

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

Name of Principal Mr. Paul E. DeZarn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Raphael the Archangel School
(As it should appear in the official records)

School Mailing Address 2131 Lancashire Avenue
(If address is P.O. Box, also include street address)

Louisville Kentucky 40205-2957
City State Zip Code+4 (9 digits total)

Tel. (502 ) 456-1541 Fax ( 502 )451-3632

Website/URL www.straphaelschool.org Email raphael@iglou.com

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

(Principal's Signature) Date

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

Name of Superintendent Ms. Leisa Speer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. ( 502 ) 448-8581

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 Dr. Anne Raymond
(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 II - DEMOGRAPHIC DATA

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools

  N/A   TOTAL

2. District Per Pupil Expenditure:   N/A

Average State Per Pupil Expenditure:   N/A  

**SCHOOL** (To be completed by all schools)

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

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

4.   28   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
<b>K</b>	21	32	<b>53</b>	<b>7</b>	38	28	<b>66</b>
<b>1</b>	31	23	<b>54</b>	<b>8</b>	45	35	<b>80</b>
<b>2</b>	27	32	<b>59</b>	<b>9</b>			
<b>3</b>	33	23	<b>56</b>	<b>10</b>			
<b>4</b>	31	17	<b>48</b>	<b>11</b>			
<b>5</b>	38	39	<b>77</b>	<b>12</b>			
<b>6</b>	39	42	<b>81</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>574</b>

6. Racial/ethnic composition of the students in the school:
- |      |                                  |
|------|----------------------------------|
| 96.5 | % White                          |
| .3   | % Black or African American      |
| 1.7  | % Hispanic or Latino             |
| 1.2  | % Asian/Pacific Islander         |
| .3   | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 1 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	8
<b>(4)</b>	Total number of students in the school as of October 1	574
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.01%
<b>(6)</b>	Amount in row (5) multiplied by 100	1%

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

Number of languages represented 6

Specify languages: German, Spanish, Hungarian, French, Greek, and Korean

9. Students eligible for free/reduced-priced meals: 3 %

18 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:  $\frac{6.6}{38}$  %  
 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</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>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>41</u>	<u>3</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	96.8 %	97.4 %	96.8%	96.4%	96.9%
Daily teacher attendance	95.4%	96.4%	96.3%	96.8%	94.3%
Teacher turnover rate	6%	11%	11%	9%	6%
Student dropout rate					
Student drop-off rate					

**Note:** Teacher turnover consisted of maternity leaves, out of town moves and a leave for terminal illness.

## **PART III - SUMMARY**

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

St. Raphael the Archangel in Louisville, Kentucky, is a K-8 school founded in January 1949 to serve children in the Archdiocese of Louisville. Its mission is to provide students with quality instruction in a friendly, caring environment so they can live out their faith and lead productive lives as self-directed, life-long learners in a global, technological society.

St. Raphael creates its nurturing environment by encouraging students and faculty to care for one another and serve not only the school community but also our society. Students amassed over 2,000 hours of community service and raised over \$10,000 for charitable organizations during the 2001-2002 school year. Faculty members gave over 1,000 hours of their time to provide enrichment classes for students and personally donated hundreds of dollars to the Kid's Café, providing hot meals to underprivileged children.

The school's innovative schedule has grade-level teachers collaborating one day per week while the students learn from special area teachers. This permits the teachers to closely monitor the development of each student and to work with parents, administrators, and consultants to devise strategies that meet each child's needs. It also allows the school to arrange grade-level specific workshops that help the teachers develop any special skills needed to improve their own performance. Surveys of students and parents bear out St. Raphael's success in creating an environment conducive to learning. The quality that parents and students overwhelmingly note as a strength of the school is the level of care St. Raphael's teachers give to the students.

The school's global education program helps students recognize their connection to the rest of the world. Via the Internet, students learn about children in countries around the world. Each homeroom flies its country's flag in the hall, and students learn about daily life in their chosen country. Aiding in St. Raphael's quest to teach students about the global village is the diversity in its own student population. Thirty-six percent of students live outside parish boundaries; twelve percent are non-Catholic; three percent are African-American, Asian or Hispanic; three percent receive free or reduced-price lunches; sixty-six percent receive tuition assistance, either from tuition reduction or parish subsidy of the school budget. Ten percent of the students have written strategy plans to address their learning differences.

