

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

Name of Principal Sister Mary Jeanne Oesterle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Walsingham Academy Lower School
(As it should appear in the official records)

School Mailing Address 1100 Jamestown Rd.
(If address is P.O. Box, also include street address)

Williamsburg VA 23185-3316
City State Zip Code+4 (9 digits total)

Tel. (757)229-2642 Fax (757)259-1404

Website/URL www.walsingham.org Email mjo@walsingham.org; azparsons@walsingham.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 _____

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

Name of Superintendent Ms. Dianne Bialkowski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Richmond Tel. (804)359-5661

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	29	20	49	7	36	27	63
1	22	19	41	8	N/A	N/A	N/A
2	18	24	42	9	N/A	N/A	N/A
3	24	25	49	10	N/A	N/A	N/A
4	24	25	49	11	N/A	N/A	N/A
5	17	26	43	12	N/A	N/A	N/A
6	27	35	62	Other	N/A	N/A	N/A
			TOTAL STUDENTS IN THE APPLYING SCHOOL				

6. Racial/ethnic composition of the students in the school:

- 94 % White
- 1 % Black or African American
- 0 % Hispanic or Latino
- 5 % Asian/Pacific Islander
- 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 3.3%

(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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(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	398
(5)	Subtotal in row (3) divided by total in row (4)	33
(6)	Amount in row (5) multiplied by 100	3.3%

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

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

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

10. Students receiving special education services: 12.4 %
33 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 27 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> </u>
Classroom teachers	<u> 18 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 3 </u>
Paraprofessionals	<u> 7 </u>	<u> 2 </u>
Support staff	<u> 1 </u>	<u> 1 </u>
Total number	<u> 36 </u>	<u> 6 </u>

12. Student-“classroom teacher” ratio: 22:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>97.5%</u>	<u>97%</u>	<u>96%</u>	<u>98%</u>	<u>96%</u>
Daily teacher attendance	<u>96%</u>	<u>94%</u>	<u>95%</u>	<u>95%</u>	<u>93%</u>
Teacher turnover rate	<u>2%</u>	<u>3%</u>	<u>2%</u>	<u>2%</u>	<u>2%</u>
Student dropout rate	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
Student drop-off rate					

PART III - SUMMARY

Walsingham Academy, of Williamsburg, Virginia, was established by the Sisters of Mercy of Philadelphia in 1947. A Catholic, co-educational school rooted in the values and traditions set forth by the Sisters of Mercy, Walsingham Academy is situated on 30 acres and its campus consists of two buildings, the Upper and Lower schools. Walsingham Academy Lower School currently retains the distinction of being a Blue Ribbon School of Excellence. The Blue Ribbon was granted in 1999.

The entire Academy is committed not only to educational excellence but to fostering Christian values in all areas of life and providing numerous opportunities for leadership development. Although Walsingham is a private rather than a diocesan school, it follows the general guideline of the Office of the Superintendent of Schools of the Diocese of Richmond whenever appropriate.

Walsingham Academy, established and directed by the Sisters of Mercy in partnership with its Board of Trustees and lay faculty, is committed to the education and development of the whole person through a caring, value-centered curriculum, emphasizing responsible leadership in an increasingly complex world.

An independent, Catholic, elementary and college-preparatory secondary school, Walsingham Academy accepts students of varying abilities from diverse religious and socio-economic backgrounds. The Academy, through its faculty, staff, and students, stresses academic distinction and self-discipline, encouraging all to rise to the challenge of excellence. In the light of its philosophy, Walsingham Academy strives to attain the following objectives:

1. To aid students in their spiritual commitment by developing a community of faith within the school by providing religion courses, liturgical gatherings, and opportunities for service projects.
2. To help students become conscious of their place in society through participation in a program designed to develop their own self-awareness and responsibility to others.
3. To offer students the opportunity to work with their teachers and peers for the development of meaningful personal relationships, communication skills and Christian witness.
4. To promote a sense of self-discipline based in mutual respect and of accountability that will foster the process of education and prepare the student for responsible participation in society.
5. To aid students in acquiring and evaluating knowledge, in developing skills to communicate ideas in reasoning clearly and analyzing constructively through a carefully planned curriculum. This curriculum provides for individual difference and makes wide use of a variety of instructional materials.
6. To help students integrate, relate, and extend intellectual and spiritual experiences through open discussions, use of community resources, field trips, guest speakers and other media.
7. To offer students the opportunities for growth through group and individual guidance, sports, the physical education program, and various art and music activities.

