

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

Name of Principal Mrs. Natalie U. Tackitt

Official School Name Blessed Sacrament School

School Mailing Address 515 Hillcrest Avenue
Burlington, NC 27215-3841
City State Zip Code+4 (9 digits total)

Tel. (336) 570-0019 Fax (336) 570-9623

Website/URL www.bssknights.org Email bssprinc@netpath.net

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

(Principal's Signature) Date

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

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

District Name Tel. ()

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

(Superintendent's Signature) Date

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

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ 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. 1 Number of years the principal has been in her/his position at this school.
3 1/2 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	22	19	41	7	5	12	17
1	25	19	44	8	5	10	15
2	22	17	39	9			
3	13	17	30	10			
4	12	15	27	11			
5	13	18	31	12			
6	9	6	15	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							259

6. Racial/ethnic composition of the students in the school:
- 88.4% White
 - 3.8% Black or African American
 - 4.2% Hispanic or Latino
 - 3.0% Asian/Pacific Islander
 - .6% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2.69%

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(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	260
(5)	Subtotal in row (3) divided by total in row (4)	.026
(6)	Amount in row (5) multiplied by 100	2.69

8. Limited English Proficient students in the school: N/A%
N/A Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: English, Spanish, Korean, Chinese

9. Students eligible for free/reduced-priced meals: N/A

N/A 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: 3%
8 Total Number of Students Served

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

1 Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	2 Specific Learning Disability
1 Hearing Impairment	2 Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___1___	_____
Classroom teachers	___13___	___1___
Special resource teachers/specialists	___4___	___2___
Paraprofessionals	___3___	___2___
Support staff	___3___	___2___
Total number	___24___	___7___

12. Student-“classroom teacher” ratio: 18:1
13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	325	346	381	353	344
Daily teacher attendance	18	20	21	21	21
Teacher turnover rate	10%	10%	10%	10%	10%
Student dropout rate	0	0	0	0	0
Student drop-off rate	20%	40%	25%	38%	20%

PART III – SUMMARY

Blessed Sacrament School, located in Burlington, North Carolina, is the parish school of Blessed Sacrament Catholic Church. The school serves students in K – 8th grade. Currently, Blessed Sacrament School has an enrollment of 259 students. These students come from three different counties.

There are thirty-three members of the faculty and staff. All of the full-time faculty members at Blessed Sacrament School are certified through the North Carolina Department of Public Instruction. Six of the teachers have been with Blessed Sacrament School for ten years or more. The school provides an academic program in full compliance with North Carolina curriculum guidelines as stated in the North Carolina Standard Course of Study.

Blessed Sacrament School is a member of the Roman Catholic Diocese of Raleigh School System and the National Catholic Educational Association (NCEA). The School is accredited by the Southern Association of Colleges and Schools (SACS) and the Catholic Diocese of Raleigh.

It is the mission of Blessed Sacrament School to provide a Christian environment of academic excellence in which students will be able to develop spiritually, intellectually, emotionally and physically. It is the school's goal that, through its academic program, students will recognize their individual value and the responsibility they have to God, Church, Family, Community and the World.

Blessed Sacrament School first opened its doors in 1935. The school began with a total enrollment of 25 students. This marked the beginning of high-quality Catholic education in Burlington and the surrounding area – a tradition that has served the community for over 60 years.

In 1995, Blessed Sacrament moved to 515 Hillcrest Avenue, the former site of Hillcrest Elementary School of the Burlington City School System. The building was completely renovated and refurbished in August of that year.

This year, Blessed Sacrament School's average composite scores on the Iowa Test of Basic Skills for grades four through eight placed us in the ninety-fourth percentile of national school norms. Blessed Sacrament School's strong academic achievement is the result of a tradition of rigorous academics supported by an exceptional faculty. The school's administrators, teachers, and parents are united in their goal of ensuring that Blessed Sacrament School is **the** model of academic excellence in the Burlington community and in the Diocese of Raleigh.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Blessed Sacrament School uses the Iowa Tests of Basic Skills. These achievement tests are given in grades three through eight, and are designed to measure how well a student has learned the basic knowledge and skills that are taught in elementary and middle schools. The Iowa Tests of Basic Skills are used annually to test millions of students in both public and private schools. Schools across the nation have used The Iowa Tests of Basic Skills (ITBS) successfully since 1935. *The Mental Measurements Yearbook*, the authoritative reference book on testing, describes the ITBS as “the oldest and best in the business.” The ITBS allows Blessed Sacrament School to compare its students to students across the nation in terms of academic achievement. The ITBS are research-proven, independent tests developed by national experts.

These tests are administered primarily for the purpose of supporting instruction. Information derived from test results can be used by Blessed Sacrament School teachers to help make instructional decisions. Test results can be used to check year-to-year progress in various subject areas and to determine areas of strengths and weaknesses. Blessed Sacrament School teachers receive students' scores in the fall enabling them to incorporate the results in important decisions they make regarding their classes and individual students.

