

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

Official School Name St. John the Evangelist School
(As it should appear in the official records)

School Mailing Address 728 Big Oak Road
(If address is P.O. Box, also include street address.)
Morrisville, PA 19067-4728
City State Zip Code+4 (9 digits total)

County Bucks State School Code Number* N/A

Telephone (215) 295-8201 Fax (215) 295-6258

Web site/URL www.stjohnpa.org E-mail sjepincipal@yahoo.com

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 November 19, 2007

Name of Superintendent* Dr. Richard V. McCarron, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

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 November 20, 2007

Name of School Board President/Chairperson N/A
(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.

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

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

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.

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: _____

Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

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

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

4. 17 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	9	16	25	7	14	11	25
K	17	18	35	8	11	9	20
1	12	13	25	9			
2	13	12	25	10			
3	9	10	19	11			
4	7	16	23	12			
5	14	10	24	Other			
6	12	13	25				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							246

10. Students receiving special education services: $\frac{0}{0}$ %
 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 6 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. 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> </u>
Classroom teachers	<u> 13 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> </u>	<u> 3 </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 3 </u>	<u> </u>
Total number	<u> 20 </u>	<u> 7 </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 %	96 %	96 %	97 %	96 %
Daily teacher attendance	97 %	98 %	98 %	98 %	97 %
Teacher turnover rate	*23 %	*23 %	7 %	7 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

* 2 – Husbands were transferred; 1 – Teacher retired: Total of 3 Teachers

PART III - SUMMARY

Saint John the Evangelist (SJE), a parochial Catholic school founded in 1964 by the Bernardine Franciscan Sisters, offers an outstanding education in the Franciscan tradition. In faithfulness to Christian values and the school's mission statement, SJE nurtures the whole child through a well-rounded, culturally-rich academic program that enables students to grow spiritually, intellectually, and socially. Through the efforts of caring individuals who model and inculcate a deep mutual respect for all members of the SJE community, each child develops early in the educational process a sense of belonging, of empowerment, and of responsibility within both the narrower and broader aspects of society. Learning becomes an adventure, an "I can!" experience, that will last a lifetime.

The development of the spiritual life of the school community is the primary goal at SJE. Morning and afternoon prayers serve to remind the students that God is the beginning and end of each day and of every moment in between. The student body participates in the Liturgy on First Fridays and at special times throughout the year to build and nourish a vibrant faith community. A special shared experience exists in the sacramental preparation years, with students and their families participating in the training provided to ensure that all understand the meaning and responsibilities associated with each sacrament. Along with the formal religious practices, students participate in community-service activities at each grade level throughout the school year. Some of these activities include: serving at the Trenton Soup Kitchen; collecting food for the poor of the area; gathering funds and clothing for our missions in Brazil, the Dominican Republic, and West Africa; and providing Christmas stockings for our service men and women in Iraq.

SJE provides students with an academically challenging curriculum that emphasizes religion, integrated language arts, mathematics, science, and social studies. Art, music, physical education, and Spanish language development enhance the curriculum, while technology, initially introduced as a stand-alone subject, now enriches each subject across the curriculum. Happy and engaged children fill the classrooms at SJE. They participate in active learning as they utilize manipulatives in math groups, experiment in science class, share a PowerPoint presentation with the class, or engage in discussion groups while interacting with teachers who foster a passion for learning.

The dedicated staff at SJE prides itself in supporting students to go beyond basic expectations. Teachers bring a sense of professionalism, competency, and caring to all areas of the educational environment. Benchmarks guide students to reach prescribed academic goals. Varied instructional strategies meet the needs of each learner, encouraging students to develop the skills necessary to succeed and assisting them as they strive to reach their potential. Teachers and staff at SJE, in their care for the students and for one another, serve as genuine, dedicated role models to the school community.

The main focus at SJE is the student body. A total of 246 boys and girls in grades pre-kindergarten through eight learn to recognize, ponder, extract, construct, and discuss information, accomplishing as they do so the development of their innate talents and the enhancement of their own personal desire to learn. Students gain recognition for prominent performance at various local, state, and national competitions such as sciatholons, Johns Hopkins University's Center for Talented Youth program, and the 24 Competition.

Parents are a valuable component of the SJE community. The Home and School Association supports the faculty by assisting the school community with daily tasks, arranging educational enrichment programs, providing students with assemblies of a multi-cultural nature – all of which broaden and enhance the educational development of the total child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Saint John the Evangelist School (SJE) utilizes a variety of assessment tools to track student achievement. The school administers *Terra Nova, The Second Edition Complete Battery Plus* standardized test and the *In View* cognitive assessment component to all students in grades four through eight in the fall, and to students in grades two and three in the spring. Using the 2006-2007 results, the Reading and Math Composites place SJE in the top ten percent of schools in the nation. The majority of students' actual scores are much higher than their anticipated scores. These scores represent all students; there is no alternative assessment.

