

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Saint Patrick School
(As it should appear in the official records)

School Mailing Address 87 Marsh Drive
(If address is P.O. Box, also include street address.)

Carlisle PA 17015-9101
City State Zip Code+4 (9 digits total)

County Cumberland State School Code Number* N/A

Telephone (717) 249-4826 Fax (717) 245-0522

Web site/URL www.stpatrickschool.carlisle.pa.us E-mail office@stpatrickschool.carlisle.pa.us

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.

Ricman J. Fly Date 23 January 2007
(Principal's Signature)

Name of Superintendent* Sister Sue Anne Steves, IHM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Harrisburg Tel. (717) 657-4804

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.

Sister Sue Anne Steves, IHM Date 1/23/07
(Superintendent's Signature)

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

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.

Mr. Steven Sobotta Date 1/23/07
(School Board President's/Chairperson's Signature)

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT: N/A (Private School)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL

2. District Per Pupil Expenditure: _____

Average State Per Pupil Expenditure: _____

SAINT PATRICK SCHOOL

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. 2 Number of years the principal has been in her/his position at this school.

12 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	14	29	7	16	19	35
K	20	15	35	8	19	20	39
1	14	14	28				
2	15	20	35				
3	14	27	41				
4	11	23	34				
5	15	19	34				
6	17	22	39				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							349

6. Racial/ethnic composition of the school:
- | |
|---|
| <u>91</u> % White |
| <u>5</u> % Black or African American |
| <u>1</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: 2 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	349
(5)	Total transferred students in row (3) divided by total students in row (4)	.017
(6)	Amount in row (5) multiplied by 100	1.7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A .
 Specify languages: N/A

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

Total number students who qualify: 32 .

10. Students receiving special education services: 1 %
3 Total Number of Students Served

- | | |
|-----------------------------------|---|
| <u>2</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

11. Full-time and part-time staff members:

	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>9</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>1</u>	<u>7</u>
Total number	<u>20</u>	<u>20</u>

12. Average school student-classroom teacher ratio: 14:1

13. Attendance patterns of teachers and students as a percentage:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98%	96%	97%	96%
Daily teacher attendance	94%	95%	91%	92%	93%
Teacher turnover rate	10%	25%	20%	10%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

PART III - SUMMARY

Saint Patrick School is a Catholic parochial school supporting Saint Patrick Parish, Mary Queen of Peace Parish and the surrounding community. The school's roots are in the missionary school founded in 1902 to teach students at the Carlisle Indian School and the Select Colored People School. The mission is to provide every student an academically excellent education while integrating the spiritual teachings of the Catholic Church. A few core values are: (1) that the educational program develops children physically, emotionally, socially, and spiritually; (2) that the academic program meets the needs of the whole child by offering a curriculum that is relevant, engaging and meaningful; and, (3) that the teaching styles and strategies meet the strengths and needs of the students. Saint Patrick School provides a holistic approach to education and offers the unique opportunity for a quality traditional and contemporary academic program. It cultivates the intellectual, emotional, creative, social, spiritual, and physical faculties of students. Saint Patrick School promotes within students a positive self-image, self-discipline, leadership, and academic excellence. Saint Patrick School is accredited by the Middle States Association of Colleges and School Commission on Elementary Schools. Saint Patrick School has approximately 350 students in grades Pre-K through 8. The average class size is 17 students. The student body is a reflection of the community. Saint Patrick School serves all economic, racial, and religious groups. Approximately 7 percent of students are non-Catholic. Saint Patrick School offers all core subjects plus: foreign language (French and Spanish), computers, library, art, music and physical education. These supplemental classes are all taught beginning in kindergarten and are at least weekly for all students. Saint Patrick School has a long tradition of academic excellence as reflected in test scores on the Iowa Test of Basic Skills

