

# 2006-2007 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 Ms. Harriet Lasher  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The Raleigh School  
(As it should appear in the official records)

School Mailing Address 1141 Raleigh School Drive  
(If address is P.O. Box, also include street address)

Raleigh NC 27607-3986  
City State Zip Code+4  
County Wake State School Code Number\* NA  
Telephone (919) 546-0788 Fax (919) 546-9045

Website/URL www.raleighschool.org E-mail hlasher@raleighschool.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.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

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

District Name N/A Tel. ( ) N/A

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

N/A Date N/A  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Maureen Sawchak  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

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**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
4. 13 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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				7			
K	23	21	44	8			
1	19	25	44	9			
2	20	16	36	10			
3	23	21	44	11			
4	16	28	44	12			
5	23	21	44	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>256</b>

6. Racial/ethnic composition of the students in the school:
- |  |                                   |
|--|-----------------------------------|
|  | 82 % White                        |
|  | 3 % Black or African American     |
|  | 4% Hispanic or Latino             |
|  | 11% Asian/Pacific Islander        |
|  | 0% American Indian/Alaskan Native |
|  | <b>100% Total</b>                 |

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: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>5</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>2</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>7</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>249</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>.035</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3.5</b>

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 11  
 Specify languages: Pakistani, Chinese, Vietnamese, French, German, Russian, Spanish, Urdu, Flemish, Danish, Portuguese

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

The Raleigh School does not participate in the federal program and does not have any students whose household income would be low enough to qualify for the federal program.

10. Students receiving special education services: 7 %  
19 Total Number of Students Served

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>  9</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  6</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  3</u> Speech or Language Impairment
<u>  1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </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>  2</u>	<u>    </u>
Classroom teachers	<u> 24</u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>  4</u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>  2</u>	<u>  3</u>
Total number	<u> 28</u>	<u>  7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 1:10

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98%	97%	99%	98%
Daily teacher attendance	97%	96%	97%	96%	96%
Teacher turnover rate	4%	8%	21%	14%	7%
Student dropout rate (middle/high)	%	%	%	%	%

## **PART III - SUMMARY**

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.**

The Raleigh School is an independent pre K- fifth grade school. The school is accredited by the Southern Association of Independent Schools (SAIS). The elementary division (K-5) consists of 256 students in twelve classes. Each classroom has a maximum of 22 students and is served by a teacher and full-time assistant teacher. Additionally, there are part-time specialists for library, physical education, Spanish and music as well as an artist in residence program to enrich cultural literacy.

The Raleigh School is a cooperative community of children, parents and teachers that fosters a love of learning in an atmosphere of challenge, inquiry, and respect. Educational practice at the school is guided by the knowledge of how children learn best and is child-centered and developmentally appropriate. Teaching and learning are seen as interactive processes. Inquiry and exploration are an integral part of each student's day. While the school recognizes the need to teach basic skills, it strives to emphasize higher level critical thinking skills. Basic skills are taught within a context of how they can be used to answer larger problems and questions.

The school is committed to nurturing the growth of children and strives to have students develop self-confidence and responsibility. The school helps children become independent and active learners who are eager to explore and learn. Students are encouraged to recognize their own personal strengths and weaknesses and value the similarities and differences between people. Finally, the curriculum is presented in such a way that students are encouraged to become collaborative team members who recognize and understand the interdependence of people at home and throughout the world.

The content for The Raleigh School's curriculum is guided by the North Carolina Standard Course of Study. However, teachers strive to integrate subjects to the greatest extent possible around central themes or unifying questions. Students are encouraged to discover connections in their learning and apply them to real life situations. Reading and literacy activities are at the heart of all the students do. From the early grades students are shown the power of reading and research in order to find answers to important questions. Writing activities are done across the curriculum and students are encouraged to see the importance and value of being able to effectively communicate their thoughts and ideas.

Parental involvement is also a key component of the school. The devotion of parents and teachers to the learning environment and to the mission of the school is reflected throughout the campus. All parents agree to serve on one of a number of committees which provide services for and maintenance of the school. Parents contribute hundreds of volunteer hours each year. Parents are valued as partners in the educational process and they support teachers and volunteer in the classrooms regularly. Parent education is an integral part of the school's curriculum.

The school has an excellent faculty that is very experienced and well educated. Professional development is on-going throughout the year. The faculty is dedicated to helping each child develop to the fullest of his/her potential. The Raleigh School strives to educate the whole child

in a supportive yet challenging and exciting environment where students continue their natural love of learning.

