

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

U.S. Department of Education

Cover Sheet Type of School: Elementary Middle High K-12 Charter

Name of Principal Sister Patricia O'Donnell, IHM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Gregory the Great Catholic School
(As it should appear in the official records)

School Mailing Address 5343 Virginia Beach Boulevard

Virginia Beach VA 23462-1896
City State Zip Code+4 (9 digits total)

County N/A State School Code Number* N/A

Telephone (757) 497-1811 Fax (757) 497-7005

Website/URL www.stgregory.pvt.k12.va.us E-mail office@stgregory.pvt.k12.va.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.

(Principal's Signature) Date _____

Name of Superintendent Mr. John Elcesser

District Name Diocese of Richmond Tel. (804) 359-5661, ext. 116

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. Robert Krask, Esq.

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 for 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 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. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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.

6. Racial/ethnic composition of the students in the school:
- 72 % White
 - 6 % Black or African American
 - 5 % Hispanic or Latino
 - 17 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 3 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	722
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: English, French, German, Hungarian, Spanish, Tagalog, Vietnamese

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 23

10. Students receiving special education services: 7 %
48 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 7 Other Health Impaired

Deaf-Blindness 25 Specific Learning Disability
 Emotional Disturbance 15 Speech or Language Impairment
 Hearing Impairment Traumatic Brain Injury
 Mental Retardation Visual Impairment Including Blindness
 Multiple Disabilities

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 29 </u>	<u> </u>
Special resource teachers/specialists	<u> 5 </u>	<u> </u>
Paraprofessionals	<u> 7 </u>	<u> </u>
Support staff	<u> 12 </u>	<u> 3 </u>
Total number	<u> 55 </u>	<u> 3 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 26:1

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98 %	98 %	97 %	97 %	97 %
Daily teacher attendance	98 %	98 %	97 %	96 %	97 %
Teacher turnover rate	3 %	3 %	4 %	3 %	4 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

PART III – SUMMARY

St. Gregory the Great Catholic School of Virginia Beach, Virginia, the largest Catholic school in the Richmond Diocese, is located between the world's largest naval installation and the popular Virginia Beach ocean resort. Since its dedication in 1965 the school resonates with the charism and values established by the Sisters, Servants of the Immaculate Heart of Mary from Immaculata, Pennsylvania. St. Gregory is a co-educational school located in a suburban beach community with strong ties to the military bases in the Norfolk/Virginia Beach area. The school consists of an early childhood building which houses an art room, Pre-K and kindergarten classes. A lower school houses the main administrative office, the school clinic, a music room, a resource room for religious enrichment, Spanish and Title I services, a gymnasium, a cafeteria and grades one through five. A middle school houses an additional administrative office, a conference room, an office for a special resource teacher, a science lab, a library/media center, dual computer labs, an assembly room and grades six through eight.

In the fullest meaning of Christianity, that our faith is a life to be lived, St. Gregory the Great Catholic School seeks to motivate and model to its students - honesty, charity and service to the community. St. Gregory is committed not only to academic excellence but to fostering life-long learners with Christian values.

The school's mission promotes a family atmosphere and a spirit of open communication. The faculty and staff are committed to the mission of Catholic education through continued professional development. Our goal as Catholic educators is to promote the Gospel message of Jesus Christ that fosters compassion and concern for others. We are committed to education and to the development of the whole child by providing challenges within a nurturing environment where self-discipline, self-esteem, personal responsibility and Christian leadership are evident. Spirituality within the school community is nourished through prayer, liturgy, Faith Sharing, religious enrichment seminars and opportunities for outreach to the extended community.

St. Gregory the Great Catholic School is recognized by the State of Virginia and is fully accredited by the Virginia Catholic Education Association (VCEA) and the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI). The vision of St. Gregory is to nurture moral development, scholarship and responsible stewardship through faith formation and a gospel-centered way of life. Through our Anti-Bullying program, students learn life skills to develop their own self-awareness and responsibility to others. Ministering in soup kitchens, partnering with assisted living residents and supporting our troops and military families builds a sense of personal responsibility to others. This awareness of others seeks to instill mutual respect and accountability in our students.

