

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Molly Bozzo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Stevenson School Carmel Campus

(As it should appear in the official records)

School Mailing Address 24800 Dolores Street

(If address is P.O. Box, also include street address.)

City Carmel State CA Zip Code+4 (9 digits total) 93923-9318

County Monterey

Telephone (831) 574-4600 Fax (831) 624-9044

Web site/URL http://www.stevensonschool.org/ E-mail mbozzo@stevensonschool.org

Twitter Handle _____ Facebook Page _____ Google+ _____
https://twitter.com/stevensonschool https://www.facebook.com/StevensonSchool

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr Mark Hornberger E-mail design@hornbergerworstell.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Stevenson School Tel. (831) 574-4600

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public 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 (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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.
10. 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.
11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	5	13
K	8	15	23
1	12	13	25
2	11	11	22
3	9	12	21
4	14	13	27
5	15	12	27
6	13	10	23
7	18	17	35
8	15	14	29
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	128	122	250

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2014	246
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0%
4 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Korean, Japanese, German

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 17 %
44 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>30</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	5
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 8:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	96%	95%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Stevenson School prepares students for continued academic success; to kindle their delight in learning; and to help them shape a joyful life.

PART III – SUMMARY

Stevenson School, founded in 1952 and named for the writer Robert Louis Stevenson, is unique in its configuration in that it is the only Pre-Kindergarten through Grade 12, nonsectarian, independent, co-ed school on the Monterey Peninsula. The Carmel Campus, housing PK-8, was founded in 1988 and is accredited by the California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC). Set on three acres in Carmel, the Campus is a three-tiered campus containing spacious, light-filled classrooms, including art and music rooms, an amphitheater, a dance studio, offices, three playgrounds, an organic garden, and a state-of-the-art turf field. The PK-8 student body represents a variety of ethnic, racial, socio-economic, and religious backgrounds. Approximately 29 percent of our 250 students receive financial assistance. The Pebble Beach Campus is located five miles away; and houses a boarding and day program for grades 9-12 with 520 students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Pre-Kindergarten (PK) Program at Stevenson School was developed in recognition of the need for young children to learn in an environment that supports their growth in the areas of social, emotional, cognitive, language, as well as physical and motor development. The PK classroom and outdoor play areas have been specifically designed for four- and five-year-old children who will transition into the Stevenson Kindergarten Program. The program is based on the work of Jean Piaget and John Dewey, and Reggio Emilia schools in Italy.

Stevenson School's PK-Grade 4 teachers are trained in assessing and teaching reading through an Orton-Gillingham approach including Wilson Language Training, Lexia, Teacher's College Columbia's Reading and Writing Project, and a Fountas and Pinnel A-Z leveling system in all classroom libraries. Balancing explicit small group instruction and independent workboard, elementary teachers guide their students through a systematic and engaging scope and sequence of phonemic awareness, decoding, fluency, sight word recognition, vocabulary and comprehension. Elementary teachers are as much reading specialists as they are general education teachers.

Students are screened in Pre-Kindergarten, Kindergarten and Grade 1 for phonological processing skills, and Grades 2, 3, and 4 for reading fluency and comprehension skills. With this knowledge, teachers can target instruction to build the underlying processing areas that support reading development in each of their students, using a wide variety of multi-sensory materials and instructional strategies depending on a student's needs. Teachers and parents are encouraged to be proactive regarding students' reading growth. Summer loss is addressed through summer reading requirements individualized for each student.

Stevenson's language arts curriculum in Grades 5-8 builds on students' reading skills to develop thinking and language together by teaching skills of annotation, discussion, and writing. Central to the curriculum is providing for literacy in all forms of media, and the practice of embedding skills in meaningful context. Although all students receive explicit instruction in grammar, vocabulary, and writing, they also are encouraged to see how authors use language to craft ideas and images into prose. Drawing on literature from many genres, time periods, and cultures, featured works reflect our common literary heritage. Students are encouraged to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse.

Singapore Math is Stevenson's core math curriculum, chosen for its focus on the why and how of mathematics. The curriculum moves from a concrete approach, to a pictorial approach, and finally to abstract connections. Singapore Math provides guided support and practice in number sense strategies, model drawing, mental math, and builds on prior knowledge. Through the learning process students build strategies and conceptual understanding.

