U.S. Department of Education   September 2003

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

Name of Principal: Mr. James M. Powell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Providence Christian School
(As it should appear in the official records)

School Mailing Address: 4906 Providence Road
(If address is P.O. Box, also include street address)

Charlotte   NC   28226-5848
City   State   Zip Code+4 (9 digits total)

Tel. (704) 364-0824   Fax (704) 364-7538

Website/URL: www.providencechristschool.org   E-mail: mmpal22@aol.com

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

_____ Date_____
(Principal's Signature)

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

District Name: N/A   Tel. (   )

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

_____N/A_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mr. Lee C. Thrasher
(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.

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

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

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.

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 or 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 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: N/A

2. District Per Pupil Expenditure: N/A

    Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

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

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

4. ___3___ Number of years the principal has been in her/his position at this school.

    ___5___ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	7	13	**20**		7	N/A	N/A	N/A
1	18	13	**31**		8	N/A	N/A	N/A
2	13	12	**25**		9	N/A	N/A	N/A
3	6	12	**18**		10	N/A	N/A	N/A
4	9	10	**19**		11	N/A	N/A	N/A
5	9	9	**18**		12	N/A	N/A	N/A
6	N/A	N/A	N/A		Other	N/A	N/A	N/A
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			131

6. Racial/ethnic composition of   94 % White
   the students in the school: 4 % Black or African American
                                        2 % Hispanic or Latino
                                        0 % Asian/Pacific Islander
                                        0 % American Indian/Alaskan Native
                                   100% Total

7. Student turnover, or mobility rate, during the past year: 8.4%

   (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 *to* the school after October 1 until the end of the year.	5
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	131
(5)	Subtotal in row (3) divided by total in row (4)	.084
(6)	Amount in row (5) multiplied by 100	8.4

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: 0 %
                                        0 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: __0__%

 __0__ Total Number of Students Served

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

__0__ Autism	__0__ Orthopedic Impairment
__0__ Deafness	__0__ Other Health Impaired
__0__ Deaf-Blindness	__0__ Specific Learning Disability
__0__ Hearing Impairment	__0__ Speech or Language Impairment
__0__ Mental Retardation	__0__ Traumatic Brain Injury
__0__ Multiple Disabilities	__0__ Visual Impairment Including Blindness

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

Number of Staff

	Full-time	Part-Time
Administrator(s)	1	0
Classroom teachers	12	5
Special resource teachers/specialists	0	2
Paraprofessionals	0	0
Support staff	1	1
Total number	14	8

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	95.9	95.7	95.9	95.1	95.8
Daily teacher attendance	93.9	96.4	97.3	95.7	97.3
Teacher turnover rate	17%	9%	10%	0%	22%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. (*High Schools Only*) N/A

PART III - SUMMARY

Providence Christian School (PCS) is a private Christian elementary school with an enrollment of 131 students from kindergarten through fifth grade. We are a traditional school that strives to educate our students academically, while providing for their spiritual, emotional, and physical well-being. The culture of the school is Christ-centered and is woven into the children's overall elementary experience. We seek to fulfill our mission by instilling in our students both the desire and ability to serve God, family, and fellowman. To accomplish this goal our staff is committed to immersing our students in the elements of exemplary character by modeling the attitudes of Jesus.

Our classrooms are positive and welcoming. We embrace not only time-proven practices, but also recent research that gives valuable insights into childhood cognitive and developmental processes. Our maximum class size of 16 is purposely kept small to promote effective learning. Because we are a traditional school, we focus on foundational skills with an emphasis in higher-level thinking and synthesis of information. The curriculum features a well-balanced core of essential subjects that include: Language Arts, Math, Bible, Science, and Social Studies. We enhance our children's experience through weekly enrichment classes in music, art, math applications, computer, Spanish, writing process, and physical education. These experiences are further enriched through the Accelerated Reader program and regular field trips into the community.

Our teachers are more than classroom instructors. They are educational and spiritual leaders that have a voice in what we teach, how we teach, and when we teach. Our faculty is mature, well seasoned, talented, and motivated with an average of 14 years experience. They seek an environment that is positive, nurturing, and fair. Students are guided through the curriculum with emphasis on writing with clarity; on reading with comprehension; on speaking and listening effectively; and on applying elementary mathematical concepts. Each teacher's effectiveness depends on the school's well-structured, nurturing, and disciplined environment that sets and maintains a positive educational tone from beginning to end.

Our parents recognize PCS as a school that is safe and where learning happens in an environment that is exciting, encouraging, and enjoyable. They are partners in their children's learning and join with us as a school family, devoted to actively assisting each child reach his or her potential to the fullest extent. The parent community is actively engaged as school volunteers and provides the faculty with the kind of support that fosters trust and respect.