Despite its successes, such as previously being recognized as a Blue Ribbon school, having a teacher selected as a National Catholic Educational Association (NCEA) Distinguished Teacher in 1992 and 2003, and having its principal elected to the NCEA Executive Committee, St. Raphael has not grown complacent; it continues to strive for improvement. In recent years, St. Raphael has restructured its School Advisory Council and developed a closer connection with the general parish. The school has also added a day-care and preschool program, a kindergarten, a new cafeteria and gymnasium, four additional classrooms, and a new library-media center. It now employs a program called Discipline With Purpose that assists children in becoming self-disciplined and self-directed, and has expanded study skills and Spanish instruction. Another new program is Creating Lasting Family Connections, an award-winning approach to reducing substance abuse and violence among youth.

St. Raphael School has moved into the 21<sup>st</sup> century with passion and vision. It provides students with the solid roots of faith and then gives them wings to soar in the world as self-directed, life-long learners.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade.**

In the 2001-2002 school year, the Archdiocese of Louisville changed its standardized testing program from CAT-5 to Terra Nova. In the first year of using any standardized test, there is often a period of adjustment and scores drop somewhat. Also, the test was given a month earlier in the school year than usual. Those factors make it difficult to make exact comparisons between the results of the two. With those factors in mind we were excited to find that our seventh-grade school scores in reading and math were still among the top 10% of the nation and qualified us to apply for the “No Child Left Behind – Blue Ribbon Schools” award.

St. Raphael School has always scored above national averages in all reported areas. The school has also traditionally scored above the somewhat higher Archdiocesan school averages. In April 1999, the school scored above Archdiocesan averages in 28 out of 30 areas reported. To qualify as having “strength” in a given area, the school must score in the top 20%. In April 2000, St. Raphael received a designation of “strength” in every area when compared to national norms, and in 12 out of 15 areas reported when compared with other Archdiocesan schools. In the other three areas, relative weaknesses were reported. Those three scores were well above national averages, but below Archdiocesan averages. In April 2001, St. Raphael received a designation of “strength” in every area when compared to national norms, and in 11 out of 15 reported areas when compared to other Archdiocesan schools. There were no relative weaknesses.

In March 2002, St. Raphael students took the Terra Nova test for the first time. School averages were above national average in all areas, and above Archdiocesan averages on 10 of 12 measures reported. Next year we will be able to make better comparisons with two years of data from the same test. However, from the test data provided at the end of this document, it is evident that St. Raphael students do consistently well on standardized tests. Among our student population, 6.6% have a specific learning disability. Those students are not excluded from our testing results, and we still score above the cut-off mark to be included in the top 10 percent of the nation.

Our program seeks to address topics in depth. We may not cover the material in the same order as other schools, and some topics may be left to a later grade level, but by seventh grade our students have covered all the same topics as other schools. In addition, our students seem able to better retain what they have learned. For example: One eighth-grade student was called the night before the Governor’s Cup academic competition and asked to sub for someone else. He walked in the next morning and took first place in Social Studies. That student would not qualify as “gifted.” In fact, he has a written plan for a disability that impacts his learning. We did no special preparation for Governor’s Cup competition, yet eight of our students advanced from district to regional competition, and three went on to state level.

Every year several former students are named National Merit finalists. So far, four of this year’s seniors have notified us of that honor. Between 50 and 58 percent of our graduates are placed in honors or advanced-level courses as freshmen. Approximately 40 percent are placed in middle- to high-average classes. The remaining students take traditional classes designed for students with specific learning disabilities. From reports received from the high schools that keep data separated by school of origin, we found that our students’ average GPA’s are higher than the high school’s overall GPA’s at each grade level in every subject. This gives us confidence that our students are well prepared for high school and our program is a successful one.

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

The school maintains an Instructional Improvement Plan that is reviewed and revised each year based on the school's most recent standardized test data, as well as survey information from parents, students, and teachers. The school data are first reviewed by the administration to identify overall patterns in strengths and weaknesses, both for the school as a whole and for each grade level. Assessment data are reviewed with respect to performance against national norms, Archdiocesan averages and anticipated performance. A report is then produced indicating specific areas in which improvement is needed. The report is provided to the teachers, who determine what specific actions must be taken to bring about the desired improvement. The school administration provides for any professional development, instructional materials, or outside assistance needed to carry out the school and grade-level improvement plan.

Teachers identify specific needs, build on strengths and provide support in weak areas based on printouts of individual student performance on the test objectives. The assistant principal reviews the performance of individual students to help determine whether individual student strategy plans need to be written or revised.