ITBS scores are reported using National Percentile Rankings (NPR) instead of raw scores. The percentile rankings indicate how well students perform in a particular subject relative to everyone else in the country who took the test that year. If a student received an NPR of 50 on the ITBS reading exam, for example, he or she scored higher than 50 percent of all students taking that test.

Show how the school uses assessment data to understand and improve student and school performance.

Blessed Sacrament School uses the Iowa Tests of Basic Skills (ITBS) to assess the academic achievement of students in grades three through eight both internally and in comparison to other schools in the country. Teachers receive test results in the fall, which assist them in making important decisions regarding the curriculum and individual students.

The BSS principal and teachers use ITBS test data to evaluate yearly progress and to identify areas of strengths and weaknesses. Once any weaknesses in test scores are perceived, changes are implemented to improve student and school performance.

For example, teachers in grades three through five began using daily drills in capitalization and punctuation immediately after the ITBS indicated a drop in students' scores in these areas. This adjustment resulted in improved test scores in these areas the following year.

Previous years' ITBS results indicated that math computation scores were lower than scores in other subject areas. In an effort to improve student achievement, teachers implemented the Saxon Mathematics curriculum in the 2001-2002 school year.

This year's test scores indicated continued weaknesses in the area of math computation. Since evaluating this data, the BSS principal scheduled an in-service math workshop for teachers. A consultant from Saxon Mathematics is being scheduled to meet with teachers in August 2003 to teach them strategies to improve mathematics instruction. Furthermore, a grant proposal has been submitted to the Diocese of Raleigh to obtain funding for one thousand dollars worth of math resources.

How does the school communicate student performance, including assessment data, to parents, students, and the community?

Assessment data is communicated in a timely and efficient manner to parents, students, and others in the school community. For example, the test results are distributed to parents individually. The results of the Iowa Tests of Basic Scores for the past three years are posted year-round on the school's

website at www.netpath.net/bss. In addition to these scores, a document, "Questions and Answers About Standardized Testing at Blessed Sacrament School" is available on the website.

An overview of test scores is also provided in "What's Up Wednesday", the weekly newsletter for parents of students at Blessed Sacrament School. In January 2003, a thorough analysis of the ITBS test data was presented to parents at an Open House.

The principal, along with a parent who has a PhD in education, used overhead projectors, handouts, and a question and answer session to report the results of the test scores to interested parents.

Furthermore, the priest for Blessed Sacrament Church announced the results of the Iowa Tests of Basic Skills to parishioners during masses held after Catholic Schools Week in February, 2003. Finally, in addition to being distributed to BSS parents, information regarding tests scores is placed in the admissions packets for prospective school families each year. Advertisements for Blessed Sacrament in the local newspaper also publicize the excellent test scores to the community.

How will the school share its success with other schools?

The administrators, teachers, students, and parents at BSS are proud of their school's tradition of excellence. The school's website is one of the most effective ways the school shares its success. Additionally, the school publishes a quarterly good news report, Shining Knights, that is distributed to the BSS community and prospective families.

Furthermore, announcements of students' accomplishments are included in the weekly newsletter, "What's Up Wednesday", and posted on the web page under the link to WUW. For example, middle school students recently won awards for writing contests and art competitions.

Three grants totaling \$21,750 have been awarded to Blessed Sacrament School so far this year. Announcements about these grants are posted on the website and were published in the local newspaper. An article about one of the grants will be submitted to the National Catholic Educational Association for publication. Additional grant proposals are being pursued by the grant writing committee.

Teacher-created web quests are posted on the website as for other teachers to use. These web quests were produced as part of a "Teaching With Technology" grant from the North Carolina Association of Educational Computing and Technology. The teacher receiving the grant will be presenting a concurrent session about the project at the 2004 NCAECT conference.

Math teachers from other schools in the Diocese will be invited to a math workshop to be held at BSS in August, 2003. Successful BSS teaching strategies will be shared during the workshop. Other educators in the county visited Blessed Sacrament recently to learn more about the school. The November, 2002 meeting of Delta Kappa Gamma, an educational society, was held at the school and the principal gave a tour of the school.

PART V – CURRICULUM AND INSTRUCTION

Describe the school’s curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.

Blessed Sacrament School uses the curriculum of the Diocese of Raleigh, which meets, and exceeds, the standards of the North Carolina Standard Course of Study. The North Carolina Department of Public Instruction publishes the NC Standard Course of Study.

The school’s curriculum, as outlined by the Diocese, is posted on the website (www.netpath.net/bss). Essential knowledge and skills are taught on a daily basis in all grade levels through the core subjects of language arts, math, science, and social studies. Religious instruction is offered daily to students in grades K-8.