The strength of Providence Christian School is community. We enjoy a climate in which everyone works together to provide each child with the very best we have to offer.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Providence Christian School administers the Iowa Test of Basic Skills to all students in grades one through five annually. We use the test's outcome as one measure for evaluating the overall effectiveness of the school as well as the strengths and weaknesses of each student. All standardized tests use norms that are derived from the actual performance of pupils of various grades or ages. These norms are used as a basis for comparison to measure school and student performance.

   The most common types of norms are stanine, percentile rank, and grade equivalent. We use all three when evaluating individual performance. However, when measuring the school's performance, we reference our percentile rank for the National School and Student norms. Percentile rank gives a more detailed description of how the school performed as compared to other schools. For example, if a school scored in the 65th percentile, that school achieved a score that is equal to or greater than 65% of the schools that took the test. These percentiles represent how PCS compares to other schools that took the test by grade level.

   The 2002-2003 assessment data reflects that the fifth grade of PCS ranked at the 98th percentile on the National School Norms in Mathematics. This means that as a grade level the fifth grade of PCS ranked equal to or higher than 98% of other schools' fifth grades. In the area of Language Arts, the fifth grade of PCS scored at the 90th percentile. This ranks the grade in the top 10% nationally in Language Arts.

   We believe that 90% of the emphasis of the curriculum should be in the area of Language Arts and Mathematics. For this reason when reviewing assessment data, we place the highest value on the Core Total, which is the total combined scores of all Language Arts and Mathematics sub scores. The Core Total results rank the fifth grade of PCS at the 98th percentile or in the top two-percent nationally when combining all Mathematics and Language Arts scores.

   Standardized tests are one reliable measure for evaluating program and student performance. As important as these tests are, we will continue to strive to perform well on this type assessment by effectively teaching developmentally appropriate curriculum.

2. At the close of the 2001-2002 school year we observed that our ITBS scores in math computation for second grade were inconsistent with their other scores. The inconsistency was observed only in second grade but was present for two consecutive years.

   Since both of our second grade teachers are veterans at that grade level, we suspected that we would find a scope and/or sequence problem in first and/or second grade. After reviewing the content of the math curriculum very closely, we determined that the scope of the first and second curriculum was insufficient. In response to this we asked our kindergarten, first, and second grade teachers to increase the pace of the lesson concepts taught. We asked them to teach their grade level curriculum and the first 20 to 25 lessons of the next grades' curriculum without overwhelming the students. We expected that this strategy would pay dividends at the end of the school year.

   As a result of this strategy, the second grade computation scores improved from the 65th percentile in 2002 to the 99th percentile in 2003. We also witnessed a similar pattern in first grade as their scores rose from the 93rd percentile in 2002 to the 99th in 2003. We expect that trend to continue, and we will closely monitor our students' progress in this area for the next three years.

3. The process of communicating student performance includes periodic progress reports, telephone calls, notes, conferences, and quarterly report cards. At the kindergarten, first, and second grade levels performance is recorded as satisfactory, needs improvement, and unsatisfactory. Report cards for third, fourth, and fifth grades reflect standard A, B, C, D, and F performance levels. These reports are supplemented through quarterly parent/teacher conferences designed to communicate tangible and intangible performance results.

    Assessment data is communicated to parents in two ways. First, all parents receive a general letter that includes the school wide scores, explanations of how to interpret individual and school scores, and an explanation of national school norms, national student norms, percentile ranking, and grade level equivalency. Second, the teachers explain each student's individual test results and answer parents' questions concerning their child's performance at the end of year conferences. We communicate assessment data to the community by publishing our school wide results. These results are placed in the school's information packet and are available to the general public upon request. We chose to allow the parents to celebrate this great news with their children, which has a positive effect on all stakeholders.

4. We believe that receiving recognition as a Blue Ribbon School would help us serve as a model for other small Christian schools locally, regionally, and nationally. Our goal would be to inspire other schools that are similar to us to push forward and achieve a higher level of excellence. Because we have such an outstanding faculty, we would offer to assist other schools by sending a team of our teachers to their school to mentor their staff and assist in developing teacher leadership. We would also invite other schools to visit PCS for observation of our program.

    If we are recognized as a national Blue Ribbon School we expect that there will be many opportunities to share/collaborate with other schools. Locally, we will make presentations to the Greater Charlotte Christian School Association, which is comprised of approximately 25 schools. Additionally, we will make presentations to the Association of Christian Schools International (ACSI) at our regional conference. Nationally, we will make presentations to the National Christian School Association's annual administrators' conference. These two associations represent hundreds of private schools.