The core curriculum consists of instruction in religion, mathematics, language arts, reading, Spanish, science, social studies, and a computer technology program which has received awards from the diocese. Opportunities for growth are also available through our physical education, art, library, music and band programs. Academic experiences are expanded through integrating technology within the curriculum, field trips, guest speakers and utilizing many community resources. A carefully planned curriculum promotes the development of higher level thinking skills and creative problem solving. Different learning styles are addressed through the use of a wide variety of instructional materials. Being a two time Toyota Time Math Grant winner has funded opportunities and resources that have improved our math program. Guidance counselors are on site to provide services and support to the entire school community. Teachers trained by the National Institute of Learning Disabilities (NILD) service students who have been identified with a learning deficit.

Education excellence, faith formation and personal commitment characterize our St. Gregory the Great Catholic School community. It is this tradition that we strive to pass on to our students who will be the leaders in the 21st century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

At St. Gregory the Great Catholic School all students in grades one through seven participate in the Terra Nova Standardized Test program in the spring of each school year. The Office of Catholic Schools of the Diocese of Richmond forwards a summary report of testing results for all diocesan schools. Percentile totals for each curriculum area tested are displayed. We use this data to create a spreadsheet comparing St. Gregory scores to the diocesan scores. Each core group (Lower Core - grades pre-k, kindergarten, one, two; Middle Core – grades three, four, five; Upper Core – grades six, seven, eight) meet to examine the test results for trends in their grade levels. Strengths and weaknesses are identified to support curriculum success and assess instructional needs. This data analysis is then used to develop a school wide learning plan used by teachers in their instructional planning for the year. This plan is forwarded to the Office of Catholic Schools in Richmond.

The results of the 2005-06 testing year indicated that students at St. Gregory the Great Catholic School generally scored consistently higher than the diocesan average. It was also noted that students' scores in mathematics and language arts tended to be somewhat stronger than those in reading. Administration and grade level teachers met to consider ways to develop new strategies that would enhance reading instruction and increase student achievement. These meetings led to the purchasing and implementation of the *2007 Scott Foresman Reading Street Program* in grades K through five. Promoting the *Accelerated Reader* and summer reading programs have been a direct result of using testing data to enhance student learning.

Over the past three years, math scores continue to place our students 15% to 30% above the national norm. Strengthening our math program continues to be a priority. The desire to meet students' varied learning needs inspired us to apply for math grants to purchase and reinforce the use of manipulatives and increase proficiency in problem solving. Teachers have continued training with the *Hands on Equations* program to develop students' critical thinking skills. A math specialist now teaches Algebra I to seventh and eighth grade students who have standardized math scores of 90% or above. This allows seventh grade students the opportunity to advance to geometry in eighth grade if they successfully complete the Algebra I program. Successful completion of the Algebra I and geometry classes enable students to earn high school credit.

St. Gregory students are generally Caucasian. Asian/Pacific Islanders make up 17% of the student population, Hispanics 5% and African Americans 6%. No students are excluded from the tests. In 2006, we compared our test data to other nationally normed Terra Nova scores and learned that St. Gregory the Great Catholic School is in the top 10% nationally. These testing results validate the excellence of programs and experiences available for our students.

2. Using Assessment Results

Scores from the Terra Nova testing contribute to the data-driven decision making that takes place at St. Gregory the Great Catholic School. Information gathered from the testing is used to direct instruction and guide curriculum decisions. At the beginning of each school year, testing results are reviewed by teachers to provide insight for individual and grade level strengths and weaknesses. Teachers complete a class profile that guides instruction and provides the basis for flexible group instruction in the classroom.

Data from each classroom, including tests, quizzes, projects, and other authentic assessments, gives further information to provide a complete picture of each student. Using this classroom data, along with the standardized scores, provides the means to make informed decisions about curriculum and instructional needs. These assessments, along with the standardized testing, motivate the setting of goals for the entire school.

Gaining proficiency in all areas is an important goal for all of the students at St. Gregory. Data provided from the Terra Nova testing gives a clear picture of the number of students who are advanced or proficient in each of the curriculum areas.