The curriculum is problem-centered rather than topic-centered. The purpose of this format is to have students continually encounter mathematics set in meaningful contexts, enabling them to draw, and then verify, their own conclusions. To accomplish these goals, teachers use a highly individualized approach to teaching that has benefits well beyond antiquated tracking approaches to teaching math. Problem solving, followed by a well-reasoned presentation of results, is central to the process of learning mathematics, and this learning happens most effectively in a student-centered classroom.

Ever mindful of its mission to prepare students for success in college and beyond, Stevenson's Science, Technology, Engineering, and Math (STEM) program is unique among area peer schools. Stevenson's STEM program integrates the latest in educational research and methodology related to the teaching of science, technology, engineering, and math. In doing so, it creates a sense of educational relevance for our students that will serve them for a lifetime. Through extensive interdisciplinary coordination among Stevenson's math, science, and technology faculty, the STEM program brings together several subject areas while continuing to exceed California state standards for math and science. At the same time, through a

project based, investigative approach, STEM encourages students to assume responsibility for the learning process, utilizes real world applications, and stimulates a love of learning. A natural extension of Stevenson's rigorous inquiry based approach to learning, STEM also prepares students for a variety of teaching styles they will inevitably encounter throughout their lives.

Stevenson's systematic study of history and social science curriculum enables students to acquire the knowledge, skill, and judgment to continue to learn for themselves. Student are encouraged to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues. Annotation and discussion skills underscore the analysis that students practice when determining central ideas and themes, solving cause and effect problems, and distinguishing point of view. Students are challenged to strengthen their content area reading, writing, research, and discussion skills. The curriculum includes a variety of inter-disciplinary units throughout the year. Grade 8 students also create projects that are entered in the National History Day competition.

2. Other Curriculum Areas:

In Physical Education (P.E.) students receive formal instruction on the blacktop and field areas, and in the dance studio. Students in Pre-Kindergarten–Grade 8 are required to participate five days a week, and must wear a P.E. uniform starting in Grade 1. The program is designed to allow students to succeed and feel good about their kinetic achievements such as balancing, jumping, landing, throwing, kicking, and running. Through a variety of movement, all students develop an awareness of the concepts of space, time, and effort, plus a basic understanding of how and why the body works during exercise. Individual and group activities promote a fun, noncompetitive, and educational environment. In addition, Stevenson students in Grades 4-8 have the opportunity to participate on after school sports teams that compete with local schools in soccer, volleyball, basketball, flag football, bowling, golf, and tennis.

Stevenson's technology curriculum introduces PK-8 students to digital citizenship, productivity, and computer science once a week. Students learn keyboarding, word processing, multimedia design, research skills, website development, robotics and coding. Opportunities in computer science increase from Grades 5-8, where students may choose to join coding electives, robotics teams, as well as applying their technology skills in STEM class on a regular basis.

Stevenson is in compliance with the program's foreign language requirement. Stevenson's foreign language curriculum includes Spanish and Chinese. PK-Grade 6 students receive Spanish instruction three days a week, and Chinese instruction two days a week; Students in Grades 7-8 receive Spanish or Chinese instruction five days a week. The Chinese curriculum is designed to improve learners' communicative competence. We aim to raise students' awareness of Chinese traditions and customs through a variety of cultural activities. A focus on communication emphasizes listening, reading, speaking, and writing traditional and modern characters. By comparing and contrasting, students develop insight into the nature of language, culture, and worldview. Our study of Chinese affords opportunities to participate in multilingual communities locally through field trips, native speaking guests, and visual media. Spanish is a leveled course that allows students to gain differentiated instruction in more complex vocabulary and grammatical structures past the six years of exposure to Spanish language and culture in our elementary program. Stories and story telling provide curricular context for acquiring fluency. There is an emphasis on reading, discussion, and writing in Spanish. Students build the skills to understand, present, read, and write information about familiar topics using phrases and increasingly complex sentences.

