U.S. Department of Education November 2002

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

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

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

School Mailing Address 593 Jamestown Blvd.
(If address is P.O. Box, also include street address)

Altamonte Springs Florida 32714-4602
City State Zip Code+4 (9 digits total)

Tel. (407) 774-2801 Fax (407) 774-2826

Website/URL www.annunciationacademy.org Email curranm@annunciationacademy.org

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.

Date
(Principal's Signature)

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

Name of Superintendent Dr. Harry Purpur
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. (407) 246-4900

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.

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Dennis
(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.

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

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 7 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	31	25	**56**		**7**	22	36	**58**
1	34	19	**53**		**8**	25	34	**58**
2	23	33	**56**		**9**			
3	26	29	**55**		**10**			
4	26	27	**53**		**11**			
5	30	26	**56**		**12**			
6	37	34	**71**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					516

6. Racial/ethnic composition of the students in the school:

87 % White
1 % Black or African American
10 % Hispanic or Latino
2 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2.5 %

(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 ***to*** the school after October 1 until the end of the year.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	520
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5%

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

0 Total Number Limited English Proficient

Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

7 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: ____13__%
____68___Total Number of Students Served*

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

__0__Autism	__3__Orthopedic Impairment
__0__Deafness	_10__Other Health Impaired
__0__Deaf-Blindness	_12__Specific Learning Disability
__1__Hearing Impairment	_10__Speech or Language Impairment
__0__Mental Retardation	__0__Traumatic Brain Injury
__1__Multiple Disabilities	__0__Visual Impairment Including Blindness

*Included in the above totaled "Students receiving special education services" are 31 students who do not meet the LEA's requirements for having a "specific learning disability" but who are in need of additional services in order to be successful in school. These students are not included in the SLD numbers above.

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___3____	____0___
Classroom teachers	__23____	____4___
Special resource teachers/specialists	___3____	____0___
Paraprofessionals	___4____	___10___
Support staff	___4____	____2___
Total number	__37____	___16___

12. Student-"classroom teacher" ratio: __22:1__

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	96.6%	96.76%	97.09%	96.97%	97.23%
Daily teacher attendance	96.5%	96.8%	96.8%	97.3%	97.9%
Teacher turnover rate	18%	7%	15.4%	8%	21%
Student dropout rate	0	0	0	0	0
Student drop-off rate	-1%	.3%	-.6%	1.01%	.3%

PART III - SUMMARY

Annunciation Catholic Academy in Altamonte Springs, Florida is a vibrant Catholic school founded in 1995 to meet the growing demand for Catholic education as Catholic families migrated from the northeastern United States to Florida. Providing an education of academic excellence while being faithful to its mission of fulfilling the Church's mandate to teach the Gospel and tenets of our Catholic faith has been a priority since the school's founding. Achieving academic excellence in a new school presents unique challenges. Annunciation accepted 476 students from 53 feeder schools in 11 different states during its first year as a K to 8 school. The founding staff of 28 teachers and administrators came from 19 different schools within five public school districts and six Catholic schools within the Diocese of Orlando. Given such diversity of origins, the administration focused on curriculum development and continual analysis of parent, student, and staff surveys to assure continual growth in all areas.

From its founding the Academy was conceptualized as a school for **all** the children of the parish, hence space was provided for a learning resource teacher with assistants and faculty was in-serviced on individualizing instruction for specific learning disabilities/needs. The Academy currently provides some level of resource services for 13 percent of the student body. The faculty continues to focus on the needs of individual students, and this year is again emphasizing teaching styles and learning styles as strands for internal staff development. A needs based tuition assistance program provides funding for those members of the parish unable to afford the tuition and fees.

The School Board, which is being recognized with the "Outstanding Board Award" by NCEA, has established a goal of increasing the ethnic, racial and economic diversity of the school and is exploring ways to do this since the parish itself is situated in an area with relatively little diversity. Realizing that God has blessed the community in numerous ways, the commitment to help the poor is very strong. Ten percent of all funds raised for the school are given to a Catholic school in a disadvantaged area.

Part of the Academy's mission statement is to prepare students to live out their faith in a global, technological society. Technology is integrated into daily instruction in all subject areas. As early as second grade students are required to master PowerPoint, the basics of Excel, and various paint applications. The school was the recipient of the first Catholic Schools for Tomorrow: Innovations in Technology Award in 1998 and was recognized with the SPICE (Specific Programs for Improving Catholic Education) Award by the NCEA and Dayton University in 1999.