Core leaders and subject coordinators schedule meetings to share strategies and maintain continuity between grades. Cross-curricular planning within grade levels as well as with art, music, physical education, and technology teachers have launched our Math Career Day, Festival of the Arts Day, and even an archeological dig. This curriculum planning and development uses student data to address multiple intelligences and the variety of learning styles in the student population.

3. Communicating Assessment Results

Annually, data from Terra Nova testing is presented to the entire faculty. Teachers meet, analyze results and identify strengths and weaknesses. Instructional needs are identified from this data and a school wide learning plan is developed and implemented. School learning plans are approved by the Office of Catholic Schools and are included in our SACS CASI accreditation document.

Parents are an important part of the educational process at St. Gregory. Results from spring testing are received by the school in late May; the Terra Nova scores are sent home to parents with an informational letter to help them interpret results for their child. Parents are encouraged to meet with teachers or the administration for further clarification of the testing results.

Diocesan and St. Gregory scores are published in a spreadsheet format for sharing with parents and the outside community. Using charts and graphs, the principal dedicates an entire Parent Teacher Guild meeting to disseminate the Terra Nova results. This data is also published on our school website.

Year round programs highlight the academic success of our students. Science fair, Science Olympiad (grades one through five), Eighth Grade Science Night, Math Career Day, Math Family Fun Night, a Math Scavenger Hunt and Fourth Grade Colonial Day bring together parents, students and our extended school community. These activities provide the opportunity for parents and others to be actively involved in student achievement.

In addition, daily student performance is continually communicated to parents through progress reports, report cards, formal conferences, e-mail, telephone calls and notes. The school web site acts as a catalyst for communication between school and home.

4. Sharing Success

St. Gregory the Great Catholic School strives to share its success each year on the local, diocesan, and national level. In-services provided at the beginning of each school year are planned with faculty taking leadership roles to share their expertise. Other Catholic school faculties in the area are invited to participate in these in-services.

On a diocesan level, several teachers serve on the diocesan curriculum councils for mathematics, technology and foreign languages. Faculty members have also participated in visiting teams for the VCEA and SACS CASI accreditation process.

As part of the professional development process at St. Gregory, teachers are encouraged to observe classes at other schools. Our award winning technology program, model band/music program, and state-of-the-art science lab have attracted elementary and high school teachers and administrators from

Richmond, Williamsburg and the local area.

As an unprecedented two time Toyota Time Math Grant winner, St. Gregory teachers have presented programs to national audiences and been recognized at the annual National Council of Teachers of Mathematics (NCTM) Convention.

St. Gregory the Great Catholic School strives for educational excellence and shares its successes with the community. Daily updates on the school web site, press releases to local newspapers as well as television news coverage highlight art festivals, grant winners, Colonial Day celebrations, Math Career Day, and our archeological dig. Our spiritual presence in the community has also brought reporters to document religious services and our Veteran's Day prayer service. We have been recognized for Gospel living as reflected in our generous relief donations for tsunami and hurricane victims as well as service projects that benefit charitable organizations including car washes for EquiKids, serving in soup kitchens, and collections of newborn items for needy mothers.

Committed to life-long learning and responsible stewardship, the St. Gregory the Great Catholic School community continues to witness to a virtue-centered life that nurtures and develops Christian leadership and service in every child.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

St. Gregory the Great Catholic School curriculum follows guidelines based on national standards as established by the Office of Catholic Schools for the Diocese of Richmond. St. Gregory does not administer the Virginia Standards of Learning (SOL) tests; however, all core curriculum courses - religion, math, science, language arts, social studies, library, art, music, physical education, computer- are intended to be challenging and rigorous. This curriculum prepares students for academic success in public or private high schools.

Religious instruction consists of seven major themes: church, creed, Jesus Christ, prayer and worship, revelation, salvation history and sacraments. Faith formation permeates the day helping the students to realize that our faith is a life to be lived, not a subject to be learned.

Language Arts is thoroughly integrated across the curriculum. Students are challenged to become proficient in critical thinking, writing, grammar and usage, vocabulary and public speaking.

