

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

Name of Principal **Dr. R. Mark Beadle**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Cincinnati Hills Christian Academy Elementary School**
(As it should appear in the official records)

School Mailing Address **11312 Snider Road**
(If address is P.O. Box, also include street address)

Cincinnati	OH	45249-2222
City total)	State	Zip Code+4 (9 digits)

Tel. **513-247-0900 ext. 102** Fax **513-247-0125**

Website/URL www.chca-oh.org Email **Mark.Beadle@chca-oh.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 **February 19, 2003**

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

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

District Name **Cincinnati Hills Christian Academy** Tel. **513-247-0900 ext. 202**

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 **February 19, 2003**

Name of School Board
President/Chairperson **Mr. Tom Ducro**
(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 **February 19, 2003**

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: **NA**
- Elementary schools
 Middle schools
 Junior high schools
 High schools

 TOTAL
2. District Per Pupil Expenditure: **NA**
- Average State Per Pupil Expenditure: **NA**

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	63	43	106	7			
1	46	48	94	8			
2	43	44	87	9			
3	44	44	88	10			
4	43	50	93	11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							468

6. Racial/ethnic composition of the students in the school: 88.5 % White
6 % Black or African American
1 % Hispanic or Latino
4 % Asian/Pacific Islander
.5 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 1.51%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	462
(5)	Subtotal in row (3) divided by total in row (4)	.0151
(6)	Amount in row (5) multiplied by 100	1.51

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 1 %
5 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: 10%
48 Total Number of Students Served

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

- | | |
|-----------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | <u>22</u> Specific Learning Disability |
| <u>2</u> Hearing Impairment | <u>9</u> Speech or Language Impairment |
| ___ Mental Retardation | ___ Traumatic Brain Injury |
| ___ Multiple Disabilities | ___ Visual Impairment Including Blindness |
- * 15 ADD/ADHD only

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>	_____
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>9</u>	<u>7</u>
Paraprofessionals	_____	_____
Support staff	<u>1</u>	<u>5</u>
Total number	<u>36</u>	<u>14</u>

12. Student-“classroom teacher” ratio: 17.77

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	95%	96%	96%	94%	95%
Daily teacher attendance	97%	96%	97%	95%	97%
Teacher turnover rate	8%	10%	7%	10%	7%
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>NA</u>
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 %

CINCINNATI HILLS CHRISTIAN ACADEMY
EDYTH B. LINDNER
ELEMENTARY SCHOOL

Cincinnati Hills Christian Academy (CHCA), in Cincinnati, Ohio is a nondenominational, independent Christian school that has earned a strong reputation for excellent academics, outstanding character development, and offers a full complement of extracurricular and enrichment activities designed to nurture and support each student toward individual growth. In recognition of this, the U.S. Department of Education awarded the school its highest award – **The Blue Ribbon** in 1996.

CHCA is one of the fastest-growing independent schools in the country, according to statistics compiled by the National Association of Independent Schools. The Lindner Elementary School's fall 2002 enrollment was over 460 students, up over 300% since it opened in 1989. Students represent 35 public school districts in the greater Cincinnati area. The completed complex has classrooms, a cafeteria, computer lab, music room, art room, common areas, and additional learning and planning areas. It is state-of-the-art in terms of both school design and usage. It sits on a beautiful 10+ acre campus amid trees, rolling hills, playgrounds, and athletic fields.

In-depth research regarding curriculum, class sizes, student population and more, conducted during the planning stage several years before the school opened, gave concrete goals to define the school. These are summarized as offering "academic excellence in a Christ-centered environment."

CHCA exudes a family atmosphere where parents are partners with teachers and administrators in the education of their children. Parent volunteers assist teachers in the classroom, provide office support, and serve as club sponsors, fund-raisers, board members, and more. At every level, parents are very involved in the life of the school.

Test scores compare very favorably, both locally and nationally, with the most highly respected Christian, independent and public schools, reflecting the strong focus on quality academics at CHCA. Although class averages on these tests are above the 75th national percentile, CHCA also measures academic success by each student's academic growth from year to year. Furthermore, an excitement for learning is developed by using experiential and hands-on learning techniques to enhance the core curriculum.

