

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 Sr. Monica Paul Fraser, O.P.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Incarnation Catholic School
(As it should appear in the official records)

School Mailing Address 2911 Bee Ridge Road
(If address is P.O. Box, also include street address.)

Sarasota FL 34239-7118
City State Zip Code+4 (9 digits total)

County Sarasota State School Code Number* 0929

Telephone (941) 924-8588 Fax (941) 925-1248

Web site/URL www.incarnationschool.edu E-mail monicafiras@incarnationschool.edu

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

District Name Diocese of Venice Tel. (941) 484-9543

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. Richard Elsishans
(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.

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 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 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

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

2. District Per Pupil Expenditure: _____ N/A _____
 Average State Per Pupil Expenditure: _____ N/A _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 19 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
PreK		1		7	21	10	31
K	8	14	22	8	24	11	35
1	8	14	22	9			
2	15	15	30	10			
3	14	13	27	11			
4	12	13	25	12			
5	10	19	29	Other			
6	16	17	33				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							254

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 6 | % Hispanic or Latino |
| 90 | % 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: 6 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	254
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

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

9. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 20

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: 14 %
35 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.

<u> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 14 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 16 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 3 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 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> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 15 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 2 </u>
Paraprofessionals	<u> 6 </u>	<u> 2 </u>
Support staff	<u> 4 </u>	<u> 0 </u>
Total number	<u> 26 </u>	<u> 6 </u>

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

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	96%	97%	96%	96%	96%
Daily teacher attendance	97%	96%	98%	98%	98%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

A brief, coherent snapshot of the school

Incarnation Catholic School is an elementary school located in Sarasota, Florida, and is part of the Diocese of Venice. Since 1961, Incarnation has been a Christ-centered school in touch with the realities of a changing world.

Incarnation Catholic School exists to provide an education of excellence grounded in the truths and values taught by Jesus Christ and the Catholic Church. As co-educators with the family, the school community strives to recognize the unique gifts of each child while promoting a sense of responsibility and respect for all humankind as it teaches the skills necessary to meet the challenges of the global community. All who minister here seek to make God incarnate through faith, knowledge and love. Incarnation Catholic School strives to carry out the command of Jesus to “Go forth and teach all nations...teaching them to observe all that I have commanded you.” Matthew 28:19-20

Incarnation Catholic School's academic program accommodates diverse learning styles. Religion, Language Arts, Mathematics, Science, Social Studies and Spanish comprise the core curriculum. Art, Music, Physical Education/Health, Computer Literacy, Life Skills, and Study Skills complement this curriculum. Cultural and thematic presentations such as Spanish Fiesta, Art exhibits, Music programs, Social Studies Fair, Science Fair and Health Fair involve the whole school and enhance the learning atmosphere. The curriculum adheres to Diocesan standards, which maintain and often exceed present Sunshine State and national standards for academic achievement. Upon graduation, the majority of students compete at the highest levels in both public and private high schools of the community. Yearly ITBS testing in grades 2-8 provides a picture of the students' placement with others in the same grade locally and nationwide, while mapping the students' yearly progress.

Incarnation Catholic School is proud to foster programs that are recognized locally and nationally for their excellence. The school was the recipient of *Today's Catholic Teacher* Technology Award in 2000, and was presented with the Great Ideas Grand Award in 2002. The school takes great pride in the many technology resources and outstanding software available for students, teachers and staff. The school's vision of integrating technology into the curriculum as an enhancement to learning is evident in every classroom and every subject. All together the computer lab, classrooms, two mobile labs, media center, and resource room provide one computer for every two students. One hundred percent of the faculty is computer literate and involved in the use of technology in their classrooms on a daily basis, while two full time technology coordinators provide in-service and support for the staff. Incarnation's faculty has collectively earned 5,000 in-service hours in the past five years.

Students with special needs are accommodated in the classroom to aid them in achieving their full potential, and tutoring programs are available after school to assist these students. All students are taught learning strategies in grades K-5 while grades 6-8 participate in weekly study skills and life skills classes. The guidance program helps the children learn how to deal with social, emotional, and behavioral situations that might arise. Students in Religion classes are taught the Catholic faith, tolerance for differences and the obligation to serve the local and global community.

