

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter

Name of Principal Mrs. Donna Brigger

Official School Villa Madonna Academy Elementary and Junior High School

School Mailing Address 2500 Amsterdam Rd.

Villa Hills KY 41017-5316
City State Zip Code+4 (9 digits total)
County Kenton State School Code Number* N/A

Telephone (859) 331-6333 Fax (859) 331-8615

Web site www.villamadonna.net E-mail dbrigger@villamadonna.net

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 _____

Name of Superintendent Dr. Lawrence Bowman

District Name Diocese of Covington Tel. (859) 392-1530

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 Miss Monica Ginney

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.

(School Board President's/Chairperson's Signature) Date _____

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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.

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. 5 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	18	27	45
K	13	12	25	8	9	26	35
1	15	25	40	9			
2	22	16	38				
3	17	23	40	11			
4	18	20	38	12			
5	14	18	32	Other			
6	18	22	40				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							333

6. Racial/ethnic composition of the school: 92 % White
1 % Black or African American
3 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4.3 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(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	11
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	322
(5)	Total transferred students in row (3) divided by total students in row (4)	.043
(6)	Amount in row (5) multiplied by 100	4.3%

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

Number of languages represented: 0%
Specify languages:

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

Total number students who qualify: 1

10. Students receiving special education services: 4 %
16 Total Number of Students Served

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Number of Staff:

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>31</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Attendance Patterns:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	96.5%	98%	98%	97%
Teacher turnover rate	1.0%	2.0%	0.17%	0.2%	0.18%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Villa Madonna Academy Elementary and Junior High School is a private, Catholic school for kindergarten through eighth grade located in Villa Hills, Kentucky. The school is situated on a campus across from Cincinnati, Ohio overlooking the Ohio River. Sponsored by the Benedictine Sisters of St. Walburg Monastery, the school is one of 30 elementary schools in the Diocese of Covington School System. The philosophy of Villa Madonna Academy is rooted in the history and charism of the Benedictine Sisters of St. Walburg Monastery.

The 234-acre campus provides a peaceful setting for St. Walburg Monastery, Villa Madonna Academy (includes Villa Madonna Academy High School), Villa Madonna Early Learning Center, Villa Hills Day Care and Madonna Manor, a senior citizen community. The oldest ministry on the property is Villa Madonna Academy, which began as a boarding and day school for girls in 1904. The present building was erected in 1958 for a growing high school enrollment. In 1979, the boarding school was closed. The school continues to operate as a co-ed elementary school for kindergarten through eighth grade and a co-ed college preparatory high school.

The mission of Villa Madonna Academy is to educate students in grades K-12 for full Christian participation in 21st century life. Villa Madonna Academy is committed to forming students who seek God in the Benedictine tradition of reverence and peace, scholarship, service and community. Villa Madonna Academy's philosophy is to prepare students for an active, God-centered life as responsible, effective members of society. Villa Madonna Academy, therefore, offers academic programs designed to foster the development of persons of integrity who use their gifts to participate in and serve the communities of the world. Members of the Villa family work collaboratively to meet student needs through appropriate learning and teaching methods.

Villa Madonna Academy Elementary School enjoys a reputation as a premier elementary school in Northern Kentucky. Many factors contribute to this reputation and to the success of the school. The small class sizes allow all teachers to know all of their students and their families well. Villa families are actively involved in the school. Nearly 90% of the families volunteer in some way each school year. These strong connections between teachers and students, school and home, and school and community - along with a 100-year tradition of Benedictine and academic excellence - create an intimate family-like atmosphere at Villa Madonna Academy.

The success of Villa Madonna Academy can be directly contributed to the strong Benedictine influence, to the family-like atmosphere and to the dedicated and professional staff. Each member of the faculty is expected to be certified in the areas they teach. Teachers strive to use best practices in instruction and assessment. Since 2003 teachers have participated in school-wide professional development that is helping them to build their instructional repertoire, use best practices, and differentiate instruction. The teachers and staff collaborate with one another to create a learning atmosphere that is challenging and stimulating. Villa Madonna teachers commit themselves to serving the students through numerous co-curricular activities and school-wide committees.

The 2005-2006 school year was the first year that Villa had an all-day kindergarten program. Thirty students in two classes were added to the school in 2005. In addition, there was a 15% increase in enrollment creating waiting lists for several grades. Since 2002 the enrollment has increased more than 20%. The teachers, administration, students, parents and community are committed to continuing the 100 year tradition of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: In 2002 Villa Madonna Academy Elementary School, along with all of the elementary schools in the Diocese of Covington, began administering the Terra Nova Test second edition. Traditionally students in grades 1, 3, 5 and 7 take the Terra Nova Test during a two-week time span in March or April of each school year. In 2003 the sixth grade students began taking the Terra Nova. No students are excluded from taking any portion of the test.

