

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

Name of Principal Dr. Ruth Ann Palmer, Ed.D. (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Petersburg Christian School (As it should appear in the official records)

School Mailing Address 2021 62nd Avenue North (If address is P.O. Box, also include street address)

St. Petersburg FL 33702-7199 City State Zip Code+4 (9 digits total)

Tel. (727) 522-5568 Fax (727) 525-0998

Website/URL www.stpetechristian.org Email palmerra@stpetechristian.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.

(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 Rev. Deon Lett (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. 14 Number of years the principal has been in her/his position at this school.

N/A 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	37	42	79	7	22	32	54
1	31	26	57	8	32	18	50
2	35	42	77	9	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
3	35	15	50	10	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
4	27	35	62	11	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
5	22	24	46	12	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
6	25	19	44	Other	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

TOTAL STUDENTS IN THE APPLYING SCHOOL

519

6. Racial/ethnic composition of the students in the school: **90.17% White**
3.85% Black or African American
1.73% Hispanic or Latino
3.85% Asian/Pacific Islander
.40% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: **4.78%**

(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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	503
(5)	Subtotal in row (3) divided by total in row (4)	.048
(6)	Amount in row (5) multiplied by 100	4.78

8. Limited English Proficient students in the school: **.77%**

4 Total Number Limited English Proficient

Number of languages represented: **3**

Specify languages: ***Spanish (2); Korean (1); Hindi (1)***

9. Students eligible for free/reduced-priced meals: **11.9%**

44 Total Number Students Who Qualify
(of 371 Elementary students. Data is not collected for grades 6-8.)

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: **5.0%**
26 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	0	Orthopedic Impairment
0	Deafness	11	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Hearing Impairment	1	Speech or Language Impairment
0	Mental Retardation	0	Traumatic Brain Injury
8	Multiple Disabilities	0	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)	3	0
Classroom teachers	25	0
Special resource teachers/specialists	11	3
Paraprofessionals	7	2
Support staff	12	12
Total number	58	17

12. Student-“classroom teacher” ratio: **20.8**

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	96.5%	96.2%	96.1%	95.9%	98.9%
Daily teacher attendance	97.2%	97.1%	96.9%	96.6%	95.2%
Teacher turnover rate	12.8%	16.7%	25%	15%	15.6%
Student dropout rate	+2	+1	+7	+2	+8
Student drop-off rate	+1.4%	+0.7%	+6%	+1.6%	+6.2%

PART III - SUMMARY

St. Petersburg Christian School, set in the heart of St. Petersburg, Florida, is located in an urban, residential community of 248,232 people. The city of St. Petersburg, along with its neighbor city, Tampa, composes the popular area known as Tampa Bay. This large, cosmopolitan area has 2.3 million residents and offers an extensive array of state and private academic institutions, cultural events, and professional athletic venues.

Founded in 1971, St. Petersburg Christian School is a private, non-denominational Christian school serving 519 students. An elementary and middle school, kindergarten through grade 8, St. Petersburg Christian's student population represents a diverse sampling of church backgrounds, nationalities, and creeds. It serves single parent and blue-collar families as well as business and professional parents. Approximately 12% of the student body qualifies for free or reduced-priced meals. Substantial tuition subsidy is provided to 4% of SPCS students by Florida Pride and McKay Scholarships. A Title I Reading Program meets the needs of 73 children, kindergarten through grade 2. The school provides the unique advantage of having a Learning Resource Center (LRC) for children with special needs and an honors-level curriculum for academically gifted students. Currently, 48 children are utilizing LRC while 133 are in honors math classes. This year the average class size is 20.8 students and the teacher/student ratio is 1:14. The ethnic composition of the student body is predominantly white with 9.8% representing other racial backgrounds. An atmosphere of mutual respect is both a goal and a reality.

St. Petersburg Christian School provides the environment for high academic standards and the support for each young person to achieve them. Administrators and experienced teachers work as a team to ensure that the curriculum meets or exceeds state standards. Scope and sequences have been developed to chart the course for each subject area and test scores are carefully analyzed to determine whether those goals have been met. Teachers use a plethora of instructional methodologies to engage learners including hands-on experiences, cooperative learning, and technology/multimedia-assisted instruction. Required K-8 programs in computer, Spanish, and physical education enhance a strong core curriculum. Fine Arts provide students at every grade level the opportunity to develop a love for music, painting, and design. Facilities that support these programs include a totally computer and multimedia-networked campus, a student computer lab, a fully equipped science lab, a large, multi-purpose gymnasium and a cafeteria that serves a hot lunch program daily. The Guidance Department at SPCS is setting the pace for other local, private schools by implementing programs to enhance student relationships, such as the Peacekeepers (peer mediation) training. Our two counselors facilitate an integrated program that includes academic counseling, classroom guidance and student/family support, helping each child to be successful at this level and to prepare for the high school years ahead.