The quality of life at Walsingham Academy is characterized by a spirit of ecumenism and a strong sense of community. The Mercy heritage of compassion and service to those in need is reflected in the Walsingham Academy outreach programs that extend to the larger community of town, nation, and world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

1 Walsingham Academy Lower School's Terra Nova results are examined yearly in light of each grade's average performance in mathematics, language arts, and reading. These scores are examined with regard to the degree to which student performance has improved from year to year, and also by looking at the scores of cohorts of students as they move from grade to grade. The results are put into a spreadsheet and color-coded so that cohorts are clearly discernable. In addition, Walsingham Lower School measures its performance by how it compares to other like schools in the area, using the average scores for that year for the Diocese of Richmond. Teachers look at the assessment data both by grade level and by individual students. This data is used in planning curriculum improvements for the coming year.

The results of the 2000-01 testing year indicated that students at Walsingham Academy Lower School generally scored above the diocesan average. It was also noted that students' scores in reading and language arts tended to be somewhat stronger than those in mathematics. Beginning in September of 2001, math teachers at Walsingham Academy Lower School met to consider these facts and to develop strategies leading to greater mastery in math, to positively impact scores and to enhance instruction in math as a whole.

Results for the testing year testing year 2001-02 indicated a general rise in test scores had occurred since the previous year in most areas, especially math. Reading and language scores went up for every grade level with the exception of grade 3 and grade 6. Second grade saw an 11 percent jump in reading and a 19 percent improvement in language arts. Fourth grade also saw significantly higher scores in reading and language arts. In the case of grade 6, the reading score went down only one percentage point. In grade 3, reading stayed the same and language arts went down four points. The fact that reading and language scores climbed higher in most grades in the 2001-02 year was encouraging in as much as the emphasis had been in strengthening the level of math preparation.

Math scores in 2001-02 climbed in each grade level with the exception of sixth grade, in which they went down only 2 %. Most grades had very substantial improvements in math, especially, grades one, two, three and four. Scores in math in grade one climbed 12 percent; in second grade, 14 percent; in third grade 10 percent; in fourth grade, 8 percent. The total scores from the 2001-02 school year rose an average of five percent.

Our students are generally Caucasian. There are no racial ethnic subgroups that make up significant segments of the school population. No students are excluded from the tests. In 2003, we compared our test data to that of other nationally normed Terra Nova scores and learned that Walsingham Academy Lower School is in the top 10 percent of schools nationally. Our teachers, students, and administration have realized this level of accomplishment because of their commitment to continuous improvement planning.

For Public and Private Schools

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

As part of the strategic planning process, Walsingham Academy Lower School examines student performance on standardized tests. We look at our Walsingham test scores and compare them to those of students in similar schools, i.e., diocesan schools, as well as internally from grade to grade. We compile the data yearly and attempt to draw meaningful conclusions about our progress. We develop learning plans by department and set goals based on the strengths and weakness discovered on the previous years' tests. In an effort to continue to improve scores and competencies in math and reading leading to mastery, we continuously review our curriculum and teaching strategies. The resulting new strategies are implemented. The students and parents are also given copies of the student's testing summary reports and conferences are scheduled to explain the scores when appropriate.

Data from student progress in the classroom, i.e., tests, quizzes, projects, and authentic assessments is reviewed in regularly scheduled grade level meetings as well as curriculum meetings on an on-going basis. Last year, mathematics teachers used their departmental meetings to model the use of manipulatives and strategies for their use. Math teachers also met with teachers in the grade below and above them to align curriculum and create a math mastery reporting instrument to be used for each student from grade to grade. Student data is used in planning curriculum alignment and upgrades, cross-curricular subject development, and multi- intelligence and learning styles implementation.

