

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name St. Mary's Catholic School
(As it should appear in the official records)

School Mailing Address 1152 Seminole Dr.
(If address is P.O. Box, also include street address)

Rockledge Florida 32955-2888

City State Zip Code+4 (9 digits total)

Tel. (321) 636-4208 Fax (321) 636-0591

Website/URL www.stmarys-school.org E-mail Nrowan@stmarys-school.org

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

(Principal's Signature) Date _____

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

District Name Diocese of Orlando Tel. (407) 246-4900

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 Mr. Carlo Mastropaolo
(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 I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ 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 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	21	13	34	7	18	17	35
1	23	18	41	8	21	23	44
2	28	27	55	9	N/A	N/A	N/A
3	16	17	33	10	N/A	N/A	N/A
4	16	25	41	11	N/A	N/A	N/A
5	19	27	46	12	N/A	N/A	N/A
6	16	25	41	PK	12	17	29
TOTAL STUDENTS IN THE APPLYING SCHOOL →							399

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>86</u> % White |
| <u>7</u> % Black or African American |
| <u>4</u> % Hispanic or Latino |
| <u>3</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 5 %

(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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19
(4)	Total number of students in the school as of October 1	399
(5)	Subtotal in row (3) divided by total in row (4)	0.0476
(6)	Amount in row (5) multiplied by 100	4.76

8. Limited English Proficient students in the school: 0.5%
2 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Chinese and Vietnamese

9. Students eligible for free/reduced-priced meals: 3.5 %
13 Total Number Students Who Qualify

If this method does not produce 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: 8 %
30 Total Number of Students Served

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

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 18 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 12 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> 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)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 18 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 0 </u>
Paraprofessionals	<u> 1 </u>	<u> 2 </u>
Support staff	<u> 3 </u>	<u> 4 </u>
Total number	<u> 24 </u>	<u> 8 </u>

12. Average school student-“classroom teacher” ratio: 21

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.3%	97.1%	97.4%	97%	97.5%
Daily teacher attendance	98.9%	99%	98.8%	98.9%	98.9%
Teacher turnover rate	1%	0%	2%	1%	1%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III --- SUMMARY

St. Mary's School states its purpose very clearly in our mission statement: "We provide a safe and happy place for students to come for spiritual, academic, and personal growth in a Christ-centered and family-centered environment starting students on a lifelong quest for excellence, justice, peace and service to others."

St. Mary's School strives to educate the whole child. We work each and every day to instill in our children the idea that the education they receive can be of value not only to themselves but to the world community.

Located in Rockledge on the east coast of Florida, St. Mary's has a diverse history. Founded in 1958, St. Mary's is one of the oldest Catholic schools in Brevard County. Over the course of the past forty-five years the school has undergone numerous changes. From a population of families primarily involved with the space program at the Kennedy Space Center to the current population of working class families, St. Mary's has maintained its high standards and its reputation for academic excellence.

This success formula is based on three areas; faculty, parents, and students. Our faculty and staff are actively engaged in professional development on an ongoing basis. They regularly attend workshops and seminars that will enhance their teaching abilities. Grade level teams and coordinators work continuously to align the curriculum in order to provide optimum learning for students. The use of technology is integrated in all subject areas. Students are given numerous opportunities to demonstrate their academic abilities as well as to use their gifts and talents to serve others. Reading Renaissance, Math Superstars, National Junior Honor Society, Student Council and other programs give students additional outlets for academic achievement. In addition, students are encouraged to provide service to others through our outreach programs to local organizations. These include Diocesan mission programs, parish outreach groups, area nursing homes, and the Humane Society.

The last key to our success is our parents. The families in our school are true partners in the education of their children. Working closely with staff members they ensure that the education received by the students in our school is the best possible. Faculty members involve parents through regular communication and parents are welcome to meet with teachers whenever there is a need. In addition, families regularly participate in family workdays to help repair and beautify the facilities as well as providing supervision for students, acting as volunteer coaches and helping out with fundraising activities that provide our school with many extras. To create the sense of family parents have the opportunity to attend social events with other parents that enable them to get to know one another.

These three keys are what create a wonderful sense of community and togetherness that makes St. Mary's School a great place to be.