The **Mathematics** curriculum includes number operations, computation, measurement systems, estimation, mental math, geometry, data analysis, probability and algebra which develops thinking and reasoning skills. The use of math manipulatives and problem solving strategies from "real-life" situations includes a "problem of the month contest" in which students vie to have their problem selected for classmates to solve. Qualifying seventh and eighth grade students have the opportunity to take high school level algebra and geometry classes.

The **Science** curriculum emphasizes research and discovery experiences through hands-on exploration of scientific concepts. The scientific building blocks of inquiry, laboratory investigation, classification, questioning, forming hypotheses, analyzing results and drawing conclusions develop scientific skills that become the foundation for biology, chemistry and physical science. An annual science fair for grades five through seven and the eighth grade Science Night showcase experiments that utilize these principles and practices.

Art courses strive to be innovative and creative. An art room features a kiln and unique materials

that beckon our young Picassos and Van Goghs to express themselves through clay, paint, pastels and fabric art. The art program introduces students to significant artists and explores historical art periods. Teachers collaborate to provide cross-curricular projects in religion, social studies and language arts. Examples of student creations are often on display in the school dining facility, at the nearby assisted living facility as well as at Norfolk International Airport. An art club caters to those who wish to pursue their artistic endeavors after school hours.

Foreign language (Spanish) is taught weekly to every student in grades PreK to five for thirty minutes. Two fifty minute periods are taught in grades six and seven and daily fifty minute periods in grade eight. Primary students combine the dynamics of praying, listening and speaking, with Spanish songs and games. Students in grades three, four and five continue listening skills, vocabulary development and basic grammar. Middle school students continue with advanced grammar, vocabulary, literature, culture, oral presentations and writing. Eighth grade students complete Spanish I for high school credit.

Social Studies classes teach students about communities, cities and cultures past and present. Student periodicals supplement textbooks and enhance geography and map skills while integrating history with the customs and traditions of people worldwide.

Music classes include aesthetic perceptions and the appreciation of the elements of music. Composition, performance and music history are key components of the program. A band program and performance choir is offered in grades four to eight.

St. Gregory's award winning technology program is interwoven throughout all core curriculum areas. Over two hundred networked computers provide access to applications and programs that empower teachers and students to be independent, self-directed learners.

2a. Reading

The St. Gregory the Great Catholic School's reading program incorporates developmental instruction to help students build reading strategies and skills. We use the *2007 Scott Foresman Reading Street* series which was chosen for its pioneering integration of new literacies. Other strengths in this series include differentiated instruction for all levels of learners along with an emphasis on the writing process. Teacher instruction directs the student to cross-curricular application in the content areas of religion, math, science and social studies. Our home and school partnership is further strengthened by on-line access to the series' web site which provides support for teachers, students and parents.

Differentiated instruction drives the reading program to promote life-long readers while addressing individual needs. Flexible grouping within each classroom is a springboard to motivate and enrich students as well as remediate weak skills. Second graders create a cartoon slide program based on a selection from the anthology. Fourth graders role play a story character. Emergency preparedness cards for the home are made by fifth graders while sixth graders write and publish autobiographies. Middle schoolers share a story with their primary grade reading buddies and seventh and eighth graders perform "Poetry Alive".

The library, which boasts 20,575 volumes, supports the instructional reading needs of the school community. The media specialists provide a wide range of materials for thematic unit study in the classroom. Third graders witnessing butterfly metamorphosis had books, magazines, tapes and videos to broaden their understanding of the life cycle. A reading/writing workshop visit by Edward Averett, author of *The Rhyming Season*, and Susan Wojciechowski, author of *The Christmas Miracle of Jonathan Toomey*, and the *Beanie* series, excited parents and students alike. *Accelerated Reader* and the "Book-It" programs foster enthusiastic readers.

3. Science – Additional Curriculum Area

Respecting and exploring God’s creation is a basic premise of our Catholic teaching. Therefore, it is paramount to provide a program that enables students to appreciate the scientific wonder of the world around us. Realizing that our students need to be current in science and challenged to use scientific methods, the science curriculum has been enhanced. Our school community has dedicated resources and is committed to the professional development of the faculty and the expansion of science programs that will enrich and stimulate young minds.