The reading portion of the Terra Nova Test includes reading comprehension, vocabulary and a composite reading score. The math portion of the test includes math computation, math application and a math composite score. Scores are reported as national percentiles. Villa students consistently score in the upper 50% or the top two quarters in all subject areas. Rarely do the students of any grade level score in the lower 50%. Additionally the students consistently score above their anticipated scores. Anticipated scores are based on the results of the InView section of the Terra Nova Test, which tests students' cognitive ability.

Specifically, in grades 3, 5, and 7, Villa students have scored consistently in the top quarter of the nation on the last five testing dates in reading composite. Sixth grade Villa students scored in the top quarter or third of the nation in reading composite on the last four testing dates. These were the only four years that they were administered the Terra Nova Test.

With respect to math composites, Villa students in grades 5 and 7 have scored in the top quarter of the nation on the last five testing dates. The sixth grade students had a minor decline from 78 percentile in 2003 to 73 percentile on the 2004 testing. In 2005, the scores increased to 81 percentile. In 2006, the sixth grade math scores remained in the top quarter of the nation. Third grade students scored 84 percentile in math composite in 2002 and then the percentiles declined to 66 percentile and 53 percentile in 2003 and 2004, respectively. In 2005, the third grade composite math scores went up to 85 percentile. In 2006, their math scores remained in the top quarter of the nation. This occurred after teachers and administrators made curricular changes to align the course of study for third grade math with the Terra Nova Math Test content. The adoption of the Math Trailblazers series also aided in increasing scores.

Villa Madonna Academy is proud of student test results. However, the faculty continually strives to improve the scores through instruction and curriculum development. The test results indicate that students are exposed to strong overall curriculum and outstanding instructional methods. Strong standards-based curriculum, best practices in instruction, differentiated methods, committed families, successful students, and high test scores are all indicators of Villa's success. Information on the Terra Nova Test can be viewed at www.ctb.com.

2. Using Assessment Results: In 2002-2003 and 2003-2004, the primary students' math scores were lower than expected. Therefore the teachers in all grade levels engaged in a math curriculum revision process. Primary teachers made curricular changes so the content being taught would reflect the material tested on the Terra Nova. A new math program was implemented gradually from 2004 to 2006. Students are exposed to hands-on mathematics experiences, problem solving, critical thinking, and application and analysis of mathematical functions.

Because Villa students exceed expectations on Terra Nova Tests, Villa has implemented differentiated instruction strategies to challenge students. Professional development is continually provided to the teachers in this area. The elementary school is also uniquely housed within the same building as Villa

Madonna Academy High School. The administration and faculties work collaboratively to learn from one another and to develop a challenging curriculum for students in kindergarten through 12th grade.

Individual students who do not meet academic expectations on Terra Nova tests are able to take advantage of the services of an educational specialist. The resource teacher utilizes “pullout” instruction and in-class strategies to assist these students. The specialist also works with teachers providing instructional techniques that can be used to make available accommodations for all students as well as these students’ learning needs.

While the standardized test scores are significant indicators of success, they are not the only means by which student achievement is measured. Teachers determine students’ learning needs and adjust instruction and assessment based on their observation, tests, quizzes, student projects, writing and math journals, and writing portfolios. These methods of assessment, along with standardized test results, are used to help determine the strengths and weaknesses of current instructional practices.

3. Communicating Assessment Results: Villa Madonna Academy is strongly committed to the belief that students, teachers and parents working together in a united effort provide the strongest support for student performance. Parents receive quarterly report cards as well as mid-quarter progress reports. Grades are stored and generated readily through a computer program making the student’s progress easily available to administration and teachers. Parent-teacher-student conferences are held following the first grading period. As a conduit for communication, teachers frequently utilize phone calls, email, personal notes or additional conferences as needed. Teacher websites are updated weekly and contain essential information about classroom activities and coursework.

Parents receive detailed reports of their children’s performance on the standardized Terra Nova Test. Included with the results is a detailed explanation of the scores and the group score comparison with the diocesan and national group norms. Parents are given the opportunity to discuss the results with the principal and/or counselor. In addition, test results on the Terra Nova Test and the Duke Talent Identification Program are included in newsletters to the Board of Directors, Parents’ Club and Alumni News. Students’ academic accomplishments are frequently featured in *The Kentucky/Cincinnati Enquirer* and *The Kentucky/Cincinnati Post*, as well as various community papers.