Pastor Reverend Gerard Finegan and Principal Sister Monica Paul Fraser, O.P. lead the administration at Incarnation Catholic School. The faculty and staff of Incarnation total 32 with teacher assistants in grades K-5. Sixty-four percent of the faculty has Masters degrees in their area of specialty. The entire faculty and staff at Incarnation Catholic School are dedicated to the growth of the students in faith, knowledge and love.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school's assessment results in reading and mathematics

Incarnation Catholic School uses the Iowa Test of Basic Skills to measure student achievement in Reading and Mathematics. Students in grades 3-8 are tested in October each year. Grade 2 students are tested in March. Published by the Riverside Publishing Company, the ITBS is a norm referenced multiple-choice test in which student scores are reported as percentiles. Scores for each class are reported as averages, with no separate sub-groups within each class. All students are included in the testing.

Students receive a percentile score for each area of the test based on their performance in comparison to average student performance in the norm group. A student scoring in the 90th percentile performed better than 90 percent of the norm group.

The Reading Comprehension portion of the test requires students to read a passage of text and answer questions to demonstrate understanding of the text. The range of scores was from the 80th to the 90th percentile and the average percentile score for the 2003-2004 school year was 84. The range of scores was from the 82nd to the 90th percentile and the average percentile score for the 2004-2005 school year was 86. The range of scores was from the 79th to the 84th percentile and the average percentile score for the 2005-2006 school year was 82. The range of scores was from the 75th to the 88th percentile and the average percentile score for the 2006-2007 school year was 82. The range of scores was from the 74th to the 91st percentile and the average percentile score for the 2007-2008 school year was 82.

The Mathematics portion of the test consists of sub-tests in the areas of Concepts and Estimation, Problem Solving and Data Interpretation, and Math Computation. The range of scores was from the 78th to the 93rd percentile and the average score for the 2003-2004 school year was 84. The range of scores was from the 75th to the 89th percentile and the average score for the 2004-2005 school year was 85. The range of scores was from the 69th to the 82nd percentile and the average percentile score for the 2005-2006 school year was 79. The range of scores was from the 71st to the 89th percentile and the average percentile score for the 2006-2007 school year was 80. The range of scores was from the 64th to the 83rd percentile and the average percentile score for the 2007-2008 school year was 75.

Utilizing the table provided to verify the scores representing the top 10 percent of the schools in the nation, Incarnation School exceeded every score in reading and math in every grade 2 through 8, for the five years 2003-2004, 2004-2005, 2005-2006, 2006-2007 and 2007-2008 except for Grade 7 Mathematics in 2005-2006, Grades 5 and 6 Mathematics in 2006-2007 and Grades 6 and 7 Mathematics in 2007-2008. This test data is an indication of the commitment of the entire faculty and community to providing a high quality academic program for all students.

Incarnation School consistently achieves scores higher than the national average, the average of the Diocese of Venice and the average scores for the Province of Florida, which encompasses the seven Dioceses of the State.

2. How the school uses assessment data to understand and improve student and school performance

Incarnation Catholic School uses assessment data to understand and improve student and school performance. The Iowa Test of Basic Skills provides an opportunity for an objective look at the overall

school program. Results of this assessment tool influence evaluation of, and changes in textbooks and materials, as well as teaching methods. Data for each grade level is shared with the entire faculty. Based upon this information, teachers develop instructional strategies and interventions, such as skill grouping of students, re-teaching concepts and after-school tutoring. Recommendations are made to parents for remedial and enrichment activities, while children with more serious learning deficiencies are referred to the Resource Teacher. Through the use of additional testing, students' special needs are identified and learning accommodations are designed to support and facilitate their success.

In addition to ITBS data, various assessments, such as textbook and teacher generated tests, rubrics, oral testing and observation, are used to accommodate multi-sensory learning styles. Additional assessment supported by technology in mathematics and reading provides teachers and administration with easy access to information for monitoring progress and personalizing instruction. CompassLearning Odyssey is comprehensive software designed to help students in grades K–8 strengthen their reading, language arts, mathematics, social studies, science, and English language skills and knowledge. The school's assessment process affords the opportunity to obtain information about student learning that can help improve the quality of both teaching and curriculum.

