

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mr. John S. Farber
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Old Trail School
(As it should appear in the official records)

School Mailing Address 2315 Ira Road, PO Box 827
(If address is P.O. Box, also include street address)

Bath Ohio 44210-0827
City State Zip Code+4 (9 digits total)

County Summit State School Code Number* NA

Telephone (330) 666-1118 Fax (330) 666-3069

Website/URL www.oldtrail.org E-mail JFarber@oldtrail.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 _____

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

District Name NA 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.

NA Date NA
(Superintendent's Signature)

Name of School Board
President/Chairperson Mike Hochschwender
(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 _____

**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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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

* Old Trail School is located in the Cuyahoga Valley National Park.

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	21	43	7	27	25	52
K	27	24	51	8	29	28	57
1	26	31	57	9			
2	26	25	51	10			
3	37	19	56	11			
4	31	20	51	12			
5	30	26	56	Other			
6	32	28	60				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							534

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 88 | % White |
| 3 | % Black or African American |
| 0 | % Hispanic or Latino |
| 9 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% | Total |

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

7. Student turnover, or mobility rate, during the past year: 1.6 %
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	540
(5)	Total transferred students in row (3) divided by total students in row (4)	.016
(6)	Amount in row (5) multiplied by 100	1.6

* The data in the above grid refers to school year 2004-2005.

8. Limited English Proficient students in the school: 1/2 of 1 %
3 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Korean, Finnish

9. Students eligible for free/reduced-priced meals: Less than 1% *
 * Based on financial assistance reports

Total number students who qualify: 7

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

10. Students receiving special education services: $\frac{0 *}{0 *}$ %
 Total Number of Students Served

* Old Trail School has students who have been the recipients of assessment, consultative and/or mental health services (and/or whose parents have received consultative and/or guidance services), or for whom assessments are pending, but they do not meet the criteria for identification under the current IDEA guidelines.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u> 2</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 8</u>	<u> </u>
Classroom teachers	<u> 50</u>	<u> 7</u>
Special resource teachers/specialists	<u> 8</u>	<u> 5</u>
Paraprofessionals	<u> 6</u>	<u> 2</u>
Support staff	<u> 14</u>	<u> 8</u>
Total number	<u> 86</u>	<u> 22</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	* %	%	%
Daily teacher attendance	95%	96%	* %	%	%
Teacher turnover rate	3%	5%	* %	%	%
Student dropout rate (middle/high)	0%	0%	0 %	%	%
Student drop-off rate (high school)	NA	NA	%	%	%

* Old Trail School converted from one data base to another in the summer of 2003. Therefore we are unable to provide accurate data prior to the 2003-2004 school year.

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

It is early morning in November. Cars and buses are making their way through the Cuyahoga Valley National Park to Old Trail School. The fields are covered with frost, deer search for breakfast, a hawk circles overhead and mist rises from the river. The solitude of the natural world still reigns, but not for long.

It is 8:10 a.m. Those who welcome students at the doors are the first to feel the excitement. Ben clutches a picture of his new baby brother. Solene dances in, eager to tell her teacher about an art project. Middle schoolers chatter as they get off the bus, dressed for a day of pond-study. Two preschoolers greet each other with their newly acquired “Buenos dias.” Second graders get their shoes out for gym class. First graders anticipate a field trip to the Cleveland Museum of Natural History. Volunteer parents gather around the coffee machine and teachers complete last minute plans for the day.

It is noon. The Middle School motto of “Risk, reach and reflect” has challenged the entire school. The diversity team has debated how to structure a forthcoming conference. A shy seventh grader smoothly transforms into the stealthy Artful Dodger during a dress rehearsal for “Oliver.” Second graders bravely use a PowerPoint presentation to speak at Headmasters Assembly about a service project. Fourth graders gulp as they face lunch after dissecting a sheep’s eyeball in the science lab. Three kindergartners who wouldn’t put their faces in the water when school started swim one lap of the pool. Eighth graders serve the preschoolers lunch. Latin students decline and French students parlez.