outlined in this submission. In addition, approximately 40 percent of students in grades 4 through 8 are eligible for the Johns Hopkins University Center for Talented Youth. Saint Patrick School tracks students as they progress through high school. Recent graduates have averaged in the top 15% nationally on the SAT with two students scoring perfect 1600s. Recent graduates have gone on to a wide range of colleges and universities such as: Notre Dame, Carnegie Mellon, the US Naval Academy, Purdue and a wide variety of Pennsylvania schools. Saint Patrick School offers a wide variety of extracurricular activities. These include: Quiz Bowl, Math Counts, choir, band, drama, Chess Club, Technology Club, Yearbook Staff, and athletics (soccer, basketball, and track and field). These programs are open to all students at age appropriate intervals. Saint Patrick School is blessed with an outstanding faculty. Teachers are certified and approximately 45% have their master's degree. Teachers maintain their currency and certification in compliance with Pennsylvania Department of Education guidelines. They serve on a variety of diocesan curriculum committees whose duties include book selection committees, making the choices for the school on the books we use. There is a mentoring program for new teachers to ensure their success. Teachers volunteer their support of the many extracurricular activities, and willingly provide after school tutoring for those students in need of additional support. They do a masterful job of differentiating their instruction to reach every student. Saint Patrick School has a dynamic school board comprised of involved community leaders and parents. They provide guidance to the administration and act as a conduit for parents and others to the administration. They recently developed and implemented a marketing plan that has been extremely successful in publicizing the school and its accomplishments. Saint Patrick School has a very active and productive parents' organization. They provide a wide variety of functions including fundraising, extracurricular coaches, home room parents, and social events. Students receive support services in counseling, reading, math, and speech. These are provided by the Capitol Area Intermediate Unit using federal funds for which we are eligible. This provides a supplement to the excellent instruction the students receive from their classroom teachers helping them succeed in the fast-paced academic environment. In summary, Saint Patrick School is an extremely successful school with high standards, a student body that meets those standards, and a dedicated and talented faculty.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Saint Patrick School has a proud history of academic excellence; one measure of which is success with the assessment test, the Iowa Test of Basic Skills (ITBS). This year continues that tradition. The Blue Ribbon Schools program uses the 8th grade results as the determining factor for eligibility. This is a particularly good determinant for the school because the bulk of students are with us from kindergarten through 8th grade. This year our average 8th grader's score was in the top 16% nationally. That means that our average score was higher than 84% of students nationally. The school had similar results in mathematics. Our average 8th grade score was in the top 17% nationally. Again, that means our average student score was higher than 83% of students nationally. The results are even more impressive when you compare how the school did when compared to other schools. For instance, the school is in the top 2% of schools nationally in 8th grade reading and the top 3% nationally in mathematics. Another measure of academic success is the grade equivalent of the students in a grade or school wide. The school excels there as well. For example, our 8th grade reading grade equivalent is 12th grade 5th month. In other words, about half way through the senior year in high school. The average 8th grader taking the test in October would test at the 8th grade 2nd month level. Therefore, our 8th graders tested at a grade equivalent 4 years and 3 months higher than the national average. In math they tested at the 12th grade 1st month level, right at 4 years higher than the national average. A measure of the value added by a Saint Patrick School education, is to evaluate how our students do when analyzing their predicted ITBS scores versus their actual scores. This measurement is available for both the national percentiles