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

A summary of standardized test data, including the school's plan for improvement, is published annually in the school newsletter, which is available to parents and other parish members. A full report is provided to the School Advisory Council, and the council's Education Committee provides support in reaching improvement goals. A report focusing on results of the previous year's improvement plan is also distributed to all parents. At the first parent-teacher-student conference of the school year, the child's individual standardized testing performance report is provided to the parent and student and discussed. Performance summaries on in-class assessments, such as publisher- or teacher-made tests, projects, performance task rubrics, checklists, and other assessment data are provided to parents and students six times per year: three times in a computer printout and three times in a conference setting. In the 2003-2004 school year, parents and students will be able to access their data, at any time, online. Teachers also report weekly progress through the use of a Friday folder. The week's work is sent home in the folder for review by parents, and they are asked to sign and return these reports. Additional reports are made to parents of those students with written strategy plans, during special conferences held to review and revise those plans.

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

St. Raphael School is very active in providing professional development to other schools in the Archdiocese and the nation. Our administrators, counselors, resource teachers, and other faculty members provide several workshops for the Archdiocese and educational organizations such as the National Catholic Educational Association every year. Previous workshops have included presentations on Organizational Change, Discipline in the Catholic School, Employing National Math Standards, and many others. Topics of upcoming workshops include Saving the Drowning Student, Algebra I in the Middle School, and School Morale.

In bimonthly meetings, St. Raphael's principal regularly shares success stories with other principals in the Archdiocese. In monthly support-group meetings of Archdiocesan school

counselors and separate monthly meetings of assistant principals, St. Raphael personnel share their experiences and successes related to a variety of typical school issues with their peers.

A recent initiative is pairing our teachers with the teachers of a much smaller school to provide peer support. This is an effort to assist them in overcoming the absence of peer sharing in a situation where there is only one person teaching a given grade level or subject. Our teachers will visit the smaller school and its teachers will come to our school to observe. We are planning to assist the teachers in developing contacts with whom they can discuss methods of instruction that have been successful for other teachers in the same situation.



## **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.**

Students in all grades, K-8, receive instruction in Reading, Language Arts, Math, Science, Social Studies, Religion, Art, Music, Physical Education, and Spanish. Students in grades 1-8 also receive instruction in drama and media. Our school participates in the Archdiocesan Honors Algebra I program in which qualified students take Algebra I as eighth-graders, allowing them to complete more advanced-level math classes in high school. Our assistant principal is the Archdiocesan Field Program Coordinator for that program.

The school follows Archdiocesan curriculum guidelines for all subjects. In fact, many of our teachers were on the Archdiocesan committees that produced those guidelines. The guidelines are based on the national standards documents in each area as well as state curriculum guidelines. All students are engaged in instruction, at or above grade level, based on those curriculum guides. There are a few students who are on a reduced workload, which still meets minimum grade-level standards, because of specific learning disabilities. Those students are participating in specialized tutoring to remediate their learning difficulties. No students are presently on an adjusted program below minimum standard for their grade placement, but that program is in place to help us meet the needs of new students who come to us with significant deficiencies.

In upper grades, where learning differences in Math become more evident, standardized test results, classroom data, and teacher recommendations are reviewed to determine the exact program of math studies to be employed with each class. Members of the graduating class of 2002 all took eighth-grade Math in their seventh-grade year and were split into Algebra I and Pre-Algebra groups in grade 8. The class that will graduate this year was split into two groups during their seventh-grade year, one group taking seventh-grade math with an emphasis on Pre-Algebra skills and the other group taking eighth-grade Math with a group of eighth-graders. This year, some are taking eighth-grade Math and others are taking Algebra I.

Standardized test scores place our students’ performance in the high-average to well-above-average range in all areas. No students are excluded from standardized testing results. Students coming to us from advanced programs in other schools most often are slotted into our standard program, because their “advanced” status in other schools does not qualify them for advanced status in our school’s program of studies. Those students who do qualify as gifted or advanced, according to our standards, are provided with written strategy plans to guide the teachers in meeting their academic needs.

- 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.**

In any area, we learn better if we have the desire to learn. A love of reading is fostered through the use of several programs: (1) Accelerated Reader, an incentive program designed to encourage reading, (2) Mystery Readers, in which adults from the community read to students and share their love of reading, (3) sustained individual reading during the year and in the Summer Reading Program, and (4) book fairs held twice each year.

Reading instruction involves a combination of skill-building activities and literature-based instruction. Recent research in reading instruction has pointed to this as the most effective means of teaching reading, and we have found that to be true through our own experience with various reading programs. The process of learning to read begins in Kindergarten with learning letters and their sounds, and combining those sounds into words. In primary grades, the reading program links reading, writing, and phonics. In middle grades, the focus is on character and plot development, comprehension, and writer's craft. In junior high, novels related to topics being studied in other subject areas are read and reviewed, and research skills are more fully developed.