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

The school communicates student performance to parents, students and the community. Students are given their scores and teachers explain to the students what the scores tell about their progress and how they might improve or build on their strengths. Parents receive copies of their students' scores along with an explanation of how to read them. Parents are invited to conference with teachers or the administration if they have questions about their child's progress.

The Walsingham Academy Lower School community is notified of the progress made in the Terra Nova assessment via several letters from the administration and the monthly newsletter. In addition to the student's individual scores, parents are notified about how the entire school has performed as a whole. Suggestions are made in the correspondence regarding strategies parents can use with their students to keep their skills up, especially over the summer.

In addition, the scores are sent to the Office of Education of the Diocese of Richmond, along with the Walsingham Academy Lower School's learning plan. This plan is reviewed by the Superintendent of Schools of the Diocese of Richmond and forms the basis of teachers' and students' objectives going forward.

Daily student performance in the classroom is communicated to parents through progress reports, report cards, formal conferences, e-mail, telephone calls, and notes. Continuous communication between parents and teachers is ongoing throughout the school year.

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

The school will share its success with other schools by sharing its strategies of continuous improvement. During the last several years, Walsingham Academy Lower School staff has been called upon to present at the Virginia Elementary and Middle School Conference for the Southern Association of Colleges and Schools. The topics of the presentations revolve around the continuous planning process that is so evident at Walsingham Academy. It is this planning process that we believe has in a large part helped us to achieve excellence. The topics, which we were called upon to present included *School Planning Councils at Work* and *Keeping the Planning Process Alive*.

In addition, Walsingham Academy shares its successes with the community through its publications, the media, and presentations made to the community. Press releases are routinely forwarded by the school to local newspapers, which carry articles and pictures about successes at Walsingham Academy. A bulletin board in the front hall of the school features pictures of students and teachers who have been involved in activities of interest or who have recently won awards. The school publishes a monthly newsletter, and maintains a website as well.

Teachers and staff are active members of professional organizations. In addition, teachers and administrators are called upon to serve on accreditation visiting teams. When other schools request information or wish to visit, our staff is willing to share ideas and methods that have proved successful for us. Walsingham Academy has had numerous visits from staff members from other schools and districts, and in the 2001-02 school year, hosted a Teachers' Conference for the Richmond Diocese. About 1000 teachers and staff members from schools around the state were in attendance.

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.

Walsingham Academy Lower School’s curriculum generally follows guidelines established by the Office of the Superintendent of Schools of the Diocese of Richmond. The Diocesan curriculum is based on national standards. Walsingham curriculum also consults the Virginia Standards of Learning for general guidance. The curriculum is intended to be challenging and rigorous.

Teachers meet by department to develop pacing charts and to ensure that the material is imparted in a manner consistent with sound educational principles, and that material for each grade level is taught within that level. Teachers look for opportunities to both enrich and remediate instruction. Teachers meet regularly by department and by grade level to plan curriculum as well as other learning opportunities including enrichment for students. They routinely seek outside presenters to share their expertise with students through presentations. Partnerships with the College of William and Mary, Williamsburg Community Hospital, and Colonial Williamsburg also enrich the school’s programs. For example, professors from the Education Department of the College assist the faculty by serving as consultants in the areas of technology, mathematics, science, and gifted and talented education. Williamsburg Community Hospital routinely supplies speakers on nutrition, body image and substance abuse prevention for health classes.

Grades kindergarten through five have teaching assistants assigned to work with students who either need additional assistance or enrichment. The school has added many technological enhancements to allow students a variety of directed learning opportunities. Walsingham Lower School also offers students the services of a guidance counselor, speech pathologist, and resource teacher. Cross-curricular projects are part of the curricula at the school as well.

The Lower School program spans pre-kindergarten through grade seven. Walsingham Academy maintains a class size of about 22 students.