CHCA families and teachers realize that schools teach much more than academics. Character development is a strong component of our concern for the whole child. Through direct teaching, modeling, role-playing, correction, and most importantly positive reinforcement, students develop wholesome attitudes and behaviors. Evidence for this is seen in the lack of disciplinary problems and the supportive, on-task, relaxed atmosphere found in the classrooms.

Technology use is on the leading edge, with over 200 computers used by students, teachers, staff, administrators, and parent volunteers. A state-of-the-art computer lab with computers, flat monitors, color and laser printers, a scanner, Internet connection, and an extensive selection of software become integral learning tools supporting the curriculum. There are also at least two computers in each classroom. Three mobile carts containing 60 laptops rotate among all classes. Teaching and learning are richly enhanced through computer use throughout the school.

In its short existence, Cincinnati Hills Christian Academy has earned an outstanding reputation for creating future leaders through attention to high quality education of the whole person. Students are

prepared for their futures by developing their many individual strengths through challenging academics, spiritual development, and physical and social growth opportunities.

Use of Assessment Data

CHCA uses assessment data to understand and improve student and school performance.

Focusing on student results allows us to implement plans for intervention and for enrichment. We give the Stanford Achievement Test each April and note growth (or lack of growth). Parents and teachers use the data to make specific plans for students. Parents, specifically, use the data they get in late May to make summer plans. CHCA asks for specific action from parents for those that score below the 40th NP. Our Enrichment and Resource Room Teachers use the data to make instructional goals for specific students. Individual tutoring sessions are combined with small group work to meet needs. Classroom teachers use the data to plan units, lessons and accommodations.

When data is returned each May, they are evaluated and utilized to strengthen existing curriculum and instructional techniques. Teachers are given class performance to compare to grade level performance (there are 5 classes at each grade level). They are asked to use the data to set and evaluate goals, adjust teaching techniques, and evaluate the curriculum. Administrators use the data to plan class, grade level, or school wide interventions that have included task forces and the replacement of curriculum resources. Recent examples of this include efforts in Reading Vocabulary, Math Computation and Writing.

Communicating Student Performance

CHCA communicates data on student performance in a variety of ways. We make the information public. We also prepare an annual school report that is shared with teachers, parents and our board.

Parents are the primary receivers of this information. They receive the standardized assessment results for their child and also for the entire school before students are released for the summer. We feel timely sharing of this information is important. We offer individual meetings between the teachers and parents.

We publish charts that show the grade level average scale score, percentile rank and grade equivalent for Reading and Math achievement. We show comparisons between our school and schools in the US and private schools. We also put this information on our web site: www.chca-oh.org/es_testscores.php.

Sharing Success

CHCA administrators and teachers willingly share curriculum ideas and strategies with many other schools. Our faculty and administrators share at conferences and workshops. The desire by other schools to get this information increased after winning our first Blue Ribbon in

1996. We recently had a visit from the local Jewish school, the local Islamic school (timely) and the Governor of a state of Nigeria (all within 24 hours).

We have an ongoing partnership with several inner city and suburban schools. We exchange teachers and students with these schools and learn from each other. Our teachers have served as mentors for their new teachers.

We reach out to many schools in Ohio and neighboring states. Staff members come to visit and they also consult with us on the phone. We have a high profile status in 2 associations (the Ohio Association of Independent Schools and Association of Christian Schools International). Leaders in these associations and also within the Ohio Department of Education send schools looking for answers our way.

We also host teams of prospective teachers and professors from local colleges on a regular basis. We currently have 3 student teachers and have offered college courses on our campus. We have hosted visitors looking at model programs from 10 other states and 6 foreign countries.

Description of School's Curriculum

Cincinnati Hills Christian Academy has developed a comprehensive statement of curriculum, which contains 12 curricular areas. These are: Christian Studies, Language Arts, Mathematics, Science, Health, Social Studies, Foreign Language (Spanish at the Elementary Level,) Physical Education, Music Fine Arts, Visual Fine Arts, Technology and Information Literacy.