Students participate in group work, whole class instruction, and individual, computer-assisted instruction. Reading is also integrated into other content areas by the use of thematic units. Social Studies and Science classes reinforce research skills and reading for content. Students develop comprehension skills while working word problems in Math, and research skills are strengthened through participation in the school's Math Fair. In technology, the SuccessMaker program individualizes instruction of reading for all grade levels. Students act out or narrate stories in Drama, use poetry for learning rhythm in Music, and research topics related to art processes, artists, and cultures in Art.

**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.**

St. Raphael School's social studies program is closely tied to the school's mission to prepare students to live in a global society. It begins in the primary grades with a study of communities, people and occupations. The intermediate grades emphasize regional development and a survey of United States history. In the upper grades, world geography, world history, and an in-depth study of United States history from the pre-Columbian to the reconstruction periods are taught. Sociology, political science, economics, and anthropology permeate the curriculum.

The goal of the Social Studies curriculum is to help our students become well-informed citizens who can make good decisions about issues that touch their lives and impact their world. Our Global Awareness program, a yearlong study of a particular nation involving all subject areas, leads students to an understanding of global connectedness. Simulations on the Civil Rights Movement, the Bill of Rights, the Holocaust, Native Americans, and the Continental Congress give students a more complete understanding of historical events than can be achieved by simply reading about them. The simulations also involve relating the historical events with current events. Discussions develop essential critical-thinking and communication skills. Projects enhance research and presentation skills. The entire program helps students envision their role in making history.

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

School policy requires all teachers to keep current on "best practices" involved in teaching their subject matter. Teachers are encouraged to attend workshops to develop instructional methods to better serve their students, and workshops are often presented at the school to assist in that endeavor. We employ a combination of individual instruction, peer tutoring, cooperative learning, and small group and whole class instruction. Strategies address visual, auditory, and kinesthetic learning styles. Visual students benefit from information presented in charts, graphs, posters, pictures, art, reading material, videotapes, demonstrations, and overhead transparencies.

Auditory students gather information from lecture, audiotapes, discussions, oral drill, and reading aloud. Kinesthetic students use computers, manipulatives, white boards, chalkboards, models, role-play and other means of experiential learning. Some classrooms now have, and all classrooms eventually will have, an infrared classroom soundfield system to assist students with auditory instruction. The system has already helped improve the delivery of instruction to students with central auditory processing disorder. Cooperation between core-subject and special-area teachers brings multiple intelligence theory into the classroom. Music, Art, Drama, Physical Education, Media, and Spanish instruction are related to core-subject instruction. This approach helps extend and reinforce core-subject instruction more effectively than separating student learning into discrete subject areas. Pre-testing, post-testing, and flexible grouping help teachers tailor instruction to student needs. Reading-resource personnel provide support to students in need of additional assistance. Any proven instructional method is considered when seeking the best way to help students learn.

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

At the end of each school year, standardized test data and results of teacher, parent, and student surveys are reviewed to develop curriculum goals for the following school year. When the curriculum goals are set, a professional development plan is drawn up for the following school year. A previous initiative involved improving our skills at meeting the needs of students with learning differences. Test data indicated that many students with learning differences were not performing up to their potential. Several teachers were sent to a learning-differences workshop given by the Archdiocese. They shared what they learned with the rest of the faculty at a professional development session before the start of school. In the first month of school, each teacher chose at least one or more new strategies to begin using in his/her instruction. At grade-level meetings, teachers discussed both implementation of the strategies and journal articles provided to them regarding specific learning differences. At monthly professional development sessions speakers with special expertise presented strategies for addressing specific learning needs related to ADD/ADHD, reading disabilities, central auditory processing disorder, oppositional defiant disorder and visual, auditory, and kinesthetic learning styles. This program remained in place for two years. At the end of two years, the standardized test scores of students with learning differences were again examined. In every case, the obtained score was higher than the student's anticipated score.



## Mean Scale Scores Corresponding to the 90<sup>th</sup> Percentile in National School Norms

For the test identified under “Test Name,” the tables below provide

- the average (mean) scale score that corresponds to the 90<sup>th</sup> percentile in national **school** norms (Column 1), and
- the percentile equivalent of that average scale score in national **student** norms (Column 2)

for each grade in which the test can be administered. Note that the Terra Nova scores are given in NCEs, not scale scores.