The faculty of St. Petersburg Christian School holds both a high level of professional expertise and an incredible depth of commitment to young people. All 39 hold state certification or meet state requirements for achieving it. Twenty-seven percent of the professional staff hold master's degrees or doctorates. Four faculty members have received regional, state or national recognition for excellence in teaching within the past several years. Longevity of teachers is also a benefit to our students with 46% having been with SPCS five or more years. Dedication to young people is evident in the tireless service of our teachers to create an environment committed to student success. One indicator of their success is that 70-74% of the student body achieves honors each grading period! An army of volunteers also shares the credit for student success at SPCS. Hundreds of parents, grandparents and community volunteers assist the school each year, with more than thirty who come weekly to tutor children or work with teachers.

The school's mission is "To provide an excellent education in a caring environment, equipping students to fulfill God's plan for their lives." This is a daily challenge, the results of which will ultimately be measured by the lives of the children we serve.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Stanford Achievement Test has been administered to students of all grade levels at St. Petersburg Christian School for more than fifteen years.

The 2001-2002 SAT scores show that high academic performance prevailed across the entire student body. All grade levels but two scored in the top 10% of the nation in reading and all grade levels but one met the same high score levels in math.

An analysis of the reading and mathematics data for the past five years reveals several patterns.

- Kindergarten students consistently score highest of all grade levels in both reading and math. (This is largely attributable to an accelerated curriculum utilized by creative, outstanding teachers.)
- All tests were given in the late spring, giving children an optimum time period to develop skills.
- Students tended to score higher in reading than math for kindergarten through grade 2. (The Abeka phonics program is used by all three-grade levels, giving children a “jump start” into reading.)
- Mathematics scores are significantly higher than reading scores from grades 3 to 5.
- 1997-1998 was the lowest scoring year at most grade levels. Scores have steadily risen since then! (This may be attributable to better teaching, greater learning, and a more consistent use of practice materials.)

Exclusions

A few children were tested each year under untimed conditions, a need consistent with their Individual Education Plans (IEP's) in the Learning Resource Center. Those children's scores were not included in the class data since the requirement of time limits had not been honored. (Many LRC students took the SAT under prescribed conditions, however, and were reported with their respective grade levels.)

[Test data enclosed]

2. The Stanford Achievement Test provides information, which helps teachers and students to chart goals and to celebrate successes. The test profile of each child is reviewed at the beginning of a school year by his/her homeroom teacher. An item analysis provides key information regarding the child's strengths and needs. A review of several years of SAT data is especially helpful in identifying achievement patterns. Based on this information and teacher assessment, instructional strategies are identified and intervention is planned. Typical interventions begin in the classroom with instructional modification, skill grouping or before/after school tutoring. For the child with a more serious learning deficit, parents and teachers collaborate, exploring the option of instruction in the Learning Resource Center. Intervention from state certified specialists is available on a part or full-time basis. We have observed tremendous success for students who receive LRC intervention; they typically reach skill levels appropriate for mainstreaming!

SAT scores are also analytically reviewed by grade level and subject area, searching for patterns of both strengths and deficiencies. Results are given to teachers who strategize to identify special methods and unique materials that will speak to the identified needs.

3. Communication of a student's progress is second in importance only to the nurturing learning environment, itself.

The SAT is given in late spring so that results can be included in the child's final report card. An accompanying letter provides guidelines for interpretation of test data and encourages parents to focus on the positive aspects of the child's performance. Two options are given to parents for the review of test scores; they may request a summer conference or wait until September. We experience nearly 100% participation for conferences. The community receives test information through a bar graph that is posted on our website, is placed in enrollment packets, and is sent out in our newsletter. SAT scores are used to identify those who receive the President's Education Award at graduation.

A child's progress is communicated in several ways. A weekly progress report is sent if the student has an average of below 80% in any subject. A report goes to every student for each subject at the mid-point of the grading period. Report cards are sent home every nine weeks. Conferences are held with students and parents, to develop a plan of action, if there is an academic downturn.