A bilingual instructor teaches Spanish weekly to students in grades K-8. Spanish classes include foreign language development as well as an appreciation of various Spanish cultures.

Art, Computer, and Physical Education classes are taught to every student in Grades K-8. Depending on the grade level, classes in these subjects are taught 1-4 times a week.

The curriculum at BSS is designed to foster students’ intellectual growth through a common core of goals and objectives. Teachers have a thorough knowledge of their curriculum area(s) and are qualified to teach students on a variety of learning levels.

Every effort is made to provide the best learning environment for students regardless of their ability. For example, when it was recommended that a student with an auditory processing disorder use a special Fast Forward software program, arrangements were made for her to use the software at the school. Furthermore, middle school students with advanced mathematic abilities are able to take higher-level math courses at Blessed Sacrament School.

Enrichment programming to enhance the curriculum is provided throughout the year through the “Blue Ribbon Series” sponsored by the Home and School Association. For the past three years, Blue Ribbon programming has included author and storyteller visits, Science Express workshops, Shakespeare for Kids, Native American presentations, and more.

Since the school serves students in grades K – 8th grade, there are opportunities for older students to teach younger ones with programs such as “Reading Buddies” “Study Buddies” and “Computer Key Pals.” Through a North Carolina studies grant, eighth graders will be working with fourth graders using web quests and multimedia presentations about North Carolina.

At BSS, special emphasis is placed on the interrelatedness of knowledge across curriculum areas. For example, middle school students are currently participating in a writing contest about mathematics called “Math Matters”.

Describe the reading curriculum, including a description of why the school chose this particular approach to reading.

Teachers at Blessed Sacrament School believe that reading should be taught as part of an integrated literacy curriculum, not in isolation. Instruction in the literacy skills of reading, writing, listening, and speaking is provided throughout all disciplines to ensure that BSS students are literate, confident communicators.

Literacy instruction at BSS is taught using a variety of resources including textbooks, novel sets, technology, newspapers, and journals. Weekly visits to the media center provide students with access to quality reading materials. The media center recently won a \$20,000 grant to purchase books, computers and software.

Instructional methods include the use of small literacy groups in grades K through 5. This allows for individualized instruction for students with various learning styles and abilities. Students in grades K-8 engage in activities that help them develop the literacy skills of reading, listening, writing and speaking. For example, fifth grade students read with first grade “Reading Buddies” on a weekly basis. Third grade students present anatomy reports after reading about their subjects, using dictionary skills to help with spelling, and writing skills to prepare their reports.

Enrichment activities in literacy include visits by authors and storytellers. This fall, an award-winning author spent two days at BSS presenting author sessions and writing workshops. In February, 2003, a faculty member from UNC-Greensboro presented a half-day writing workshop to all middle school students.

Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The social studies curriculum at BSS includes content standards for history, geography, civics and government, and economics. The goal of the social studies curriculum is to "help students learn how to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." This goal is closely aligned to the school's mission statement: "students will recognize their individual value and the responsibility they have to God, Church, Family, Community, and the World."

Teachers follow these goals while adhering to an interdisciplinary approach to social studies instruction. In addition to traditional instructional methods, teachers provide opportunities for hands-on learning experiences. For example, when studying apartheid, middle school students were divided into the two racial groups represented in South Africa to better understand racism.

Field trips provide opportunities to learn about history and other cultures with trips to places such as Williamsburg, the Exploris museum, and Earthshine, an overnight camp where students experience life as pioneers and Cherokee Indians in the 1840's.

Visits from outside speakers have included a speaker from the UNC-CH Center for International Studies who spoke about the Middle East. Middle School students also learn about other cultures through clubs such as Ham Radio and World Culture.

The importance of civic responsibility is taught through the school's Community Service Program. As part of the curriculum, seventh and eighth graders volunteer their services at nursing homes, Loaves and Fishes Food Bank, and the Chamber of Commerce.

Describe the different instructional methods the school uses to improve student learning.

Teachers and administrators work together to ensure that the instructional methods used at BSS provide high-quality learning experiences that are consistent with student ability. In addition to emphasizing face-to-face instruction, teachers use a variety of instructional methods.

You will often see a BSS teacher serving as a "guide on the side" rather than a "age on the stage". Hands-on learning is encouraged throughout the curriculum. Student clubs, enrichment programming, field trips, student concerts using song and sign language - all of these are ways in which learning comes to life at BSS.

Following the philosophy that "To teach is to learn twice", teachers allow students to work together in groups to share their knowledge. Examples of shared learning activities include novel studies, science projects, and creative writing workshops.

Instructional technology is also used in creative ways to enhance student learning. For example, students used statistics from the school's basketball teams to design spreadsheets and use mathematical formulas. The use of overhead projectors, computers and data projectors, videotapes, digital cameras and other technologies help to ensure that teachers meet the needs of students with a variety of learning styles.