The Math Composite Score measures students' computational ability and problem-solving proficiency. The U.S. Department of Education states that schools achieving an equivalent of 77% or above on the *Terra Nova* place in the top ten percent in the nation. In 2006, the eighth-grade students achieved a 92% on the Math Composite section of the *Terra Nova*. This achievement confirms the tradition of excellence at SJE. From 2003 to 2007, the eighth-grade students scored 85, 92, 95, 90, and 92, respectively, in the Math Composite section. The average over time places SJE in the top ten percent of schools nationwide.

The Reading Composite score merges reading comprehension and vocabulary assessment. In 2006, the eighth-grade students achieved an 86% on the Reading Composite section of the test. From 2003 to 2007, this same grade level scored 80, 83, 89, 86, and 86, respectively. The five-year average is well above the national norm of 77%, and secures the position of SJE as one of the top schools in the nation. The *Terra Nova* reading test evaluates comprehension, language usage, grammar, and spelling. The integration of the reading and writing program at SJE equips students with strong communication skills for lifelong success and also prepares them for the thematic approach of the test.

These results are evidence of the consistency of an excellent program in both areas of study. The *Terra Nova* test results point out the high level of performance achieved by SJE students. They also indicate a quality of instruction provided by the dedicated faculty with the help of caring, supportive parents.

2. Using Assessment Results

SJE uses testing results in various ways to measure individual attainment, class achievement, and school-wide accomplishment. The results identify students in need of supplemental instruction and those eligible for advanced placement. A comprehensive analysis of each child's test results combined with classroom observations, projects, and both with informal and formal unit testing, produce a complete individual student profile. The profile not only allows for data-driven decision-making that addresses the individual student's needs, but also provides for differentiated instruction planning that enhances learning for all students.

Administrators and teachers analyze class results to determine proficiencies for the purpose of instituting grade level, subject area benchmarks. These data measure the mastery of concepts across an entire grade level of students that enables staff members to tailor future instruction more effectively and adjust curriculum goals and objectives accordingly. Analysis of test scores influences textbook selection, instructional methods, and teacher in-service programs as well.

Curriculum coordinators interpret school-wide results to assist in upgrading the total program reform where needed. Along with the administration, they also examine concepts in need of further review and conduct an in-depth needs analysis of the curriculum. The recommendations of the administrator, curriculum coordinators, and teachers become the agents of change for improvement in teaching strategies, learning experiences, and educational accomplishments.

3. Communicating Assessment Results

The SJE community is proud of the accomplishments of our staff and students. We believe our students are our greatest ambassadors. They perform well academically and portray exemplary behavior socially and spiritually.

The communication of our assessment report takes many forms. The school administrator is the first to review the current results. Next, the teachers review class outcomes and then individual scores. Students take their reports and an explanation page home to parents. Parents have the option of scheduling a conference with teachers and/or administrators to review and interpret the reports.

During the middle of each trimester, teachers issue progress reports. At the end of each trimester, students receive report cards that reflect subject evaluations and teachers' comments. Parents or teachers may initiate a conference during each of the marking periods to discuss student progress.

Other avenues of communication include the online school newsletter, the "School Scrapbook" section of the parish bulletin, the school website, and the community website. One or all of these outlets publish these activities, special events, and accomplishments.

4. Sharing Success

The administrators of SJE share the school's accomplishments with other principals through the Elementary School Administrators' Association, the NSTA, ASCD, and PSTA. Teachers share their expertise through subject area curriculum committees and with fellow members of professional organizations such as the NCTM.

Students share successes at school by interacting with visitors during Catholic Schools' Week and throughout the year, employing their talents for school and public enjoyment in both the performing arts (music and drama) and in the visual arts; and by utilizing technology in creative classroom presentations. All students earn recognition by public displays of their project work throughout the school building. They also share by writing and presenting at county, state, and national contests. Art students traditionally excel in the local newspaper's advertising competition. Seventh- and eighth-grade students gain annual commendation for their participation in Johns Hopkins University's Center for Talented Youth program and the Philadelphia Regional Future City Competition. Fifth- and sixth-grade students participate and excel each year in the area's Reading Olympics competition. Perhaps the most rewarding way they share success is by becoming productive, involved students who earn the respect of teachers and peers at SJE School, the high schools they attend after leaving SJE, and beyond. Our students annually earn scholarships based on entrance examination tests. They go on to become successful, prominent adults with careers that span the globe from NASA to China.

All members of our community realize the importance of sharing school successes and are eager to participate in opportunities to represent our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Standards of the Archdiocese of Philadelphia and the state of Pennsylvania form the core curriculum offered at SJE. Academically challenging, these standards afford teachers the framework not only to teach the basics, but also to go beyond the basics. Additional standards present students with opportunities to acquire advanced skills that energize them to meet even higher expectations.