It is 3 p.m. The lecture room empties as young moms ponder the collective wisdom shared by our school psychologists. Fifth graders help their kindergarten buddies get dressed after swimming together. Seventh grade girls grab their field hockey sticks and head to the playing fields, eighth grade boys are already on the tennis courts and a few students follow the Tow Path along the river on their bikes. Pottery wheels are put away, poets tuck their works in a binder for the next poetry slam, the paper press is drying and the weaving looms are still. Buses from neighboring communities fill the parking lot and vie for space with cars filled with parents eager to hear about the day. Our headmaster directs dismissal traffic, easily greeting, fielding questions, and offering high-fives.

It is 7 p.m., and while the hawk locates her nest, the deer continue to forage and twilight turns to darkness, in communities all around Old Trail students settle in to tackle homework. This task is not onerous, for it is follow-up and reinforcement of the challenging, rich and exciting learning that took place during the day. View books from prestigious secondary schools lie on the desks of the older students, while the younger ones dream of student council, sports trophies, honor rolls and making their adored teachers smile. The promise inspired at the beginning of the day has been fulfilled in the closing.

The unofficial motto of Old Trail School is “to inspire the promise in each child.” In more official language, this translates into “nurturing children by developing a strong academic foundation, a respect for themselves and others, and a love of learning.” The ultimate purpose is “to support our young people as they pass from childhood and adolescence so they emerge as thoughtful and constructive citizens with integrity, confidence and a desire to be of service to others.” This noble intent of the printed word becomes truth when viewed through the enchanted eyes of the children and the passionate hearts of the adults.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

“Old Trail School cherishes the creative spirit in each child and is committed to a stimulating liberal arts curriculum with high academic standards which prepares students to thrive in challenging secondary schools.”

As a part of the educational experience and in preparation for schooling beyond our walls, Old Trail School administers the CTP IV. This standardized test published by Educational Records Bureau is administered to all students in the first through eighth grades. The content-specific sections of the test include a combination of the following: Auditory Comprehension, Reading Comprehension, Writing Mechanics, Writing Concepts and Skills, Mathematics 1 and 2, and Algebra 1. Other sections of the test include Verbal Reasoning and Quantitative Reasoning which assess a student’s ability to process and reason in a logical manner. This battery of tests provides the school with a yearly measure of student growth and some insight into how the students use what they’ve learned to problem solve.

CTP IV is a norm-referenced test which compares our students to like groups of students. Our students’ scores are compared to national, suburban, and independent norm groups. Consistently our students’ scores surpass national and suburban norms and are equal to or exceed independent norms. Our capable student body, high standards of academic excellence and an enriched curriculum all contribute to outstanding student achievement.

Students at Old Trail who have identified learning disabilities are provided test accommodations as needed. The typical accommodation is extended time. These students complete the same battery of standardized tests but are given additional time if needed. ERB does not include the scores from these tests in the school report, but gives individual scores.

2. Using Assessment Results

Old Trail School uses a variety of assessment data to observe and analyze the growth of an individual child as he or she progresses from one grade to the next. Assessment is both formal and informal throughout the grades. Students are offered multiple opportunities to express themselves using a variety of modalities, and their assessment is gauged individually as well as collectively. As we reflect on grade level data we can interpret content area results for overall effectiveness of our program.

In Kindergarten through Grade Three extensive assessments are done in the area of literacy. Old Trail School promotes early literacy intervention and uses a combination of assessments to determine literacy plans for students. Results from these assessments help shape classroom lessons and intervention strategies. If a student’s testing results indicate a need for intervention, our team (made up of classroom teachers, reading specialists, school psychologists, administrators, and a speech pathologist) develops an intervention plan to support the student during the early phases of literacy development.

In the Middle School (Grades Six through Eight) students are placed in math courses based on the following factors: class work, teacher recommendation, developmental readiness, and results from CTP IV math tests. It is our belief that by compiling this information and dividing students accordingly, we assure the necessary challenge for our most gifted students and provide for comprehensive computational and arithmetic instruction for those students who require remediation in basic math skills.

Fifth and sixth grade students participate in the Writing Assessment Program (WrAP), a standardized writing assessment administered by Educational Records Bureau. These results are used to gauge the growth of our students as writers and the effectiveness of our writing program across the grades. Old Trail School supports developing middle school writers by placing them in a strategic writing course based on teacher recommendation and skill set.