PART V – CURRICULUM AND INSTRUCTION

1. The PCS curriculum features a traditional well-balanced core of essential subjects. All subjects are presented cumulatively and spiral through each curriculum. They are all research based, well established, and multi-sensory.

   The Open Court reading program uses a balanced approach focusing on phonics instruction and a variety of literature and language arts materials. The students learn to decode, analyze, and comprehend on a literal and inferential level. The reading program is coordinated with the "Shurley Method" grammar program. This method uses rhythm techniques to assist in the students' learning. The writing process is intertwined with reading and grammar to enable students to become complete communicators. The Accelerated Reader program complements these curriculums and motivates the children to be lifelong readers.

   The Saxon math curriculum develops skills such as counting, weighing, measuring, problem solving, and computing that are needed for higher-level reasoning and application. It is a unique multi-sensory program with a hands-on approach through the use of manipulatives that assist in breaking down concepts into smaller increments. The teaching actively incorporates visual, auditory, and kinesthetic styles.

   The Core Knowledge science and social studies curriculum is thematic in approach while sequential in practice. It facilitates learning by using projects to integrate the curriculum. The science curriculum focuses on systems and experimentation. Social studies cover elements of geography, history, economics, conservation of resources, and anthropology.

   The PCS computer program is contracted out to School Technology, which is in partnership with Boston University and the University of Richmond. The program is systematic and ensures the acquisition of literacy and knowledge of applications such as word processing, spreadsheets, graphics, web design, and internet research.

   The art and music curriculum is teacher developed. The goal is to foster confidence as the students develop skills and experiment with an array of media.

   A large segment of our mission is to prepare students to be productive citizens. We expand our ACSI Bible curriculum to not only teach about obedience to Christ, but, also to teach values such as trust, honesty, integrity, compassion, and ethical behavior.

   We have re-introduced Spanish into the enrichment curriculum this school year. Spanish instruction begins in kindergarten and serves each grade level for one semester.

   It is evident that the PCS curriculum is connected throughout all subject areas, deliberate in design, and innovative in its implementation.

2. Providence Christian School uses the Open Court basal reading curriculum. We chose this curriculum eleven years ago because of its strong emphasis on systematic, explicit phonics instruction in the early grades as well as its emphasis on higher-level thinking skills in the upper grades. Research has shown that a solid phonetic base is essential for success in reading.

   In the upper grades the students are exposed to and read a variety of genres in both fiction and non-fiction. The students build a deeper understanding of reading and develop higher-level thinking skills through thematic investigation integrated across the curriculum. Inferential and evaluative reasoning skills are taught and practiced in literature circles.

   The Open Court curriculum is enhanced by the Accelerated Reader program. Accelerated Reader has fostered a love of reading in our school. It provides evidence that each student is applying the comprehension skills learned in the Open Court curriculum while motivating students to read at the height of their independent reading level.

   The writing process is also emphasized in the upper grades. Students write in response to literature as a means to connect the reading and writing curriculum. They also take increased individual responsibility for proofreading, revising, and publishing. Technology is integrated into the writing process as a research tool and for publication of selected written pieces.

3. The very core of our mission is to provide a "Christian environment that develops the entire person and produces young people with both the desire and ability to serve God, family, and fellow beings." Our ACSI Bible curriculum is designed to instill in our students high moral values.

   The curriculum expands student understanding of biblical principles. The students study Old and New Testament stories and learning about the leading Bible figures. They analyze the lives and study the choices, good or bad, made by these characters. They learn to discern the good choices and study Godly character traits to use as models to integrate and apply to their daily lives.

   The benefits of character education of this type are well established. Studies (Hitt, 2000 and Licona, 1993) show that a comprehensive character education program that is infused into the curriculum and school environment can have a positive effect on the dynamics of a school. We believe that the best character education is based on Biblical principles. We expect our teachers to model the character and values demonstrated in the life and teaching of Jesus. They take the values learned in the Bible curriculum and infuse them into all aspects of school life.

4. To engage each child to their fullest academic potential, the teachers at PCS incorporate many different methods throughout each subject area to meet each student's learning style. Our reading curriculum incorporates guided reading, followed by round table discussion to engage reading comprehension and other higher-order thinking skills such as those found at the top of Bloom's Taxonomy. Writing is a part of the K-5 curriculum that is enriched by journaling, creative writing, and the step-by-step writing process. The teachers use the Shurley Method, which includes rhythm, singing, and chanting to help students grasp, understand, and retain grammar rules. In math, the teachers utilize manipulatives, peer teaching and tutoring, and real life applications. Core Knowledge, the social studies and science curriculum, begins by laying a foundation in K-1 using class discussions and hands-on investigation. In continues to enrich and expand their knowledge through the fifth grade. Each teacher also incorporates charts, and a variety of graphic organizers, to help the students process the information and concepts taught.