Our religion series, *We Believe*, exemplifies the underlying theme of action at SJE. The series clarifies our belief in the dignity of each person and provides opportunities for students to see the lived presence of Jesus in everyone. At each grade level, children build upon their acquired knowledge of our faith and what faith looks like in action. Our goal is to bring the commandments, the sacraments, and the religious rites and rituals dynamically alive in the children as they interact with others.

Reading is the foundation upon which other subjects build. The integrated language-arts curriculum places a collective emphasis on reading that includes acquisition of vocabulary, knowledge of grammar, facility in writing, and utilization of phonetic and comprehension skills. Teachers develop and reinforce these fundamentals by using reading anthologies and supplemental materials: trade books, novels, poetry, the Internet, READ magazines, and Scholastic Books. Adaptations made to the curriculum enrich multiple genres of literature, giving students a window of discovery into the ever-changing world around them. With laptops in the classrooms and computers in the technology lab, students practice and develop strong language-arts skills to further their competencies.

The goal of the math program is to instill in each child a sense of number. Students learn the basic algorithms and apply them while solving word problems and performing computational tasks. Students acquire additional abilities of applying rules and reasoning and developing analytical and critical-thinking skills as they progress to more advanced quantitative problems. Students participate in contests on local and national levels to apply their skills.

The social-studies curriculum comes alive with the technological resources that make the classroom an interactive space. At each grade level, cross-curricular activities reinforce the curriculum standards, while field trips help students connect the classroom with the real world. Students learn all aspects of good citizenship including fairness, caring, respect, and responsibility. Students study communities, geography, and the histories of America and countries of the past and the present.

Science focuses on hands-on learning involving problem recognition, hypothesizing, observation and deduction, data collection, and drawing conclusions about the world. A lab cart and a wealth of science equipment provide the opportunity to bring the lab experience into the classroom. Seventh- and eighth-grade students compete annually in a sciatholon sponsored by an area high school.

The Spanish curriculum prepares students in grades seven and eight for their upcoming high-school language experience. The objectives of the course are to develop, reinforce, and refine communicative competency in listening, speaking, reading, writing, and culture. Through an inductive approach, students gain an understanding of how to acquire the language and how to use this knowledge to express themselves linguistically. The foreign-language curriculum meets the NCLB-BRS program requirements.

Art, music, and physical education compose the special classes offered to every student. The art curriculum provides basic instruction and individual expression through various activities and projects. The music curriculum consists of four areas: music appreciation, musical theory, vocal and instrumental group performance, and musical enjoyment. Students participate in two concerts annually. Physical-education classes in kindergarten to grade four focus on gross motor skills, sports skills, and dance, while classes in grades five to eight emphasize physical fitness, sports skills, rules of a sport, and playing a sport.

2a. Reading

The standards initiated by the Archdiocese of Philadelphia provide the basis for the reading curriculum at SJE. Our program emphasizes the strategies of predicting, visualizing, connecting, questioning, clarifying, and evaluating the reading material. Mastery of the strategies enhances the learner's critical-thinking and application skills.

The differentiated instructional practices used by our teachers allow them to focus on the needs of each child. Teachers use instruction in phonemic awareness, fluency, decoding, and word recognition to assist the emerging learner to acquire fluency in reading and writing. Within each class, one can observe the use of literature circles, skits, oral reports, utilization of graphic organizers, word families, independent reading, and reading aloud. Spelling, vocabulary, grammar, and research skills become a part of these activities. Our faculty searches for ways to encourage students' love for reading. Internet sources such as Starfall.com and Unitedstreaming.com provide visual connections to the lesson. Students compete in reading and writing contests at the local and national levels.

Both formal and informal assessments monitor students' efforts. The *Terra Nova*, unit tests, and end-of-year evaluations are examples of formal assessments, while informal assessments include structured and unstructured observations, reports/research, discussions, and portfolios. The assessments reinforce the importance of "reading with a purpose," which strengthens the student's ability to speak and write on a variety of topics.

3. Mathematics

The mathematics curriculum follows the Archdiocesan standards at all grade levels. Our mission motivates teachers to prepare the whole child for success in life and to see relationships between concepts learned and their impact upon the world in which the child lives. Therefore, the curriculum provides a balance between discovery and skill mastery. Students discover solutions using manipulatives and varying teaching strategies. All math classes emphasize problem solving, writing in math, reasoning, solving multi-step problems, and making real-world applications. The goal of the math teachers is to produce students who can understand the theory, manipulate the numbers, and advance to higher levels. Using differentiated instructional techniques, teachers design lessons to meet the needs of each student.