In developing our statement of curriculum, faculty teams consulted national standards documents, State of Ohio Model Curriculums, as well as exemplary curriculums from other schools, educational best practices, research and pedagogy from each field and sound statements from child development theory. Our CHCA Curriculum Council is comprised of lead teachers from each division in each curricular area. The Council participates at regular intervals in periodic review of the curriculum. We feel it is a "living" document!

Our statement of curriculum comes in the following four parts: The **Mission, Vision, Standards and Benchmark** statement sets forth the mission, philosophy, standards and benchmarks for the school K to 12. The standards and benchmarks are comprised of those things that students should know, be able to do, and value when they leave grades four, eight and twelve. The next part is the **Scope and Sequence for Each Grade Level**, which represents the benchmarks for each grade level and when they will be introduced, developed, mastered or reviewed. Part three is the **Curriculum Map**, which is an overview of which topics will be taught to cover the benchmarks at each grade level. (Parents receive this at the beginning of the year.) Finally, each teacher produces a **Teacher Syllabus**, which is a timeline for each quarter describing when topics and concepts will be covered in the classroom. (Parents also receive this at the beginning of the year.) The time spent in yearly, weekly, and daily planning helps ensure that the essential curricular objectives will be covered at all grade levels.

The CHCA curriculum reflects high standards of congruency, alignment and integration: congruency with our mission and core values, congruency with the best of published national standards in the academic disciplines, congruency with current research on child development, internal alignment K-12 and across disciplines, and integration of Biblical principles, technology and information literacy and proven methods of learning. Integrated within each discipline are the Biblical principles that mark our school's uniqueness.

Our core values of "academic excellence" in a Christ-centered environment are at the center of our teaching and learning community. We offer meaningful, engaged and effective learning integrated with Bible principles. Meaningful learning allows students to build understanding by instruction explicitly linking new learning to prior knowledge or experiences or to build understanding through direct experience where multiple senses and multiple modes of expression reinforce and strengthen the learning experience. Engaged learning sees students actively representing how they understand through words, writing, or visual representations; it encourages students to gather information from various sources, to work independently and collaboratively, and to practice foundational skills to achieve automaticity. Effective learning stands up to measurement: performance assessment and standardized assessment, measures that demonstrate student academic performance against classmates and beyond the school to the state, nation, and the world.

A recent addition to our statement of curriculum is a companion document called **Performance Assessments of Benchmark Learning**. For each grade level, this document is comprised of assessments that reflect evaluation of a group of skills and the ability to perform complex tasks. These assessments are comprehensive in that they call upon learning of several benchmarks and are events that require students to solve problems, investigate new situations, reflect on appropriate strategies, synthesize information and apply knowledge and skills to new scenarios. Traditional measures of student learning through norm-referenced or criterion-referenced standardized testing also inform instructional practice and measure student performance in a larger context.

CHCA' Reading Curriculum

Cincinnati Hills Christian Academy Elementary offers its students a Balanced Literacy Program. Essential skills and concepts needed by students based on national and state curriculum documents and exemplary reading programs were developed by teams of teacher leaders and stated in standards, benchmarks and curricular objectives. After gaining knowledge of what our students should know and be able to do at various grade levels, we chose rich, authentic literature that could be combined with instruction in phonemic awareness, phonics and other skills important to reading development.

On any given day in grades K through 4, there will be signs of shared reading, reading aloud, guided reading, independent reading, shared writing, interactive writing, writer's workshop,

and independent writing. These are all components of a balanced reading program. We believe that reading and writing should compliment and enhance each other. In fact, over 400 minutes per week are devoted to reading and writing instruction.

Reading is viewed as a developmental process that evolves over time. Two researchers, Leu and Kinzer (1995) said it well. “It is developmental, interactive, global and personal.” Knowing that it is a process in which the reader, the writer and the text interact in constant interplay, encourages our teachers to tailor daily activities and strategies for the students they teach. We realize that students come into our classrooms at many different levels and take responsibility for getting to know their needs so we can determine the best instruction for them.