The “cutoff scores” provided in Column 1 are provided for only one specific total or composite score in reading (in this document, the term “reading” includes language arts and English) and one specific total or composite score in mathematics (look under “Score Name”). These total or composite scores were identified by the publisher as providing the most comprehensive coverage of reading that includes reading comprehension and the most comprehensive coverage of mathematics.

The school should examine its testing results and find the average (mean) scale score in reading and mathematics in each grade tested. If these results **equal or exceed** the average scale score that corresponds to the 90<sup>th</sup> percentile in national school norms in Column 1 **for both reading and mathematics** in the **highest grade** tested in the **most recent year administered**, this will be considered sufficient evidence that the school is in the top 10 percent of all schools nationally.

If the school’s testing results do not include average scale scores, but they do include the national percentile equivalent of the average scale score **based on student norms**, compare these results to the national student percentile equivalent for the 90<sup>th</sup> school percentile in Column 2. If these results **equal or exceed** the national student percentile equivalent in Column 2 **for both reading and mathematics** in the **highest grade** tested in the **most recent year administered**, this will be considered sufficient evidence that the school is in the top 10 percent of all schools nationally.

Note that these “cutoff scores” are based on **spring norms only**. If the school administered this test during the fall or winter, the school may either use the Column 2 comparison based on the spring norms or contact the publisher for comparable information in Column 1 based on norms for the appropriate time of year.

Terra Nova Cutoff Scores for NCLF-BRS

**READING**

Test Name		Score Name
Terra Nova		READING
Grade	School Mean NCE at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K		
1		
2		
3	64.1	75
4	63.8	74
5	64.1	75
6	64.8	76
7	65.8	77
8	65.8	77
9		
10		
11		
12		

**MATHEMATICS**

Test Name		Score Name
Terra Nova		MATHEMATICS
Grade	School Mean NCE at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K		
1		
2		
3	64.5	75
4	64.1	75
5	63.8	74
6	64.5	75
7	64.1	75
8	65.5	77
9		
10		
11		
12		

**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   7  

Test CAT-5, Terra Nova

Edition/publication year CAT 1990, Terra 2000 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

Scores are reported here as (check one): NCEs   4   Scaled scores        Percentiles       

<b>MATH</b>	Terra Nova	CAT-5	CAT-5		
Testing month	2001-2002 March	2000-2001 April	1999-2000 April	1998-1999	1997-1998
<b>SCHOOL SCORES</b>					
Total Score	67.8	67.5	66.3		
Number of students tested	81	75	54		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

**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   7  

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What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

Scores are reported here as (check one): NCEs   4   Scaled scores        Percentiles       

<b>READING</b>	Terra Nova	CAT-5	CAT-5		
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	April	April		
<b>SCHOOL SCORES</b>					
Total Score	69.0	65.5	63.9		
Number of students tested	81	75	54		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					



**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 CAT-5, Terra Nova

Edition/publication year CAT -5, 1990; Terra 2000 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

Scores are reported here as (check one): NCEs   4   Scaled scores      Percentiles     

<b>MATH</b>	Terra Nova	CAT-5	CAT-5		
Testing month	2001-2002 March	2000-2001 April	1999-2000 April	1998-1999	1997-1998
<b>SCHOOL SCORES</b>					
Total Score	62.7	71.5	67.4		
Number of students tested	83	75	74		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

**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 CAT-5, Terra Nova

Edition/publication year CAT 1990, Terra 2000

Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No groups excluded

Scores are reported here as (check one): NCEs   4   Scaled scores        Percentiles       

<b>READING</b>	Terra Nova	CAT-5	CAT-5		
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	April	April		
<b>SCHOOL SCORES</b>					
Total Score	66.8	63.7	63.5		
Number of students tested	83	75	74		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

**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 CAT-5, Terra Nova

Edition/publication year CAT 1990, Terra Nova, 2000 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No groups excluded

Scores are reported here as (check one): NCEs   4   Scaled scores      Percentiles     

<b>MATH</b>	Terra Nova	CAT-5	CAT-5		
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	April	April		
<b>SCHOOL SCORES</b>					
Total Score	63.3	68.8	68.1		
Number of students tested	54	77	76		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

**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 CAT-5, Terra Nova

Edition/publication year CAT – 1990, Terra - 2000

Publisher CTB McGraw- Hill

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

Scores are reported here as (check one): NCEs   4   Scaled scores      Percentiles     

<b>READING</b>	Terra Nova	CAT-5	CAT-5		
Testing month	2001-2002 March	2000-2001 April	1999-2000 April	1998-1999	1997-1998
<b>SCHOOL SCORES</b>					
Total Score	59.2	71.3	70.9		
Number of students tested	54	77	76		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					