3. Communicating Assessment Results

Old Trail School parents receive report cards four times a year and mid-quarter reports as needed. They attend parent/teacher conferences twice a year and may request additional conferences if deemed necessary. We recognize parents as partners and encourage regular communication with the school.

Individual student results from standardized tests are sent to parents as soon as the school receives them, sometime in early June. Parents are encouraged to set appointments with appropriate teachers and/or administrators to discuss results.

The Lower and Middle School Directors compose a weekly newsletter which is available to parents on our website or in the form of a hard copy. These informative newsletters share good news about students and the school, remind the community of upcoming events, and address community concerns. A weekly school-wide assembly provides a forum for celebrating student talents in all forms and The Old Trail Magazine (produced quarterly) communicates the many successes of current students, alumni, faculty, and families.

In the fall Preschool through Grade Five teachers host “Grade Level Nights” for parents. The focus of this evening is to share the grade level curriculum, to meet the parents, and to answer questions about the program. Similarly the sixth through eighth grade faculty host a night for parents to meet with each of their student’s teachers for a ten minute period. These educational evenings are well attended across the grades.

The Program Committee, which is comprised of Board members and administrators, receives quarterly updates with regards to curriculum, assessment, program changes, professional development and educational developments. The information gleaned from these meetings is then discussed at a full Board meeting.

4. Sharing Success

Old Trail faculty are members of many local and national organizations. In our area the Cleveland Council of Independent Schools (CCIS), a group of thirteen local independent schools, sponsors numerous speakers, workshops, and discipline-specific meetings in which we participate and host. The Ohio Association of Independent Schools (OAIS) is our state organization which provides collaboration among independent schools and leadership in maintaining high academic standards in our schools. This organization puts on a tri-annual conference open to all faculty and administrators. Our regional alliance is to the Independent Schools Association of the Central States (ISACS). Members of the Old Trail community attend and present to all of these groups during annual conferences. Nationally we are members of the National Association of Independent Schools (NAIS). These partnerships have given us a forum for sharing ideas, programs, and successes with others in similar school environments.

One of our school psychologists serves as a trained facilitator for Schools Attuned. Each summer she invites teachers from all over to join us in a week long Schools Attuned course. At this time we have trained over fifty percent of our current teachers. During the summer course we share how Schools Attuned works for us as a school, how we alter lessons to appeal to all kinds of learners, and how we communicate this information to parents.

Creating a partnership with a local university (Ashland University) has been rewarding for all of the faculty and administration involved. Although we are in the first year of this alliance, it is exciting to forge new ground in terms of sharing our success with university professors and students. The reciprocal of this relationship is that professors who are educating future teachers are watching and learning from us. Soon student teachers from Ashland will be at Old Trail and university courses will be offered on site to our faculty.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Old Trail School's core curriculum includes: language arts, mathematics, science, social studies/history, world languages, performing arts, visual arts, physical education, and technology. All curriculum is aligned with state and national standards.

