performance on the ITBS national school norms is communicated to parents and the community via email letters, a Head's newsletter, through the School's Annual report and on our website. Good test scores are a recruitment tool.

4. Sharing Agnon's Success with Other Schools

The Agnon School is an active partner with many educational institutions and organizations which allow us to share our success and continue to facilitate the strengthening of our program.

- The Agnon School is a member of the Jewish Education Center of Cleveland (JECC), Cleveland Council of Independent Schools and the Ohio Association of Independent Schools. As such, our educational and administrative leaders meet regularly with divisional leaders at other fine JECC, CCIS and OAIS schools to share successes and curriculum.
- Agnon is accredited by ISACS, the Independent Schools Association of the Central States. As a part of the accreditation process, we undergo a thorough self-study and evaluation every seven years conducted by a visiting team of professional independent school educators.
- In a unique partnership in professional mentoring, Agnon has been chosen as a TAP training site for both Bachelor and Master in Education candidates from Ursuline College and John Carroll University. They spend time in our classrooms, working with our teachers, curriculum and students. Sherry Miller, Assistant Head of School, is also serving as a principal mentor for colleagues in the Cleveland area.
- Agnon school leaders travel the country to participate in and lead professional development opportunities with other educators. We are yearly attendees at the Jewish Community Day School Network (RAVSAK), the Council for the Advancement of Jewish Education (CAJE), and the National Association for the Education of Young Children (NAEYC).

PART V – CURRICULUM AND INSTRUCTION

1. Agnon's Curriculum

Agnon's curriculum is based on a holistic approach to learning. Learning becomes a natural and enjoyable activity that stems from children's innate curiosity to make sense of their surroundings. Subjects such as language arts, mathematics, social studies, science, and Judaics are integrated and revolve around a central concept or idea. Our thematic approach to learning is active and creative. The children produce projects, conduct research, and develop a sense of identity with people in other times and places. Close teacher-student-parent relationships build a deep and genuine mutual regard for different educational approaches and ends.

Agnon is an egalitarian learning community where boys and girls study and experience the values and concepts of a Judaic/American curriculum. Torah, broadly conceptualized to include the teachings of Judaism found in the Bible and interpreted in the Talmud, the classical Jewish tradition and the best of contemporary Jewish thought constitutes the core of Agnon's Judaic curriculum and the guiding principle of the school's philosophy. Hebrew and Judaic Studies are woven together and connected throughout the school day with the general studies curriculum.

The integrated environment is designed to stimulate intellectual curiosity, self-awareness, responsibility and citizenship while assisting children in developing personal meaning and a commitment to both their general and Judaic studies. Our planned learning environments challenge children at appropriate levels, and allow for individual learning styles. Building on a strong foundation in the basics, Agnon encourages the use of critical thinking and problem solving in order to help students develop intellectually and creatively.

Agnon strives to incorporate pluralism into its curriculum by teaching the classical Jewish tradition and the various ways in which the major movements in contemporary Judaism interpret that tradition.

As childhood unfolds in phases, Agnon's curriculum has been divided into:

- **The Early Childhood Division - Preschool through Kindergarten, ages 2 1/2 to 5**

The primary focus of the Early Childhood program is helping children to develop a strong self-image, a sense of independence, and positive feelings about learning in a school setting. Agnon provides multi-sensory experiences at different levels enabling children to question, reason, create and engage in meaningful interaction with each other.

- **The Lower School - Primary Division: Grades 1 and 2 and Elementary Division: Grades 3, 4 and 5**

The lower school program of study at Agnon is designed to provide all students with a strong foundation in reading, language arts, social studies, mathematics, science, Hebrew and Judaics. More importantly, our curriculum asks children to use basic skills as researchers and problem solvers. Our thematic approach encourages children to use their imaginations and develop critical thinking skills, which enable them to see how various subjects are interrelated.

- **The Middle School - Grades 6 to 8**

The Agnon School has created a middle school that is neither a replica of a high school nor a mere extension of an elementary school. Instead, our middle school is based on the intellectual, social, emotional, and ethical needs of early adolescence. Our students develop a sense of ownership over their school life. Agnon gives students a sense of belonging to a place, a caring set of adults, and a significant peer group. It also provides a solid foundation in Jewish heritage for these students at a time when they often seek to pull away from family and religious traditions.

