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

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

Official School Name St. Jude the Apostle Catholic School
(As it should appear in the official records)

School Mailing Address 7171 Glenridge Drive, NE
(If address is P.O. Box, also include street address)

Atlanta GA 30328-2630
City State Zip Code+4 (9 digits total)

Tel. (770) 394-2330 Fax (770) 804-9248

Website/URL www.saintjude.net Email pchilds@saintjude.net

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 January 7, 2003
(Principal's Signature)

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

Name of Superintendent Ms. Judith Mucheck
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta Tel. (404) 885-7428

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 January 7, 2003
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Tony Zivalich, Principal Advisory Board Chairman
(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 January 7, 2003
(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. 2 years Number of years the principal has been in her/his position at this school.

   8 years 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	25	25	**50**		**7**	25	26	51
1	27	25	**52**		**8**	30	26	56
2	29	27	**56**		**9**			
3	29	27	**56**		**10**			
4	28	30	**58**		**11**			
5	31	25	**56**		**12**			
6	29	38	67		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					502

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

94.4% White
1.3% Black or African American
2.7% Hispanic or Latino
1.6% Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 1.2%

(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.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	502
(5)	Subtotal in row (3) divided by total in row (4)	0.012
(6)	Amount in row (5) multiplied by 100	1.2

8. Limited English Proficient students in the school: .002%

1 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Portuguese
Spanish
French

9. Students eligible for free/reduced-priced meals: .006%

3 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: 8.7 %
44 *Total Number of Students Served

*Note- We offer Speech & Language therapy once each week for students with mild impairment. We make modest accommodation for students with specific learning disabilities. No other services are offered.

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

____	Autism	1	Orthopedic Impairment
____	Deafness	23	Other Health Impaired
____	Deaf-Blindness	*9	Specific Learning Disability
____	Hearing Impairment	*35	Speech or Language Impairment
____	Mental Retardation	____	Traumatic Brain Injury
____	Multiple Disabilities	____	Visual Impairment Including Blindness

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)	2	0
Classroom teachers	25	2
Special resource teachers/specialists	3	1
Paraprofessionals	5	7
Support staff	7	8
Total number	42	18

12. Student-"classroom teacher" ratio: 16

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	98%	98%	98%	99%	97%
Daily teacher attendance	98%	99%	99%	98%	99%
Teacher turnover rate	4%	3%	7%	16%	9%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

PART III - SUMMARY

St. Jude the Apostle Catholic School in Atlanta, Georgia was founded in 1962. St. Jude the Apostle School (SJA) is an elementary and middle school dedicated to providing academic excellence in a caring Christian environment founded in Catholic values and committed to preparing students to meet the challenges of the future. Our school offers kindergarten to eighth grade classes. The rigorous academic curriculum includes all core elementary subjects, fine arts, foreign language enrichment classes, and sacramental preparation classes. SJA is fully accredited by the Southern Association of Colleges and Schools.

SJA employs 25 full-time teachers and two part-time teachers. Additionally, there are five full-time assistants and seven part-time teaching assistants. The administration and staff include: one principal, one curriculum coordinator, one technology specialist, one development director, one business manager, one plant manager, one full-time administrative assistant, one registrar, five part-time administrative assistants, two part-time media assistants, two full-time janitors, three full-time food service employees, and one nurse.

The average age of the teaching staff is 40 years with the average years of teaching experience at 12.9. The SJA staff is 86% female and 14% male. The ethnic demographics of our staff are as follows: 75% Caucasian, 5% African-American, 5% Asian, 5% Hispanic, 5% Multi-racial, and 5% Other.

Volunteers are welcomed and encouraged to participate in a wide variety of ways. Approximately 94% of our parent population volunteers during the school year. Every volunteer enriches our school community with their gifts of time and talent.

The SJA student body consists of students for 5 to 14 years of age. SJA draws from four metropolitan counties, and from 16 parishes in the Archdiocese. Our student body of 502 students is made up of 253 boys and 249 girls. Our ethnic background is 94.4% Caucasian, 1.3% Black, 2.7% Hispanic, and 1.6% Asian. Our students are involved in 21 special programs and initiatives. These vary from Altar serving to soccer, safety patrol to the Duke Talent Search Program.

SJA adheres to the Archdiocese of Atlanta policies for financial assistance through a prescribed application process. Families submit forms to the School and Student Service for Financial Aid Service. Awards are made at the Archdiocesan level. Additional tuition assistance is available for SJA families through the support of scholarships generously provided by the St. Jude Parish and School and various other endowments and scholarships.