The development of the total child is of utmost importance to the community. There is a strong fine arts program in which children study the masters while applying their distinguishing characteristics to their own work. Students work in all mediums in their art classes and enjoy movement, voice, and instrument instruction in the basic music curriculum. Drama and performance arts receive attention throughout the school. All students receive instruction in Spanish, and French is offered as an elective in Middle School. School teams participate in both competitive and non-competitive sports leagues.

An awareness of the various developmental stages of the child is obvious throughout the school and is in evidence from the print-rich, child-centered classrooms of the primary grades to the intimately sized, daily Advisory groups in the Middle School for which Annunciation once again earned the SPICE Award in 2002. Buddy programs which pair middle school students with kindergarten and second graders with fifth grade reading partners help develop relationships throughout the entire school community.

Growing from a faculty and student body with different educational backgrounds and expectations into a learning community that is unified in its curriculum objectives and expectations of excellence is a rewarding experience. We are proud that we have achieved consistently high standardized test score while accepting all parish children regardless of their learning styles or specific learning disabilities. We are extremely satisfied to see consistently high test scores while focusing not on the test, but on the development of the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools - Item 1

While test scores are only one measure of the success of a school and its dedication to holding students to high standards, Annunciation Catholic Academy is proud of the test scores is has achieved since its founding in 1996. In the spring of 1998, the Academy began plotting its scores on two matrices: one tracks the test scores for each cohort of students from their initial testing in second grade until their final testing in eighth grade and the other tracks the scores of each grade level over time. An analysis of each matrix is done by the administration and presented to the Strategic Planning Committee of the School Board each year. This analysis has provided useful information to the administration and faculty and has been used to determine possible areas of concern. Steps to address the concern are then implemented.

The test data submitted with this application provides some significant insight into the commitment to academic excellence which exists at Annunciation Catholic Academy. Utilizing the table provided to verify the minimum score a school needs to be in the top 10 percent of the schools in the nation, Annunciation achieved this distinction in reading in three of seven classes in 00-01, six in 01-02, and seven in 02-03. In mathematics, six of seven were in the top 10 percent of the nation in 00-01, the same six cohorts achieved it in 01-02, and in 02-03 the cohort that did not previously qualify achieved qualifying status.

Looking at the standard score for all grades over the same three-year period it is seen that the average score for all grades increased in reading from 75 in 00-01, to 80 in 01-02, and then to 81 in 02-03. In mathematics the average score for all grades remained fairly constant: 77 in 00-01, 79 in 01-02, 77 in 02-03.

It is noted that the length of a cohort's stay at Annunciation has a positive impact on its test scores. Students in the higher grades tend to perform at a higher level in both mathematics and reading. Conversely, the largest cohort of students (our current sixth grade) has had considerable turnover of students and tends to test slightly lower than other cohorts as it passes from grade to grade. This is also the only cohort of students that has experienced a drop in a mean score.

It is important to note that Annunciation Catholic Academy achieves significantly high scores while not eliminating students from testing. While testing modifications are utilized for students with Specific Learning Disabilities, tests for all students are submitted for scoring. This is done because of our commitment to educate all the children of the parish; the Academy strives to treat all the members of the school community in an equitable fashion. Receiving standardized results on all the children of the school allows us to track the progress of each student over time, without exception.

Perhaps most significant about the scores at Annunciation Catholic Academy is that they are achieved without compromising our commitment to teach the whole child. No attempt is ever made to "teach the test;" major time is not spent drilling basic facts prior to the test week; students are not instructed to prepare for the tests by reviews or other means. Before, during and after test week, emphasis continues on the fine arts, PE and health education, Spanish and religion. While there are no standardized measures of our success in these curriculum areas, the Academy holds that they are essential to the development of a well-rounded person and as such receive the same attention as the teaching of reading, mathematics, science and social studies.

Private Schools - Item 2

Annunciation Catholic Academy uses assessment data to understand and improve both student and school performance. As soon as test results are obtained, data for each grade level is shared with the entire faculty. An analysis of grade level performance is discussed with the group and is then followed by

individual discussions between the administration and the teachers on each grade level. Reference is made to prior years' performance and trends are viewed. If an area of concern emerges, the faculty and administration brainstorm ways of enhancing performance in the target area. In 1999, for example, it was noted that the score for math computation for the 8th grade was low (58th percentile) even though the total math score was acceptable (83rd percentile). The faculty reasoned that since many eighth-grade students were in algebra and pre-algebra classes it was possible that they were not retaining the speed and accuracy necessary to perform basic mathematical operations. It was determined that each math class in middle school would henceforth begin with a timed drill of basic facts. Since then math computation scores have never slipped below the 80th percentile. When lower than expected scores were obtained in language usage in fourth grade in 1998 (68 percentile), the curriculum was adjusted to allow more time for mastery of these concepts; scores increased the following year and have remained high (currently 88 percentile).