4. Sharing Success: Villa Madonna Academy Elementary and Junior High School is always striving for excellence. As a member of a larger community of schools within the Diocese of Covington, the administration, faculty and staff share their knowledge and experience with other schools in the diocese. The school is a member of The Southern Association of Colleges and Schools, now known as AdvanceEd, as well as The Kentucky Non-Public School Commission. The principal and faculty have served on site visit teams for each of the accreditation associations. Last year, two faculty members presented at the Kentucky Council of Teachers of English/Language Arts (KCTE/LA) spring meeting. They will be presenting again at the 2007 KCTE/LA meeting. Another member of the faculty participated on a national panel that is establishing standards for elementary foreign language assessment. Villa has two native-speaking foreign language teachers, one of whom is a Fulbright Scholar from Bogotá, Colombia. This is part of an exchange with Colegio Mayor de Nuestra Señora del Rosario, where a Villa faculty member – also a Fulbright Scholar- is teaching English during the current school year. As a result of the principal’s summer exchange visit to France, two teachers have developed email/blogs and written exchanges between teachers and students in France. Additionally, several teachers have collaborated with area teachers in revising and upgrading diocesan curriculum guidelines. The principal is the president of the Diocesan Association for Elementary School Administrators. Each of these activities helps administration and faculty network with other schools and share experiences and knowledge with other professionals.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The students enrolled in Villa Madonna Academy Elementary and Junior High School study a well-rounded standards-based curriculum that is age and stage appropriate. The curriculum for all students from kindergarten through eighth grade includes: reading, writing, grammar, math, science, social studies, religion, foreign language, computer, art, physical education and health and music. Students in grades 7 and 8 take either chorus or band for their music choice. Each area of the curriculum meets or exceeds the diocesan guidelines and is aligned with national standards.

The reading/language arts and writing curriculum are aligned with the national standards presented by NCTE and IRA. The instruction is designed to help students build phonemic awareness, sound – symbol recognition, reading comprehension, fluency, writing competency and proficiency. The curriculum challenges students to apply skills in authentic ways, such as writing portfolios, literature circles, reading and writing workshops as well as peer and self assessment.

The math curriculum has been extensively researched and the newly adopted curriculum reflects the national standards established by NCTM. The math curriculum includes instruction that is designed to help students build computational skills, deepen conceptual understanding, develop mathematical reasoning and problem-solving abilities, and demonstrate understanding in a variety of assessment forms. Students engage in a variety of authentic activities that foster critical thinking, integrate math with science and literature, and provide authentic assessment and application of math concepts and skills.

The religion curriculum includes the study of the Catholic Church and all of its traditions and rituals, as well as the study of Benedictine values, history and traditions. Additionally, students attend weekly liturgies. A Benedictine sister visits each classroom on a monthly basis teaching Benedictine traditions, values and history.

The science curriculum challenges students to think critically about life science, physical science, conservation and space. Students are engaged in authentic and hands-on tasks that integrate math and language arts.

The social studies curriculum gives students the opportunity to learn about themselves, their communities, local, national and world history, and geography through a variety of learning experiences that encourage students to think critically. The History Alive social studies curriculum was adopted for grades 4, 5 and 6 in 2005-2006 with great success.

Students in kindergarten through eighth grade attend one computer class per week. The technology curriculum, which is fully integrated with the core curriculum, prepares students to use a variety of technology tools and applications.

The foreign language curriculum, written in alignment with the high school foreign language curriculum, provides instruction for every student in kindergarten through eighth grade throughout the year. Kindergarten students are introduced to both French and Spanish. Students in grades 1 through 7 may choose to study French or Spanish. Three foreign language teachers teach all grades. Accelerated Seventh and Eighth grade students choose French I, Spanish I or Latin I.

Students in kindergarten through eighth grade have one art class each week taught by two outstanding art teachers, each with a Masters degree in art. The study of art includes the study of line, shape, form, color and composition. Art history and appreciation are also part of the curriculum. Students often produce art in conjunction with another subject area.