At St. Jude, we are pleased with the test scores and achievement levels of our students, but continually strive to find new and better ways to enrich and extend our students' learning. Shifts in educational needs, demographics, technological advancements, and societal challenges are driving forces in our continue evaluation of the curriculum.

PART IV – INDICATORS OF ACADEMIC SUCCESS

No data is disaggregated. All groups take the Iowa Tests of Basic Skills (ITBS). Our students consistently achieve at high levels. The test data is attached to the end of this application.

St. Jude the Apostle Catholic School personnel utilizes various sets of data to improve student and school performance. Our high achieving student population challenges us to evaluate our curriculum to insure the needs of all students are being met and continually enriched. All students in grades 1 through 7 annually take the Iowa Test of Basic Skills (ITBS). This data serves various purposes. The classroom teachers use this information to support instructional practices. The data assists teachers in meeting individual and group needs of a class in obtaining designated learning goals. The guidance counselor, curriculum coordinator and the teachers work together in analyzing areas that indicate a lack of mastery and incorporate these focus areas to increase understanding and mastery.

Standardized test data is also used to determine the yearly progress of individual students as they advance through our school. Classroom teachers and the guidance counselor monitor annual academic growth through test scores, progress reports and report cards. The classroom teachers also gauge academic growth through individually administered assessments to determine skill development and mastery. Our students keep writing portfolios that will follow them through school to evaluate growth and mastery of skills and technique.

SJA communicates student performance in a variety of ways. Teachers regularly communicate with parents via e-mail and through phone conversations. Report cards are sent home quarterly and progress reports with grade summaries are sent home mid-way through each quarter. The teachers send home weekly folders with tests and graded assignments. Parents are required to sign all tests to verify that they have seen the test and reviewed it with their child.

Parent-teacher conferences are scheduled twice a year for kindergarten to fifth grade students. In the fall, traditional parent-teacher conferences are scheduled for grades six through eight. Student led conferences are scheduled in the early spring for middle school parents. With the help of a faculty advisor, our sixth through eighth grade students conduct this conference. Student led conferencing has been extremely well received and has increased the communication between faculty, parents, and middle school students in a very positive manner.

Standardized test reports are mailed home with an explanatory letter. Each year the guidance counselor reviews test data with the teachers to assist them when meeting with parents. Parents are encouraged to contact the guidance counselor with additional questions concerning ITBS reports. Parents use the score reports to gauge the academic progress and growth of their child through the grades. This helps them understand their child's strengths and weaknesses.

The successes of SJA are shared with our community in many ways. During monthly Archdiocesan Counselor and Resource Teacher meetings, successful strategies and programs are discussed with other Catholic school personnel. New strategies are introduced at these meeting by invited leading educational consultants in a variety of areas of learning styles, best practices, and multi-intelligence strategies. The curriculum coordinator also attends regularly scheduled meetings to share curriculum successes and to review new curriculum choices. Our middle school coordinator and our primary level resource teacher have presented at the National Catholic Educators Conference, Archdiocese of Atlanta Teachers Conference and at the Georgia State Middle School Conference. They presented the successes of our middle school student led conferences. During their presentation, they explained how to establish student led conferencing.

PART V – CURRICULUM AND INSTRUCTION

SJA's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to learn and excel. Our Catholic beliefs are incorporated and "lived" in all aspects of our curriculum and daily experiences. A focus is made on sacramental and liturgical preparation, creed, biblical study, Christian morality, and traditional Catholic prayers and practices. Language arts, math, social studies, science, art, music, computer technology, physical education, Spanish, and religion are the subject areas taught to all students.

The study of language arts in a kindergarten through grade eight is varied, wide in scope, and developmentally appropriate. For example, grade 1 develops a spelling list that is unique for each child and his needs. In fifth grade, novels are chosen to expand cross-curricular learning. Shakespeare is read in sixth grade culminating with a Renaissance Festival involving plays, food and costumes. The program is defined by oral communication, reading, written expression, literature, spelling, and vocabulary.

The science curriculum has been divided into five categories of essential understandings. The curriculum represents age-appropriate standards and benchmarks. Theses include the scientific processes, technological processes, earth science, life science/human body, and physical science.

Empowering students to be morally informed, intelligent and involved citizens in a global community is the core of the social studies curriculum. Our students recognize how past and present events influence the future. The major standards of the curriculum are citizenship, current events, economics, geography, government, history, and world cultures.

The Spanish program introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the Spanish language while developing elementary listening, speaking, reading, and writing skills. Students develop a basic understanding of the culture of Spanish speaking countries and can recognize the geographic location of those countries.