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

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### **Assessment Results:**

The Raleigh School uses standardized testing as one means to evaluate and monitor students' academic success. In order to gain information regarding student progress and achievement the school administers the Stanford 10 Achievement Test in reading, math and language to third, fourth, and fifth graders. The school's test scores are extremely impressive and reflect the academic vigor of the program and academic strength of the school's students. In order to maintain the rigor of the academic program at the school, the school has outlined a goal which states that the overall group scores on the tests of academic achievement in grades 3-5 remain at or above the 85<sup>th</sup> percentile in the areas of reading, math, and language. This goal has been consistently met as outlined by the results listed at the end of this application.

### **Using Assessment Results:**

The Raleigh School uses standardized testing as one means to gather information regarding the academic performance of students. The school is committed to providing a challenging academic program and continually reevaluates how students are progressing. Each spring The Raleigh School administers the Stanford 10 to students in grades 3-5. In addition, the school administers the OLSAT to students in grade 5. The school collects the data, analyzes it, and then uses the information to improve programs each year.

The testing in grades 3-5 is used as an accountability tool by which the school can evaluate areas of strengths and areas of weakness. The school examines the scores on different subtests to identify areas where improvement is warranted. For example, after the first year of administering the Stanford 10 a relative weakness was noted in the area of word study skills. Teachers were able to use this information to strengthen their language and literacy programs with particular focus on the areas of grammar, spelling, and structural analysis. These scores also, in part, supported the school's decision to implement a systematic phonics program in the lower grades.

Nationally standardized, norm-referenced tests allow the school to compare how their students are doing with other students at the same grade level across the country. This information is used by teachers to ensure that the programs they develop are academically challenging as well as developmentally appropriate. The results are used as part of a multi-faceted assessment approach to understand and plan for individual student's strengths and needs.

### **Communicating Assessment Results:**

The school uses various means to communicate its successes with the parents and larger community. A school newsletter contains information for families and often highlights the school's achievements and improvement plans. The school's admissions staff regularly sends noteworthy news to local newspapers for inclusion in their education section. Finally, school administrators send frequent communications to parents informing them of assessment results, plans, upcoming events and additional information.

The Raleigh School believes that parents are important partners in the educational process. Communication between parents and teachers is highly valued. Group and individualized

information is communicated weekly to parents via “Monday folders” and weekly e-mails. This provides parents with a wealth of information including newsletters from teachers, an overview of activities done in class, and samples of student work. The weekly communications provide parents with a good sense for what goes on in class as well as how their child is doing. More formalized progress reports are sent home three times each year. These progress reports contain detailed information regarding how each child is performing with regards to grade specific skills as well as narrative sections that help to further explain progress or concerns. Parent-teacher conferences are held twice a year immediately after parents receive progress reports. In addition, teachers and parents communicate frequently via e-mail and conferences are held whenever the need arises.

Following standardized testing in the spring, results of each student’s performance are communicated to parents. In addition to the statistical data, an explanation of how to interpret the scores is provided to parents. The goal is for parents to understand the scores in a meaningful way that helps them make decisions about future educational progress. Parents are encouraged to contact the school administration with any questions they have regarding their child’s performance.

### **Sharing Success:**

The Raleigh School is accredited by the Southern Association of Independent Schools. Raleigh School administrators and teachers have assisted other schools with accreditation by serving on accreditation visitation committees. As part of this process, administrators share suggestions for improvement with other schools. This is a venue to share ideas, strategies, and information with faculty from other independent schools. The Elementary Director served as part of the visiting committee at a near-by independent school seeking accreditation. A third grade teacher has been asked to serve on the visiting accreditation team at another independent school.

As members of the Southern Association of Independent Schools and the North Carolina Association of Independent Schools, faculty and staff at The Raleigh School participate in conferences and workshops aimed at sharing successful strategies and ideas with other educators. Additionally, the faculty and staff at The Raleigh School are active in other professional organizations.

The school provides intern and field experiences for Meredith College students who are enrolled in the child development program. Teachers serve as mentors and supervisors for the college students and share their own experiences and knowledge with the student interns. Administrators have met with Meredith’s educational administration program, sharing knowledge, experience, and insight with the students.

The Raleigh School has helped a local charter school, Crosscreek School, as the charter school has worked to refine its educational program. Raleigh School teachers and administrators led workshops for Crosscreek teachers and have helped them redesign their rooms to utilize space more effectively. Teachers from Crosscreek have observed Raleigh School classrooms and met with administrators and teachers. Administrators conducted a presentation for Crosscreek parents and faculty outlining effective principles of teaching and learning.

## **PART V – CURRICULUM AND INSTRUCTION**

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## **Curriculum:**

The Raleigh School is a unique and special place to teach and learn. The educational program is designed to teach children the way they learn best. It preserves and enhances each child's innate curiosity and love of learning. The school emphasizes hands-on integrated learning in a respectful, creative and challenging school environment. The school recognizes that children in the elementary grades learn best through active, not passive, activities. The school also recognizes the need for manipulation of concrete objects, exploration of the environment, and interaction with peers and adults. The school strives to help children make the important connections that make learning real and meaningful. Each student is treated as a valued and respected individual.