The addition of a science coordinator has enabled us to maximize the use of our state-of-the-art science lab. The science coordinator and the classroom teachers lead hands-on science experiments that encourage students to experience science as it relates to their everyday life. Kindergarteners make silly putty to explore elasticity and first graders learn about scientific instruments and their use by examining plant cells under the microscope. Electronic balances give second grade students practice in calculating precise measurement. Third and sixth graders experience space through the NASA Sky Lab. Seventh graders dissect worms and frogs to compare and contrast body systems. Eighth graders explore water displacement and the Archimedes Principle by designing clay boats. Probe sensors measure temperatures, detect motion and calculate force. Technological devices merge with scientific equipment in the lab. In addition, podcasts added to the school web site enhance classroom instruction as well as reinforce concepts for auditory learners.

Our science program is enriched through our partnerships with the Virginia Aquarium and Nauticus, the National Maritime Museum. Environmental awareness of our beach community is heightened through the seventh graders’ contact with museum experts. Students collected and graphed data on the height of sand dunes and compared it to previous data, then drew conclusions regarding the impact of erosion on our shores. Second graders identify and solve real life environmental problems as they relate to man’s impact on local communities. Clean city design, pollution problems in the Elizabeth River and an awareness of ecosystems were explored.

Science Olympiad for grades K through five, Science Fair for grades five through seven, Science Night for grade eight and the Jefferson Lab Science Bowl for middle schoolers continues the classroom theme that science is exciting, hands-on and around us everywhere.

4. Instructional Methods

St. Gregory teachers employ a variety of instructional methods to target the various learning modalities and improve student achievement. These teaching techniques include, but are not limited to, whole and small group instruction, questioning, lecturing, guided practice, peer-guided activities and the integration of technology across the curriculum. St Gregory encourages hands-on learning through the use of manipulatives, learning games and interactive field trips. To further enable and enrich student learning, the school utilizes parent volunteers, teacher assistants, resource teachers, religion, math and science curriculum specialists, educational therapists and resource staff.

Weekly grade level meetings enable ongoing dialogue and sharing of successful activities and techniques. Teachers, core leaders and curriculum coordinators share successful strategies, activities and lessons at monthly faculty meetings. Faculty members attend workshops and conferences and share techniques, materials and innovative ideas. Technology in-service programs by St. Gregory faculty members introduce staff to science probes, math and science software, as well as updating teachers on new web searches, web quests, *Inspiration*, *Quia* and *Qwizdom* programs and *United Streaming* websites. These workshops focus on infusing the curriculum with lessons using a variety of resources. Recognizing that students are unique, teachers incorporate strategies that address the auditory, visual, and kinesthetic

learner. Audio books, virtual field trips, demonstrations, interactive software, role-playing and hands-on experiments actively engage students.

School liturgies offer opportunities for gospel dramatization. Choir and band students regularly enrich our prayer experiences. Fourth through eighth graders present living *Stations of the Cross* during the Lenten Season. Middle and upper grades use *Qwizdom* technology featuring a remote audience response system that allows even the shyest student to take risks with instant feedback on the lesson. Primary grades enjoy a competitive game of *Eggspert*, based on *Jeopardy*, for factual recall and fun. The use of podcasts, video editing and photo stories by faculty and students continues to increase. St. Gregory’s faculty continually explores new ways to meet the different learning needs of our students.

5. Professional Development

All teachers are expected and encouraged to be current in their fields and to pursue professional development. The certification and re-certification process for teachers requires a teacher to accrue 180 points every five years. St. Gregory administration and staff believe this to be a minimum standard. The school shows its commitment to professional development through the Teacher Endowment Fund that provides financial assistance to attend workshops, seminars and conferences.

Professional memberships and their annual national conventions (National Council of Teachers of Mathematics, National Institute of Learning Disabilities, and National Catholic Education Association) have been a source of new and innovative ideas. Nationally recognized speakers including Sister Mary Angela Shaughnessy - school law, John Findlater - Catholic identity, Brother Robert Bimonte - brain compatibility, and Sister Claire Fitzgerald - the history and future of Catholic education, have enriched the professional development of the faculty.