3. How the school communicates student performance

Incarnation Catholic School communicates with parents, students and the local community through direct meetings, written material and website access. Parents receive school communication via weekly information packets which include students' work, weekly progress reports and school information, a monthly newsletter from the principal, a monthly school calendar, a school website and quarterly report cards. Teachers and parents monitor student progress through conferences and phone calls. In addition to scheduled conferences, teachers are accessible to students and parents as the need arises. Parents are required to attend a beginning of the year Home-School meeting and parent/teacher conferences. Parents are welcomed at open house days each quarter, as well as monthly home/school and school board meetings. At the beginning of each school year, students receive a student handbook stating school policy and an assignment agenda, which reiterates these policies. Daily televised announcements are broadcast into each classroom. A principal's letter provides an explanation of the ITBS results and teachers are available for conferences for further explanation if desired. Quarterly honors assemblies communicate outstanding student progress. Specialty fairs such as the Science Fair, Social Studies Fair, Cultural and Art Fair, which highlight the students' work, and the Health Fair are open to the community. Incarnation School displays art work and distributes informational pamphlets at the annual Sarasota Arts Day and the local community is kept informed through diocesan parish bulletins, the Florida Catholic Newspaper, Partners in Education Program, the Incarnation School website and information galleries located in the Church and school hallways.

4. How the school shares its successes with other schools

Incarnation Catholic School shares its successes with other schools through direct meetings, written material and website access. Schools are kept informed through diocesan parish bulletins, school brochures, the *Florida Catholic* newspaper, the local newspaper, television media, and the Incarnation School website. In *Today's Catholic Teacher*, December 2004 issue, Incarnation Catholic School was cited as the "School of the Month" for the annual Health Fair. Incarnation Catholic School has again been named School of the Month, to appear in the March, 2008 issue, for its bi-annual Spanish Fiesta. Five different "Great Ideas" originating from Incarnation have also been featured. Through principals' meetings, school visitations, Diocesan In-Service days and curriculum meetings and Sarasota County School Advisory meetings, Incarnation Catholic School has had an opportunity to share its accomplishments with both diocesan and public schools. To communicate the strengths and assets of the

school, the media publicizes school events such as Fiesta Day, the Health Fair and intramural sports activities. The lines of communication are always open between Incarnation Catholic School and the diocesan communities for the sharing and fostering of unity among all school families.

PART V – CURRICULUM AND INSTRUCTION

1. The school's overall curriculum

Incarnation Catholic School's curriculum uses Diocese of Venice and Florida State Standards and is based upon developmentally and educationally appropriate practices.

The Religion program is designed to help students achieve the school motto: To Grow in Faith, Knowledge and Love by emphasizing Doctrine, Scripture, Sacraments, morality and family life education.

Language arts in the primary grades uses a literature based approach including phonics, grammar, mechanics, journal writing and guided reading. The intermediate program also includes research and media evaluation. Middle school students explore all written genres. Weekly writing labs and vocabulary classes enhance reading and writing skills.

Mathematics in the primary grades includes number sense, operations, measurements, and problem solving. Intermediate grades focus on place value, graphs, fractions and decimals. Middle school reinforces computation skills and geometry in preparation for pre-algebra in grade 7 and algebra in grade 8.

The primary science program focuses on animals, plants, weather and physical forces. Intermediate grades use hands-on activities to study machines, matter, plants, scientific processes, and ecological problems. Middle school takes an integrated approach in exploring life, earth and physical science.

Social studies in the primary grades includes the study of community, state, country, continents and map reading skills. Intermediate grades study the United States, focusing on Florida in grade 4. Middle school students study world history in grade 6 and U.S. history in grades 7 and 8.

Spanish is an enrichment class for grades K-5. It is an academic subject for grades 6-8, with 160 minutes per week class time per grade. Middle school students progress from simple conversations to intermediate grammatical structures in speaking and writing qualifying them for second year high school Spanish. The foreign language curriculum meets the requirements of the NCLB-BRS program.