Students at CHCA read across the curriculum. As no textbooks are used at any grade level for reading instruction, literature is carefully selected that can be integrated into the Science, Social Studies, Health, or Math themes. One-second grade class was recently studying about Africa. They read the book The Clever Turtle by Sharon Fear; they interacted with this folktale by actually becoming the animals in the puppet show they presented to fellow classmates and parents. Before the presentation there was much research on the various animals involved!

This year one of our school-wide goals has been to focus on reading comprehension. After an in-depth book study of Mosaic of Thought by Ellin Oliver Keene and Susan Zimmerman, our teachers have all tried to incorporate into their instruction some of the strategies and ideas presented in the book into the classrooms. A key concept is getting students to think while they are reading (metacognition.) In addition, they have been focusing daily on strategies to develop the skills of making connections, questioning, visualizing, inferring, determining importance in text and synthesizing at all grade levels. We have found that all of these concepts are important in developing strong readers who love to read!

We have chosen a balanced philosophy for our reading program as it provides the best of both worlds for our students. By reading wonderful, carefully selected literature, we can help instill a strong love of reading. In taking time for skill instruction, we can help students develop strategies they need to become life-long readers and learners.

CHCA’s Mathematics Curriculum

CHCA has identified the essential mathematical skills needed by students using national and state model curriculum documents. These are then listed in standards, benchmarks, and curricular objectives. Teachers are held accountable for teaching these objectives through quarterly reports. Parents helped design these documents and also are given copies of a curriculum map that explains the scope and sequence of mathematics education at CHCA.

We expect students to be able to:

- Be mathematical problem solvers
- Communicate mathematically
- See God's orderliness and mystery reflected in mathematics
- Reason mathematically
- Recognize connections within mathematics and other subjects

We teach math in a hands on fashion. We measure individual student progress and have people ready to help students that need more instruction or more challenge. For example, the best mathematical students are pulled into a special class taught by our enrichment teacher that meets 4 days a week at the 3rd and 4th grade levels. We use the highest rated programs by the Eisenhower National Clearinghouse and also use technology to reinforce math skills. For example, students in 4th grade use an electronic drill and practice program to monitor, practice, and adjust computational problems. They also use a creative piece of software to teach geometric and logic skills.

CHCA students are challenged and supported with developmentally appropriate mathematical instruction.

Different Instructional Methods

CHCA does use many different instructional methods to improve student learning. We accept a broad range of students. We start by recognizing that not all students learn the same way or have the same needs. We provide differentiated instruction to meet these diverse needs. We train our teachers in these different methods and have 3 specialists on staff to provide teacher assistance and to work with students. Our ideas have been published in the Best Ideas for Reading from America's Blue Ribbon Schools and Distinguished Practices of Distinguished Schools.

On any day you will find classes using simulations, direct instruction, hands on activities, ability grouping, cooperative learning, organizers, technology, and other strategies that research shows has a positive effect on student learning. Two books that have guided our practice are What Works: Research About Teaching and Learning and then more recently What Works in Schools. We have given teachers (and trained them) an instructional framework that includes proven strategies. Engaged learning can be seen as students use drama to increase the comprehension of an African Folk tale. Hands on learning can be seen as teachers use geo boards or liquid nitrogen to experience the concepts being taught. Regular field trips extend classroom based activities.

We are fortunate to have dedicated teachers that do not rely on one text book, but design creative lessons to reach many learning needs and styles. The satisfaction they feel and share carry over to a positive learning environment that is commented on by visitors.

Professional Development Program

CHCA's professional development program focuses on improving student achievement.

We have organized a Local Professional Development Committee to oversee and review individual professional development plans. Teachers earn renewal points (used to renew their state license) by working in any of 12 areas (conferences, college courses, curriculum development...).

We require teachers to engage in at least 10 hours of technology related in-service each year.

Teachers submit yearly professional development plans that list goals that are aligned to district and building goals. They are provided assistance in meeting those goals. We pay for ½ of college course work and fund many off and on campus seminars. We monitor progress on the goals twice each year.

We use an intensive (teachers say) evaluation program that also contributes to professional development and student achievement. It is multi-faceted and includes: lesson plan evaluation, announced and unannounced observations, parent feedback (to teachers), and self evaluation.