2. Reading: In keeping with the philosophy of differentiated instruction and the belief that strong readers are grounded in phonemic awareness, phonics, vocabulary, fluency and comprehension, Villa Madonna Academy has adopted a reading curriculum that is aligned with the national standards set forth by NCTE and IRA. No single method of instruction is emphasized, rather phonics instruction, literature-based instruction and whole language instruction are provided in a balanced approach to teaching reading. Students learn to read and develop their reading skills through teacher and student selected trade books and picture books combined with activities that teach and reinforce fundamental reading skills. Basal readers and literature series are not used as primary texts. The five components of reading, phonemic awareness, phonics, vocabulary, fluency and comprehension, are taught in kindergarten through sixth grade through the use of trade books combined with activities that are in alignment with best practices and capitalize on the strengths and interests of the individual students.

During the past three years teachers have been upgrading the reading and writing curriculum in order to provide instruction in these grades that further develops critical reading skills through reading of various novels, pieces of literature, and non-fiction materials. This exposes the students to a variety of genres that provide opportunities for the development of comprehension, vocabulary, spelling, critical thinking and the opportunity to study literary elements.

Reading achievement is measured by level of comprehension, fluency, the ability to decode unfamiliar text, use of vocabulary found in the text and application of reading strategies to a variety of texts. Assessment results are used to generate further instruction and guide in the selection of text for the individual student. An instructional specialist is available to assist those students who need intervention in reading instruction. This instruction takes place either as pull-out or collaborative model, dependent on the needs of the student.

3. Additional Curriculum Area: The math curriculum prepares all students to effectively apply acquired math knowledge and skills in an ever-changing society. It affords the students the skills and operational development beginning with simple number recognition through advanced algebra courses. Students at every level are able to be challenged through instruction that builds computational skills, deepens conceptual understanding, develops mathematical reasoning, develops problem-solving abilities and allows students to demonstrate understanding through a variety of assessment forms. Seventh and eighth grade students may test into an accelerated program that includes high school level Algebra I, Algebra II and Geometry. This spiral curriculum uses manipulatives, grouping games, projects and real-life vocabulary.

In 2004-2005, two new math series were adopted – Kendall Hunt’s Trailblazer series is being used in kindergarten through fifth grade. McDougall Littell’s Math Thematics is being used in grades 6, 7 and 8. While these texts are the primary sources of instruction, they are not the sole source for instruction nor is the series the sole basis for the math curriculum. The two new series, both recommended by National Council Teachers of Math, are aligned with the national standards. They were selected because the instruction is carefully scaffolded, providing authentic lessons and assessments that incorporate problem-solving, computation, critical thinking and conceptual understanding. The series also promotes integration of science and language arts with math, thus supporting recent research conducted by TIMS – Teaching Integrated Math and Science.

4. Instructional Methods: The faculty at Villa Madonna Academy believes that every child can become a successful learner. Learning styles are supported through the use of differentiated instruction. This instruction incorporates a variety of techniques including kinesthetic, auditory and visual. Instruction is planned in an effort to address multiple intelligences with the intent to teach to the strengths of each student. Students who struggle academically receive supplemental instruction from an educational

specialist as well as accommodations within the classroom. Students with diagnosed learning disabilities have written Individual Learning Plans. Differentiated instruction and multi-aged grouping provide enriching opportunities for those students who go beyond the scope of the basic lesson.

Methods of instruction include, but are not limited to: learning centers, fluid ability grouping, literature circles, writing workshops, science labs, student-directed activities, direct instruction and methods of questioning that encourage and foster critical thinking. The kinesthetic approach is manifested by teacher-designed learning centers through all grade levels. Daily lesson plans often include manipulatives and hands-on techniques that enrich the understanding of concepts taught. Science labs encourage students to work together and learn from each other.

Teachers capably integrate technology into the curriculum. Web-based learning techniques are used to gather information, reinforce learning and extend the classroom walls to the world. CDs, video and audio tapes, overhead projectors, charts and graphs, also lend themselves to the varied and balanced instructional methods that teachers fully integrate into their subject areas.

Teachers effectively integrate art, music and drama into the curriculum to provide continuity between subject matter and the arts. While instruction is not individualized, it is tailored to the high expectations of the learning community as well as to the academic strengths and abilities of the students.

5. Professional Development: The faculty of Villa Madonna Academy participates in regular professional development that supports the strategic plan as well as the mission and vision of the school. Professional development is a key component in enabling teachers to bring new and innovative ideas to the students in a vibrant learning environment. Monthly faculty meetings, workshops, conferences and weekly collaborative planning meetings, as well as membership in professional associations, provide opportunities for the staff to participate in professional development.