St. Gregory the Great Catholic School maintains a membership with the Consortium of Interactive Instruction sponsored by WHRO, our local public television station. This membership includes on-line graduate-level courses, collaboration with other professionals and state-of-the-art innovations. These classes include advanced computer training and technological updates that infuse the curriculum with information, resources and support. From these experiences, teachers bring to the classroom and to faculty-led workshops a multitude of instructional strategies and problem solving techniques for application in the real world. One specific application of our professional development is evidenced by an increase of teacher created web pages. Recognizing the need for on-going professional development, St. Gregory the Great Catholic School’s faculty pledges their continued dedication to academic excellence.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Southern Association for Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI), National Catholic Education Association (NCEA), and Virginia Catholic Education Association (VCEA)

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

3. What are the 2006-2007 tuition rates, by grade?

$\frac{\$3421.00}{K}$ $\frac{\$3421.00}{1^{st}}$ $\frac{\$3421.00}{2^{nd}}$ $\frac{\$3421.00}{3^{rd}}$ $\frac{\$3421.00}{4^{th}}$ $\frac{\$3421.00}{5^{th}}$

$\frac{\$3421.00}{6^{th}}$ $\frac{\$3421.00}{7^{th}}$ $\frac{\$3421.00}{8^{th}}$ $\frac{\$}{9^{th}}$ $\frac{\$}{10^{th}}$ $\frac{\$}{11^{th}}$

4. What is the educational cost per student? \$4468.82
5. What is the average financial aid per student? \$ 119.11
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII – ASSESSMENT RESULTS

Assessments Referenced Against National Norms

Grade 7 **Test: Terra Nova**
Form C – 2001 – Level 17 **Publisher: McGraw Hill**
Scores reported here as: NCEs _____ Scaled scores _____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	81	80	78
Mathematics	81	84	87
Number of students tested	83	84	79
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0
SUBGROUP SCORES			
Asian/Pacific Islander			
Reading	77	82	83
Mathematics	79	73	81
Number of students tested	12	12	10

Grade 6 **Test: Terra Nova**
Form C – 2001 – Level 16 **Publisher: McGraw Hill**
Scores reported here as: NCEs _____ Scaled scores _____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	77	74	77
Mathematics	84	82	81
Number of students tested	74	83	83
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0

Grade 5 **Test: Terra Nova**
Form C – 2001 – Level 15 **Publisher: McGraw Hill**
Scores reported here as: NCEs ____ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	76	76	77
Mathematics	71	78	78
Number of students tested	78	82	84
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0
SUBGROUP SCORES			
Asian/Pacific Islander			
Reading	66	63	68
Mathematics	74	75	77
Number of students tested	16	16	15

Grade 4 **Test: Terra Nova**
Form C – 2001 – Level 14 **Publisher: McGraw Hill**
Scores reported here as: NCEs ____ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	72	71	80
Mathematics	75	76	82
Number of students tested	80	77	82
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0
SUBGROUP SCORES			
Asian/Pacific Islander			
Reading	78	86	83
Mathematics	79	85	86
Number of students tested	10	10	10

Grade 3 **Test: Terra Nova**
Form C – 2001 – Level 13 **Publisher: McGraw Hill**
Scores reported here as: NCEs ____ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	78	73	79
Mathematics	77	78	77
Number of students tested	67	81	84
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0
SUBGROUP SCORES			
Asian/Pacific Islander			
Reading	80	N/A	N/A
Mathematics	83	N/A	N/A
Number of students tested	11	N/A	N/A

Grade 2 **Test: Terra Nova**
Form C – 2001 – Level 12 **Publisher: McGraw Hill**
Scores reported here as: NCEs ____ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	81	83	83
Mathematics	90	87	83
Number of students tested	71	67	84
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0

Grade 1 **Test: Terra Nova**
Form C – 2001 – Level 11 **Publisher: McGraw Hill**
Scores reported here as: NCEs ____ Scaled scores ____ Percentiles X

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	March
Reading	82	80	81
Mathematics	85	87	85
Number of students tested	82	80	65
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent to students excluded	0	0	0