PART IV – INDICATORS OF ACADEMIC SUCCESS

PART IV-Questions #1

At St. Mary’s School we are fully committed to the success of each and every student. We continuously evaluate and adjust our curriculum to meet the evolving needs of our students. In the fall of each year, students in grades 3 – 8 are given the Iowa Test of Basic Skills. This provides a standardized assessment of student progress in language (including concepts in vocabulary, reading comprehension, spelling, capitalization, punctuation and usage and expression skills) and math (including concepts and estimation, problem solving and data interpretation and computation skills). These tests allow faculty and staff to benchmark the progress of our students. The results of these tests indicate that our students continuously achieve at a high level and that even though their achievement level is high they continue to show improvement in all areas. With the average score being at the 50th percentile students at St. Mary’s scored in the high 70th and 80th percentile in all areas of the test. Math scores in grades five through seven have shown increases of 4-12 percentile points over the past two years.

Math Core Total

<u>Grade</u>	<u>2001-2002</u>	<u>2003-2004</u>
5	74	82
6	71	80
7	72	78

In addition, students at all grade levels show an understanding of material well above their grade level. In grades three and seven students take the Cognitive Abilities test which measures their ability levels. Based on this score students are given a projected grade equivalence that would indicate their possible level of understanding. Students in grades three and seven exceeded their projected grade equivalence by one-half to two grade levels above their anticipated ability level. This means that they understand material beyond their ability levels. The staff can then provide instruction at a higher level moving beyond basic skills into areas that involve more advanced thinking and processing skills.

Grade two is given the Iowa test of Basic Skills in the spring of each year and the results have been consistent over the course of the last three years. Students in grade two have scored in the 80th to 95th percentile in both math and language totals during this time period.

Testing is administered to all students in the school regardless of status. This includes students with specific disabilities and those with income levels below the poverty line.

Results of the Iowa Test of Basic Skills are used to identify areas of strength and weakness in the school curriculum. The results are studied and this has led to changes in the way the curriculum is aligned as well as changes in instructional materials. Overall St. Mary’s students demonstrate outstanding abilities that significantly exceed national averages.

PART IV – Question #2

The Iowa Test of Basic Skills provides our faculty and staff with the necessary information regarding the strengths and weaknesses of our curriculum. Grade level teams study the results and information is conveyed to the entire staff regarding the strong and weak points in the curriculum. Over the past three years two specific areas of concern have arisen. These have been mathematics problem solving and language usage. The scores in these areas have shown decided weaknesses. Grade level teams met and identified various instructional strategies and assessment methods that would be used to improve these areas. In mathematics classes students were instructed in the steps of problem solving, then students were given daily problems to solve both in-groups and individually. Board work was used to help students see the process. Results were discussed in class and feedback was given to students. Regular testing was done to assess student achievement. For improvement in language usage Daily Oral Language drills were introduced as well as increasing the amount of time spent on writing since faculty members felt there was a direct correlation between these two areas. The result has been a marked improvement in both of these areas.

PART IV—Question #3

One of the most important methods we use to continue our improvement is to share our test results with all of our stakeholders. Through the sharing of this information we communicate to all concerned our goal of excellence. At the beginning of each year during the first week of school Open House nights are held for each grade at which the teachers explain the curriculum to the parents. This information includes a general description of instructional objectives that will be covered during the year. Each quarter teachers send home to parents a more detailed listing of curriculum objectives that are specific to that quarter. At parent teacher conferences this information is used to let parents know the areas of instruction that their child has mastered, is in the process of learning, or areas where improvement is needed. Curriculum pamphlets detailing the course objectives for each grade level are made available to the community when requested. These pamphlets are regularly updated.

On a bi-monthly basis grade level teams meet to discuss curriculum and to relate to teachers in other grades areas of concern or strength. For example; kindergarten teachers discuss in grade level teams with first grade teachers the concepts which should be stressed with kindergartners in order to achieve success in first grade. At the end of the year these same teams meet to evaluate the overall curriculum and whether or not objectives have been met. Teachers also plan lessons based on objectives that have been determined for each grade level by subject area teams over the course of the past five years.

Standardized test results are discussed with the teachers at faculty meetings and then disseminated in grade level teams. The parents are informed of the test results in the weekly newsletter and results are further discussed at a parent meeting and at individual conferences. Iowa test results are presented to the community through an insert in the church bulletin and on the school website. Test results are viewed at the Diocesan level as well.

PART IV – Question # 4

St. Mary's School has had a long tradition of academic excellence and we would be proud to share our thoughts and insights about the process that helped to create our community. Over the course of the past three years we have used opportunities presented to us to share with other schools. At the diocesan level we have had the opportunity to discuss our programs at lesson plan forums and through the presentation of inservice programs. Our curriculum development process was shared at an inservice for principals and we have sent our curriculum plans to schools throughout the diocese. In addition, the curriculum plan was presented at the Assistant Principal's Academy for the National Catholic Education Association. Two of our teachers participated recently in the Master Teacher program sponsored by the Diocese of Orlando and this also allowed an opportunity to discuss our program with others.