The Fine Arts are a vital part of the instructional program at SJA. Students are introduced to a variety of artists and periods. The students use an array of tools to develop knowledge of different media from pencil and paper to firing clay creations. Our music program is three-fold: it fosters appreciation and enjoyment of music, nurtures innate musical talent, and promotes music as a means of connecting people of diverse cultures. Students participate in choral presentations, musicals and instrumental band programs.

Subject area teachers with the help of the computer teacher integrate technology in all areas. Students learn basic vocabulary, ethics, keyboarding, word-processing, graphics, the use of curriculum related software, information access, and communications through multimedia presentations.

The cognitive, motor, and affective aspects of human development are presented in appropriate developmental stages in our physical education program. Physical fitness, rhythmic movement, basic motor skills, games, team sports, and individual sports develop the individual and their growth in accepting the abilities of others. An additional goal of the physical education program is to promote individual competition and fairness within the students as they learn to accept defeat and victory gracefully.

The math curriculum will be discussed in-depth in the following section.
SJA chose the McGraw Hill Reading 2001 edition for grades K-6 because of our belief in their philosophy to "Never hold a child back. Never leave a child behind." We believe this comprehensive program assists our teachers and students in becoming life-long readers and learners.

McGraw-Hill Reading makes reading a successful experience for every child by providing a rich

collection of leveled books for easy, independent, and challenging reading. Leveled practice is provided in re-teach, practice, and extend skills books. To address various learning styles and language needs, the program offers alternative teaching strategies, prevention/intervention techniques, language support activities, and ESL teaching suggestions. This program threads numerous research and inquiry activities that encourage the child to use the library and the Internet to seek out information.

Reading and language skills are applied to a variety of genres, balancing fiction and nonfiction. Each reading selection offers activities that connect with social studies, language arts, geography, science, mathematics, art, music, health, and physical education topics that encourage cross-curricular learning. Each grade level chooses novels that are either read to or by the students to enhance the cross-curricular activities. There is a strong phonological approach incorporated in the program which studies have shown produces students that are more likely to read well.

The seventh & eighth grade students use the McDougal Littell Language of Literature, 2001 edition. This series incorporates active reading strategies, classic and contemporary fiction, nonfiction, assessment instruction, and prepares students to use those skills on standardized tests. Novels are chosen to enhance and enrich the entire curriculum. This series provides for a natural progression from the K-6 program and supports the philosophy of the McGraw Hill series.

Everyday Mathematics is the foundation of our math program in grades K-5. The curriculum inspires both teachers and students to break through traditional math barriers and explore math concepts that are not usually taught at their respective grade levels. Children learn probability, geometry, patterns, algebra, and data gathering and analysis. Themes, such as mental skills and reflexes, estimation and number sense, problem solving and mathematical modeling, and algorithmic and procedural thinking are used when confronted with math problems.

These procedures become "habits of the mind" that help students in developing their strategies from easy to higher-level thinking. As the title reflects, the skills taught provide a life-long math foundation for constant math success in their everyday world. This success is apparent in our standardized test results and readiness for higher math skills and concepts.

McDougal Littell's *Passport to Algebra* is used in 6th grade to facilitate the transition to algebra and geometry. Through a carefully planned scope and sequence of mathematical topics, students encounter, practice, and extend their knowledge of mathematics to promote confidence and mastery.

Glencoe *Pre-Algebra* is taught in 7th grade and *Algebra 1* in 8th grade. These programs present a coherent approach that effectively organizes and integrates mathematical ideas. The curriculum brings depth to Algebra concepts in preparation for the high school's college prep sequence in math. As a gateway course, *Algebra 1* provides students with the tools to deal with quantitative aspects of the mathematics.

SJA prides itself in providing an environment that is both nurturing and exciting. Our staffs members excel in ensuring that every child receives individual attention and helps all students feel comfortable and valued. Teachers expect all students to participate in class activities and discussions to the best of their abilities. Students work individually, in partnerships and in cooperative learning groups to maximize all learning activities.
A variety of teaching strategies are incorporated at every level on a routine basis. Through the use of drills and memorization, discussions, and verbal tasks students are challenged. Primary teachers employ Orton-Gillingham techniques to teach and to reinforce reading and spelling. Multi-intelligence approaches are incorporated in teacher's presentations and encouraged in student's work. Learning manipulatives are used routinely in math and science for all students. Individual and group learning games are used to extend and reinforce skills. Incorporating individual whiteboards and interactive classroom whiteboards have provided students alternatives to traditional paper-pencil tasks.