2. Agnon's Reading Curriculum

The Agnon School offers a comprehensive language arts program in both English and Hebrew that considers individual needs and interests of the students. The Agnon School's Lower School (grades K-4) approach to reading instruction involves a variety of strategies. The purpose of our literacy program is to enable children to read for meaning at all times. We believe in a balanced program that encompasses the components of "guided reading". Literacy in the Agnon School includes the following methods: Read Aloud, Shared Reading, Independent Reading, Modeled Writing, Interactive Writing, Guided Writing, and Independent Writing. We have ongoing assessment tools that help us utilize the best strategy to meet the needs of each student and his/her learning style. Our belief is that a multi-sensory program that incorporates phonemic awareness skills and literature will promote a life-long love of reading and learning. The Wilson Learning System and Reading Recovery are two national reading programs that support our eclectic guided reading program. Additionally, we provide professional development for our staff to further understand current research and best practices regarding reading instruction. We spent two years consulting reading specialists at the local and national level. Our goal is to insure that every child derive pleasure and meaning through literacy. Agnon selected this approach because it best addresses a wide variety of individual learning styles.

3. Agnon's Judaic Studies Curriculum

In discussing Agnon's Judaic Studies curriculum, it is most important to note that The Agnon School is a community day school open to all students, regardless of Jewish religious affiliation. Tanach, or the study of bible, is taught with two basic principles: 1) that the Bible is holy and has to be taught with respect as a religious document, and 2) the archeological and historical research must be acknowledged. It is important that students understand that the Bible is not a scientific or literature book. Judaic Studies are fully integrated in the whole school's general studies curriculum so that students gain a strong foundation in all subjects and are able to understand how they relate to each other in history and in life.

Hebrew is taught as a modern, living, vibrant language. It is also the language in which the *Tanach*, the *Siddur* and most of our sacred texts throughout the ages have been written. Hebrew is clearly the tongue of our heritage (Sfat Moreshet). The history of the Jewish people, the development of Jewish civilization and the complexities of our moral and ethical values are best realized when read in Hebrew. As Hebrew is the national language of the state of Israel, the history, culture, politics and current events of Israel are integral parts of the curriculum. Simply put, a furthering sense of peoplehood among Jews can be achieved through Hebrew. With these ideas in mind, the Agnon School does not view Hebrew as a foreign language or one of secondary importance.

4. Instructional Methods For Student Learning

The complete integration of Judaic and General Studies is not the norm in most Jewish Day Schools and thus requires the use of creative instructional methods for student learning. Teachers plan curriculum together in teams, shaping the thematic studies with a mixture of large group instructional time (active listening), small group project work, one-to-one interaction, individual and group research, problem solving, theatrical and artistic presentations, out-of-classroom experiences and other faculty initiatives. Homework, long-term project management and study skills are emphasized.

Students with special learning styles have access to two important new programs at Agnon:

- Ma'ayan is a Judaic Studies Resource Program serving students from second to eighth grade who have mild to moderate language-based learning differences. Agnon meets the needs of these students through specialized, intensive English instruction in Hebrew language skills acquisition and Jewish Studies in small groups in a designated Judaics Resource Room.
- Wilson Method Reading Tutoring services students experiencing serious reading difficulties, from Kindergarten through fourth grade, via the *Wilson Reading System*. The Wilson Reading Method, developed in the Language Disorders Unit at Massachusetts General Hospital in Boston, is an intensive, systematic remedial reading and decoding program taught via multi-sensory approaches.

4. Professional Development Program

Agnon currently implements numerous aspects for professional development of faculty and administrators. Staff meetings and workshops, combined with assigned reading, are used for various topics such as conflict and resolution, New American students and portfolio assessment. Day-long in-service programs offer a larger block of time for professional development in large groups and in division/grade-level meetings, when outside consultants are often used to offer cutting edge strategies for the teaching of science, math and reading. For example, a neurologist has spoken to the staff about ADHD. A technology consultant is employed to offer hands-on lab workshops in software for teachers.

Partnerships with local universities, as well as with our building neighbor, the Laura and Alvin Siegal College of Judaic Studies, ensure high quality interactions.

Teachers are also offered reimbursement for taking graduate courses, and must adhere to strict state standards for licensure and certification which is monitored through the Jewish Education Center of Cleveland. Every teacher maintains a personal professional development plan.