Student successes are shared by positive phone calls to work or home, honor assemblies, school newsletter, intercom announcements, commendation on the sign at the entrance to the campus, and a weekly "Principal Praise" time.

4. Within this community, 519 wonderful children and their proud parents will be the most effective communicators of the strengths of the school. Our sponsoring church and the neighborhood association will certainly share in the joy of such a success!

On a broader scale, successes will be shared with other schools:

- By contacting local newspapers, inviting them to cover special aspects of the program
- By faculty and administrator presentations at local, state and national conferences (Approximately 30% of the faculty have been speakers for ACSI, FLOCS, ACTS Conferences.)
- By presenting successes on the school website, providing contact information
- By writing articles for professional publications
- By welcoming visiting professionals, college participants and student teachers (Two student teachers are with us this semester.)
- By continuing to be the site of luncheons for administrators, pastors, and of ACSI competitions
- By making ourselves available to speak and provide support to other schools.

In sharing effective strategies and curricular insights with other schools, we will affirm our continuing quest to be learners and to become ever better teachers of children.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum of St. Petersburg Christian School has been shaped by the desire to give boys and girls a foundation that will allow them to achieve to their greatest potential in life. Whether a child experiences the challenge of a learning disability or is a gifted learner, our goal is to find curriculum that will be within his grasp yet will stretch his conceptual and skill base.

Mathematics instruction begins in kindergarten using a “Math Their Way” approach. A large math wall in each classroom provides the setting for concepts of time, place value, and graphing to be developed. Mental addition and subtraction are commonplace! Grades 1-5 have chosen to use the Scott Foresman curriculum, which places particular emphasis on problem solving. It is supplemented by the materials of other publishers and augmented by the use of manipulative materials in each classroom. Those children in grades 2-5, who score at the 85th percentile in math on the SAT and who have strong classroom achievement, are given instruction at the next higher grade level within their own classrooms. In grades 6-8, Honors Math classes use materials that are one year above grade level, with the exiting grade having completed a course in Algebra I.

Spelling (Grades 1-5) is also accelerated, using the Abeka curriculum and additional words provided by regional spelling bees. Vocabulary development is emphasized, with the Middle School focusing on spelling of the words one week and their definitions the next. They use textbooks that are above grade level. SPCS students frequently return from regional spelling bees with trophies.

All grades (1-8) are using the 2003 Harcourt Brace or Prentice-Hall **Language** textbook series, which have balanced presentations of both writing and grammar. Fluency in writing is encouraged at all grade levels, with journals and keyboard skills enhancing those opportunities. Elementary students have been recognized for the past two years with their poetry being published in the *Anthology of Poetry*.

Science and **social studies** build an invaluable conceptual foundation for our students’ understanding of the world around them. Elementary study involves hands-on experiments and projects, speakers, and field trips that enhance textbook presentations. Middle school courses provide an in-depth study of geography, world and U.S. history, earth, life and physical science. Laboratory dissections and experiments enhance scientific topics of study. A week at Sea Camp in the Florida Keys expands the understanding of life science for our seventh grade students. The study of U.S. history by eighth grade students is culminated by a five-day visit to our nation’s capital each spring.

The K-8 **Spanish** program focuses on creating enthusiasm for language learning while developing fundamental vocabulary and grammatical skills. Instruction for the early grades centers on building everyday vocabulary while grades 4 and 5 are introduced to grammatical concepts. Grades 7 and 8 instruction prepares students for foreign language usage as well as surpassing standards for introductory high school programs. The ultimate goal of the program is to provide the means to embrace a diverse community and assist with career choices in a changing world.

Computer instruction begins with the five-year-olds, culminating with grades 7 and 8 having it three periods each week. Like Spanish, it is built into the schedule of students, because we believe it will be pivotal to their future career choices.

Neither the **fine arts** nor **physical education** take a backseat to core academic subjects! All elementary children have music weekly, with grades 3-5 having band as well. The Middle School band and chorus are featured at school and community events. Art is a weekly treat, with many children recognized citywide for their outstanding work. P.E. and personal wellness provide skills and understandings that will contribute to healthy futures.

