

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Matt Komar

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

Official School Name Saint Nicholas School

(As it should appear in the official records)

School Mailing Address 12816 South El Monte Avenue

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

Los Altos Hills

California

94022-4607

City

State

Zip Code+4(9 digits total)

County Santa Clara

State School Code Number* N/A

Telephone (650) 941-4056

Fax (650) 917-9872

Web site/URL www.stnicholash.com

E-mail MattKomar@StNicholasLAH.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Ms. Marian Stuckey

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

District Name Diocese of San Jose

Tel. (408) 983-0185

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kevin Purser

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ Other
 _____ 0 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 are
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ 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
Pre K	0	0	0	7	14	12	26
K	7	15	22	8	8	16	24
1	13	9	22	9			0
2	15	15	30	10			0
3	15	13	28	11			0
4	16	6	22	12			0
5	12	11	23	Other			0
6	14	18	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL							229

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 9 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 5 | % Hispanic or Latino |
| 86 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 0 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	229
(5)	Total transferred students in row (3) divided by total students in row (4)	0.00
(6)	Amount in row (5) multiplied by 100	0

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

Number of languages represented: 1

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an 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: _____ %
 _____ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impairment
_____ Deaf-Blindness	_____ Specific Learning Disability
_____ Emotional Disturbance	_____ 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)	2	2
Classroom teachers	11	6
Special resource teachers/specialists	0	0
Paraprofessionals	2	3
Support Staff	4	4
Total number	19	15

12. Average school student-classroom teacher ratio, that is, the number of _____ 16 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	97 %	98 %	98 %
Daily teacher attendance	96 %	97 %	98 %	98 %	96 %
Teacher turnover rate	14 %	25 %	17 %	17 %	18 %
Student drop out rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

'The Saint Nicholas School Community commits to teaching Catholic values while fostering life learning of the whole child.' This mission statement guides the faculty, administration, students parents of the community.

Saint Nicholas School provides a learning environment based on Gospel values. The academi promotes intellectual, physical, social, emotional, and spiritual development. St. Nicholas enco stewardship, community spirit, appreciation of diversity, and outreach to those in need. Parent: primary educators of their children, and the faculty and staff strives to support and complement this role.

St. Nicholas students learn to explore ideas, seek information, develop essential skills, and sol problems. St. Nicholas offers courses in art, language arts, mathematics, music, physical educ religion, science, social studies, Spanish (seventh and eighth grades), and technology. Kinder through fifth grades are primarily self-contained classes, while sixth through eighth grades are departmentalized. The curriculum complies with California state standards and is accredited by Western Association of Schools and Colleges and the Western Catholic Education Association

To strengthen writing skills, St. Nicholas adopted the Step Up to Writing program. It uses traffic colors to help children organize ideas, write effective topic sentences, and strengthen paragrap students learn how to draft, revise, proofread, and make a final version. Integrating the prograr grades reinforces a consistent approach and provides a foundation for high school, college, and

St. Nicholas has an award-winning science program. The state-of-the-art classroom comprises area and laboratory, equipped with microscopes, an incubator, a greenhouse, and safety equip

St. Nicholas connects the curriculum with technology through numerous computers and extens software. Students also use scanners, digital and video cameras to create multi-media project: Silicon Valley, technology skills form a vital part of education.

The library features various resources, with over 15,000 volumes sectioned by level, curriculum subject, new media, and additional computers for Internet research, educational software, and processing. Each class uses the library for research projects and small-group instruction. A fu librarian, an assistant, and parent volunteers, ensure the library is also available during lunch, r after school.

Classroom teaching is enriched by field trips to museums and planetariums, theater performan and police departments, nature preserves, working farms, Native American sites, a California n Sacramento, Gold Country, Alcatraz, NASA Ames, science camp, and the annual eighth-grade Washington D.C.

Students share their achievements at the Science Fair, the Heritage, Diversity, and Country of reports dinner, reports on different U.S. states, the We the People citizenship program, a mock real courtroom, and the DARE program. Many students also enjoy sports, playing other area s well as participating in theater productions like The Music Man.