In the future we would like to provide local inservices for schools in our diocese that would allow teachers to visit our school for the day and not only observe our classes but also spend some time with teachers discussing the methods that we use to continuously improve. Presentations would be offered at the diocesan level as well. These would be large group programs that would discuss the successes that we have had in our quest for change and improvement. Our web site would also be actively utilized for the purpose of sharing our successes. Currently each classroom teacher has his/her own web site where she/he provides information and curriculum projects. In the future we would like to use the web site more for the purpose of disseminating information on our programs. Overall we are proud of our school and would be glad to show others what we have achieved.

PART V – CURRICULUM AND INSTRUCTION

Part V - Question # 1

St. Mary's School prides itself on its outstanding programs. The curriculum is aligned to diocesan and state standards and is constantly monitored and updated. Grade level teams work together to align the curriculum vertically so that students are challenged at each level. The language program in the primary grades K-3 is a phonics-based program that begins with letter sounds and progresses through blending. In grades 4-8, the reading program moves to a higher level with the focus on higher level thinking skills such as predicting, inferring, and author's purpose. Writing is an integral part of the language program at all levels. In the primary grades students advance from writing simple words and sentences to paragraphs. Grades 4-8 write weekly and culminate in five paragraph essays in grades 7 and 8.

Math instruction in grades K-3 is based on a hands on approach with an emphasis on developing a knowledge of math skills and problem solving abilities. These techniques are addressed in a daily math meeting and through class lessons. In grades 4-8 students are divided according to ability levels. Both groups complete the same material but the regular math groups move at a slower pace than the advanced groups allowing them more time to learn material while the advanced groups can provide students with needed challenges. All groups are actively involved in daily problem solving both individually and in small groups. Algebra I students in eighth grade can qualify for a high school credit in Algebra I upon completing our program.

Social Studies and science are both subjects covered at all levels. Hands on activities and projects are used quite extensively. Medieval festivals, Greek Olympics, International food festivals and other activities enhance the classroom instruction. In religion class social studies becomes an integral part of the program during our Third World Banquet and our World Mission Awareness Week.

Science classes also incorporate hands on activities. Students have the opportunity to go seining in a local lagoon, visit a beach habitat and investigate the world of weather at a local park.

Spanish language and culture are introduced in grades K-4 and then the program becomes formalized in grades 5-8 with students receiving in depth instruction in the Spanish language. Spanish grammar and vocabulary are taught to all at this level.

Students in St. Mary's qualify for a high school credit in Spanish I after completing this program.

Art and music provide a fine arts program that not only teaches theory but also appreciation of artists in both areas. Physical education stresses the importance of a healthy body with instruction in team and individual sports as well as an extracurricular walking club.

Throughout our program technology is a vital part of our curriculum. Students use power point, word processing, spreadsheets, databases and the Internet to enhance their classroom instruction.

Our curriculum is one of which we are very proud, as one high school teacher stated; "You can always spot St. Mary's students when they walk into your classroom because they are so well prepared."

PART V—QUESTION # 2

At St. Mary's School the reading program has been developed to allow for progression at each grade level. Various methods are used to reach this goal. In the primary grades the program is phonics based. The program selected for the primary grades was the SRA Open Court Reading Program. This program provides a solid foundation in letters and sounds on which it is easy to build. Word attack skills are stressed that will help students to achieve throughout their school career. In grades 3-5 the students use the Harcourt Brace Signature Reading Series. This program provides a good base for learning higher order thinking skills such as inferring and predicting. In grades 6-8 a literature book is introduced. The series used in Middle School is the Prentice Hall Timeless Voices Series, again it provides students with training in more complex topics. In addition students in grades 3-8 supplement their regular reading instruction with novel study that takes the form of literature circles. This differentiated approach allows students to read books at different levels and discuss them with each other. The Reading Renaissance program is an integral part of the reading program as well. Students are challenged to read at their level thereby ensuring their success. The benefit of both literature circles and Reading Renaissance is that students are working at the level at which they will succeed. Reading Renaissance has been so popular that a Reading Renaissance club has been introduced to the school.

The Star Reading program and textbook-based assessment tools provide information to the staff on student progress. Title I tutoring and a school resource teacher are available for remediation. We are also blessed to have a group of adults who mentor younger students who might need help with oral reading and older grade level students "buddy" up with younger students to read with them once a week.