    In addition to classroom instruction, the faculty provides additional experiences through field trips into the community. School events such as the Invention Convention, Learning Fair, and Read In are used to provide challenges outside of the standard curriculum. The children are introduced to the arts through class trips to the Belk Theatre to hear the Charlotte Symphony, plays at The Children's Theatre and Spirit Square, and musical performances at the Convention Center.

5. Professional development is an integral part of Providence Christian's annual improvement plan. Through a variety of professional experiences, the staff develops strategies for teaching and applying new curriculum, is introduced to new learning research, and collaborates with colleagues to discuss best practices. Teachers are provided annual release time and financial support to attend grade level and/or subject area workshops that enhance the children's learning.

    The entire faculty attends the ACSI regional conference for two days each year. The conference offers choices from over one hundred seminar sessions that include; learning styles, instructional techniques, educational models, innovation, implementation, spiritual growth, and extra curricular activities.

    The faculty attends an annual in-service program and four days of professional development. The professional development and in-service days are generally comprised of yearly planning, program review, strategy design, mentoring, and a variety of workshops such as implementing technology and the Accelerated Reader program. A Master Teacher video and pamphlet series is used for refreshing skill mastery and professional growth.

    The teachers report that the professional development program inspires, encourages, enlightens, and refreshes them. It motivates them to reach deeper and give more of themselves. Its outcome is always beneficial for the children and their learning.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): National Christian School Association
(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.)

    (K) $3,725   (1st) $4,175   (2nd) $4,175   (3rd) $4,175   (4th) $4,175   (5th) $4,175

    (6th through 12th) $N/A

    (Other) $N/A

2. What is the educational cost per student? $5,297
        (School budget divided by enrollment)

3. What is the average financial aid per student? $ 614

4. What percentage of the annual budget is devoted to   7.2 %
    scholarship assistance and/or tuition reduction?

5. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   48.1 %

PART VII - ASSESSMENT RESULTS - Private Schools

Providence Christian School

Iowa Test of Basic Skills – Riverside Publishing
Edition/publication year: M/96

What groups were excluded from testing? Why, and how were they assessed?

Students with diagnosed learning disabilities were tested under non-standard conditions. They received modifications such as extended time and/or oral math tests.

Scores are reported here as percentiles.

	2002-2003	2001-2002	2000-2001
Testing month	March '03	April '02	April'01
Grade 5			
Reading	74	73	82
Math	80	81	79
Number of students in this grade	18	11	13
Number of students tested	17	9	10
Percent of total students tested	94.44	81.82	76.92
Number of students excluded	1	2	3
Percent of students excluded	5.56	18.18	23.08
Grade 4			
Reading	85	83	81
Math	94	87	82
Number of students in this grade	19	26	15
Number of students tested	16	23	13
Percent of total students tested	84.21	88.46	86.67
Number of students excluded	3	3	2
Percent of students excluded	15.79	11.54	13.33
Grade 3			
Reading	88	86	82
Number of students in this grade	18	26	29
Number of students tested	17	25	23
Percent of total students tested	94.44	96.15	79.31
Number of students excluded	1	1	6
Percent of students excluded	5.56	3.85	20.69
Grade 3			
Math	90	95	89
Number of students in this grade	18	26	29
Number of students tested	17	25	24
Percent of total students tested	94.44	96.15	82.76
Number of students excluded	1	1	5
Percent of students excluded	5.56	3.85	17.24

	2002-2003	2001-2002	2000-2001
Testing month	March '03	April '02	April'01
Grade 2			
Reading	88	90	84
Math	91	87	81
Number of students in this grade	25	29	28
Number of students tested	23	26	27
Percent of total students tested	92.00	89.66	96.43
Number of students excluded	2	3	1
Percent of students excluded	8.00	10.34	3.57
Grade 1			
Reading	95	95	92
Math	94	92	89
Number of students in this grade	31	30	30
Number of students tested	30	27	29
Percent of total students tested	96.77	90.00	96.67
Number of students excluded	1	3	1
Percent of students excluded	3.23	10.00	3.33

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

	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	N/A	N/A	N/A
NATIONAL STANDARD DEVIATION	N/A	N/A	N/A

Iowa Tests of Basic Skills

Service 9: Report of Building Averages

Building: PROVIDENCE CHRISTIAN
Bldg Code:
System: PROVIDENCE CHRISTIAN
Norms: SPRING 1995
Order No.: 000-A3002533-00-001==
Form: M
Test Date: 3/03
Page: 51