Examples of professional development programs this year include:

-Dr. Saundra Epstein, Jewish Day School curriculum specialist and educational consultant, helped the faculty focus on creating a moral community.

-Caroline Borrow, Ph.D. instructed faculty on the latest research and current trends in math education.

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 tables.

Private school association(s): ISACS-Independent Schools Association of the Central States, RAVSAK-The Jewish Community Day School Network

(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>8,055</u> K	\$ <u>8,055</u> 1 st	\$ <u>8,055</u> 2 nd	\$ <u>8,485</u> 3 rd	\$ <u>8,485</u> 4 th	\$ <u>8,485</u> 5 th
\$ <u>9,135</u> 6 th	\$ <u>9,135</u> 7 th	\$ <u>9,135</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ <u>Preschool \$1,000-5,100</u> Other				

2. What is the educational cost per student? \$ 10,477
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 1,277

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 32 %

PART VII - ASSESSMENT RESULTS

Public Schools

In a letter to the U.S. Secretary of Education accompanying the list of nominated schools, the CSSO of each state certifies that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels” or for being in the top 10 percent of schools in the state. The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. States must rely on the state accountability system to identify schools for submission to the Secretary.

Based on state data, the CSSO certifies that the submitted schools meet one of two criteria: 1) dramatic improvement in test scores to high levels in the past three years in reading (language arts or English) and mathematics for schools that draw at least 40 percent of their students from disadvantaged backgrounds, or 2) regardless of a school’s demographics, achievement in the top 10 percent of schools in the state as measured by state tests of reading (language arts or English) and mathematics or in the top 10 percent in the state on assessments referenced against national norms in at least the last grade tested.

“Dramatically improved” is defined by the CSSO of each state based on the state’s definition of adequate yearly progress (AYP). All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at least at the 55th percentile on state assessments in the highest grade tested even if the school makes AYP.

A student from a “disadvantaged background” is defined as one who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO using the state accountability system. If the state uses only assessments referenced against national norms at a particular grade, the school should explain how these tests measure the depth and breadth of the state’s academic content standards. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. For these tests, schools must use national norms. The national school norms for the 90th and 55th percentiles can be found on the U.S. Department of Education’s Web site. If fewer than 90 percent take a particular test, do not report the data. If the PSAT, PLAN, SAT, or ACT are not an official part of the state accountability system, schools should not report the data.

The school must disaggregate the data for socioeconomic groups that comprise sufficient numbers to be a part of the state’s assessment reports. If it is not possible to disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups if they comprise sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must 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 and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

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 at least 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 who is eligible for free or reduced-priced meals at the school, is limited English proficient, is a migrant student, or is a student 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 in at least the last grade tested at or above the 55th percentile (5 percentage points above the mean) on assessments referenced against national norms at a particular grade, or at or above the 55th 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 or in the top 10 percent in its state as measured by a state test in at least the last grade tested.

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 on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments or, if the school does not administer state tests, for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should include the data, unless students take state assessments. In the case where all private secondary school students participate in state assessments, do not report the data from the PSAT, PLAN, SAT, or ACT.

The school must disaggregate the data for students eligible for free or reduced-priced meals if that cohort of students comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. If the school does not collect family income data and cannot disaggregate by socioeconomic level, the school should disaggregate by ethnic/racial groups that comprise 10 percent or more of the student body of the school. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must 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 and attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

The Agnon School
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, and place it on a separate page.

Grade 2 Test Iowa Test of Basic Skills

Edition/publication year Form M/1995 Publisher Riverside Publishing

Number of students in the grade in which the test was administered _____ 2002-3: 30
 2001-02: 37
 2000-01: 42

Number of students who took the test see below (*): _____

What groups were excluded from testing? Why, and how were they assessed? 2002-03: 1SLO student had received individual testing through a public school multifactor evaluation—further testing not needed. 1 student absent for math part of ITBS-classroom based assessment used. 2001-02 and 2000-01: 1 student absent-used classroom assessment.