PART V – QUESTION # 3

The St. Mary's mathematics program is a key contributor to our stated goal of having each child continue on a lifelong pursuit of excellence. The foundation of our curriculum, the Saxon Math Program, maximizes hands-on applications of mathematics (e.g. counters, clocks, tangrams, etc.) allowing our youngest students to incrementally add to their knowledge base. In grades four through eight, students are divided into ability groups in order to challenge them at their own levels. Students at each level, work in smaller groups, thus enabling them to have more individual attention. For our fourth and fifth graders, the Sadlier Mathematics program was chosen as it provides the best bridge from Saxon Math used in the younger grades and the Scott Foresman/Addison Wesley series they will encounter as they enter the middle school. The middle school mathematics program offers the Scott Foresman/Addison Wesley program for all sixth graders and for the seventh and eighth grade students in the regular program while the McDougall Littell program is provided to the advanced groups in these grades. While the adoption of four separate programs presents some challenges to our staff and faculty, this approach is used because it not only empowers each and every student to acquire needed math life skills but also challenges those with higher aptitudes to optimize their skills and abilities.

An innovation that St. Mary's is particularly proud of is our Math Superstars program in which students are given an enrichment sheet each week that provides demanding material at all levels. This is a voluntary program and is offered to every student in every grade. The students solve the problems independently and work to achieve different levels of success.

St. Mary's teachers also ensure that mathematics concepts are continuously reinforced. For example, during the day, primary students are asked to figure elapsed time from lunch to the end of the day while their secondary counterparts are engaged with math problems from their science and social studies lessons. St. Mary's School has a comprehensive and diverse mathematics program, which encourages each student to continuously apply and grow their math skills and abilities throughout their lives.

PART V—Question # 4

The presentation of material to a classroom of students can take many forms. At St. Mary's school we strive to use research-based methods in order to instruct our students. Direct instruction is a key to our success but we also use alternative means as well. The use of technology in our school is one of the many ways that we provide differing methods of instruction. All staff members have received training in technology and have effectively incorporated the computer into the daily life of their classes. Teachers use technology in many ways to instruct and enhance the learning process. PowerPoint presentations are often employed to introduce material in all subject areas. In addition web quests help students to further investigate subject matter. For example, sixth graders might use a web quest to investigate ancient Rome or Greece. The web pages associated with standard texts have also provided a tool for teachers to use. Many teachers have used spreadsheets and graphing programs to teach math concepts and even time lines have been completed using technology.

Technology is not the only method used. Teachers use differentiated instruction techniques to help students achieve. In the first grade all students might be learning about nouns, but one group might be working with the teacher, one group might be working on a computer program, and one group might be playing a game related to the concept. Each group is learning the same idea but at varying levels. Differentiated methods are common in each classroom.

Small group activities and discussions are another way that teachers have to present material. Dividing up into small groups and providing topics to discuss or activities to accomplish allow students to have ownership over their own learning. Literature circles are a wonderful way to provide this small group structure. Science activities incorporating the scientific method also lend themselves to student involvement. Graphic organizers are used in many subject areas to provide students with a way to organize material and present it to them in a visual manner.

PART V – Question # 5

A strong program of professional development is vital to any successful school. At St. Mary's, our teachers take ownership of this aspect of their training. Monthly faculty meetings are held that focus on some aspect of teacher training. During one year, monthly meetings were devoted to technology concepts, and during another year the focus was on differentiated instruction. Speakers, videos, and direct training helped teachers to improve their instructional techniques. The material learned was then incorporated into the classroom setting providing students with a variety of ways to learn.

Using the standardized test results each year teachers focus on areas of weakness. One area of concern over the past few years has been a lack of skill in math problem solving. Teachers used grade level team meetings as well as faculty meetings to address this issue. They discuss various methods that could be used to improve. Instruction was provided in problem solving procedures and methods that could be used to increase problem-solving skills. The result has been a significant increase in problem solving abilities as evidenced by standardized test results in the last three years.

The increase in the numbers of students with special needs or varied learning styles prompted a request for information on differentiated learning. Over the course of the last year teachers have learned about the process of differentiated instruction and now are able to provide a variety of learning methods to students in their classrooms. Teachers also attend 3-4 inservices each year that are provided by the Diocese of Orlando and have attended numerous local and national inservices dealing with such topics as brain research, multiple intelligences, reading improvement, and writing proficiency. Staff members freely share ideas at twice monthly grade level meetings and at monthly faculty meetings. As a whole the staff of St. Mary's school works to promote the quest for excellence that we want to inspire in our children.