Music is taught in kindergarten through fifth grade. The students sing and play instruments, an the annual Christmas Program, Spring Sing, and Diocesan Choral Festival. The school also sp band program, including participation in a regional honor band.

St. Nicholas provides art instruction for students in kindergarten through sixth grade. The art te provide instruction in drawing, perspective, watercolor, and painting. Student work is often sho around campus, including an annual spring art show, and in the local community.

St. Nicholas also supports character education, with a social and emotional learning consultant us create a school-wide conflict resolution approach, and guides the faculty as they create clas where students feel safe to be themselves and express who they are. This culture of inclusiver respect is summarized by a school motto: "You can't say that you can't play!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Nicholas, with all other elementary schools in the Diocese of San Jose, administers the Iowa Basic Skills (ITBS Form A) in the fall at the start of each school year. This test is a norm-referenced meaning that performance is compared to performance across a national norm group. The Iowa test is a criterion-referenced test, which would compare scores to a performance standard, like a unit or test in a classroom. In both the fourth and seventh grades, students also take the Cognitive Abilities Test (CogAT), which is an assessment tool that helps teachers understand how each student learns.

The first score considered when evaluating test results is the percentile rank (PR). The PR ranges from 0 to 99 and indicates the percentage of students taking the test who earned scores lower than the student. A PR of 72 means a student did better than 72 percent of the students in the national sample. Above the mean, which would show that a student kept pace with a typical member of their age cohort. In the fourth and seventh grades at St. Nicholas, the average PR runs consistently in the top ten percent in the nation. Because of the many well-prepared students, St. Nicholas must ensure the quality of education continues to challenge them.

In addition to the PR, a standard score (SS) is also reviewed. The SS is a statistic used to track student growth. An increase of 10-12 points from year-to-year is a typical normal year of growth. A SS of 224 would be appropriate norms for a typical fifth grader, 224 for a typical sixth grader, and so on. A class average for each class is the average standard score. The standard scores at St. Nicholas exceed the typical average in all grades. For example, for the current eighth grade results, the class average SS is 288 in Reading and 288 in Math. From the Riverside Publishing Company, the standard score for a typical eighth grader is between 219 and 279, or 250. The percentile ranks for that same eighth grade class are as follows: 82 in Reading and 90 in Math.

The CogAT is administered to all students in the fourth and seventh grades. Three batteries are included in the CogAT: quantitative, verbal, and non-verbal. Age scores for individual students are evaluated for significant variances among the three batteries because that has the most implications for how students learn. The class profile is based on percentile rank, similar to Iowa test scores. In both the fourth and seventh grades, the students at St. Nicholas typically score in the 50-99 percentiles on the CogAT. These test results show that St. Nicholas students are strongest in quantitative reasoning, which is a general school strength teaching critical thinking skills.

2. Using Assessment Results:

Test results are received in November annually. School administration and each classroom teacher evaluate the class performance profile and the individual student profiles. The evaluation of both the class and the individual profiles focuses on three key statistics: standard score (SS), national percentile rank (NPR), and grade equivalent (GE). Variances among individual students are compared to these norms and are documented. Trends of each classroom are noted by each teacher and brought to a faculty meeting where the entire faculty and staff discern commonalities across the grade levels and determine areas of improvement to focus on for the remainder of the school year. This information is also used in making curriculum decisions that will best meet the needs of students for the following school year. For example, if reading comprehension is significantly lower than other subtests of the reading core, St. Nicholas can adjust materials and instruction, among other approaches, to address the students' needs.

After analyzing the big picture, the faculty looks for areas of strengths and areas for growth by looking at each subset and the variance from the mean percentile rank. The areas found are noted by classroom teachers, shared at grade level meetings and at faculty meetings to identify consistencies among grade levels. An action plan is created by faculty and staff, and implemented to address all targeted areas.