- Old Trail School's *language arts* curriculum presents a balanced blend of literature, writing, word study, speaking, listening, and grammar. Through this cohesive approach students apply their analytical and creative skills. Students: demonstrate critical thinking skills, expand their comprehension in reading, read for enjoyment, write with clarity and purpose, cultivate their personal voice, understand and appreciate various genres and multicultural literary themes, learn and apply the grammar and conventions of the English language, build vocabulary and spelling proficiency, and speak in a confident and fluent manner.
- Old Trail School's *mathematics* curriculum ensures that all students become mathematically literate, logical and conceptual thinkers, and informed citizens capable of using mathematics to understand issues in a changing technological society. From Preschool to Grade Eight, students have access to a full range of mathematical topics: algebra, probability, geometry, measurement, numeration, patterns, and operations.
- Old Trail School's *performing arts* program provides sequenced and thematic activities to develop the cognitive, affective, and psychomotor domain in Preschool through Grade Eight. Traditional music education in addition to the methodology of Orff Schulwerk, Kodaly, and Dalcroze are the basis of the curriculum.
- Old Trail School's *science* curriculum develops scientific literacy to help students make informed and effective decisions in their personal, civic, national, and global life. Through activities in the physical, life, and earth sciences, the program provides hands-on experiences in the scientific method. Grade levels frame their studies around biomes and use themes as a basis for comparison of diverse regions and organisms.
- Old Trail School's *social studies* curriculum prepares students to be informed, responsible, and contributing citizens to our society by instilling a respect for the rights and beliefs of others in this diverse world. Through the study of history, geography, economics, political science, cultures, government, and current events, students examine cultural and historical events from a global perspective.
- Old Trail School's *visual arts* department provides a comprehensive program of artistic, creative, and academic development. Through structured course work which includes knowledge of artists, art principles, and guided critique, students are exposed to cultures around the world.
- Old Trail School believes that *technology* is a tool used to enhance student learning and productivity. All students, faculty, and staff acquire knowledge and skills in accessing, processing, and communicating information using innovative technology resources.
- Old Trail School's *world language* program fosters academic excellence, mutual respect, creativity, and the joy of language learning to prepare our students for participation in the global community. We incorporate cutting edge methodology in an integrated, technology-rich curriculum.
- Old Trail School's *physical education* department offers a comprehensive physical education and swimming curriculum. The students develop their mental, physical, and social capabilities by participating in a wide range of activities taught in a developmentally appropriate sequence.

2a. (Elementary Schools) Reading

Old Trail School utilizes a balanced approach to reading instruction. Our program encourages children to read for pleasure, ask questions as they read, and explicitly practice their fluency. The school uses a structured phonics program and formal word study instruction to give children the keys for unlocking unknown words. The school has chosen this broad approach so that students appreciate a variety of literature and acquire the skills to make reading a productive experience.

Instruction and skill building are done in the areas that current research has identified as essential to the acquisition of reading skills: alphabetic principle, phonemic awareness, fluency, comprehension, and vocabulary. Teachers deliberately work to model strategies for decoding, comprehending, and questioning literature. Students are exposed to many genres of literature which they respond to with oral and written responses: creative writing, journal writing, dramatic play, discussions, and artistic expression.

Our reading curriculum balances literature between the use of class novels and personal choice reading. The accompanying instruction may be done in literature circles, book clubs, and individual conferences. Students are also instructed how to read in content areas across the curriculum.

Old Trail School has chosen this type of instruction in response to best practices surrounding current research. But even more, our program is in line with our unofficial motto which is to inspire the promise in each child. Our balanced approach to reading instruction recognizes that each child is a unique learner.

3. World Language

Old Trail School's World Language program begins in Preschool and builds sequentially through the eighth grade. In Preschool through fifth grade all students are taught Spanish. In the lower school the focus is on building communicative competence and literacy in Spanish and Latin-American cultures. Essential foundational components are taught so students appreciate their own rich and diverse culture especially in relation to other cultures.

When students enter sixth grade they choose to begin a focused language experience in Latin, French or Spanish. Through Latin, students maximize their knowledge of English grammar, hone their reasoning skills, appreciate ancient literature and cultures, and discover historical and linguistic connections to their everyday lives. When studying French or Spanish, students relate to the broader global community, adopt another language as a vehicle for communicating, increase cross-cultural understanding, and reject ethnocentrism.

We seek to shape our students as life-long language learners who embrace the wholeness they enjoy as participants in a global society. Students graduate from their Old Trail language experience knowing how to build human relationships through communicative and cultural fluency.

4. Instructional Methods

Old Trail School teachers employ a variety of instructional strategies to address the varying needs of individual students and whole classrooms of children. This is an ongoing process of learning for teachers as each child brings unique and different learning styles to the classroom. Teachers present strategies appropriate for every student. As one wanders through classrooms at Old Trail School, one will see differentiated instruction, guided practice, students actively engaged in learning, cooperative learning groups, small teams of students working on projects and presentations, and individual students working on personal projects.

Old Trail School keeps enrollment to no more than nineteen students per class in Kindergarten through fifth grade with a slight increase if appropriate in the sixth through eighth grades. In lower school, assistant teachers are used to support the reading curriculum and resource teachers are used to provide either remediation or enrichment in reading, math, and science. In the middle school, students have the option of before and after school support from classroom teachers. Additionally many middle school students use their study hall to meet one-on-one with teachers. We are fortunate to have two school psychologists who are also available to work with struggling and gifted students.