and the grade equivalent. In reading, the testing service predicted that our 8th grade students would test in the top 22% nationally. As stated above, our students tested in the top 16%. Therefore, they exceeded expectations by 6 percentage points. This is a direct testimony to the rigor of the curriculum, the high standards, the commitment of students and their families, and the quality and dedication of the faculty. In mathematics the school had similar results for the 8th grade. The predicted percentile was 79% and the actual was 83% or an increase of 4 percentage points. The comparison of predicted versus actual grade equivalent was equally as illuminating and impressive. The predicted grade equivalent for reading was 11th grade and 2nd month while the actual was 12th grade and 5th month. The tested grade equivalent was 1 grade and 3 months higher than the predicted. In math, the tested grade equivalent was 7 months higher than the predicted. As mentioned above, these scores represent the culmination of a Saint Patrick School education. There are equally impressive results in all grades. For instance, in reading our average student score in grades 3 through 8 was in the top 16% and the school, when compared with other schools, was in the top 2% nationally. The scores in math were also impressive: the average student score was in the top 20% and the school scored in the top 7%, nationally. Our school average grade equivalent in reading was 2 years and 6 months ahead of the national average and the mathematics grade equivalent was 2 years and 1 month ahead of the national average. In summary, the school is in the top 5% nationally as measured by the ITBS with an average grade equivalent over 2 years above the national average

2. **Using Assessment Results:** Saint Patrick School uses assessment data in several ways to improve student performance. The first analysis is by student and then by grade. The teachers review each of their student's results when we receive them. This is also done over the summer or at the beginning of the school year in order for teachers to familiarize themselves with their new classes. Those reviews help the teachers to assess each student's strengths and areas needing additional support. The teachers then adjust their emphasis to address the areas needing more work. For the more academically ready student, the teacher can then assign more challenging work or use other methods to keep the student challenged and engaged. The school also uses assessment results to evaluate the effectiveness of the curriculum and instructional methods. For example, one of our weaker areas is grammar. This past year the school focused the textbook purchase on ways to strengthen the grammar instruction. The school also used some in-service training to refine teachers' skills in instructing grammar. The teachers have re-evaluated the grammar portion of the curriculum to ensure continuity throughout the grades. Finally, we periodically review how we're doing in emphasizing grammar. For instance; we ensure grammar is a daily component of language arts, and the grammar building blocks are in place before moving to the next lesson. The school will track ITBS scores over the next few years to see if the emphasis is having a positive effect. We embrace assessments at Saint Patrick School. The school recognizes their value in helping us refine curriculum and teaching methods.
3. **Communicating Assessment Results:** Assessment results are shared with parents, teachers, and other interested parties. The assessment information is given to parents in two formats: individual student results and grade/school results. The individual results are the standard formats that are provided by the testing service. Included in that information is an explanation of what the results mean. The grade and school-wide results are communicated via a spreadsheet developed by the school. We show the last few years of data so parents will be able to compare progress. We also show how the school stacks up nationally by grade. This gives the parents a bench mark with which to assess the school. Additionally, we communicate how predicted scores compare with actual scores. This is one measure of the value added by the school. Finally, there is a school-wide assessment based on national norms. This provides a holistic assessment of how the school is doing. The school also uses assessment results in outreach programs for potential parents. This allows them one data point when comparing the attributes of various schools. As a parochial school

it is important for us to share assessments with the parish at large so they can have a sense of the quality of education they are supporting. This is done with input to the Sunday bulletin as well as in annual reports. The school also measures student performance using data such as eligibility for the Johns Hopkins Center for Talented Youth, College Board results of the students when they get into high school, honor roll achievement in high school, and colleges accepted into. These also get communicated to constituents via the communications used for assessment data.