The Raleigh School uses as its curriculum guide the North Carolina Standard Course of Study. Teachers are well versed in this curriculum and incorporate it into their everyday teaching. The four major disciplines, language, math, science and social studies are integrated to the greatest extent possible. Teachers and students work together to discover connections to the different disciplines as they explore and investigate thematic units or essential questions. The school's faculty is developing essential questions that will tie together the curriculum throughout the grades. These essential questions are used by teachers to stimulate curiosity, encourage critical thinking, and engage students in real life applied problem solving. Essential questions serve as the basis for inquiry related tasks.

Teachers also work to help students discover connections between their learning and everyday life. Presenters are often brought into the classrooms to share their expertise and perspective. Field trips are also used as a means to allow students to examine aspects of their studies outside of the school environment. Students throughout the grades complete projects and demonstrate their learning in a variety of ways including Power Point Presentations, written reports, plays and dramatic presentations.

Outside of their grade level classroom, all students receive instruction in Spanish, Music, Art, library skills and Physical Education. These areas are viewed as important complements to the regular classroom instruction. Exposure to a second language provides access to other countries and also helps students understand cultural similarities and differences. Learning a second language enhances children's personal growth and expands their intellectual horizons.

In Art and Music students have the opportunity to express themselves in a variety of ways. Students are introduced to instruments and rhythm. They are also introduced to a variety of visual arts mediums including paint, pastels, sculpture, and printing. The Raleigh School strives to educate each child aesthetically so art and music are also integrated into classroom curriculum.

Physical Education allows students to develop age appropriate motor skills and skills necessary for individual and team sports. Students spend time in individual, small group, and large group activities. During the primary grades, the focus is on developing skills in running, jumping, skipping, kicking, and ball handling that are important to organized athletics. As children get older, they develop skills in organized sports, learn to accept and follow rules, and begin to appreciate the value of teamwork. The overall goal for physical education is to have children develop positive attitudes regarding health, nutrition, and exercise.

**(Elementary Schools) Reading:**

Language and literacy are taught through a balanced approach at The Raleigh School. The goal of the language and literacy program is to develop effective communication skills and to stimulate the love and appreciation of the oral and written word. Children are constantly encouraged to read, write, listen and speak. They are provided with varied opportunities to use oral and written language throughout the integrated program. The school does use a phonics program, *Foundations*, as it recognizes the need to provide systematic phonics instruction at a young age in order to support further development of literacy skills. Other language and literacy activities include: hearing and reading good literature--poetry and prose, individual, small group and large group reading activities, the use of a great variety of printed materials, making individual and class books; keeping journals; writing newspapers, project and report writing, and handwriting, grammar and punctuation instruction. This balanced approach to language provides students with instruction in basic skills such as phonics, grammar, punctuation and word study. In addition, the focus on literature and communication skills develops an appreciation of language and a love of learning.

In addition to the central library, each classroom houses its own library of age appropriate books, suited to meet the needs of various reading levels. In the lower grades, teachers use literacy centers as well as reading and writing workshop to provide reading and writing instruction. Teachers assess students on an ongoing basis and use flexible groupings to meet the needs of all students. In the upper grades teachers use methods such as guided reading, self-selected reading, writing, and word study to provide literacy instruction.

**Mathematics:**

Young children learn math initially through concrete manipulation of real things. It is only after they have explored the environment and related the concept to their own experience that they can fully absorb the more abstract elements of mathematics. Therefore, teachers at The Raleigh School work with students from the real and concrete to the abstract. Many kinds of manipulative materials are used to help children discover and understand math concepts. Computers are used for enrichment and practice activities. The goal in mathematics instruction is to enable children to use math facts, skills, and procedures to develop higher order thinking processes. The school wants children to be able to see patterns and relationships, solve problems and understand how math concepts relate to real life situations. Math is integrated with language, science, social studies, music, and art. The math program, *Everyday Mathematics*, includes numeration; operations and computation; patterns, functions and algebra; geometry; measurement and data, and probability.

**Instructional Methods:**

Teaching and learning at The Raleigh School are very active, interactive processes. Teachers begin units of study by posing important questions and soliciting information from students regarding what they know and would like to know. Students then become involved in planning the curriculum under the direction and guidance of teachers. Collaboration and cooperative learning are also stressed. Students often work in groups to complete projects and assignments. Students are encouraged to develop skills that allow them to be successful team members who can contribute and communicate effectively and productively. Technology is an integrated facet of the curriculum and is used as a learning tool.

Teachers use hands-on learning activities whenever possible. For example, in the younger grades, students use manipulatives to explore and discover math concepts as well as to arrive at

solutions to problems. In the older grades, students design experiments to investigate science concepts. Field trips provide students with opportunities to observe and gather information in real life settings. Speakers are brought into the classroom in order to provide students with an expert's perspective. Students use all of these experiences to make hypotheses and arrive at conclusions.