Individual student scores are reviewed by each teacher. In a meeting with the guidance counselor, the teacher discusses students who have scored low in any given area and a plan is devised for improvement. The Resource teacher is involved in these discussions when pertinent and improving areas of concern often become part of the student's Educational Plan.

Private Schools - Item 3

Annunciation Catholic Academy communicates student and school performance in various ways. As soon as they are received, individual standardized test results are mailed to parents with a letter indicating how to interpret the results. Parents are encouraged to contact the guidance counselor for a meeting if they have questions or concerns. About two weeks later, the Academy holds an open parent meeting at which grade by grade results are discussed with all those present. If the information has already been received, parents are also given the median scores for the Diocese and state as well as the school's individual results. Graphs indicating how the Academy performs relative to the diocese and state are shown. Grade by grade scores, but not diocesan comparisons, are also posted on our web site.

There is an annual review of standardized test scores by the School Board and the administration. A table of longitudinal results is charted both for each grade level over time and for each cohort of students as they progress through the grades. An analysis of this data is done by the administration and the Long Range Planning committee of the School Board. Areas of possible concern are indicated and performance is followed in subsequent years.

At the end of the academic year, the School Board hosts a "year in review" meeting for all parents at which a school "report card" is distributed. Test scores for each grade level are included and discussed in this open forum.

Private Schools - Item 4

Teachers and administrators from Annunciation have consistently shared their success with other educators by presenting at professional conferences. Presentations have been given at the Florida Educational Technology Conference, the Catholic School Principals Forum, the National Catholic Educational Association convention, the IBM Discovery conference, the Florida Catholic Conference administrators' conference, the Chief Administrators of Catholic Education annual meeting, Boston College, and Dayton University. Topics presented have ranged from methods of reporting student performance to parents to creating a successful advisory program in the middle school. Many of these presentations have been followed by e-mail correspondence with attendees who wanted specific information or guidance in implementing similar programs in their schools.

The school routinely hosts visits from both Catholic and non-Catholic groups wishing to start new schools in Florida and shares with them information about all aspects of the school and its programs. For three

years the school served as a visitation site for IBM international visitors wishing to learn more about integrating technology in the regular class curriculum.

If chosen as a *No Child Left Behind – Blue Ribbon School*, administrators and teachers are committed to sharing their success through presentations at professional conferences, articles in relevant publications, and opening the school to visitors.