2. (*Elementary response*) Reading acceleration begins at St. Petersburg Christian School in kindergarten! The advanced Abeka phonics program becomes child's play in the hands of a gifted teacher. Letter sounds are learned quickly, exceeding any comparable program by one to three years. Children are often reading by Christmas and typically in first grade curriculum before the end of the year. For the child who experiences a delay in gaining reading skills, a Title I Program provides valuable reinforcement. It is available on-site to children in kindergarten through grade 2.

While Abeka reading materials are used through the second grade, an individualized reading program begins when a child reaches a 2.0 reading level. This program encourages children to read excellent children's literature and to go well beyond their grade level in gaining reading skills. It is used from first through fifth grades. Teachers chose this program seven years ago because it allowed more variety in reading material and permitted children to read at their own instructional levels. Through an AmSouth Bank grant, the program was enhanced by the Accelerated Reading Program (AR), which provides tests over more than 2000 books. AR also provides a "STAR" test to monitor children's growth in reading skill, which we use three times a year.

The Parent-Teacher Fellowship (PTF) sponsors "Touchdown for Reading," a monthly incentive program where rewards are given to those who read ten or more books. Weekly visits to the library and an "open" schedule encourage children to become voluminous readers!

2. (*Middle School response*) Middle school students are challenged by many opportunities to read in the content areas as well as within the English curriculum. That curriculum includes extensive vocabulary study, grammar, composition, and literature. The literature component includes all genres with many opportunities for student writing such as poetry, autobiography, and original short stories. Analysis of literature is also addressed.

All sixth grade students take a one-semester reading course that utilizes short stories to further develop reading comprehension skills.

Those taking the literature "wheel" class place additional emphasis on reading. Meeting twice weekly for a quarter, a grade level classic is selected for the group to read and discuss.

The reading level of sixth grade students is assessed by use of the Accelerated Reader computer test each fall. For those whose reading skills are less well developed, the Learning Resource Center offers the option of ability-level appropriate materials. The LRC history and science textbooks are more easily assimilated, having a less demanding vocabulary while featuring parallel content with mainstreamed textbooks. The English class provides opportunity to read literature geared to their reading levels. An LRC tutorial twice weekly gives additional support to the young person who needs it.

3. The mission of St. Petersburg Christian School is to provide an excellent education in a caring environment, equipping students to fulfill God's plan for their lives.

Without adeptness in the use of technology, a young person will not be equipped for college, for a career choice or to fully utilize his God-given potential. The SPCS computer program provides instruction in the laboratory one to three times weekly for all students. Instructional objectives range from knowledge of basic usage skills and terminology to proficient keyboarding skills. Students learn to create spreadsheets, databases, and web designs. They use the Internet to perform guided research for history projects and create PowerPoint presentations using digital images enhanced with sound bites and animation. Students on the staff of the yearbook and student newspaper use the digital camera with amazing ease!

Elementary classrooms use their three or four computers as a window to the world, integrating technology into traditional curriculum. They are used daily as a part of the individualized reading program. The

Accelerated Reading Program provides short computer tests over books children have read, automatically scoring their responses and recording the outcome.

The computer has become a personal tutor, teaching letter sounds, testing reading vocabulary, and promoting reading skill unlike any other kind of equipment. Yet it is also providing in-depth resources for the study of science, history, health, and any other field a student wishes to explore. An outstanding computer program is a requisite to fulfilling our school's mission.

4. Effective teachers teach people, not textbooks or facts. SPCS teachers utilize a large arsenal of methodologies to engage and teach children. Kinesthetic opportunities include spelling words in sand, doing addition in shaving cream and learning fractional equivalents by comparing pancakes cut in thirds and sixths. Whole body involvement is required for "Beach Ball Math," for relay teams to compete using math facts, for long division to be done by every student on personal dry erase boards, and for PowerPoint review of European capitals. Role-play is used to teach larger ideas, such as compassion or being a peacekeeper.

The computer, scan converter, television, and VCR are essential components of SPCS instruction. Visual stimuli are valuable in promoting understanding, as in the use of Internet to "visit" another country or time period. Use of video clips to emphasize key points enhances textbook material. Audio/visual aids are invaluable instructional resources. Compact disks and tapes bring both interest and relevance to curricular topics. Our teachers consider the overhead projector essential to teaching math operations, handwriting, and grammar.

Children of all ages benefit from first hand experience! SPCS educators skillfully search out field trip destinations that support instructional content. The earth science class learns to identify bones and rocks as they dig for fossils at Paleo; the fourth grade experiences Florida history by visiting Saint Augustine; and space travel takes on new meaning for third graders at Kennedy Space Center.