As mentioned earlier, Old Trail School endorses the use of Schools Attuned as a way to design learning plans for students. We determine need based on classroom work, teacher recommendation, and test results. Once a student is identified as needing further support a team convenes to design an individual plan of support for the student. As skills are developed and confidence is nurtured, improved student learning becomes the outcome.

5. Professional Development

Old Trail School's Professional Development Program is based on the belief that educators must continue to learn, grow, and develop throughout their careers. This includes trying new strategies and taking educational risks which ultimately benefit student achievement.

All faculty members are involved in an annual goal setting process which becomes the foundation for their professional growth. During a conference with an administrator, strategies for accomplishing goals are agreed upon. These goals, approved by the administration, may be individual or collegial (i.e. departmental, teaching team, division goals).

Faculty are expected to seek professional development opportunities that are pertinent to established goals or areas needing improvement. Educators' goals may arise from personal professional needs and/or the School's Mission, with the ultimate goal of improving student achievement. Professional growth includes, but is not limited to, workshops, courses in graduate study, seminars, conferences, visitation to other schools, special subject conferences with faculty/parents/Board of Trustees, individual and group studies, research and investigation projects, faculty exchange programs with other schools, special individual or group study programs abroad.

Concurrently Old Trail provides school-wide professional development based on recent trends in education and goals of the institution. In recent years our focus has been curriculum mapping, School Attuned, early literacy, and technology. Both the School and the Parent's Association

allocate money each year to fund professional growth experiences which are a priority for the school community.

All faculty working to renew a teaching license communicate with our Local Professional Development Committee (LPDC) for approval of any professional development experience. This committee meets monthly to review and grant requests for Continuing Education Units and to discuss what professional growth opportunities the school should sponsor to benefit all faculty members.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.
 Private school association(s): NAIS (National Association of Independent Schools), ISACS (Independent Schools of the Central States), OAIS (Ohio Association of Independent Schools), CCIS (Cleveland Council of Independent Schools)

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$12,950 K	\$12,950 1 st	\$12,950 2 nd	\$12,950 3 rd	\$12,950 4 th	\$13,500 5 th
\$13,500 6 th	\$13,500 7 th	\$13,500 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student?
 (School budget divided by enrollment) \$16,620
5. What is the average financial aid per student? \$7949
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 17%

PART VII – ASSESSMENT RESULTS

Assessment Data Referenced Against National Norms

CTP IV – Educational Records Bureau

- Scores reported are scaled scores.
 - All testing was done in May of each school year.
 - Students tested alternatively are those with documented learning disabilities which entitle them to a modified testing situation. **Please note: The Reading Comprehension and Mathematics scores, reported from ERB, exclude students who have been alternatively tested.**
- * (Assessment verification for Blue Ribbon Schools Program)

Grade 8	2004-2005	2003-2004	2002-2003
*	(356)		
Reading Comprehension	369.6	365.8	365.5
Number of students tested	47	53	49
Percent of total students tested	96 %	98 %	93 %
Number of students alternatively tested	2	1	4
Percent of students alternatively tested	4 %	2 %	7 %
*	(359)		
Mathematics	373.8	375.7	374.4
Number of students tested	49	55	51
Percent of total students tested	96 %	98 %	93 %
Number of students alternatively tested	2	1	4
Percent of students alternatively tested	4 %	2 %	7 %

Grade 7	2004-2005	2003-2004	2002-2003
Reading Comprehension	356.1	357.6	356.6
Number of students tested	53	53	57
Percent of total students tested	96 %	98 %	100 %
Number of students alternatively tested	2	1	0
Percent of students alternatively tested	4 %	2 %	0 %
Mathematics	364.1	363.3	367.2
Number of students tested	51	53	56
Percent of total students tested	96 %	98 %	100 %
Number of students alternatively tested	2	1	0
Percent of students alternatively tested	4 %	2 %	0 %