PART V – CURRICULUM AND INSTRUCTION

Item 1
Following research on brain development and developmentally appropriate practices, instruction and curriculum emphasis vary by instructional levels.
The **primary grades (K-2) curriculum** emphasizes the development of reading and writing skills and the understanding and mastery of basic mathematical operations. Children engage in daily journal writing starting in kindergarten and by second grade are able to write coherent three paragraph compositions. Although emphasis is placed on literature, phonics is a primary component of the reading program. The mathematics curriculum encourages exploration, investigation and problem solving. The learning of social studies and science concepts center on the world within which the young child lives and are taught through dialogue, discussion and experimentation. Activities in these areas thoroughly integrate language arts and mathematics objectives. Religion centers on an understanding of God's great gifts to us within our family and community and the basic beliefs of the Catholic Church.
The **intermediate grades (3-5) curriculum** focuses on the development of higher order thinking skills within the various curricula areas. The literature based reading program continues. The development of critical thinking, vocabulary skills and comprehension are major focuses. The writing process is used in developing descriptive paragraphs, personal narratives and persuasive writing. Grammar is taught in detail. In mathematics a combination of hands-on activities, cooperative groups, textbook exercises, and appropriate technology are utilized for instruction in basic operations. Other concepts mastered include place-value, graphs, measurement and time, fractions and decimals. In social studies the curriculum expands from a study of the formation of communities in third grade to America history in fifth. The process of lawmaking and the development of governments are discussed. The importance of preserving our natural resources and conservation are emphasized. Areas of investigation in science include: life cycles of plants and animals, forms of energy, simple machines, the movement of the planets, space exploration, and the body's delivery system and nutrition. Hands-on activities provide practice in recording and analyzing observations and promote the development of scientific reasoning. In religion focus is on how to live a Christian moral life with loving service to others.
The **Middle School (6-8) curriculum** continues an emphasis on higher order thinking skills and stresses mastery of subject area content. In language arts various genres of literature are taught, and students analyze them for literary technique. Students learn note taking and outlining skills and synthesize information into formalized writing. The five-paragraph essay is mastered. Mathematics classes are based on students' developmental abilities. In general mathematics, analysis and problem solving through the use of critical thinking skills are emphasized. The concepts of ratios, proportions, percents, geometry, measurement, calculator operations, and computer literacy including spreadsheets are developed. Pre-algebra and algebra are offered to students who are developmentally ready. Science includes the study of earth science, life science, chemistry and basic physics. Laboratory skills and the scientific method are practiced. Social studies encompasses world history, American history and geography. Religion continues to focus on morality, the teachings of the Catholic Church and the New and Old Testaments.
Special area curricula. (K-8) Instruction in art provides students with the opportunity to explore a variety of two and three-dimensional media, to experience the ability to create representations of thoughts and feelings, and to expand their understanding of color and shape. The works of famous artists and significant movements are presented. Various aspects of music are introduced through song and movement activities. Songs are introduced in relation to special holidays and units of study as well as part of a study of different genres: classical, jazz, rock and country. Physical education is designed to develop motor skills and each physical skill is presented in a manner that will foster independent thinking, cooperation, sportsmanship and fair play. Spanish instruction begins in kindergarten and is taught through games, songs, and interactive methods. Emphasis is placed on acquisition of basic communication skills. Global awareness, a school-wide, cross-curricular goal, is fostered through the study of the customs of Spanish-speaking countries. French, drama, band, sculpture, basketball and media literacy are among the electives offered in Middle School.

Item 2

Annunciation Catholic Academy utilizes a variety of approaches in the teaching of reading. On their web page, the International Reading Association states, "there is no single method or single combination of methods that can successfully teach all children to read." (www.reading.org/focus/beginning.html) At Annunciation teachers are familiar with a wide range of methods for teaching reading and combine this with a strong knowledge of their students to create the appropriate balance of methods needed for each child. This recognition of students' individual learning styles and adaptation of teaching styles flows from our stated philosophy to "provide a stimulating environment in which each child can develop to potential spiritually, intellectually, socially, and physically."

Learning to read by utilizing the writing process is an essential part of the methods utilized in the primary grades. Reading for meaning is emphasized, and age-appropriate materials, along with the computer, are used to teach comprehension as well as phonics in grades K to 4. While a literature based reading series is used in grades one to six, trade books, chapter books and teacher-made materials are also used to help students predict outcomes, determine the main idea of a passage, distinguish fact from fiction, and master other related skills.

The teaching of reading continues across the curriculum on all grade levels. In mathematics students learn to read graphs and spreadsheets; in social studies emphasis is placed on how to skim a passage for information and read maps and illustrations; in science attention is given to reading tables and diagrams. By teaching reading through literature as well as within the content area, the Academy strives to create life-long learners with a passion for the written word.

Item 3

Given that part of our mission is to prepare students "to live out their faith in a global, technological society," care has been taken in the development and implementation of a technology curriculum. Annunciation has chosen not to have a computer lab but rather to have a minimum of five computers available in each classroom so that the use of technology is inextricably integrated into all curriculum areas. Care is given that technology is used to achieve specific academic and cognitive outcomes. Beginning in kindergarten students are taught to use word processing, graphics, paint applications, electronic mail, Internet browsers and curriculum specific software. By second grade students must prepare a three-slide presentation with at least one picture or clip art when reporting on curriculum content. The applications of spreadsheets are explored in grades three to five and are primarily utilized as part of math, science, and social studies curricula. In Middle School word processing, spreadsheets, presentation software and the Internet are used across the curriculum.

Acknowledging that technology is a quickly paced, ever-evolving field, the curriculum focuses on providing students with a comfort and ease level in utilizing still developing technologies. An integral part of the technology curriculum is guiding the students to acquire faith-centered, ethical behavior which will guide them in the future.