4. **Sharing Success:** The school freely shares successes with other schools. The administration routinely attends meetings providing our communication and marketing tools to other schools. Saint Patrick School has set the pace with cohort schools in marketing and provide them with the insights and lessons learned from our efforts so they can duplicate the successes and avoid the mistakes. An example is our joining the local Chamber of Commerce. Saint Patrick School was the first school in the diocese to do so and several others have followed our lead. This is a natural association for us as the school and the community are quite intertwined and success depends on each other. The school also participates in national events as they arise. This year the school will be an input for the National Assessment for Educational Progress. Fourth grade will be the representative and this involvement has been highlighted to cohort schools as well as the diocese and parish. Saint Patrick School believes educational success is something that should be shared widely. Education is too important an area to have a proprietary outlook—we all need to share productive practices so the greater good is served.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The curriculum at Saint Patrick School is based on curriculum guidelines provided by the Diocese of Harrisburg and is pedagogically correct and in compliance with both national and state standards. The curriculum includes integrated language arts, mathematics, science, social studies, art, foreign language (French and Spanish), computers, library, music, religion and physical education. The mathematics curriculum in grades K through 5 focuses on the following areas: number and operations, algebra, geometry, measurement, data analysis and probability, reasoning, statistics, technology, and problem solving. The school uses the McGraw-Hill Mathematics series for these grades. In grades 6 through 8 the school uses the Glencoe series. The emphasis is on integrating algebra, geometry, measurement, proportional reasoning, statistics, probability, technology, and problem solving. The goal is to have the majority of 8th grade students studying Algebra I. To accomplish this, the 6th grade combines the Glencoe Courses 1 and 2. This enables the 7th grade students to advance to Pre-Algebra. The 8th grade students then take Algebra I. To further reinforce math concepts, grades 4 through 8 use the computer program, Accelerated Math. This allows more individualized math instruction. The reading curriculum (detailed below) is a part of the integrated language arts program. Reading is integrated with writing and grammar as a basic skill. For instance, in the primary grades, students will read a story, their writing will focus on the same story as will other aspects of language arts, i.e. word walls, spelling words, etc. In the upper grades, projects, both in language arts and other subjects, will incorporate all aspects of language arts and be assessed as such. The social studies curriculum complies with the National Geography Standards. The primary grades focus on family and community with additional study of the geography of our state and country. In grade 4 the focus is on Pennsylvania history and geography, and map skills. Grade 5 focuses on explorers, settlers, and U.S. history through Civil War Reconstruction. This is further reinforced with a Gettysburg battlefield trip. The focus in grade 6 is on world history while the 7th grade focuses on world geography. All 7th grade students complete a year-long project that has them explore in-depth the culture, history and geography of a foreign country. The 8th grade studies U.S. history from the post-Reconstruction period through the present. The science curriculum begins in kindergarten with physical and earth science. In 1st grade life science is added and these are all taught throughout the rest of the grades. The school has a science laboratory available to all classes. It is

well stocked to complement the broad range of subjects such as biology, chemistry, physics, botany and ecology. A science fair is offered to grades 4-8 and is mandatory for the 6th grade. The school stresses the scientific method and critical thinking as we tap into the student's natural inquisitiveness of the world. Foreign Language instruction is one of the hallmarks of Saint Patrick School. French and Spanish are taught as whole year subjects beginning in kindergarten. The students have half a year of each language up through the 5th grade. In 6th grade students choose one language to pursue through the 8th grade. They have instruction twice a week beginning in the 6th grade. The program is very successful with many students beginning either French II or Spanish II upon starting high school. The art curriculum is based on knowledge and performance. Through visual art, students develop higher order thinking skills related to perception, production, reflection, and interpretation. Art is a curriculum partner with other disciplines, contributing its distinctive union of cognitive, emotive, and sensory experience to the students' knowledge and understanding. The teacher acts as a resource for ideas, materials, direction, and problem-solving. The result is an advanced personal study of art by the student, designed to meet the individuals' needs. Music, library, and physical education also begin in kindergarten and go through 8th grade. Curriculum includes: music appreciation and practical experience singing, playing instruments and reading music; library resources and research skills to include the internet; sports, healthy lifestyle, to include the relationship between exercise/diet and obesity. The curriculum at Saint Patrick School is focused and effective. Testing results and other measures of academic merit all reinforce the effectiveness of the curriculum and faculty.