Students have the opportunity to create projects, integrate technology, and build models or art displays. Music and drama are often incorporated to allow for artistic expression. Camera and video usage by teachers and students have extended the possibilities for student exploration. Classroom teachers, to reinforce technology skills and to extend subject area content, access the computer lab as well as the mobile computer carts. Our teachers diligently work to provide varied paths of learning and teaching approaches to guide the children to success.

A strong belief that continued teacher growth magnifies students' potential requires a commitment from the administration and the staff. Providing opportunities for teachers to participate in staff development, as well as continuing education programs, is a priority. Presently, five teachers are enrolled in the Walden University On-line Masters Program. This program is fully funded and will be completed in fifteen months.

All faculty members are currently participating in an extensive in-service program on *Strategies for Teaching and Understanding Children with Learning Disabilities.* This yearlong program develops teacher's understanding of, and strategies for, lessening the impact of ADHD, Tourette Syndrome, Obsessive-Compulsive Disorder, and Executive Dysfunction in the general education classroom. This course is pragmatic and relates to how each of the disorders impacts learning, behavior, and academic success. Cognitive modification strategies that can be easily incorporated in the classroom are being demonstrated. Teachers are learning how to remediate deficit areas, reduce student stress, and impact academic learning.

Teachers are required to participate in Catholic faith formation in-services four times each school year. The teachers receive credit hours towards religion certification.

In June 2003, an intensive 2-year *Developing Writing and Thinking Skills Across the Curriculum* program for grades K-8 will be taught by the Collins Educational Group. The teachers will receive a unified plan that can be used at all grade levels, in all subject areas. The Collins Group will instruct and assist the teachers in developing a scope and sequence of skills for all grades and in guiding students from the pre-emerging writer, to the proficient writer, and finally, to the skilled writer.

Through the continuing education and staff development departments of our neighboring counties, a broad spectrum of in-service courses is available to our teachers. The Eisenhower Foundation and our parent-teacher organization, as well as the school's operating budget, fund these courses. Local colleges and our Archdiocesan staff development department offer the Intec certification program for technological proficiency.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): National Catholic Educational Association (NCEA), Southern Association of Colleges and School (SACS) and Atlanta Area Association of Independent Schools (AAAIS)

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.)

   Tuition for all students in Kindergarten through grade eight $ 4,375.00

2. What is the educational cost per student? $ 5,023.30
   (School budget divided by enrollment)

3. What is the average financial aid per student? $ 2137.65

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14.2 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? Tuition reduction 100 %
   Scholarship assistance 6.1%

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 1/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	82	94	93		
Total Score					
Number of students tested	52	52	52		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 1/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	89	94	94		
Total Score					
Number of students tested	52	52	52		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

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1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 2/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	90	88	87		
Total Score					
Number of students tested	55	58	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 2/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	90	94	90		
Total Score					
Number of students tested	55	58	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 3/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	82	89	92		
Total Score					
Number of students tested	56	55	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 3/Math	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	Feb	Feb		
SCHOOL SCORES	89	88	93		
Total Score					
Number of students tested	56	55	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 4/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	85	89	87		
Total Score					
Number of students tested	54	55	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 4/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	87	90	86		
Total Score					
Number of students tested	54	55	55		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 5/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	89	87	82		
Total Score					
Number of students tested	55	56	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 5/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	88	88	81		
Total Score					
Number of students tested	55	56	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 6/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	85	84	84		
Total Score					
Number of students tested	71	77	72		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 6/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	89	88	77		
Total Score					
Number of students tested	71	77	72		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 7/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	81	79	79		
Total Score					
Number of students tested	58	48	43		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

Grade 7/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	78	81	72		
Total Score					
Number of students tested	58	48	43		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)
Riverside Publishing
2001 publication year administered in 2001-2002
1996 publication year administered from 1999-2001

No groups were excluded from testing.
Scores are reported as Percentiles.

Grade 8/Reading	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	No Longer	88	86		
Total Score	Tested				
Number of students tested	In	44	47		
Percent of total students tested	School	100	100		
Number of students excluded	System	0	0		
Percent of students excluded	0	0	0		

Grade 8/Math	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**	**1997-1998**
Testing month	March	Feb	Feb		
SCHOOL SCORES	No Longer	83	81		
Total Score	Tested				
Number of students tested	In	44	47		
Percent of total students tested	School	100	100		
Number of students excluded	System	0	0		
Percent of students excluded	0	0	0		