Stevenson's art program builds student confidence through creativity and exploration. The focus is on expression and color, using tactile media to engage the children and cultivate a sense of success and comfort with art. There is an emphasis on modern art for its simplicity and non-subjectivity, so the young artists do not judge themselves or their abilities. The structure of the curriculum is designed for study of a subject or theme across all grade-levels while working on age-appropriate projects. The students explore the art of a variety of artists, themes, and mediums throughout the year with an emphasis on self-expression. In February Grades 4–8 participate in our "Junk2Funk" fashion show, showcasing recycled fashion, designed and created by the students. All students in Grades K–8 have art class twice a week. Elective offerings for the school year include: Drawing, Painting, and Ceramics. Pre-Kindergarten students have art concepts and

instruction embedded within their regular in-class program.

Stevenson's social emotional curriculum dovetails with the academic curriculum to create a safe learning environment. Toolbox is a PK-Grade 6 curriculum, offered once a week, that supports children in understanding and managing their own emotional, social, and academic success. Social Thinking is a parallel social emotional curriculum that extends these lessons through Grade 8. With practice these tools become valuable personal skills: self-awareness, self-management, and relationship skills; these in turn foster responsible decision-making. Because the techniques are simple and the language is shared, children adopt the tools and master them quickly. Lessons start with each child, building self-knowledge and self-mastery and improve empathy and communication, and help resolve conflicts in the classroom, on the playground, and in the school community. Social emotional learning builds a critical foundation for whole child development necessary for academic success.

3. Instructional Methods and Interventions:

At Stevenson School's Carmel Campus, we believe that how we teach is of equal importance to what we teach.

The Harkness teaching philosophy develops the ability to: actively hear about and discuss course content with teachers and peers; critically consider information before arriving at conclusions; learn information with clarity and depth; and form an independent opinion through evidence-based discussions and interpretations. A teacher using inquiry based instruction guides class discussion with focused interpretive questions that serve as a problem to be explored by the group. There is an expectation of the students to offer different answers to these questions and an underlying concept of multiple valid responses. In critical exploration, the child explores the subject matter and the teacher explores the child's thinking. Thus, the teacher constantly strives to understand the meaning any particular experience holds for students to help them learn.

Differentiated instruction is a model that requires teachers to be flexible in their approach to teaching and to adjust curriculum, presentation of information, and assessment to the students rather than expecting students to modify themselves for the curriculum. Students internalize the knowledge modeled through scaffolded performance so that it becomes their own. This approach holds the space for our teachers to provide re-teaching and enrichment to every student. The teacher acts as mediator and is equally concerned with developing how the learner approaches solving a problem as the answer they produce. The teacher concentrates on building reciprocity, safety, and mutual understanding in order to leverage strengths and develop weaker areas. In various ways, the teacher encourages the student to reflect on the solution to the problem, on how the solution was achieved, and future applications of their thinking strategies.

Project Based Learning uses hands-on learning activities that engage student interest and motivation to bring depth to the content areas. Activities are designed to answer real life questions and solve authentic problems. A well-designed project invites students to tackle the central concepts and principles of a discipline. Teachers plan projects to enrich students' learning experiences by integrating content with instructional strategies, technology, collaboration, and communication.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Based on a continuous and in-depth review of best practices in the educational field, Stevenson uses a balanced classroom assessment system that is effective in measurement and purposefully planned to maximize student learning. When summative and formative classroom assessments are high quality and purposefully planned, they are synergistic parts of the same system and help form a more accurate and complete picture of student learning. Summative, formative, and standardized testing are all used to fine-tune the scope and sequence of curriculum from PK-Grade 8. The purpose of assessment is always to measure student progress, inform instruction with data, communicate student progress clearly to parents, and maximize learning.

Formative assessment is used to provide continuous information about a student's learning and happens

while teaching is still underway, helping shape decisions about what needs to happen next to better prepare students for the summative assessment. Formative assessment provides a baseline for individualized instruction, an ongoing stream of informal information about student learning, data that supports precision teaching, stepping-stones for significant yearly progress, and involves students in process.