2. **Reading:** The reading program at Saint Patrick School is designed to develop proficient, independent readers as well as effective writers, listeners, and speakers. Saint Patrick School implements a balanced literacy approach that provides both quality literature and direct instruction of skills and reading strategies. Students are given many different exposures to reading and writing activities through the following basic components of a balanced literacy approach: modeled reading and writing, shared reading and writing, guided reading and writing, and independent reading and writing. Effective instruction across the grade levels provides an increasingly complex content of learning and text as skills and strategies are developed. Both large and small group instruction provide a variety of opportunities and options for learning to meet the vast needs and abilities of every student. The core of the integrated program is based on the Houghton Mifflin "Invitations to Literacy" series. Additionally, literature that lends itself to word studies is used to help supplement the phonics component of the reading program in the primary grades. This is further supplemented through guided reading using leveled reader which provides quality instruction through appropriate texts at instructional levels to help develop skills and increase fluency. Across the grades, teachers further supplement the reading program by providing a vast assortment of varied experiences with multiple genres of literature. Classroom libraries are available to provide ample practice of skills as well as the time to enjoy reading. Student performance is used to evaluate and adjust instruction as needed to develop successful readers. The main goal of the program is to develop an appreciation for language as it becomes a catalyst for the students' own writing, speaking and critical thinking. By providing real-life experiences with reading, the students of Saint Patrick School realize the importance of reading as it directly relates to their life.
3. **Additional Curriculum Area:** The computer program at St. Patrick School is an intrinsic part of the overall curriculum. Computer skills are taught beginning in kindergarten and continue through 8th grade. This is a weekly course except for 4th grade when it is twice weekly; the extra session is devoted to keyboarding. The general areas taught are: computer operations, word processing, database management, spreadsheets, telecommunications, and ethical and legal issues. There is defined curriculum for every grade that has pedagogically correct competencies. In the 1st grade the students focus on basic computer operations (i.e. turning the computer on, basic function keys, use of the mouse, etc.) as well as simple word processing. In the 3rd grade all of the other main topics are

introduced. By the end of the 8th grade students are to have mastered all of the categories. Their computer skills are such that they can complete projects from beginning to end using current technology. For instance, a science project would require the development of a data base, a spreadsheet that portrays the data, the development of a report complete with references and enhancements such as clip art, and finally, a well designed display board that uses graphic arts. The computer teacher is certified and maintains currency in accordance with Pennsylvania standards. The purpose of the computer program is to ensure students are prepared and comfortable with technology. Although it is taught as a separate subject it is integrated into the classroom curriculum. For instance, a classroom teacher will work with the computer teacher to have the computer class support a project in the classroom. This could involve using the internet for research, preparing a Power Point classroom presentation, or creating a database for a science project. Students graduate well prepared to successfully integrate their computer skills into their high school projects.

4. **Instructional Methods:** Saint Patrick School is an active proponent of differentiated instruction. The school serves a diverse group of students and is committed to helping each maximize their educational experience. Teachers use a wide variety of teaching techniques from classic chalkboard demonstrations to multi-media demonstrations, including the use of the computer interactive Smart Board technology. More importantly, they vary their daily instruction to accommodate visual, auditory and tactile learners. Teachers use techniques that have been validated over time as well as the latest teaching practices, and adapt them for their individual classes and students. For instance, memorization of multiplication tables is a valuable skill for students to have and most can master that. However, there is a dyslexic student who struggles with rote memorization so she is allowed to use a calculator. This allows that student to progress to higher math functions without being frustrated by intermediary steps. It also enables that student to succeed when traditional methods would not. The school has a wide variety of math manipulatives that give a clear visual and kinesthetic example of the principle being taught. Math scores on the assessment test, as well as the scores 8th graders achieve in their high school assessment test, are a testimony to the effectiveness of these manipulatives and other techniques as well.
5. **Professional Development:** Saint Patrick School values continuing education for its teachers. The school strongly encourages them to attend a wide variety of educational venues and supports them financially to do so. Teachers are required to complete minimum numbers of “hours” to maintain their certification. The school budgets over \$20,000 to assist them in completing this requirement. The school pays for two graduate courses per year for those working towards their graduate degrees. Currently, 11 (45%) of the faculty have their master’s degrees. The school also targets emerging trends with professional development. For instance, there are two students with Asperger’s Syndrome, something that is becoming more prevalent in all schools. We have used some of the training budget to have the Capital Area Intermediate Unit (a support organization for public and non-public schools) provide in-service training for all teachers. Saint Patrick School is even targeting additional training for the students’ current and future teachers. The diocese provides several professional development opportunities each year. Each teacher typically attends one of those sessions as well as sessions offered by other educational institutions. The school also takes advantage of opportunities as they present themselves. For instance, the NCEA will have its annual convention nearby in 2007. The school has budgeted funds to send teachers to this extensive professional development forum. There will be a wide variety of sessions they can attend that will address issues from classroom management to the latest teaching innovations for specific subjects (i.e. math, reading, science, etc.). Finally, the faculty shares skills and experiences in-house. Faculty meetings are designed to focus on professional development. Faculty members periodically provide a short lesson for their colleagues on areas of their expertise. Professional development is a key indicator of a vibrant and well-informed faculty. Our faculty is both and they are aggressive in their approach to professional development to ensure they are well prepared for their students.