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

School Year	2002-2003		2001-02		2000-01	
Subject	Reading	Math	Reading	Math	Reading	Math
Testing month	2/03	2/03	3/02	3/02	3/01	3/01
SCHOOL SCORES						
Total Score	88	89	84	90	89	89
Number of students tested (*)	29	28	36	36	41	41
Percent of total students tested	97	93	97	97	97	97
Number of students excluded	1	2	1	1	1	1
Percent of students excluded	3	7	3	3	3	3
SUBGROUP SCORES	NA	NA	NA	NA	NA	NA
1. _____ (specify subgroup)						
Number of students tested						
2. _____ (specify subgroup)						
Number of students tested						
3. _____ (specify subgroup)						
Number of students tested						
4. _____ (specify subgroup)						
Number of students tested						

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

The Agnon School
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, and place it on a separate page.

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year Form M/1995 Publisher Riverside Publishing

Number of students in the grade in which the test was administered _____ 2002-3: 35
 2001-02: 32
 2000-01: 36

Number of students who took the test see below (*): _____

What groups were excluded from testing? Why, and how were they assessed? 2002-03: 1 student with suspected learning disability was in process of receiving individual evaluation. Further testing not needed. 2001-02: 1 ESL student was excluded and 2 were absent for part of the ITBS administration – used classroom assessment. 2000-01: 1 student absent - used classroom assessment

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

School Year	2002-2003		2001-02		2000-01	
Subject	Reading	Math	Reading	Math	Reading	Math
Testing month	2/03	2/03	3/02	3/02	3/01	3/01
SCHOOL SCORES						
Total Score	90	89	74	78	81	90
Number of students tested (*)	34	34	30	29	35	35
Percent of total students tested	97	97	94	91	97	97
Number of students excluded	1	1	2	3	1	1
Percent of students excluded	3	3	6	9	3	3
SUBGROUP SCORES	NA	NA	NA	NA	NA	NA
1. _____ (specify subgroup)						
Number of students tested						
2. _____ (specify subgroup)						
Number of students tested						
3. _____ (specify subgroup)						
Number of students tested						
4. _____ (specify subgroup)						
Number of students tested						

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

NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

The Agnon School
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, and place it on a separate page.

Grade 6 Test Iowa Test of Basic Skills

Edition/publication year Form M/1995 Publisher Riverside Publishing

Number of students in the grade in which the test was administered _____ 2002-3: 22
 _____ 2001-02: 37
 _____ 2000-01: 37

Number of students who took the test see below (*): _____

What groups were excluded from testing? Why, and how were they assessed? 2002-03: 1 student absent during ITBS administration - used classroom assessment

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

School Year	2002-2003		2001-02		2000-01	
	Reading	Math	Reading	Math	Reading	Math
Testing month	2/03	2/03	3/02	3/02	3/01	3/01
SCHOOL SCORES						
Total Score	79	87	79	86	81	84
Number of students tested (*)	21	21	37	37	37	37
Percent of total students tested	96	96	100	100	100	100
Number of students excluded	1	1	0	0	0	0
Percent of students excluded	4	4	0	0	0	0
SUBGROUP SCORES	NA	NA	NA	NA	NA	NA
1. _____ (specify subgroup)						
Number of students tested						
2. _____ (specify subgroup)						
Number of students tested						
3. _____ (specify subgroup)						
Number of students tested						
4. _____ (specify subgroup)						
Number of students tested						

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

NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

The Agnon School
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, and place it on a separate page.

Grade 8 Test Iowa Test of Basic Skills

Edition/publication year Form M/1995 Publisher Riverside Publishing

Number of students in the grade in which the test was administered _____ 2002-3: 15
 2001-02: 22
 2000-01: 27

Number of students who took the test see below (*): _____

What groups were excluded from testing? Why, and how were they assessed? 2002-03: 1 student absent during ITBS administration - used classroom assessment

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

School Year	2002-2003		2001-02		2000-01	
	Reading	Math	Reading	Math	Reading	Math
Testing month	2/03	2/03	3/02	3/02	3/01	3/01
SCHOOL SCORES						
Total Score	89	86	70	79	80	77
Number of students tested (*)	14	14	22	22	27	27
Percent of total students tested	93	93	100	100	100	100
Number of students excluded	1	1	0	0	0	0
Percent of students excluded	7	7	0	0	0	0
SUBGROUP SCORES	NA	NA	NA	NA	NA	NA
1. _____ (specify subgroup)						
Number of students tested						
2. _____ (specify subgroup)						
Number of students tested						
3. _____ (specify subgroup)						
Number of students tested						
4. _____ (specify subgroup)						
Number of students tested						

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

NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					