New teachers are supported with an active mentoring program that provides a year long series of activities. The mentor is an advocate for the new teacher and also responsible for providing timely assistance to the new teacher.

An example of using test data to guide professional development occurred recently when we noticed that 4th Grade descriptive writing scores were below benchmarks that we had established. We set goals and provide a series of in-service sessions aimed at improving achievement in this area. It worked!

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.

Private school association(s): Association of Christian Schools International, OAIS, ISACS
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c) (3)) status? Yes

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$6610}{K}$ $\frac{\$6610}{1^{st}}$ $\frac{\$6610}{2^{nd}}$ $\frac{\$6610}{3^{rd}}$ $\frac{\$6610}{4^{th}}$

2. What is the educational cost per student? \$8169
(School budget divided by enrollment)

3. What is the average financial aid per student? \$2715

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

**CINCINNATI HILLS CHRISTIAN ACADEMY
EDYTH B. LINDNER ELEMENTARY**

Grade **1**

Test: **Stanford Achievement Test**

Edition/publication year: **9th/1996 Norms**

Publisher: **Harcourt Educational Measurement**

What groups were excluded from testing? Why, and how were they assessed? **All students are tested.**

Students with an IEP that allows extra time or non-standard testing measures are not included in the percentiles below.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month APRIL					
SCHOOL SCORES Reading/ Math					
Total Score	90/90	94/95	94/93	93/92	91/92
Number of students tested	81	85	84	85	86
Percent of total students tested	100	100	100	100	100
Number of students excluded from scores	2	3	1	2	3
Percent of students excluded from scores	2	3	1	2	3

* No Subgroups total to 10% or more of the student body.

**CINCINNATI HILLS CHRISTIAN ACADEMY
EDYTH B. LINDNER ELEMENTARY**

Grade 2

Test: Stanford Achievement Test

Edition/publication year: 9th/1996 Norms

Publisher: Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? All students are tested.

Students with an IEP that allows extra time or non-standard testing measures are not included in the percentiles below.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month APRIL					
SCHOOL SCORES Reading/ Math					
Total Score	85/89	90/90	89/93	84/89	85/90
Number of students tested	81	86	87	87	85
Percent of total students tested	100	100	100	100	100
Number of students excluded from scores	3	2	1	3	2
Percent of students excluded from scores	4	2	1	3	2

* No Subgroups total to 10% or more of the student body.

**CINCINNATI HILLS CHRISTIAN ACADEMY
EDYTH B. LINDNER ELEMENTARY**

Grade **3**

Test: **Stanford Achievement Test**

Edition/publication year: **9th/1996 Norms**

Publisher: **Harcourt Educational Measurement**

What groups were excluded from testing? Why, and how were they assessed? **All students are tested.**

Students with an IEP that allows extra time or non-standard testing measures are not included in the percentiles below.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month APRIL					
SCHOOL SCORES Reading/ Math					
Total Score	87/90	87/92	86/91	81/87	83/88
Number of students tested	83	89	90	91	90
Percent of total students tested	100	100	100	100	100
Number of students excluded from scores	2	3	1	2	3
Percent of students excluded from scores	2	3	1	2	3

* No Subgroups total to 10% or more of the student body.

**CINCINNATI HILLS CHRISTIAN ACADEMY
EDYTH B. LINDNER ELEMENTARY**

Grade **4**

Test: **Stanford Achievement Test**

Edition/publication year: **9th/1996 Norms**

Publisher: **Harcourt Educational Measurement**

What groups were excluded from testing? Why, and how were they assessed? **All students are tested.**

Students with an IEP that allows extra time or non-standard testing measures are not included in the percentiles below.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month APRIL					
SCHOOL SCORES Reading/ Math					
Total Score	79/85	77/85	79/85	85/87	84/87
Number of students tested	90	94	95	96	97
Percent of total students tested	100	100	100	100	100
Number of students excluded from scores	3	4	3	3	4
Percent of students excluded from scores	3	4	3	3	4

* No Subgroups total to 10% or more of the student body.