3. Communicating Assessment Results:

Student performance is measured in several ways at St. Nicholas. As 'parents are the primary communicators of their children,' communication regarding performance continues throughout the year, via email, telephone, or appointments. Progress reports are sent home in fourth through eighth grades at the end of each trimester midpoint, providing a 'snapshot' of performance thus far, so that students, teachers, and parents can ensure that strengths are realized and areas for improvement are addressed prior to the end of the school year. Letter grades incorporate formal and informal assessments, including unit tests, written work,

participation, homework, and in-class projects. The administration reviews lesson plans to ensure various assessment methodologies are included.

At the end of the first trimester, standardized test (ITBS) results are received by the teachers and administration. In conference with parents, teachers review how individual students compare to references using percentile rank, and growth using the standard score. Teachers do not use this to rank their class. Since Diocese policy prohibits the use of test scores for marketing purposes, the standardized tests are not published for the school or wider community. However, the administration does share general performance with the School Advisory Council (comparable to a school board meeting).

St. Nicholas awards first and second honors for students who maintain a GPA of 3.65 and 3.325 respectively. They receive a certificate of recognition each trimester they achieve above these thresholds as long as effort, conduct, and homework grades are no lower than a B average.

4. Sharing Success:

St. Nicholas shares its successes with the school community, the parish, and the outside community through many methods.

Monthly, all principals in the Diocese meet to discuss best practices and share success stories that have worked at each school. Each year, students participate in the Diocese of San Jose Ac Decathlon and the Mercy High School Speech Tournament; these academic competitions enable them to share their talents in a community forum.

The school employs a Director of School Advancement, who works with the school administration on relations efforts for the school. The school website (www.stnicholaslah.com) includes information on the strong curriculum and co-curricular programs. Local newspapers, such as the Los Altos Town and the Valley Catholic, and the San Jose Mercury News publish articles about activities and milestones at St. Nicholas.

To connect the St. Nicholas school community, a web-based communication system, called SchoolShare, was introduced this year. Weekly electronic information is distributed to each family, including contact information and other information, outreach updates, school-related success stories, and additional news. The SchoolShare bulletin updates the broader St. Nicholas parish community.

In addition to local media, word-of-mouth from the parent community is effective in sharing school success. Many new students are attracted to St. Nicholas through the interaction of families with neighbors and friends. New families interested in learning about St. Nicholas often speak to current parents, to hear about the strong academic program in a faith-centered environment.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Nicholas follows the Diocese of San Jose curriculum guidelines, based on national and California standards.

Language is broken into four main areas: spelling, grammar, literature, and writing. In sixth through eighth grade, language is a two-hour block daily, including literature based on books selected by teachers and lessons appropriate for junior high. Students in all grades visit the library twice per week, where they check out and read books, and receive literature instruction from the librarian. The school-wide writing program called Step Up to Writing, supports well thought-out essays. Vocabulary and parts of speech are taught and used in student writing exercises. Oral presentations are emphasized, as students present book reports and PowerPoint presentations in class, and learn speech and debate.

Math balances computation skills with strong mathematical reasoning. In primary grades graphing and geometry are also part of the curriculum. Seventh graders take pre-algebra. Eighth graders take either Pre-Algebra or Algebra, according to a Diocese rubric used to determine the student readiness. The program enables students to excel in ninth grade Geometry, Algebra 1, and even Algebra Honors. Periodic maintenance worksheets review math concepts school-wide.

Science is a strength of the school, due in part to an outstanding science lab, with lessons incorporating hands-on techniques and group instruction. Lessons convey knowledge of the scientific method, and cover both life and physical science. At the annual science fair, junior high students complete individual projects, while younger students participate in groups. Field trips to NASA, local museums and planetariums, and hospital visits complement classroom studies. In addition, sixth graders attend a week-long science camp complementing their study of earth science.

Social studies covers local communities, the State of California in fourth grade, United States history in fifth and eighth grades, and ancient and medieval history. History, geography, economics, legal system, and cultural influences are discussed. Social studies often engage in cross-curricular activities with literature, religion, math, and computers. The fifth grade curriculum incorporates the We the People program and a study of the three branches of government, including a simulation of a Congressional hearing. In sixth grade, students learn about the nation's history and travel to Washington D.C. for a working field trip.