Assessment Data Referenced Against National Norms

CTP IV – Educational Records Bureau

- Scores reported are scaled scores.
- All testing was done in May of each school year.
- Students tested alternatively are those with documented learning disabilities which entitle them to a modified testing situation. **Please note: The Reading Comprehension and Mathematics scores, reported from ERB, exclude students who have been alternatively tested.**

Grade 6	2004-2005	2003-2004	2002-2003
Reading Comprehension	352.4	346.8	345.5
Number of students tested	51	55	53
Percent of total students tested	93%	97 %	100 %
Number of students alternatively tested	4	2	0
Percent of students alternatively tested	7 %	3 %	0 %
Mathematics	339.7	338.4	340.7
Number of students tested	51	55	54
Percent of total students tested	93 %	97 %	100 %
Number of students alternatively tested	4	2	0
Percent of students alternatively tested	7 %	3 %	0 %

Grade 5	2004-2005	2003-2004	2002-2003
Reading Comprehension	355.5	352.8	351.8
Number of students tested	50	50	51
Percent of total students tested	89 %	93 %	96 %
Number of students alternatively tested	6	4	2
Percent of students alternatively tested	11 %	7 %	4 %
Mathematics	342.9	334.6	338.2
Number of students tested	50	48	49
Percent of total students tested	89 %	92 %	96 %
Number of students alternatively tested	6	4	2
Percent of students alternatively tested	11 %	8 %	4 %

Assessment Data Referenced Against National Norms

CTP IV – Educational Records Bureau

- Scores reported are scaled scores.
- All testing was done in May of each school year.
- Students tested alternatively are those with documented learning disabilities which entitle them to a modified testing situation. **Please note: The Reading Comprehension and Mathematics scores, reported from ERB, exclude students who have been alternatively tested.**

Grade 4	2004-2005	2003-2004	2002-2003
Reading Comprehension	340.3	340.3	340.9
Number of students tested	53	52	49
Percent of total students tested	96 %	95 %	93 %
Number of students alternatively tested	2	3	4
Percent of students alternatively tested	4 %	5 %	7 %
Mathematics	309.3	312.5	305.6
Number of students tested	52	51	48
Percent of total students tested	96 %	94 %	92 %
Number of students alternatively tested	2	3	4
Percent of students alternatively tested	4 %	6 %	8 %

Grade 3	2004-2005	2003-2004	2002-2003
Reading Comprehension	330.8	337.9	337.8
Number of students tested	52	49	51
Percent of total students tested	95 %	94 %	93 %
Number of students alternatively tested	3	3	4
Percent of students alternatively tested	5 %	6 %	7 %
Mathematics	296.1	305.9	307
Number of students tested	52	49	50
Percent of total students tested	95 %	94 %	93 %
Number of students alternatively tested	3	3	4
Percent of students alternatively tested	5 %	6 %	7 %

Assessment Data Referenced Against National Norms

CTP IV – Educational Records Bureau

- Scores reported are scaled scores.
- All testing was done in May of each school year.
- Students tested alternatively are those with documented learning disabilities which entitle them to a modified testing situation. **Please note: The Reading Comprehension and Mathematics scores, reported from ERB, exclude students who have been alternatively tested.**

Grade 2	2004-2005	2003-2004	2002-2003
Reading Comprehension	327.5	323.7	323.2
Number of students tested	54	52	55
Percent of total students tested	98 %	98 %	98 %
Number of students alternatively tested	1	1	1
Percent of students alternatively tested	2 %	2 %	2 %
Mathematics	292.5	283.8	288.7
Number of students tested	54	50	55
Percent of total students tested	95 %	98 %	98 %
Number of students alternatively tested	3	1	1
Percent of students alternatively tested	5 %	2 %	2 %

Grade 1	2004-2005	2003-2004	2002-2003
Reading Comprehension	311.2	315.7	308.7
Number of students tested	52	55	53
Percent of total students tested	100 %	100 %	98 %
Number of students alternatively tested	0	0	1
Percent of students alternatively tested	0 %	0 %	2 %
Mathematics	265.5	267.1	267.3
Number of students tested	53	57	53
Percent of total students tested	100 %	100 %	98 %
Number of students alternatively tested	0	0	1
Percent of students alternatively tested	0 %	0 %	2 %