Teachers address the instructional needs of students with learning disabilities through the use of auditory trainers, special keypads, and spelling tiles. In these, and other ways, faculty strives to determine the most efficient teaching and instructional methods for each individual student.

Describe the school's Professional Development Program and its impact on improving student achievement.

Blessed Sacrament's Professional Development Program is at the forefront of every teacher's commitment to improving student achievement. To make certain that professional development is meaningful for staff, the Professional Development Committee, composed of teachers, surveys the faculty

to determine their interests and goals. Contact is then made with a variety of local, state, and national resources to explore professional development opportunities.

Our Professional Development Program has financial and educational support from the community. The school budget, parent donations, and the Home School Association provide funding to support Professional Development on-site and at conferences around the state.

Additionally, Blessed Sacrament parents, who include professors and faculty members at three area universities, donate professional time. For example, a parent with a Ph.D. in Special Education will be presenting a workshop this spring on "How Children's Brains Work".

Recently, Alamance Community College provided technology workshops that laid the groundwork for a more "technology-confident" faculty. Teachers have also taken advantage of Internet classes through "Datastream", where they studied weather.

These, and other professional development opportunities, ensure that the BSS faculty members are master teachers in their fields. This high degree of professional development is evident in the fact that a BSS Kindergarten teacher is currently one of three finalists for the Raleigh Diocese Teacher of the Year.

PART VI – PRIVATE SCHOOL ADDENDUM

Private school association(s): National Catholic Education Association

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

Part II-Demographics

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

\$2600	\$2600	\$2600	\$2600	\$2600	\$2600
K	1 st	2 nd	3 rd	4 th	5 th
\$2600	\$2600	\$2600	\$N/A	\$N/A	\$N/A
6 th	7 th	8 th	9 th	10 th	11 th
\$N/A	\$N/A				
12 th	other				

2. What is the educational cost per student? \$4084.00
 (school budget divided by enrollment)

3. What is the average financial aid per student? \$1230.00

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30.1%

5. What percentage of the student body receives scholarship assistance, including tuition reductions? 59.7%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year 2000 and 2001 test scores are Form K, normed in Fall 1995
2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003	2001-2002	2000-2001
Testing month	October	October	October
National Student Norms			
Reading	80	81	75
Math	71	86	71
Core Total Score	71	82	73
Number of students tested	29	34	34
Percent of total students tested	100	100	100
Number of students' scores excluded	0	0	2
Percent of students' scores excluded	0	0	5.8

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year 2000 and 2001 test scores are Form K, normed in Fall 1995
2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003	2001-2002	2000-2001
Testing month	October	October	October
National Student Norms			
Reading	85	78	75
Math	65	77	68
Core Total Score	79	77	68
Number of students tested	26	35	32
Percent of total students tested	100	100	100
Number of students' scores excluded	1	3	3
Percent of students' scores excluded	3.8	8.5	9.3

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 5

Test Iowa Test of Basic Skills

Edition/publication year 5th grade took only Cognitive Assessments in 2000 and 2001
2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003
Testing month	October
National Student Norms	
Reading	81
Math	74
Core Total Score	80
Number of students tested	32
Percent of total students tested	100
Number of students' scores excluded	0
Percent of students' scores excluded	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 6

Test Iowa Test of Basic Skills

Edition/publication year 2000 and 2001 test scores are Form K, normed in Fall 1995
2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003	2001-2002	2000-2001
Testing month	October	October	October
National Student Norms			
Reading	69	75	72
Math	59	72	69
Core Total Score	61	77	70
Number of students tested	14	20	26
Percent of total students tested	100	100	100
Number of students' scores excluded	0	1	1
Percent of students' scores excluded	0	5	3.8

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 7 Test Iowa Test of Basic Skills

Edition/publication year 7th grade took only Cognitive Assessments in 2000 and 2001
2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003
Testing month	October
National Student Norms	
Reading	88
Math	80
Core Total Score	86
Number of students tested	17
Percent of total students tested	100
Number of students' scores excluded	0
Percent of students' scores excluded	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 8

Test Iowa Test of Basic Skills

Edition/publication year 2000 and 2001 test scores are Form K, normed in Fall 1995

2002 test scores are Form A, normed in Fall 2002

Publisher Riverside Publishing Company

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from testing. All students were tested. Scores for students with IEPs requiring accommodations for testing were excluded from the student norm percentiles.

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

	2002-2003	2001-2002	2000-2001
Testing month	October	October	October
National Student Norms			
Reading	81	86	75
Math	76	73	44
Core Total Score	81	82	65
Number of students tested	15	17	18
Percent of total students tested	100	100	100
Number of students' scores excluded	1	2	1
Percent of students' scores excluded	6.6	11.7	5.5