The art curriculum provides for creating, describing and appreciating art. Students work with a wide variety of media and specialty items. Art projects enhance all areas of the school community and are displayed throughout the school.

The K-6 music program introduces various songs and composers culminating in two school musicals. Grades 7 and 8 study classical, semi-classical, popular and period pieces enhanced by attending a live opera performance.

The technology program is integrated into all areas of the curriculum through various software programs. All teachers and students use the Internet for research.

The guidance program teaches social, citizenship, coping and good decision-making skills. Students learn problem solving through small group interaction.

The resource program teaches proper study, outlining, organization, and attention skills.

2a. The school's reading curriculum

Incarnation School uses a variety of multisensory, multiple-intelligence approaches in its reading curriculum. The primary grades (K-2) use a whole-language based literature series while the middle (3-5) and upper (6-8) grades use novels and literature based activities that support the Florida Benchmark standards.

The whole language approach to reading in the primary grades offers a variety of activities that allows students to develop necessary skills for their literacy formation. These include writing, choral reading, story sequencing, language centers, and reading groups. All of these activities serve to enhance the children's learning experience.

Novels are used in the middle grades to further develop literacy skills. In the upper grades an additional emphasis is placed on introducing students to an understanding and appreciation of the classics as in the works of Shakespeare, Poe, Dickinson and Hawthorne. Spelling, vocabulary and English lessons are included in this approach for all grades.

At Incarnation the goal is to meet individual student needs and to challenge students academically. This is supplemented with a variety of computer programs that include school-wide use of Accelerated Reader. This particular approach integrates all language arts skills. Research has shown that the comprehensive approach is most effective in developing successful readers and writers.

3. The physical education curriculum

Incarnation's physical education program is a successful blending of fun physical activities and models of life-long health goals melded with the latest in technological tools available for today's classroom use. Starting in kindergarten and continuing through grade two, students are supplied with a Locomotor Skills Checklist that allows these children to focus on physical skills that will help them begin their journey of achieving life-long healthy lifestyles.

The curriculum for grades 3 through 5 incorporates the use of individual pedometers to teach children how important physical activity is in acquiring a healthy lifestyle. To encourage students in becoming physically active, tokens may be earned for each new level achieved. Coupled with these goals are fun activities such as Light House Walk, Walking the Florida Coastline and Westward Movement, which tie with other areas of learning. As students become more physically active, they are also challenged to acquire specifics in the various areas they are studying.

Heart Rate Monitors, which provide an immediate and accurate feedback for both student and instructor, play a key role in educating middle school students about their healthy heart rate zones. This knowledge will allow them to stay physically active without putting undue stress on their bodies which often results in major health issues for adults.

Also included in the school's physical education classes is a program called Fitness Gram which twice-yearly enables grades 3 through 8 students to assess their aerobic upper body strength. The most innovative and meaningful aspect of Incarnation's physical education program is the individual portfolio maintained by each student in grades 3 through 8. These portfolios provide up-to-date fitness information coupled with fitness activities that incorporate conferencing with both peers and family members. These portfolios enable students to set good health goals that will help them in maintaining life-long healthy lifestyles.

4. Different instructional methods to improve learning

Incarnation School incorporates a variety of instructional methods including whole group, small group and individual instruction. All grade levels use interdisciplinary thematic units to enhance learning. School-wide events such as the Health Fair, Social Studies Fair, Art Fair and the Spanish Fiesta offer much useful information to the faculty, students and parents. Multi-sensory instruction allows for each child to learn in his or her own particular learning style. Hands on activities are used in many subject areas such as the use of manipulatives in math and experiments in science.

The TLC methodology (Teaching and Learning with Computers) is used throughout the school. Teachers have changed their role from lecturer to learning facilitator, observer, tutor and evaluator as they circulate throughout the classroom to continually monitor and guide the students. With options ranging from desktops to wireless laptops, students are engaged in a variety of tasks designed to reinforce the concepts being taught. Open-ended questions provide stimulus for higher level thinking as students are challenged through problem solving activities, debate, research projects, cooperative learning centers and peer teaching.