Art and music are taught twice per week in kindergarten through fifth grade. After-school drama is offered for interested students. All students participate in the Christmas music program, and the drama department produces a spring musical for the community.

Spanish is taught twice per week in seventh and eighth grade, including vocabulary and verb conjugation. These lessons reinforce English grammar rules and meet the requirements of the NCLB-BRS program.

In addition to mandated curriculum, St. Nicholas includes social and emotional learning. This curriculum introduces conflict resolution skills, allows students to feel safe at school, and gives all students a voice.

Religion is taught daily, incorporated into all aspects of school life. Formal instruction focuses on lessons about God and Jesus, prayer, sacraments, creed, and morality, allowing all students to grow in the faith. Morality and Church history are incorporated into the upper grades, while primary grades learn about the sacraments of initiation, preparing for first reconciliation and Eucharist during second grade. Service projects and community outreach gives students opportunities to live their faith.

2a. (Elementary Schools) Reading:

The reading curriculum taught at St. Nicholas is derived from the language arts standards published by the Diocese of San Jose. In reading for kindergarten through second grade, students receive daily instruction in four 'blocks' of literacy: guided reading, self-selected reading, writing, and working with words. Teachers in the primary grades assess each child's reading level. Students are then grouped by their reading level so that instruction can be targeted toward each specific group. Students read level-appropriate books and are encouraged to progress at their own pace, while they learn reading strategies in the classroom. Each trimester, a running record is updated to monitor reading progress.

In third through fifth grade, the transition of the classroom focus changes from 'learning to read' to 'reading to learn'.

learn.' Students use a basal textbook, but focus on reading comprehension skills and vocabulary b Critical thinking skills also are taught. Classroom teachers assign book reports and a variety of cre report methods that incorporate art.

The junior high literature curriculum takes into account Diocese standards and articulation with Cat schools in the area. Literature is chosen by thematic units, where critical thinking skills, vocabulary and literary terms are focused upon.

St. Nicholas is rich in reading resources. The school librarian teaches literature to all grades twice week. Library time is spent not only checking out books, but also with supplemental reading in a g setting, out loud or via tape recorder. The librarian/literature teacher encourages reading and help find books to check out that fit the student's ability and interests. In addition, the librarian uses Acc Reading, a computer program that reinforces reading comprehension.

In addition to the extensive library, teachers have libraries in their classrooms stocked with applicab reading material for all levels in the class.

3. Additional Curriculum Area:

The math program is designed to provide students with a solid foundation in basic computation, rea application, critical thinking, and mathematical reasoning.

As students progress through the grades, math skills build from prior knowledge. More algebraic s geometry concepts are incorporated into the curriculum in the middle grades. Junior high students basic skills of computation, fractions, decimals, ratio, proportion, percent, graphs, and basic geome algebra. Typically, seventh graders take pre-algebra. However, depending on the class dynamic a on a UC-Berkeley Pre-algebra Readiness Test, some seventh-grade classes have been split into tw groups, Pre-Algebra and Intro to Algebra. In eighth grade, students either study Algebra 1 or Introd Algebra. The goal of eighth-grade math is to prepare students for success in math in high school. prepared for Geometry Honors, Geometry, Algebra 1 Accelerated, or Algebra 1.

Students are taught using direct methods as well as hands-on experiences. Many teachers employ on methods in small group instruction. Teachers access supplemental materials which aid in instru such as Marcy Cook workbooks. In addition, first through eighth grades assess prior math knowled with math maintenance worksheets. These worksheets are completed in the first five minutes of ea class period and are part of each student's math grade.

4. Instructional Methods:

All faculty have been trained and in-serviced in differentiated instruction and teaching best practice teachers know their students and whether they are visual, auditory, or sensory learners. They can their instructional methods to meet the needs of all their students. Kindergarten through fifth grade access to instructional aides who assist in teaching, particularly in smaller groups. The junior high share an instructional aide.