SJE has an advanced class in grades four to eight for students excelling in math. Students qualify on the basis of *Terra Nova* scores for math and reading, teacher recommendation, class grades, and C.S.I. scores. These students participate in many state and national math contests including Math Fax, the 24 Competition, and the Pennsylvania Math League. SJE students place in the top ranks in every competition. Since 1999, the school has had seven national championships in various competitions. Seventh- and eighth-grade students enter the Philadelphia Regional Future City Competition each year. The competition involves writing an essay, building both a computer model and a 3-D model of their "city," and giving a seven-minute presentation. SJE's teams have ranked in the competition's top ten for the last eight years. Annually, about 96% of the students qualify to take the SATs through Johns Hopkins University's Center for Talented Youth. The advanced-math students take algebra in eighth grade, affording them a strong foundation for high-school math.

The introduction of the advanced-math class also benefits students in the regular math classes by providing classroom teachers with much smaller classes, allowing for hands-on instruction where necessary. Teachers are able to give individual attention and alter teaching styles to more readily accommodate the learners. The result of this attention is evident in the *Terra Nova* scores, as SJE students score well above the national average. Every regular-math student qualifies for Algebra I in ninth grade.

5. Instructional Methods

Classrooms at SJE are dynamic in nature. Teachers recognize that students learn best by doing; therefore, lessons are interactive with the teacher in the role of facilitator. With its focus on differentiated instruction, teachers engage in instructional methods designed to meet the needs of the individual learner. There is a variety of practices in each classroom including: whole-group instruction; literature circles; small, flexible group instruction; shared pairs; discussion groups; modeling; and discovery, always with a strong emphasis on developing skills through collaboration.

Through continuous assessment of the learning needs of students and ongoing education in the best-practice studies, teachers develop environments most conducive for learning. Specific learning activities such as projects, demonstrations, reports, pre-assessments, performances, portfolios, and formal testing provide valuable assessments of learning.

Each teacher is computer proficient and uses the computer as part of the instructional process. Our students are familiar with PowerPoint, search engines, spreadsheets, word processing, and graphic design. Teachers familiarize themselves with successful research-based instructional strategies. To help with these strategies, students actively engage in keeping journals, giving presentations, creating graphic organizers, and answering and asking questions.

6. Professional Development

We believe that all students should be life-long learners. A comprehensive staff-development program helps our faculty achieve this goal. Annually, teachers identify yearly professional performance indicators that help target the types of professional development needed.

The faculty at SJE has many opportunities to grow professionally. Staff meetings, in-house workshops, off-site programs, and peer communication are a few of the types of learning experiences offered. It is the expectation that all teachers, as well as all administrators, attend all in-service days and at least one off-site conference each year. Turnkey training on new topics is an expected result. Teacher evaluation takes place in a variety of ways: signing of lesson-plan books; informal and formal observations; interactions with students, parents, and peers; and self-evaluation.

A well-defined professional development program produces new teaching strategies that result in new learning experiences for our children. Renewed enthusiasm on the part of teachers enhances enthusiasm to learn on the part of our students. It is our “good faith” commitment to them to ensure a quality education.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Educational Association, Association of Supervision and Curriculum Development, National Council Teachers of Mathematics, National Science Teachers' Association, Archdiocese of Philadelphia, Middle States Association of Colleges and Independent Schools.

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

3. What are the 2007-2008 tuition rates, by grade?

<u>Grades 1-8 Parish</u>		<u>Kindergarten Parish</u>
1 Child	\$2,515.00	\$1,890.00
2 Children	\$4,115.00	
3 Children	\$4,790.00	
4 Children	\$4,985.00	

Non-Parishioner Rates
Kindergarten \$2,315.00 per child
Grades 1-8 \$3,415.00 per child

4. What is the educational cost per student?
(School budget divided by the enrollment) \$ 3,650.57

5. What is the average financial aid per student? \$ 1,135.57

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 45% *
* This percent reflects the 104 students who receive a sibling discount.

PART VII - ASSESSMENT RESULTS

**ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS
WITHOUT SUBGROUPS**

SAINT JOHN THE EVANGELIST

Terra Nova, The Second Edition
Form: C 18, 16, 14
CTB McGraw-Hill

Scores are reported as percentiles.
No students are excluded from the test.
Copyright, 2001

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
Grade 8					
Reading	86	86	89	83	80
Math	92	90	95	92	85
Number of students tested	28	20	18	27	22
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	80	75	84	83	82
Math	89	85	88	89	82
Number of students tested	24	23	36	25	29
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	85	83	82	82	73
Math	90	91	89	84	59
Number of students tested	23	27	30	27	30
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	69	85	79	76	86
Math	74	86	90	84	85
Number of students tested	22	23	30	30	26
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	87	73	88	89	71
Math	94	77	91	87	74
Number of students tested	16	21	22	28	33
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0