New tools used for exploring Math, and other subjects, are Renaissance Responders and H-ITT. These alternative systems use computer software to collect responses instantaneously, tally them for grading purposes and assess each student's grasp of skills. Projectors and PowerPoint are used to teach lessons and give examples. Correlation between textbooks and websites provide homework and instructional tutorials. Creative expression is encouraged in writing classes through the use of Microsoft Word, Publisher and PowerPoint. Extensive software provides prescriptive individualized instruction, remediation and enrichment in all subject and grade levels.

5. The professional development program

Professional growth and development of the faculty is an integral part of Incarnation's continuous education process. Various professional organizations include National Catholic Education Association, Florida Association of Media Education and National Association of Social Workers. Professional development offerings include technology workshops and conferences in areas such as PowerPoint and Web Page management. Also included are the Florida Educational Technology Conference, the Gesell and Wilson Institutes, Reading and Math Renaissance and the National Council of Teachers of Mathematics. In addition, teachers are given the opportunity to attend two workshops or conferences per year. CompassLearning Odyssey software and PowerPoint training enables the faculty to use this training to implement the quality of excellence in the classrooms.

Having attended off-campus in-service conferences, the faculty is able to share what has been learned with other staff members. By reading professional literature, the faculty and staff keep well informed of the best thinking and practices of respected educators and are able to implement many of those ideas in the classrooms. Weekly levels meetings and monthly faculty meetings provide opportunities for sharing of expertise and for further professional growth.

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 association(s): National Catholic Educational Association
Florida Catholic Conference

(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>4,950.</u> K	\$ <u>4,950.</u> 1 st	\$ <u>4,950.</u> 2 nd	\$ <u>4,950.</u> 3 rd	\$ <u>4,950.</u> 4 th	\$ <u>4,950.</u> 5 th
\$ <u>4,950.</u> 6 th	\$ <u>4,950.</u> 7 th	\$ <u>4,950.</u> 8 th	\$ <u>NA</u> 9 th	\$ <u>NA</u> 10 th	\$ <u>NA</u> 11 th
\$ <u>NA</u> 12 th	\$ <u>NA</u> Other				

4. What is the educational cost per student?
 (School budget divided by enrollment) \$ 7,540.

5. What is the average financial aid per student? \$ 2,590.

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 44%

PART VII - ASSESSMENT RESULTS

INCARNATION CATHOLIC SCHOOL

Iowa Test of Basic Skills
Form A, 2001
Riverside Publishing

Scores are reported as percentiles.
No students are excluded from the test.

	2007	2006	2005	2004	2003
Testing month	October	October	October	October	October
Grade 8					
Reading	79	82	84	89	80
Mathematics	77	78	80	88	84
Number of students tested	33	27	34	35	30
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 7					
Reading	77	81	81	88	89
Mathematics	64	77	69	82	89
Number of students tested	29	29	31	32	35
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	74	75	79	84	81
Mathematics	69	71	79	75	78
Number of students tested	31	32	30	34	33
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 5					
Reading	91	82	82	88	84
Mathematics	83	72	81	89	79
Number of students tested	22	29	34	35	31
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

INCARNATION CATHOLIC SCHOOL

Iowa Test of Basic Skills
Form A, 2001
Riverside Publishing

Scores are reported as percentiles.
No students are excluded from the test.

	2007	2006	2005	2004	2003
Testing month	October	October	October	October	October
Grade 4					
Reading	86	88	81	90	90
Mathematics	83	86	80	89	91
Number of students tested	20	25	29	33	35
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 3					
Reading	85	81	83	82	83
Mathematics	75	87	82	82	84
Number of students tested	25	22	32	33	35
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Testing month	March	March	March	March	March
Grade 2					
Reading		83	87	82	84
Mathematics		89	90	88	80
Number of students tested		26	20	33	34
Percent of total students tested		100	100	100	100
Number alternatively assessed		0	0	0	0
Percent alternatively assessed		0	0	0	0