PART VII - ASSESSMENT RESULTS

SAINT PATRICK SCHOOL

Iowa Test of Basic Skills
Forms A/B, 2001
Riverside Publishing

Scores are reported as percentiles.
No students alternatively assessed.

Testing month	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
	October	October	October	October	October
Grade 8					
Reading	84	85	82	80	82
Number of students tested	39	42	42	42	31
Percent of total students tested	100	100	100	98	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	2	0
Mathematics	83	73	80	72	80
Number of students tested	39	42	41	42	31
Percent of total students tested	100	100	98	98	100
Number of students excluded	0	0	1	1	0
Percent of students excluded	0	0	2	2	0
Grade 7					
Reading	87	87	83	78	80
Number of students tested	34	41	49	41	41
Percent of total students tested	97	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	3	0	0	0	0
Mathematics	86	81	76	72	78
Number of students tested	34	41	49	41	41
Percent of total students tested	97	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	3	0	0	0	0
Grade 6					
Reading	78	85	83	82	74
Number of students tested	38	38	52	50	45
Percent of total students tested	97	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	3	0	0	0	0
Mathematics	75	82	80	77	76
Number of students tested	38	38	51	50	45
Percent of total students tested	97	100	98	100	100
Number of students excluded	1	0	1	0	0
Percent of students excluded	3	0	2	0	0
Grade 5					
Reading	87	81	87	83	70
Number of students tested	34	41	41	55	57
Percent of total students tested	100	98	100	98	100
Number of students excluded	0	1	0	1	0
Percent of students excluded	0	2	0	2	0
Mathematics	85	76	83	77	74
Number of students tested	34	41	41	54	57
Percent of total students tested	100	98	100	96	100
Number of students excluded	0	1	0	2	0
Percent of students excluded	0	2	0	4	0

SAINT PATRICK SCHOOL

Iowa Test of Basic Skills
Forms A/B, 2001
Riverside Publishing

Scores are reported as percentiles.
No students alternatively assessed.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
Grade 4					
Reading	81	91	80	84	79
Number of students tested	34	36	50	46	55
Percent of total students tested	97	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	3	0	0	0	0
Mathematics	75	87	72	76	79
Number of students tested	33	36	50	45	55
Percent of total students tested	97	100	100	98	100
Number of students excluded	1	0	0	1	0
Percent of students excluded	3	0	0	2	0
Grade 3					
Reading	88	81	85	77	74
Number of students tested	40	34	39	48	52
Percent of total students tested	98	94	100	98	100
Number of students excluded	1	2	0	1	0
Percent of students excluded	2	6	0	2	0
Mathematics	87	71	87	75	80
Number of students tested	41	36	39	48	52
Percent of total students tested	100	100	100	98	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	2	0