Modification helps the LD child who is re-entering the mainstream. By giving him a tape of his textbook, by reducing the number of spelling words he must learn, or by giving him more time to complete a task, his chances of success are greatly increased. The art of teaching lies in the teacher's understanding of the child and in his ability to reach him.

5. St. Petersburg Christian School's professional development program encompasses all twelve months and is as comprehensive as the faculty's needs and desires. Twelve professional education days each year provide time for conferences, workshops, and speakers. Classroom observations of exemplary teaching are encouraged, both within and beyond our own school setting. Each fall our faculty attends a two-day statewide ACSI Conference in Orlando, having more than 200 seminars. This year, on-site staff development included speaker, Jim West, who presented "Strategies in Working with ADHD Children" and "Positive Peer Pressure." Both workshops gave teachers new avenues for working with children with difficulties. Funds are also provided for teachers to attend regional, state and national conferences. Teachers recently participated in the following: "Classrooms that Work – They Can All Read and Write," "Mastering Math Facts," "Play With Your Brain – Games and Activities for Learning," and "Marine Education Workshop." This winter, four teachers attended the three-day Florida Education Technology Conference bringing back fresh ideas for program expansion; music teachers attended the statewide FMEA conference in January, returning with contacts and competition schedules; and the science teacher traveled to the National Science Teachers' Conference last spring, returning with a recommendation for a new Middle School textbook series (which was adopted).

The end result is peer-to-peer training that improves the overall teaching methods used in the classroom.

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): *Accredited by:*
Southern Association of Colleges and Schools (SACS) and
Association of Christian Teachers and Schools (ACTS)

Member of:
Association of Christian Schools International (ACSI)
 (Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? **Yes**

Part IV - Section II - Demographics

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

\$3,795 K	\$4,095 1st	\$4,095 2nd	\$4,095 3rd	\$4,095 4th	\$4,095 5th
\$4,395 6th	\$4,395 7th	\$4,395 8th	\$ N/A 9th	\$ N/A 10th	\$ N/A 11th
\$ N/A 12th	\$5,595 LRC F/T	\$1,200 LRC P/T Elem	\$1,500 LRC P/T MS		

2. What is the educational cost per student?
 (School budget divided by enrollment) **\$4,649**

3. What is the average financial aid per student? **\$321.30**

4. What percentage of the annual budget is devoted to
 scholarship assistance and/or tuition reduction? **7.2%**

5. What percentage of the student body receives
 scholarship assistance, including tuition reduction? **30%**

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *Kindergarten* Test: *Stanford Early School Achievement Test – READING*

Edition: *Fourth Edition* Publisher: *Harcourt*

No groups were excluded from testing.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	99	98	96	94	96
Number of students tested	62	73	54	63	42
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
SUBGROUP SCORES					
1. Economically Disadvantaged	94.5				

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *Kindergarten* Test: *Stanford Early School Achievement Test – MATH*

Edition: *Fourth Edition* Publisher: *Harcourt*

No groups were excluded from testing.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	97	96	94	89	92
Number of students tested	62	73	54	63	42
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
SUBGROUP SCORES					
1. Economically Disadvantaged	90.9				

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *1st Grade* Test: *Stanford Achievement Test - READING
Primary 1/S*

Edition: *Ninth Edition* Publisher: *Harcourt*

No groups were excluded from testing.

2001-2002: One (1) student absent from Reading portion.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	96	92	95	94	95
Number of students tested	74	54	57	58	58
Percent of total students tested	98.7	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1.3	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged	89.3	97.5			

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *1st Grade* Test: *Stanford Achievement Test - MATH
Primary 1/S*
Edition: *Ninth Edition* Publisher: *Harcourt*

No groups were excluded from testing.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	91	90	93	96	88
Number of students tested	75	54	57	58	58
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
SUBGROUP SCORES					
1. Economically Disadvantaged	86.4	95.2			

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *2nd Grade* Test: *Stanford Achievement Test - READING
Primary 2/S*
Edition: *Ninth Edition* Publisher: *Harcourt*

No groups were excluded from testing.