Summative assessment is a more traditional way of measuring student progress or mastery of a subject, and reflects a student's learning at a particular point in time. These assessments are used to measure how much a student has learned of the content they have been exposed to, as compared to standards set by the teacher or by best practices in the field. Teachers are held to an extremely high standard in writing tests that are consistent with classroom teaching, clean in format, and clear in direction. When class performance does not match teacher expectations, a careful analysis leads to targeted re-teaching. Likewise, when class results exceed expectations, collaborative discussions and creative projects allow for greater depth and complexity in the curriculum.

Stevenson uses a variety of assessments to accurately understand what a student knows, not just what they can show on one type of task. The Measures of Academic Progress (MAP) and Secondary School Admission Test (SSAT) are the established nationally-normed standardized measures used in Grades 3-8. Standardized testing gives us one snapshot of a student's output. Under the guidance of the Director of Curriculum and Instruction, teachers also use standardized testing for formative pre- and post-testing including the Phonological Awareness Test, Gray Oral Reading Tests, and The Test of Written Language to substantiate other formative assessment tools administered in class.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Stevenson is a community where the student's experiences are ripe with hope, intellectual stimulation, risk, collaboration, and knowledge. Each classroom bursts at the seams with opportunity for our students to learn deeply, not simply know information. Each teacher creates an environment, in and out of the classroom, wherein our students are provided with experiences that are immediately valuable to them, intellectually and emotionally. We make the content meaningful.

Like John Dewey articulated, our responsibility is to create a learning environment that holds two basic principles—continuity and interaction. Dewey believed that each experience a person has influences his/her future, for better or for worse. One's present experience is a function of the interaction between one's past experiences and the present situation. James Neill writes of Dewey's theory: "The value of the experience is to be judged by the effect that experience has on the individual's present, their future, and the extent to which the individual is able to contribute to society."

We, as educators at Stevenson School, build upon organizing our subject matter in a way that takes into account our student's past experiences and provides them with the experiences which will help open up, rather than shut down, their access to future opportunities. This, in turn, frees our students to be deeply contributing members of our own community and our greater society.

We create an environment which is filled with the love of learning, acceptance of differences, and a pure willingness to take risks and never to yield to the fear of failure. Out of our mistakes comes tremendous growth. Doing should always be partnered with listening and watching for the highest level of learning retention. Our classrooms, our entire community, reflect an environment that balances the deeply needed sense of structure and connection for our young learners to feel safe to take the brave risk of thinking independently, questioning one another and themselves, searching for an answer, and discovering other questions along the journey.

The faculty and staff of Stevenson emulate and practice these ideals in everything we do. The school culture supports robust professional development, collegial observation, critique, accountability, and collaboration. Teachers model a curiosity for life-long learning, resilience, and work-ethic. Stevenson's school culture is best described as one of dynamic optimism, where curriculum is constantly being refined to best meet the needs of the learners in the classroom at the time.

2. Engaging Families and Community:

The school hosts parent receptions several times a year in the Head of School's living room to build community between the parents and the school.

All members of the community receive a weekly e-newsletter. This provides information about calendar events, student and community highlights and weekly insight into the vision and pedagogy of the school.

Advisory groups, made up of five to eight middle grade students, meet two times a day with their faculty advisor. The advisor's responsibility is to be an advocate for the student, and a mediator between the student and his/her parents and teachers.

Parents attend Parent/Teacher conferences formally two times a year. The conferences are an opportunity for parents and faculty to speak with one another about the student's academic and social/emotional progress. Grades and comments are produced six times a year. This documents a written narrative of the child's overall progress and development.

All grade levels, PK-Grade 8, have Edsby pages where specific information related to each class can be

found. Atlas Rubicon is an overarching tool to gain insight into the curricular structure at the school. Accessible to the school community, it is a dynamic website that holds curriculum maps.

A robust parent education program provides a series of gatherings designed to broaden our learning community, increase communication, and create a strong partnership between the school and families. They are held throughout the year at varying times of day, to allow all parents to attend. Parent education topics range from new parent orientation to workshops with academic experts who instruct faculty and parents about our academic program of study, such as Singapore Math, and our social emotional curriculum, such as Toolbox Training.

Parent Volunteer Training prepares parents to participate in the school community by helping in the classroom, in the garden, in our after school program, and with school events.