Instruction in pre-kindergarten through grade three takes place in self-contained classes, where smaller groups are in place for reading and math based on students’ skill levels and abilities. Grades four through seven are departmentalized for instruction in language arts, reading, mathematics, social studies, science, and religion. All students receive instruction in art, music, physical education, library science, Spanish, and computer science weekly. In addition, all students in grades four through seven have an enrichment period once a week in which they are exposed to studies beyond the school’s curriculum. Some recent courses included Heraldry, Robotics, Film Production and Irish Dancing. Students in grades six and seven are ability grouped for math instruction. In the last year, much effort was focused on adding depth to the math program. In the last year, the number of seventh graders taking pre-Algebra has doubled.

The student is the school’s central concern. Each program, be it academic, social, or athletic, is intended to bring the student’s best qualities forward. Students are taught and shown that each is of great value and potential. Through educating the whole child, emphasis is placed on critical thinking, decision-making, and issues of justice, peace and service. As a Catholic school, religion plays an important role in learning. Students take part in liturgies, prayer services, and service projects. Walsingham Academy stresses awareness of basic Christian values and their application to everyday living as well as service to others.

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

The Walsingham Academy Lower School’s reading program provides comprehensive and developmental instruction to help our students build reading strategies and skills. It serves as a basis to provide opportunities to develop phonics, vocabulary, mechanics and writing skills that enable our students to become competent readers. While maintaining strong reading and thinking skills, instruction directs the student to the interconnectiveness of all curriculum. Primary grades are taught through the literature of anthologies, leveled readers, and phonics practice. Grades 4-7 focus on the integration of reading and writing skills through literature anthologies, vocabulary development, and selected cross-curricular books. Individual student needs are assessed through testing and teacher observation.

While maintaining the goals of the curriculum, students benefit from an eclectic approach to reading that includes phonics, language experience, and skill-building activities. Visual aids, manipulatives, and computer programs are used to engage learners. To meet individual needs of students, Walsingham offers the Accelerated Reader Program in grades 3-7, Battle of the Books, Book Buddies, PALS assessments, cross-grade shared reading, and a comprehensive library program. A remedial reading and enrichment teacher as well as a speech and language pathologist assist students with individual and group skill-building.

Reading throughout the school is encouraged with cross-curricular projects, school-wide silent reading activities, active Battle of the Books and Reading teams, and weekly library instruction. Students in grade 6 write and illustrate their own books, which are bound. Last year, over twenty students had poems they had written published.

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.

One area of curriculum that has been expanded is the computer curriculum. Students use the computers for skills reinforcement, to practice new material, and as a means to master the elements of technology that they will need as they go forward. To that end, much has been invested in preparing students for a technologically advanced world. Each classroom is equipped with at least two iMacs to support classroom instruction, Accelerated Reader and other software. In addition to a computer laboratory with 24 workstations of iMacs and eMacs in which the students receive weekly instruction, Walsingham also has acquired two portable computer stations with 11 laptops each. These stations are wheeled into the classrooms and are equipped with MS Office and Internet access. Students have the ability to finish projects in days that in the past may have taken weeks. Mobile labs have also encouraged teachers to weave technology further into their lessons. Sixth grade students used the labs to write and illustrate their own books, which were then bound professionally. Other students researched particular biomes and wrote, charted and illustrated segments of the biome for science class using the computers.

The Lower School also purchased broadcasting equipment and digital cameras, which the students are learning to use to develop their presentations, including school-wide documentaries and short films. The school has also purchased Robotics software for students to develop logic skills while doing some rudimentary computer programming. This past summer, students in grade 7 had the opportunity to pilot the use of Walsingham Academy’s own “Summer Sizzler” website so they could remain current in math and language arts skills over the summer.

Technology is woven consistently into all aspects of the general curriculum and helps students to

reinforce material taught in core courses.

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

Teachers use a mix of instructional methods to improve student learning. These methods include but are not limited to large and small group instruction, active learning opportunities, questioning, lecturing, guided practice, direct instruction, etc. Walsingham Academy encourages its teachers to employ active learning where possible.