2001-2002: One (1) student absent from Reading portion.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	81	74	78	81	81
Number of students tested	52	56	56	64	50
Percent of total students tested	98.1	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	1.9	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged	78.7	95	96		

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *2nd Grade*

Test: *Stanford Achievement Test - MATH
Primary 2/S*

Edition: *Ninth Edition*

Publisher: *Harcourt*

No groups were excluded from testing with exception of 1997-1998, one (1) student was absent from the Math portion.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	<i>77</i>	<i>77</i>	<i>71</i>	<i>78</i>	<i>84</i>
Number of students tested	<i>53</i>	<i>58</i>	<i>56</i>	<i>64</i>	<i>49</i>
Percent of total students tested	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>98</i>
Number of students excluded	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>
Percent of students excluded	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>
SUBGROUP SCORES					
1. Economically Disadvantaged	<i>66.3</i>	<i>82</i>	<i>83</i>		

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *3rd Grade*

Test: *Stanford Achievement Test - READING
Primary 3/S*

Edition: *Ninth Edition*

Publisher: *Harcourt*

One (1) student was excluded from the 1997-1998 and 1998-1999 test administrations. Student was part of the LRC program and assessment is made with the SAT test but special time accommodations are made.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	<i>75</i>	<i>67</i>	<i>75</i>	<i>75</i>	<i>76</i>
Number of students tested	<i>63</i>	<i>54</i>	<i>53</i>	<i>40</i>	<i>57</i>
Percent of total students tested	<i>100</i>	<i>100</i>	<i>100</i>	<i>97.6</i>	<i>98.3</i>
Number of students excluded	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
Percent of students excluded	<i>0</i>	<i>0</i>	<i>0</i>	<i>2.4</i>	<i>1.7</i>
SUBGROUP SCORES					
1. Economically Disadvantaged	<i>49.1</i>	<i>50.9</i>	<i>72.2</i>	<i>74.2</i>	

ASSESSMENT DATA

Saint Petersburg Christian School
St. Petersburg, FL

Grade: **3rd Grade** Test: **Stanford Achievement Test - MATH
Primary 3/S**
Edition: **Ninth Edition** Publisher: **Harcourt**

One (1) student was excluded from the 1998-1999 test administration. Student was part of the LRC program and assessment is made with the SAT test but special time accommodations are made.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	81	76	77	89	82
Number of students tested	63	54	53	40	58
Percent of total students tested	100	100	100	97.6	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	2.4	0
SUBGROUP SCORES					
1. Economically Disadvantaged	54	58.4	61.9	62.7	

ASSESSMENT DATA

Saint Petersburg Christian School
St. Petersburg, FL

Grade: **4th Grade** Test: **Stanford Achievement Test - READING
Intermediate 1/S**
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

1998-1999: Two (2) were absent from testing with; no assessment was completed.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	71	75	74	72	58
Number of students tested	46	56	43	58	39
Percent of total students tested	100	100	95.6	92.1	90.7
Number of students excluded	0	0	2	5	4
Percent of students excluded	0	0	4.4	7.9	9.3
SUBGROUP SCORES					
1. Economically Disadvantaged	72.3	64.7	74	88.8	87.8

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: **4th Grade** Test: **Stanford Achievement Test - MATH
Intermediate 1/S**
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

1998-1999: Two (2) students were absent from testing; no assessment completed.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	73	70	80	75	74
Number of students tested	46	56	43	60	39
Percent of total students tested	100	100	95.6	95.2	90.7
Number of students excluded	0	0	2	3	4
Percent of students excluded	0	0	4.4	4.8	9.3
SUBGROUP SCORES					
1. Economically Disadvantaged	66.5	71.8	69	86	79.4

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: **5th Grade** Test: **Stanford Achievement Test - READING
Intermediate 2/S**
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	74	76	72	72	68
Number of students tested	45	45	57	29	41
Percent of total students tested	97.8	100	96.6	96.7	100
Number of students excluded	1	0	2	1	0
Percent of students excluded	2.2	0	3.4	3.3	0

ASSESSMENT DATA

Saint Petersburg Christian School
St. Petersburg, FL

Grade: **5th Grade** Test: **Stanford Achievement Test - MATH
Intermediate 2/S**
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	82	84	82	77	79
Number of students tested	46	45	57	29	41
Percent of total students tested	100	100	96.6	96.7	100
Number of students excluded	0	0	2	1	0
Percent of students excluded	0	0	3.4	3.3	0