The entire faculty, administration, and student body engage in cross-curricular, community based service learning projects. For example, students and their families glean in the agriculture fields and bring the excess food to the local food banks, while they simultaneously run the most successful school canned food drive in the county.

There is a Parent/Teacher Committee, consisting of teachers, parents, and administration that meets once a month to oversee support of various components of the school. All parents and faculty are welcome to attend any of the meetings.

3. Professional Development:

Stevenson provides a generous faculty enrichment budget of \$85,000 a year to underwrite activities to support the professional enrichment of its faculty. Last year 28 faculty members received enrichment funds to support further education or relevant experience. These funds are most often used to finance graduate-degree programs, to allow faculty to attend workshops, participate in travel study programs, and take part in sponsored research projects. The school reviews faculty enrichment funding on an annual basis to ensure that the school allocates this money equitably.

The school has devoted much time and energy to professional development to understand and address the social and emotional needs of Stevenson's students and to more deeply understand child psychology and human development. To set the tone for school year 2015-16, Dr. JoAnn Deak visited the school and worked with faculty and administrators on current research in adolescent brain function and cognitive development to better serve the needs of our students.

4. School Leadership:

An effective administration believes in their faculty and staff, imparts clear expectations for performance, commits to improving instructional practice, and maintains the integrity of a respectful school climate. A positive school culture empowers teachers to seek professional fulfillment, a greater understanding of learning with every experience, and to be exceptional educators.

A clearly stated vision that has buy-in from administration and teachers alike establishes, with time, an environment of optimism and trust, in which students understand that the adults speak the same language and share expectations for how members of the educational community engage with each other. Teachers, then, become mentors and coaches to their students and to one another. The challenge to improve skills, strategies and self-awareness becomes a reciprocal process.

Within an atmosphere of safety, students can more easily balance the risks of developing critical thinking skills and the demands of procedural knowledge. Curriculum is rapidly evolving from a traditional model of rote fact memorization and standardized performance on timed, written tests to a modern educational framework that values synthesis, analysis, and application of information assessed through tasks that require creative and resourceful problem solving. Instruction is most successful when teaching focuses on skills and allows the content of the curriculum to be the conduit to build the development of those skills.

Educators develop a relationship with parents, who are, as in any marriage, reassured, positive, and supportive when they see administrators and teachers working together to encourage their children to thrive as learners and as thinkers. Parents, too have a sharp learning curve as they scramble to keep up with the pace and demands of raising digital natives. Parents are given the opportunity to make educated decisions about how to support their children's school experience with access to information, regular parent education, and forums for communication.

Stevenson has developed an effective leadership model, wherein the head of school works closely with the director of curriculum and instruction, the elementary and middle grade deans, and department heads to ensure that there is an ample amount of observation, feedback, coaching, and support. Decisions and changes are data driven, and based on the feedback from all community constituents.

PART VI * INDICATORS OF ACADEMIC SUCESS

Stevenson's aim to comprehensively develop faculty competence in differentiation has a more significant impact than any other curricular initiative. A mindset of responsive differentiation improves teaching and assessment practices, and thereby the learning experiences of all students, not just the outliers. Analysis of student work at a level that is meaningful to instruction has often been relegated to specialists who work with outliers in gifted education or special education, where a more careful consideration of a student's strengths and weaknesses is warranted by the perception of a greater need. Stevenson's teachers believe that diagnostic teaching must not be limited to luxury information, only funded by schools or parents when the red flag has been raised out of concern for outliers. Information about student learning that is useful for instruction is as much a part of a Stevenson education as any other initiative; perceptive analysis at a deeper level allows teachers to make educated decisions to effectively guide student learning. Every student deserves best practices in their educational experience, and information is what paves the road for the most successful teaching and learning strategies.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Independent

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

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

3. What is the educational cost per student? \$17325
(School budget divided by enrollment)

4. What is the average financial aid per student? \$9800

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 29%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	206
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0.04
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	217
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0.04
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	221
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	229
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	236
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	239
Number of students tested	24
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	207
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	214
Number of students tested	25
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	219
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	223
Number of students tested	32
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	228
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Nov
SCHOOL SCORES	
Average Score	232
Number of students tested	24
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: