

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Guardian Angels School (As it should appear in the official records)

School Mailing Address 521 East 14 Mile Road (If address is P.O. Box, also include street address)

Clawson MI 48017-2197 City State Zip Code+4 (9 digits total)

Tel. (248) 588-5545 Fax (248) 589-7356

Website/URL GASchool.com Email susanl@guardiana.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

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

Name of Superintendent N/A (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. ()

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

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
 _____ 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. 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	13	21	34	7	20	21	41
1	20	16	36	8	20	19	39
2	19	17	36	9			
3	22	32	54	10			
4	19	14	33	11			
5	12	25	37	12			
6	17	19	36	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							346

6. Racial/ethnic composition of the students in the school:
- 91 % White
 - .5 % Black or African American
 - 1 % Hispanic or Latino
 - 7 % Asian/Pacific Islander
 - .5 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	346
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.6%

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Albanian, Tagolic, Romanian, Chinese

9. Students eligible for free/reduced-priced meals: 0 %
0 Total Number Students Who Qualify

If this method is not a reasonably 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: 5 %
16 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 4 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 12 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 19 </u>	<u> </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 3 </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> 6 </u>
Total number	<u> 31 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 13:1

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	20%	3%	15%	3%	8%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Guardian Angels School, 521 East 14 Mile Road, Clawson, Michigan 48017, is a Catholic K-8 school located in a suburb of Detroit, Michigan. The mission of Guardian Angels School is to proclaim Jesus Christ in the context of the Gospel. By teaching Christ-centered values in partnership with parents, the God-given talents and abilities of each individual are challenged and expanded. In a curriculum where academic excellence and just social behavior flourish, the students will become contributing members of their Church, community and family. The vision, shared by administration, faculty, and parents is that the school be a center of excellence preparing young people as future Catholic Leaders.

The school is governed by the Pastor of Guardian Angels Parish and administrated by the principal and vice-principal. An advisory School Committee also helps to establish policy with the Pastor and Principal. The school has successfully achieved complete accreditation seven times by the Michigan Association of Non-Public Schools (MANS).

The facility although fifty-four years old, is impeccably maintained. Classrooms are large and bright, and furniture has been updated. The Media Center has over 10,000 books, as well as computerized research facilities. There is a complete science lab including a greenhouse. An art room, as well as a vocal music room makes fine arts an integral part of the curriculum. A foreign language room for Spanish is also part of the facility. A full gymnasium is also included. There is a complete computer lab, computers in all classrooms. Internet connections as well, a LAN network to allow students and staff to use technology. There is a cafeteria.

Many student services are available. Students are furnished hot lunch through the Clawson School District. They also receive testing, speech and language services, as well as teacher consultant services through the local LEA. There is a psychologist on the staff for counseling services one day a week.. A resource room for children with reading problems is available, as well as the opportunity to participate in accelerated courses at Bishop Foley Catholic High School, our parish high school.

The faculty is fully certified and has permits from the State of Michigan. Thirty percent of them hold a Masters Degree and six are in active Master's programs. They average 17 years in teaching, with an average of 14 years at Guardian Angels.

The curriculum is rigorous, focusing on individualized instruction. The school has a "school within a school" with an Academy component available beginning in sixth grade. Extracurricular activities, as well as an inter-mural sports programs are available to tap into all students' interest levels. Character building, service, and Faith development are important areas that are addressed on a daily basis. IN addition, a five year strategic plan for improvement is in place to maintain excellence.

Guardian Angels School is a dynamic educational center that intends to remain one of the finest schools in the Nation.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Pages containing assessment data of three years for grades 2-7 in Reading and Math are included in the Appendix. The scores are from the Iowa Test of Basic Skills, editions 1996 and 2000. The tests were administered in October of 2000-2001, 2001-2002, and 2002-2003 school years in grades 2-7. A photocopy of the Iowa Test Scores for seventh grade (the highest grade tested) from Riverside Publishing for the 2002/2003 school year, is included at the end of the document.

1. Guardian Angels School has been administering the Iowa Test of Basic Skills to its students for over twenty-five years. The faculty and staff have found this particular assessment to be invaluable in monitoring student achievement as well as curriculum.

The battery of tests includes reading, language, mathematics, and sources of information. Each group is divided into subtests. The results are presented in several formats including percentiles, stanines, and grade equivalency. These scores are compared to national norms that are developed by the testing agency. The norms are compiled from tests given to similarly-aged students at similar times of the year. The median percentile for the norms is at the 50 percent level.

Although the school is only mandated to test in third, fifth, and seventh grades, Guardian Angels routinely tests grades two through seven. Grades kindergarten and first are still in a developmental stage that does not warrant the extra pressure of standardized testing. The school also administers Cognitive Abilities tests to grades one, three, five, and seven. This is a way of matching ability level with achievement.

Guardian Angels School's scores for the last three years have been at least fifteen percentile points in every grade level above the norm of the 50th percentile. The scores have been stable across all grade levels for the three reporting years. When comparing the scores to the national scores, Guardian Angel School places in the top ten percent in the nation.

The Reading scores show excellence in vocabulary and comprehension. The math scores show excellence in concepts and estimation, problems and data, and computation. Guardian Angel students are never allowed to use calculators in any of the math sub tests. The significance of these scores is that the student at Guardian Angels excels over all grades of their life as a student at the school.

The scores are not just used to monitor the achievement level of the students. The faculty, along with the administration, analyzes the scores to see where there are weaknesses in the instruction in the school. For example, if test results show a weakness in multiplication facts, the faculty isolates the weakness and develops strategies to help the students improve in this area.

Just as the scores are used for group instruction, the scores are also analyzed for individual instruction. Plans are implemented to help individual student improve in weak areas.

All in all, Guardian Angels School's assessment program scores show that the school is a school of excellence. The scores are high, remain high in all grades tested, and maintain the level of excellence over time.

2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Guardian Angels' faculty analyzes test scores each year to improve curriculum. Each consecutive grade level meets and examines the performance of classes on each test question and objective. For example, second and third grade will meet to identify areas where the students are not achieving at an acceptable level. This data is then used in writing curriculum, adopting new texts, and evaluating programs.

Goal setting each year includes evaluation of the test scores to establish a school-wide objective in

any area that shows need for improvement. The lower grades stress more work in basic skills necessary to improve in a contained classroom, while the Academy teachers work as a team. The school is attempting, at this time, to integrate Multiple Intelligence Theory to improve the scores.

Cognitive aptitude scores are available in grades 3, 5, and 7. The scores are used in order to identify at risk and gifted students. Individual plans are then developed for these students. Further testing may be indicated, or accommodations can be made to help students succeed. Gifted students can be challenged to use their talents without becoming bored. Individualized help is the goal

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The school sends the usual test result forms from Riverside Publishing to all students. Parents are contacted if any student shows a differential in the minus range (underachieving) or the plus range (overachieving). The principal meets with the parents and the teachers to develop an understanding of what may be happening in the child's life to produce these results.

After evaluating the scores with the parent and teacher, a plan is developed to help the child succeed. Parents are encouraged to help develop the plan. Students are usually not given Cognitive Aptitude Scores, but do see their achievement scores.

Teachers are encouraged to use the scores as a working document to use in their own planning. The scores can either be used for individual student planning or in general lesson planning.

The test scores are published in chart form each year in the school newsletter. They are also presented at an annual "State of the School" presentation each January. The scores are available in the Administrators' offices for examination by potential families coming to Guardian Angels School. The scores for several years are available for comparison.

4. Describe in one-half page how the school will share its successes with other schools.

Guardian Angels School is ready to go out and discuss its success with other schools. At this time the Administrator already meets regularly with principals of other schools that would like help in curriculum development. Copies of the school's curriculum objectives have already been given to schools that have asked for help.

The school does not participate in the State assessment tests, and therefore is not contacted by the public sector, however, the story is not only in test scores. Individual instruction, integration in curriculum, and implementation of Multiple Intelligence Theory are three areas that Guardian Angels School could share with any school. The excellence of the faculty, the organization of the instruction, and the level of discipline in the school also account for a great deal of the success.

In order to get the word to other people, the faculty and Administration is ready to make presentations on what works at Guardian Angels. This is already done at many discipline conferences (for example, Michigan Science Teachers Association, MSTA; Michigan Teachers of Computer in the Classroom, MACUL; Michigan Association of Non-Public Schools, MANS). The school web site is also available to communicate the academic program (GASchool.com).

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Guardian Angels Schools present a rigorous curriculum based on a Christian ethic of religious discipline as well as service to the school and the community. The curriculum includes Religion, Reading, Language Arts, Mathematics, Social Studies, and Science. Special studies in Art, Vocal Music, Spanish, Computers and Technology, and Physical Education are also included in the curriculum. All students from Kindergarten to eighth grade are subject to a difficult grading scale with a 93 points an “A-“, and 59 points an “E”. All curriculums are adaptable to student capabilities, and are adjusted as needed.

As part of the religion curriculum, students in the lower school are expected to perform service within the classroom. Academy students are expected to perform service outside the classroom. In addition, all students are expected to participate in school-wide service projects.

The reading curriculum is a phonics-based program that stresses basic skills as well as content area reading in social studies, science, and religion. Emphasis is placed on strengthening spelling skills and vocabulary. An important component is the Accelerated Reader program. This is part of the curriculum from grade three to eight. It is a way to integrate technology into the reading program as well as demand excellence in the student by requiring it as part of reading assessment.

Language Arts is a grammar-based program. Writing skills and drills in basic grammar of standard American English are an integral part of the curriculum. Writing process, speaking and listening skills are also included. Students are expected to produce writing products in all of the various genre: poetry, narrative, compare/contrast, expository, and creative writing. This is achieved while maintaining creativity and individuality within lessons.

Grasp of the basic skills is an important part of the Mathematics program. Students in the lower school work extensively with basic math facts. The use of data and problem solving skills is developed. Metrics, English measure, fractions, and decimals are introduced and practiced. Manipulatives are used at all levels to help activate other intelligences.

The Academy receives instruction in algebraic formulae, integers, geometry, and analytical problem solving. The more gifted students attend high school algebra classes at Bishop Foley High School. This enables them to include AP classes in the later years of high school.

Social Studies is a required subject in kindergarten through eighth grade. Studies of history, geography, economics, government, and culture are explored. Fourth grade studies include regions of the United States as well as Michigan History. Fifth grade begins the study of the American experience. Sixth delves into ancient civilization, seventh studies Canada and Latin America. Eighth grade focuses on American History to Reconstruction with an intense unit on the Constitution and current events. Research of both primary and secondary historical artifacts is included. The Academy social studies lab incorporates technology into note taking skills, as well as Internet research and power point presentations.

Science incorporates content area reading, but emphasizes hands-on practices in all grades. Kits and labs are used at all grade levels, and scientific inquiry is stressed. Activities include scientific practice from hypothesis to theory. The fully functioning science lab is available to all students.

At the Academy level, units in biology, botany, anatomy, geology, physics, chemistry, and forensic science are experienced. Extensive lab work is done using scientific method. Research is encouraged.

Guardian Angels Schools offer special studies to all students in all grades. Spanish is taught once a week as an exploratory subject in the lower school. Basic vocabulary and short sentences are included. As the student progresses, dialog and writing experiences are increased. Academy students receive two classes a week, and usually can proceed to Spanish II by high school.

Discipline Based Art Instruction is presented to all grade with experiences in two and three-dimensional art projects. Many mediums are explored including drawing, painting, sculpture, and printmaking. Emphasis is given to multi-cultural art and art history.

Computer and technology classes are required at all levels. Keyboarding, web page design and Internet use are covered. Advanced students are able to take advanced placement classes in technology at

Bishop Foley High School.

Vocal Music and Physical Education is also offered school-wide once a week. Plans include expansion of both of these subjects next year.

(Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Guardian Angels School's English language curriculum and reading program are extensive. The school presents a phonics-based program with emphasis on basic reading skills. Metacognition, activating prior knowledge, and comprehension are stressed with the added component of Accelerated Reader in grades three and up. Reading vocabulary is used as the spelling component along with the high frequency words and frequently misspelled words. Students are introduced to integrated activities to build reading skills across the curriculum. A resource room is available for children with reading, writing, and spelling difficulties.

In the Academy, a SAT-based vocabulary series is used which encourages analysis of words including syllabication, spelling, and analogies. The reading program is anthology driven with emphasis on classic literature of the past and present. Shakespeare and honored trade books are also included. Language is grammar-based with components of drill and sentence diagramming added to help develop visual and kinetic intelligences. Speaking and listening skills are emphasized to develop inter- and intra-personal intelligences. All genres of literature and writing are studied with great emphasis placed on writing process.

In the lower grades, journaling is begun and continued through eighth grade. In the Academy, portfolios are kept. Creative writing is encouraged and a student anthology of creative writing is published annually. The entire program is based on Standard American English.

2. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Guardian Angel School's social studies program is challenging. It demands the academic excellence stated in the mission. In addition, the current issues component keeps students in mind of social justice issues. Aligned with national strands and benchmarks, it encompasses all the strands including history, geography, economics, government, current issues, and culture. The lower grades explore the idea of culture, groups, and environments. Map and research is stressed beginning in grade three. Third grade creates their own "mall" in their economic unit. This includes inventing, producing, and marketing a product. Michigan history and world regions are included in the fourth grade. Fifth begins exploration and American ideas.

The academy has a social studies lab with research facilities and technology for teaching note-taking. Both Cornell method and outlining are introduced, as well as graphic organizing. Authentic assessment is used extensively with student-generated projects.

Ancient societies and cultures are studied in sixth grade. This includes a unit in cuneiform economics. In keeping with national standards, Latin America and Canada are studied in seventh grade. This is integrated with the study of Spanish. Eighth grade studies the Constitution and the law-making process of the United States. The entire program has been developed to encourage involvement and leadership in the community and country.

3. Describe in one-half page the different instructional methods the school uses to improve student learning.

Guardian Angels' faculty is committed to developing each child's gifts. This is accomplished in many ways. In the primary grades, centers and stations are used to engage all intelligences. As children grow, the middle grades incorporate cooperative learning to continue the development.

Hands on activities at all age levels, encourage the student that is not as comfortable with lecture and pen and paper work. Thus, the use of seatwork is minimized. The science and social studies curriculums are especially filled with hands-on work. Integration of subject-matter is encouraged in all disciplines.

The use of peer tutors, especially in learning basic skills is also employed. The students are also encouraged to use technology, especially for written tasks (although handwriting is practiced to strengthen small motor skills). The Academy students are paired with the younger children and often read with, and to, them and help in other projects.

Many forms of note taking are presented, and each student is encouraged to use the form that works best for him or her. Students are also given planners and encouraged to develop organizational skills. Homework is also posted nightly on the web page for parental and student convenience.

The student is the product of the instruction at Guardian Angels School. It is a center of excellence and produces leaders.

4. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development is extremely important at Guardian Angels Schools. Although budget constraints are tight, one workshop per year per teacher is available. Teachers are encouraged to attend a workshop that will improve instruction or raise achievement levels. The vast majority do this annually. In addition, in-services are presented encouraging best practice and new research in child development and learning.

Presentations have included brain research, love and logic, reading instruction, language instruction and attention deficit disorder. In addition, at least two in-services deal directly with test scores and achievement specific to the school.

At the start of each school year, the faculty does a rolling five year goal setting. These goals include instructional goals. Each year, a different curricular area is studied, revisited, and amended as necessary. By attacking one core area a year, it is easier to see the need for change. Thus, every six years, the curriculum is revised. This usually coincides with textbook adoption. It is included in the annual professional development.

Finally, the faculty and administration are committed to the development and integration of the Multiple Intelligence Theory. At each faculty meeting, one teacher shares a lesson that taps the intelligences and works well. Therefore, the staff takes on part of professional development themselves.

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.

Private school association(s): National Catholic Education Association, Michigan Association of Non-Public Schools

(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3130</u>	\$ <u>3130</u>	\$ <u>3130</u>	\$ <u>3130</u>	\$ <u>3130</u>	\$ <u>3130</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>3130</u>	\$ <u>3130</u>	\$ <u>3130</u>	\$ <u> </u>	\$ <u> </u>	\$ <u> </u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u> </u>	\$ <u> </u>				
12 th	Other				

2. What is the educational cost per student? \$ 3838
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 0

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

APPENDIX

TESTING DATA SHEETS FROM RIVERSIDE PUBLISHING

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 2

Test: ITBS FORM "M"

Edition/publication year 1996 Publisher Riverside Publishing

Edition in 2001 2001

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	59	68	73		
Number of students tested	33	51	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	60	70	74		
2. Comprehension (specify subgroup)	57	64	72		
3. (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 3

Test: ITBS FORM "M"

Edition/publication year 1996 Publisher Riverside Publishing

Edition in 2001 2001

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	65	81	66		
Number of students tested	51	37	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	62	76	66		
2. Comprehension (specify subgroup)	66	82	70		
3. (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 4

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	85	81	83		
Number of students tested	33	38	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	82	78	82		
2. Comprehension (specify subgroup)	85	79	81		
3. (specify subgroup)					
4. (specify subgroup)					
5 (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 5

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	76	86	70		
Number of students tested	35	35	35		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	74	86	68		
2. Comprehension (specify subgroup)	76	83	69		
3. (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 6

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	76	72	69		
Number of students tested	37	47	39		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	77	71	63		
2. Comprehension (specify subgroup)	74	71	7		
3. (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 7

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
READING TOTAL	78	73	73		
Number of students tested	41	36	24		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Vocabulary (specify subgroup)	74	73	70		
2. Comprehension (specify subgroup)	78	70	74		
3. (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 3

Test: ITBS FORM 'M'

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
MATH TOTAL	65	75	76		
Number of students tested	51	37	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Concepts (specify subgroup)	63	72	73		
2. Problems (specify subgroup)	64	80	74		
3. Computation (specify subgroup)	61	64	63		
4. (specify subgroup)					
5. (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 4

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 _____

What groups were excluded from testing? Why, and how were they assessed? _____ None

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles x

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
MATH TOTAL	78	80	71		
Number of students tested	33	38	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Concepts (specify subgroup)	81	82	71		
2. Problems (specify subgroup)	81	82	79		
3. Computation (specify subgroup)	60	67	71		
4. (specify subgroup)					
5 (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 5

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
MATH TOTAL	77	68	75		
Number of students tested	35	38	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Concepts (specify subgroup)	77	72	73		
2. Problems (specify subgroup)	76	76	74		
3. Computation (specify subgroup)	70	40	72		
4. (specify subgroup)					
5 (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 6

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 _____

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles x

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
MATH TOTAL	73	76	69		
Number of students tested	37	47	39		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Concepts (specify subgroup)	77	77	78		
2. Problems (specify subgroup)	75	78	72		
3. Computation (specify subgroup)	58	67	58		
4. (specify subgroup)					
5 (specify subgroup)					

GUARDIAN ANGELS SCHOOL IOWA TEST SCORES

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 form for each test and grade level.

Grade 7

Test: ITBS FORM "M"

Edition/publication year 1996

Publisher Riverside Publishing

Edition in 2001 2000

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1999-1998
Testing month	October	October	October		
SCHOOL SCORES					
MATH TOTAL	81	76	81		
Number of students tested	41	36	24		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Concepts (specify subgroup)	80	78	82		
2. Problems (specify subgroup)	77	72	78		
3. Computation (specify subgroup)	76	71	80		
4. (specify subgroup)					
5. (specify subgroup)					