ASSESSMENT DATA

Saint Petersburg Christian School
St. Petersburg, FL

Grade: **6th Grade** Test: **Stanford Achievement Test - READING
Intermediate 3/V**
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	74	75	76	73	61
Number of students tested	53	52	39	48	32
Percent of total students tested	94.6	94.5	90.7	92.3	82.1
Number of students excluded	3	3	4	4	7
Percent of students excluded	5.4	5.5	9.3	7.7	17.9

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: **6th Grade** Test: **Stanford Achievement Test - MATH**
Intermediate 3/V
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	85	85	81	76	63
Number of students tested	53	52	39	48	32
Percent of total students tested	94.6	94.5	90.7	92.3	82.1
Number of students excluded	3	3	4	4	7
Percent of students excluded	5.4	5.5	9.3	7.7	17.9

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: **7th Grade** Test: **Stanford Achievement Test - READING**
Advanced 1/V
Edition: **Ninth Edition** Publisher: **Harcourt**

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: **Percentiles**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	77	69	73	69	70
Number of students tested	51	33	49	31	41
Percent of total students tested	94.4	89.2	92.5	72.1	85.4
Number of students excluded	3	4	4	12	7
Percent of students excluded	5.6	10.8	7.5	27.9	14.6

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *7th Grade* Test: *Stanford Achievement Test - MATH
Advanced 1/V*
Edition: *Ninth Edition* Publisher: *Harcourt*

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	87	82	79	74	68
Number of students tested	51	33	49	31	41
Percent of total students tested	94.4	89.2	92.5	72.1	85.4
Number of students excluded	3	4	4	12	7
Percent of students excluded	5.6	10.8	7.5	27.9	14.6

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *8th Grade* Test: *Stanford Achievement Test - READING
Advanced 2/V*
Edition: *Ninth Edition* Publisher: *Harcourt*

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	78	73	81	73	75
Number of students tested	37	44	24	37	38
Percent of total students tested	92.5	95.7	85.7	82.2	88.4
Number of students excluded	3	2	4	8	5
Percent of students excluded	7.5	4.3	14.3	17.8	11.6

ASSESSMENT DATA

*Saint Petersburg Christian School
St. Petersburg, FL*

Grade: *8th Grade*

Test: *Stanford Achievement Test - MATH
Advanced 2/V*

Edition: *Ninth Edition*

Publisher: *Harcourt*

Students enrolled in the LRC program are excluded from testing. They are assessed using the same test yet are provided additional time to complete.

Scores are reported here as: *Percentiles*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	May	April	April
SCHOOL SCORES					
Total Score	82	81	85	73	73
Number of students tested	37	44	24	37	38
Percent of total students tested	92.5	95.7	85.7	82.2	88.4
Number of students excluded	3	2	4	8	5
Percent of students excluded	7.5	4.3	14.3	17.8	11.6

ASSESSMENT DATA FOR INTERPRETATION
St. Petersburg Christian School

TESTING YEAR 2001-2002

READING

Test Name		Score Name		
Kindergarten = Stanford Early School Achievement Test – 4 th Ed. Grades 1-5 = SAT-9 th Ed. (Form S) Grades 6-8 = SAT-9 th Ed. (Form V)		Total Reading		
Grade	School Mean Scale Score at 90 th Percentile of National School Norms	St. Petersburg Christian Results – Scale Score	Student Percentile Equivalent for the 90 th School Percentile	St. Petersburg Christian Results - Percentage
K	487	591.6	77	99
1	565	625.9	76	96
2	610	622.6	73	81
3	640	644.1	70	75
4	665	661.7	74	71
5	681	678.6	76	74
6	687	687.5	74	74
7	705	707.4	74	77
8	718	719.9	75	78

MATHEMATICS

Test Name		Score Name		
Kindergarten = Stanford Early School Achievement Test – 4 th Ed. Grades 1-5 = SAT-9 th Ed. (Form S) Grades 6-8 = SAT-9 th Ed. (Form V)		Total Math		
Grade	School Mean Scale Score at 90 th Percentile of National School Norms	St. Petersburg Christian Results – Scale Score	Student Percentile Equivalent for the 90 th School Percentile	St. Petersburg Christian Results - Percentage
K	517	573.5	75	97
1	556	579.9	76	91
2	596	597.5	74	77
3	625	633.4	74	81
4	650	649.6	74	73
5	669	680.4	74	82
6	686	702.9	77	85
7	694	719.3	73	87
8	707	717.6	75	82