Pre-tests are implemented often in all grades to determine prior knowledge of topics, so teachers c their unit lessons to meet the needs of the students. Students prosper from dedicated teacher plan The school is blessed with a well-furnished computer lab. The primary grades periodically split the into thirds for core curriculum studies: one-third of a class will be in the computer lab, one-third in library, and one-third in the classroom. This arrangement allows student to have more individual instruction. The Catholic Television Network (CTN) is used in many subject areas, along with sup teaching aids, DVD, streaming video, and prayer services. CTN offers grade-appropriate material

In addition to individual instruction, St. Nicholas students learn through cooperative small-group lea Simulations and projects in small groups teach students to solve problems and think critically.

St. Nicholas employs The Reading Clinic, an independent contractor, to meet the needs of lower p students. Working together with teachers, parents, and the school administration, The Reading Cl assesses students, and prepares a plan for success based on student needs.

Co-curricular activities such as chess, drama, and after-school sports complement the instructiona St. Nicholas.

5. Professional Development:

St. Nicholas faculty and staff are fortunate to have a comprehensive professional development program. Each year, the Diocese of San Jose provides several meaningful in-service programs for all faculty. As a result, teachers receive an average of twenty hours of training per year. Over the past five years, these in-service programs have focused on differentiated instruction, best practices, and standards-based instruction. Teachers learn how to meet students' needs by understanding how students learn. This training shows teachers how to reach the highest achieving students at the same time as the lowest-thirtieth percentile students.

In addition to Diocese-sponsored programs, teachers also attend school-sponsored training. Each year, math teachers attend the Asilomar math conference, and reading teachers attend the Reading Conference. The kindergarten and first grade teachers have attended the California State Kindergarten Convention and the California First Grade Teachers Convention. The fifth grade teacher was selected to attend the We the People program training in San Diego. In turn, the teacher has implemented the curriculum in her classroom.

Teachers also take other opportunities for professional growth by subscribing to educational journals. For example, the school has an institution membership to the National Conference of Teachers of Mathematics. The teachers receive journals about math curriculum and instruction monthly with the membership. St. Nicholas teachers and staff are current in their professional development and when they bring new ideas into the classroom, the students prosper.

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. Delete if not used.

1. Private school associations(s):

Roman Catholic Diocese of San Jose, Western Association of Schools and Colleges, Western Catholic Education Association

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

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

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u> 5900 </u>					
K	1st	2nd	3rd	4th	5th
\$ <u> 5900 </u>	\$ <u> 5900 </u>	\$ <u> 5900 </u>	\$ <u> </u>	\$ <u> </u>	\$ <u> </u>
6th	7th	8th	9th	10th	11th
\$ <u> </u>	\$ <u> </u>				
12th	Other				

4. What is the educational cost per student? \$ 8700
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 2625

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 97 %

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 8 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	82	86	84	89	86
Number of students tested	24	34	35	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 8 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	90	89	91	90	88
Number of students tested	24	34	35	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	88	82	86	85	89
Number of students tested	26	24	33	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	92	87	86	88	85
Number of students tested	26	24	33	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 6 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	83	77	72	86	80
Number of students tested	32	28	24	34	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 6 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	77	88	79	85	87
Number of students tested	32	28	24	35	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 5 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	94	88	88	80	91
Number of students tested	23	32	28	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 5 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	92	78	88	77	89
Number of students tested	23	32	28	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 4 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	85	95	91	87	85
Number of students tested	22	24	30	27	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 4 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	88	93	83	88	82
Number of students tested	22	24	30	27	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	78	82	90	85	86
Number of students tested	28	21	25	31	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	85	86	91	80	92
Number of students tested	28	21	25	31	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 2 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	72	76	85	84	80
Number of students tested	30	30	22	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 2 Test Iowa Test of Basic Skills

Edition/Publication Year _____ Publisher Riverside Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	73	80	78	78	72
Number of students tested	30	30	22	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					