Workshops on differentiated instruction, provided by experienced teaching professional, Patti Kessler, as well as Northeast Foundation's presentation on Responsive Classroom, have been recurring themes presented during faculty meetings. Consultants are made available to aid in the transition of those disciplines into the classroom. Professional development is provided as requested. Faculty members have taken advantage of regional conferences offered by the Ohio Catholic Education Association and Kentucky Reading Association. Most recently, members have also attended Cinsam, Kentucky standards-based math workshop, as well as math and science workshops sponsored by Northern Kentucky University. Members of the faculty, as well as local area teachers, are presenting sessions to our faculty on targeted topics. Villa Madonna Academy is a member of The National Council Teachers of Math, The National Council Teachers of English, International Reading Association, and the Association for Supervision and Curriculum Development.

The availability of professional development and the professional dedication of the educators have resulted in standardized scores that remain consistently high. The students are being challenged to think critically in more authentic ways. Students are writing more, reading more effectively, learning math through a variety of methods, making choices about their learning and assessing their own progress. Teachers are executing more student-centered and student-directed activities.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Southern Association of Schools and Colleges; Non-Public School Accreditation

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$4790 \$5340 \$5340 \$5340 \$5340 \$5340
K 1st 2nd 3rd 4th 5th

\$5340 \$5340 \$5340
6th 7th 8th

4. What is the educational cost per student? \$6300
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12 %

Villa Madonna Academy Assessments
Referenced Against National Norms

Subject: Math
Grade: 3

Test: Terra Nova
Edition/Publication Year: 2nd Edition/ 1992
Publisher: CTB/McGraw-Hill

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	78	85	53	66	84
Number of students tested	35	28	29	29	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
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					

**Villa Madonna Academy Assessments
Referenced Against National Norms**

**Subject: Reading
Grade: 3**

Test: Terra Nova
Edition/Publication Year: **2nd Edition/ 1992**
Publisher: **CTB/McGraw-Hill**

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	82	77	75	78	77
Number of students tested	35	28	29	29	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
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					

Villa Madonna Academy Assessments
Referenced Against National Norms

Subject: Math
Grade: 5

Test: Terra Nova
Edition/Publication Year: 2nd Edition/ 1992
Publisher: CTB/McGraw-Hill

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	78	78	83	76	81
Number of students tested	38	32	24	29	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
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					

Villa Madonna Academy Assessments
Referenced Against National Norms

Subject: Reading
Grade: 5

Test: Terra Nova
Edition/Publication Year: 2nd Edition/ 1992
Publisher: CTB/McGraw-Hill

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	80	82	91	88	87
Number of students tested	38	32	24	29	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2*	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
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					

**In accordance with student ILPs, unlimited time was allotted to two students for test taking. These students were also allowed to take the test in isolation, rather than in a classroom setting.*

Villa Madonna Academy Assessments
Referenced Against National Norms

Subject: Math
Grade: 6

Test: Terra Nova
Edition/Publication Year: 2nd Edition/ 1992
Publisher: CTB/McGraw-Hill

Scores are reported here as (check one):

NCEs
 Scaled scores
 Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	77	81	73	78
Number of students tested	41	28	29	42
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
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				

Villa Madonna Academy Assessments
Referenced Against National Norms

Subject: Reading
Grade: 6

Test: Terra Nova
Edition/Publication Year: 2nd Edition/ 1992
Publisher: CTB/McGraw-Hill

Scores are reported here as (check one):

NCEs__
 Scaled scores__
 Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	78	84	80	80
Number of students tested	41	28	29	42
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
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				

**Villa Madonna Academy Assessments
Referenced Against National Norms**

**Subject: Math
Grade: 7**

Test: Terra Nova
Edition/Publication Year: **2nd Edition/ 1992**
Publisher: **CTB/McGraw-Hill**

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	88	85	83	89	85
Number of students tested	33	34	43	31	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2*	0	0
Percent of students alternatively assessed	0	0	5	0	0
SUBGROUP SCORES					
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					

**In accordance with student ILPs, unlimited time was allotted to two students for test taking. These students were also allowed to take the test in isolation, rather than in a classroom setting.*

**Villa Madonna Academy Assessments
Referenced Against National Norms**

**Subject: Reading
Grade: 7**

Test: Terra Nova
Edition/Publication Year: **2nd Edition/ 1992**
Publisher: **CTB/McGraw-Hill**

Scores are reported here as (check one):

NCEs

Scaled scores

Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	March
SCHOOL SCORES					
Total Score	92	90	83	84	84
Number of students tested	33	34	43	31	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1*	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
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					

**In accordance with a student ILP, unlimited time was allotted to one student for test taking. The student was also allowed to take the test in isolation, rather than in a classroom setting.*