Teachers are encouraged to share best practices with one another at faculty meetings. Teachers who have developed successful strategies and lessons, or who attend workshops are asked to present what they have learned to their peers. This year, faculty presentations ranged from multiple intelligences to using manipulative to advantage in math classes. In-service opportunities are provided to the teachers based on their requests. Speakers from area colleges and other pedagogical experts are brought in routinely to demonstrate new methodology. Teachers incorporate their understanding of multiple intelligences and learning styles in class preparation. A variety of instructional and assessment opportunities are available to students.

The school has many staff members to assist teachers including teacher assistants in grades kindergarten through five, a resource teacher, and a variety of parent volunteers. We are currently piloting a peer tutoring program to reinforce skills. This year, we are piloting a program of phonemic skill-building with our kindergarten students.

In addition to common instructional methods, teachers use reinforcement techniques involving instructional media, manipulatives, peer instruction, games, etc.

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

All teachers are expected to remain active in their fields and to pursue professional development. As part of the certification and recertification process each teacher is expected to accrue 180 points towards certification. We at Walsingham believe that these are minimums. The school pays a stipend for teachers to attend professional development opportunities like courses, workshops, conferences, etc.

In addition, the school invites educators to present workshops to teachers on in-service days. One such workshop this year dealt with appropriate study skills and activities for middle school students. As part of the Diocesan system, teachers are invited to a variety of workshops and conferences during the school year. In addition, teachers are encouraged to join professional educational organizations and to take advantage of those opportunities.

Walsingham Academy maintains a close relationship with the Education Department at the College of William and Mary. This relationship has resulted in countless educational training opportunities. For example, two teachers attended Eisenhower Institutes this school year. One workshop entitled Experimental Design: Integrating Science, Mathematics and Technology, provided teachers with strategies to teach math and science and their application to real world problem solving. Another workshop studied the latest research on teaching math effectively to primary age learners. Faculty members from the College of William and Mary have worked with us to help us assess and enhance the range and quality of our curriculum.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 1 Test Terra Nova--Reading

Edition/publication year Form A-1997-Level 11

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	91	89	84	84	82
Number of students tested	45	48	46	45	42
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 1 Test Terra Nova - Math

Edition/publication year Form A-1997-Level 11

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	88	76	82	76	73
Number of students tested	45	48	46	45	42
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2

Test Terra Nova--Reading

Edition/publication year Form A-1997-Level 12

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	91	80	85	83	88
Number of students tested	45	48	43	45	45
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 2

Test Terra Nova--Math

Edition/publication year Form A-1997-Level 12

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	90	76	74	75	88
Number of students tested	45	48	43	45	45
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3

Test Terra Nova-Reading

Edition/publication year Form A-1997-Level 13

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	84	84	81	77	82
Number of students tested	49	43	48	44	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 3

Test Terra Nova-Math

Edition/publication year Form A-1997-Level 13

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	88	78	79	80	78
Number of students tested	49	43	48	44	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4

Test Terra Nova-Reading

Edition/publication year Form A-1997-Level 14

Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	87	79	79	85	84
Number of students tested	43	47	44	40	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 4

Test Terra Nova-Math

Edition/publication year Form A-1997-Level 14 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	77	71	79	77	73
Number of students tested	43	47	44	40	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5

Test Terra Nova-Reading

Edition/publication year Form A-1997-Level 15 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	81	78	86	77	83
Number of students tested	46	47	45	47	45
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 5

Test Terra Nova-Math

Edition/publication year Form A-1997-Level 15 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	77	75	78	73	78
Number of students tested	46	47	45	47	45
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6

Test Terra Nova-Reading

Edition/publication year Form A-1997-Level 16 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	85	86	86	87	82
Number of students tested	61	60	61	51	60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 6

Test Terra Nova-Math

Edition/publication year Form A-1997-Level 16 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	89	89	86	89	85
Number of students tested	61	60	61	51	60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade 7

Test Terra Nova-Reading

Edition/publication year Form A-1997-Level 17 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	89	88	88	86	89
Number of students tested	57	61	52	60	59
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Grade 7

Test Terra Nova-Math

Edition/publication year Form A-1997-Level 17 Publisher CTB McGraw Hill

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES					
Total Score	87	84	87	89	83
Number of students tested	57	61	52	60	59
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0