Teachers differentiate instruction to better meet students' needs. Flexible grouping, tiered assignments, and enrichment options are strategies teachers use to challenge each student at his or her own level. Assessment is ongoing and teachers use assessment to modify student work.

The Raleigh School strives to create challenging learning opportunities that excite and engage students. The school is committed to providing a program that emphasizes critical thinking skills, inquiry, and exploration. Exceptional teachers guide students through a program designed to challenge all students and instill a love for learning.

### **Professional Development:**

The Raleigh School is deeply committed to providing meaningful professional development for faculty and staff. Professional development is determined by needs assessed by individual faculty members, discussion by the faculty as a whole, and school administration.

Each teacher develops a five-year professional growth plan. This plan outlines each teacher's long term goals as well as annual objectives. The teachers also must outline in their plan how their professional growth will improve student learning in the classroom. The school encourages faculty to assess their own learning needs and individualize their professional development. Teachers have selected workshops and seminars dealing with language, science, social studies and math instruction but with an emphasis on reading and language instruction. Teachers have also attended workshops on curriculum integration, differentiation of instruction, essential questions, and challenging the gifted and talented.

Faculty attended phonics and math workshops in preparation for the adoption of new programs. Each fall the school also holds an all-school faculty retreat. This event focuses on some aspect of teaching and learning that is highlighted in the school's strategic plan. For example, in recent years the focus has been on the constructivist approach to teaching and learning, differentiated instruction, environmental education and diversity training.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association(s): **North Carolina Association of Independent Schools;  
Southern Association of Independent Schools**
2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes   x   No  
\_\_\_\_\_
3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)
- |                      |                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| \$ <u>7650</u> _____ |
| K                    | 1 <sup>st</sup>      | 2 <sup>nd</sup>      | 3 <sup>rd</sup>      | 4 <sup>th</sup>      | 5 <sup>th</sup>      |
| \$ _____             | \$ _____             | \$ _____             | \$ _____             | \$ _____             | \$ _____             |
| 6 <sup>th</sup>      | 7 <sup>th</sup>      | 8 <sup>th</sup>      | 9 <sup>th</sup>      | 10 <sup>th</sup>     | 11 <sup>th</sup>     |
| \$ _____             | \$ _____             |                      |                      |                      |                      |
| 12 <sup>th</sup>     | Other                |                      |                      |                      |                      |
4. What is the educational cost per student?      \$ 7902  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$ 2888 (average award)
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      10 %

# PART VII - ASSESSMENT RESULTS

## THE RALEIGH SCHOOL

Table 1

### Grade 5 Reading

Subject: Reading Grade: 5 Test: Stanford 10 Achievement Test  
Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	94	95	96
Number of students tested	34	33	22
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
No students are excluded from the test.

## THE RALEIGH SCHOOL

**Table 2**  
**Grade 5 Math**

Subject: Math Grade: 5 Test: Stanford 10 Achievement Test  
Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	95	96	98
Number of students tested	34	33	22
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____(specify subgroup)			
Number of students tested			
2. _____(specify subgroup)			
Number of students tested			
3. _____(specify subgroup)			
Number of students tested			
4. _____(specify subgroup)			
Number of students tested			

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
No students are excluded from the test.

**THE RALEIGH SCHOOL**

**Table 3**

**Grade 4 Reading**

Subject: Reading Grade: 4 Test: Stanford 10 Achievement Test  
Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	95	95	96
Number of students tested	44	37	35
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
No students are excluded from the test.

**THE RALEIGH SCHOOL**  
**Table 4**  
**Grade 4 Math**

Subject: Math Grade: 4 Test: Stanford 10 Achievement Test  
 Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	96	96	97
Number of students tested	44	37	35
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
 No students are excluded from the test.

**THE RALEIGH SCHOOL**  
**Table 5**  
**Grade 3 Reading**

Subject: Reading Grade: 3 Test: Stanford 10 Achievement Test  
Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	92	94	92
Number of students tested	44	41	37
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
No students are excluded from the test.

**THE RALEIGH SCHOOL**  
**Table 6**  
**Grade 3 Math**

Subject: Math Grade: 3 Test: Stanford 10 Achievement Test  
 Edition/Publication Year: 2002

Publisher: Harcourt Brace

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles:   
**Scores were not disaggregated because subgroups were less than ten students per class.**

	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
Total Score	94	94	93
Number of students tested	44	41	37
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. _____ (specify subgroup)			
Number of students tested			
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

**Stanford 10 Achievement Test**  
**Edition/Publication Year: 2002**  
**Harcourt Brace**

Scores are reported as percentiles  
 No students are excluded from the test.