PART VI - PRIVATE SCHOOL ADDENDUM

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

Private school association(s): Florida Catholic Conference
(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$2550}{K}$ $\frac{\$2550}{1^{st}}$ $\frac{\$2550}{2^{nd}}$ $\frac{\$2550}{3^{rd}}$ $\frac{\$2550}{4^{th}}$ $\frac{\$2550}{5^{th}}$
 $\frac{\$2550}{6^{th}}$ $\frac{\$2550}{7^{th}}$ $\frac{\$2550}{8^{th}}$ $\frac{\$N/A}{9^{th}}$ $\frac{\$N/A}{10^{th}}$ $\frac{\$N/A}{11^{th}}$
 $\frac{\$N/A}{12^{th}}$ $\frac{\$N/A}{Other}$

- 2. What is the educational cost per student? \$ 3400
(School budget divided by enrollment)
- 3. What is the average financial aid per student? \$ 850
- 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 16 %
- 5. What percentage of the student body receives scholarship assistance, including tuition reduction? 82 %

PART VII - ASSESSMENT RESULTS

Grade 2 Test Iowa Test of Basic Skills

Edition/publication year Form A—2000—Form K 1992 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed? All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2002-2003	2001-2002	2000-2001		
Testing month	March	March	March		
SCHOOL SCORES					
Reading Grade 2	86	99	93		
Number of students tested	34	44	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

PART VII - ASSESSMENT RESULTS

Grade 2 Test Iowa Test of Basic Skills

Edition/publication year Form A—2000—Form K 1992 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2000-2001		
Testing month	March	March	March		
SCHOOL SCORES					
Math Grade 2	81	99	99		
Number of students tested	34	44	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

PART VII - ASSESSMENT RESULTS

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 3	76	76	85		
Number of students tested	33	36	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	1	1	4		
Percent of students excluded	3%	2.7%	9%		

PART VII - ASSESSMENT RESULTS

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 3	80	84	86		
Number of students tested	33	36	44		
Percent of total students tested	100%	100%	100%		
Number of students excluded	1	1	4		
Percent of students excluded	3%	2.7%	9%		

PART VII - ASSESSMENT RESULTS

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 4	83	86	83		
Number of students tested	41	42	41		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	2	1		
Percent of students excluded	7.3%	4.7%	2.4%		

PART VII - ASSESSMENT RESULTS

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 4	86	86	84		
Number of students tested	41	42	41		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	2	1		
Percent of students excluded	7.1%	4.7%	2.4%		

PART VII - ASSESSMENT RESULTS

Grade 5 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 5	84	79	78		
Number of students tested	45	32	50		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	0	2		
Percent of students excluded	6.6%	0%	4%		

PART VII - ASSESSMENT RESULTS

Grade 5 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 5	82	76	74		
Number of students tested	45	32	50		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	0	2		
Percent of students excluded	6.6%	0%	4%		

PART VII - ASSESSMENT RESULTS

Grade 6 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 6	76	71	75		
Number of students tested	39	41	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	4	1	1		
Percent of students excluded	9%	2.4%	2%		

PART VII - ASSESSMENT RESULTS

Grade 6 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 6	80	67	71		
Number of students tested	39	41	48		
Percent of total students tested	100%	100%	100%		
Number of students excluded	4	1	1		
Percent of students excluded	9%	2.4%	2%		

PART VII - ASSESSMENT RESULTS

Grade 7 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 7	79	77	76		
Number of students tested	35	40	57		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	0	2		
Percent of students excluded	8%	0%	3.5%		

PART VII - ASSESSMENT RESULTS

Grade 7 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 7	79	63	72		
Number of students tested	35	40	57		
Percent of total students tested	100%	100%	100%		
Number of students excluded	3	0	2		
Percent of students excluded	8%	0%	3.5%		

PART VII - ASSESSMENT RESULTS

Grade 8 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Reading Grade 8	79	81	80		
Number of students tested	44	56	62		
Percent of total students tested	100%	100%	100%		
Number of students excluded	2	0	0		
Percent of students excluded	4.5%	0%	0%		

PART VII - ASSESSMENT RESULTS

Grade 8 Test Iowa Test of Basic Skills

Edition/publication year Form A--2000 Publisher Riverside Publishers

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

All students were assessed through ITBS testing. The scores of students with diagnosed specific learning disabilities were omitted from the summary report.

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

	2003-2004	2002-2003	2001-2002		
Testing month	October	October	October		
SCHOOL SCORES					
Math Grade 8	75	70	76		
Number of students tested	44	56	62		
Percent of total students tested	100%	100%	100%		
Number of students excluded	2	0	0		
Percent of students excluded	4.5%	0%	0%		