	READING			LANGUAGE						MATHEMATICS			CORE TOTAL	SOCIAL STUD-IES	SCI-ENCE	SOURCES OF INFO.			COM-POSITE	WORD ANALY-SIS	MATH COMPU-TATION
	VOCAB-ULARY	COMPRE-HENSION ADV SKILLS	TOTAL	LISTEN-ING	SPELL-ING	CAPITAL-IZATION	PUNC-TUATION	USAGE/EXPRESS ADV SKILLS	TOTAL	CON-CEPTS/ESTIM.	PROBS/DATA INTERP ADV SKILLS	TOTAL				MAPS & DIA-GRAMS	REF. MAT'LS	TOTAL			
GRADE 1 (N TESTED = 31)																					
N	30	30	30	30				30	30	30	30	30	30	30	30			30	30	30	30
SS	182.7	178.0	180.3	169.0				183.6	176.4	168.8	175.7	172.3	176.4	168.8	171.2			169.0	173.0	180.9	164.4
NS	7.9	7.9	7.9	7.4				8.1	8.0	7.6	7.8	7.8	8.1	7.3	7.4			7.5	8.0	7.8	7.8
PR Nat'l Student Norms	95	95	95	91				95	95	92	94	94	96	87	90			92	95	92	94
PR Nat'l School Norms	99	99	99	99				99	99	99	99	99	99	99	99			99	99	99	99
GRADE 2 (N TESTED = 25)																					
N	23	23	23	23				23	23	23	23	23	23	23	23			23	23	23	23
SS	193.2	192.1	192.6	178.2				197.6	187.9	188.1	195.8	192.0	191.0	192.3	188.8			184.8	189.7	197.4	183.3
NS	7.3	7.0	7.5	6.5				7.1	7.0	7.2	7.5	7.6	7.6	7.3	6.6			6.7	7.5	7.1	7.3
PR Nat'l Student Norms	89	86	88	76				87	89	89	90	91	90	87	82			84	90	84	88
PR Nat'l School Norms	99	98	99	87				99	98	99	99	99	99	99	98			98	99	99	99
GRADE 3 (N TESTED = 18)																					
N	17	17	17		17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		17
SS	212.5	214.8	213.5		201.8	230.9	232.2	224.6	222.4	210.2	216.6	213.6	216.5	202.6	209.8	212.8	205.2	208.9	211.8		208.1
NS	7.4	7.1	7.5		6.8	7.6	7.8	7.2	7.5	7.5	7.6	7.8	7.9	6.5	6.8	7.1	7.0	7.1	7.5		7.7
PR Nat'l Student Norms	90	85	88		80	91	92	87	87	90	88	90	93	76	82	86	83	85	88		90
PR Nat'l School Norms	99	99	99		96	99	99	99	99	99	99	99	99	92	98	99	98	99	99		99
GRADE 4 (N TESTED = 19)																					
N	16	16	16		16	16	16	16	16	16	16	16	16	16	16	16	16	16	16		16
SS	223.7	234.3	228.9		220.1	247.0	250.9	241.8	239.9	234.7	246.1	240.3	236.4	223.7	228.7	232.1	213.8	222.9	230.9		234.1
NS	7.1	7.0	7.1		6.3	7.3	7.5	7.3	7.3	7.6	7.7	7.9	7.7	6.5	6.6	6.9	6.1	6.5	7.3		8.1
PR Nat'l Student Norms	84	84	85		78	86	88	83	88	93	91	94	91	78	80	80	69	76	87		93
PR Nat'l School Norms	97	99	99		96	99	99	99	99	99	99	99	99	94	98	99	82	93	99		99
GRADE 5 (N TESTED = 18)																					
N	17	17	17		17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		17
SS	227.5	238.1	232.8		236.9	266.4	269.3	257.0	257.3	238.0	245.1	241.5	243.8	235.8	238.1	247.9	228.4	237.9	240.6		252.6
NS	6.2	6.5	6.3		6.5	7.4	7.2	6.8	7.3	6.3	6.8	6.8	6.9	6.2	6.4	6.8	5.7	6.3	6.7		7.8
PR Nat'l Student Norms	69	75	74		77	84	86	81	85	82	79	80	82	72	73	79	66	73	78		92
PR Nat'l School Norms	83	92	90		96	99	99	97	99	96	97	98	98	87	89	97	77	90	95		99

SS=Standard Score, NS=Nat'l Sta9, PR=%ile Rank