Item 4

The faculty of Annunciation Catholic Academy has been trained on the utilization of a variety of instructional methods and select the most appropriate method depending on the subject matter and grade level of the students. Across the curriculum lecture and reading of textbooks are kept to a minimum since brain-based research indicates that retention of material presented in this way usually does not exceed ten percent. Demonstration, simulation, and group discussion are frequently used methods of instruction in all areas. Group discussion is used whenever possible. Dramatizations, the use of audio-visual materials, and the integration of technology enhance instruction on a daily basis. Hands-on experiences or "practice by doing" are most frequently utilized in mathematics, science, Spanish, music, art, and physical education. Peer teaching and coaching is often used to enhance a student's understanding and retention of

content matter.

The most important thing teachers do to improve student learning, however, is to provide an environment conducive to learning. In the 1999 self-study for accreditation, the teachers stated: "A positive rapport among fellow students and among teachers and students is recognized as key to creating a positive learning environment where students feel safe to take academic risks."

Item 5

Annunciation Catholic Academy's program for staff development is multi faceted.

Site-based training: At the conclusion of each school year, the administration and staff determine areas which will be targeted the following year. Staff development on the selected topic(s) is then conducted by a guest speaker or a member of Annunciation's staff during pre planning. During the course of the year, the development of the topic continues at regularly scheduled faculty meetings. This is done in the following way: first week-full faculty; second week-grade level; third week-full faculty; fourth week-team level; fifth week-curriculum committee members.

Peer training: Teachers with expertise in a given area train their peers in various techniques, methods, and approaches. This has most often been done in the areas of technology, multiple intelligences and learning styles.

Diocesan initiatives: Through a survey of teachers, the diocese determines a three-year staff development plan. Three full days of training are conducted in these pre-determined strands each year.

Conferences and conventions: The school provides funding for each teacher to attend a minimum of one professional conference per year on a topic of his/her choosing. Strategies learned are shared at a grade level or team level meeting.

Graduate level courses: Teachers are encouraged to take graduate level courses in their area of certification. Points toward an "Outstanding Teacher Bonus" are given for attending classes; points are redeemed for a cash bonus at the end of the school year.

The staff development plan positively impacts student achievement first and foremost by modeling that every person on staff is a learner and that education is a life long process. In addition it keeps teachers aware of recent research in best practices and creates an environment which stresses academic excellence and a commitment to meeting the individual needs of students.

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
(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 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$4,200 K	$4,200 1st	$4,200 2nd	$4,200 3rd	$4,200 4th	$4,200 5th
$4,200 6th	$4,200 7th	$4,200 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

2. What is the educational cost per student? $4,528
   (School budget divided by enrollment)

3. What is the average financial aid per student? $1,193

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

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

ANNUNCIATION CATHOLIC ACADEMY
8TH GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__8th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	84	86	72		
Total Score					
Number of students tested	57	45	49		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
8TH GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__8th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	81	88	79		
Total Score					
Number of students tested	57	45	49		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
7TH GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__7th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	81	78	83		
Total Score					
Number of students tested	57	53	48		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
7TH GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__7th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	79	80	83		
Total Score					
Number of students tested	57	53	48		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
6TH GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__6th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	76	72	72		
Total Score					
Number of students tested	73	57	48		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
6TH GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__6th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	75	75	73		
Total Score					
Number of students tested	73	57	48		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
5TH GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__5th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	86	81	72		
Total Score					
Number of students tested	56	80	54		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
5TH GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__5th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	82	74	81		
Total Score					
Number of students tested	56	80	54		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
4TH GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__4th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	86	85	76		
Total Score					
Number of students tested	53	55	69		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
4TH GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__4th___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	80	83	71		
Total Score					
Number of students tested	53	55	69		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
3rd GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__3rd___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	82	83	76		
Total Score					
Number of students tested	56	56	56		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
3rd GRADE – MATHEMATICS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__3rd___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES	75	81	81		
Total Score					
Number of students tested	56	56	56		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
2nd GRADE – READING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__2nd___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.		
SCHOOL SCORES	75	77	76		
Total Score					
Number of students tested	54	54	56		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K

ANNUNCIATION CATHOLIC ACADEMY
2nd GRADE – MATHEMATCS ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade__2nd___ Test_____ITBS_____

Edition/publication year____A*/2000__ Publisher _Riverside_____

What groups were excluded from testing? Why, and how were they assessed? _no groups were excluded

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.		
SCHOOL SCORES	71	77	74		
Total Score					
Number of students tested	54	54	56		
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._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

* 1999-2000 used Form K