

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

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

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

School Mailing Address 215 N. Clay (If address is P.O. Box, also include street address)

Kirkwood MO 63122-4003 City State Zip Code+4 (9 digits total)

Tel. (314) 821-0460 Fax (314) 821-0833

Website/URL stpeterkirkwood.org Email stp220@swbell.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.

(Principal's Signature) Date

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

Name of Superintendent Mr. George Henry (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of St. Louis Tel. (314) 792-7300

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 Mr. Alan Jonagan (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. 3 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	28	21	45	7	14	11	25
1	18	26	45	8	20	19	39
2	25	31	56	9			
3	21	21	42	10			
4	24	21	45	11			
5	23	27	50	12			
6	24	30	54	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							405

6. Racial/ethnic composition of the students in the school:
- | | |
|---------|--------------------------------|
| 97.5 % | White |
| 1 % | Black or African American |
| 1 % | Hispanic or Latino |
| .5 % | Asian/Pacific Islander |
| _____ % | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: .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 <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	405
(5)	Subtotal in row (3) divided by total in row (4)	.007
(6)	Amount in row (5) multiplied by 100	.7

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish and Albanian

9. Students eligible for free/reduced-priced meals: 3 %
11 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.

To get this number we used the number of students eligible for Title I services.

10. Students receiving special education services: 8%
31 Total Number of Students Served

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

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 18 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 6 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 21 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> 5 </u>
Support staff	<u> 1 </u>	<u> </u>
Total number	<u> 8 </u>	<u> 10 </u>

12. Student-“classroom teacher” ratio: 14.4/1

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	384	403	404	400	435
Daily teacher attendance	34	33	34	34	34
Teacher turnover rate	1	5	0	5	1
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

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

St. Peter School in Kirkwood, Missouri is a Catholic parish elementary school focused on helping each student reach his/her potential spiritually, emotionally, academically and physically. To enable individuals to reach this potential, the school community cooperates in setting high expectations for student growth in faith, scholarship, and service. Through the Holy Spirit's guidance and Jesus' example, our community of learners will meet the high expectations, and each individual will meet his/her full potential.

St. Peter's has a tradition of excellence dating back to 1864. It is one of the oldest schools in the metropolitan St. Louis area. The school is one of 130+ schools in the Archdiocese of St. Louis school system and is a member of the National Catholic Education Association (NCEA). The present enrollment is 450 students in preschool through eighth grade. The enrollment figures have remained steady for the last ten years and presently we are in a major building phase. New administrative space, a science lab, a second computer room, a library, and a new facility for our preschool are now under construction. Presently we have 22 classrooms, a gymnasium, rooms for a nurse, learning consultant, and reading specialist, a cafeteria, and administrative offices.

The teaching and administrative staff are a good mix of experienced and younger teachers. Twelve of the thirty professional staff members (40%) have advanced degrees. They are assisted by eight teacher's aides who work mostly in the primary grades. These educators are committed to professional excellence and to the school's mission and vision.

The curriculum offerings include courses in Religion, Language Arts, Social Studies, Science, Math, Spanish, Computer, Music, Art and Physical Education. All grade levels tested (grades 3 through 8) scored above the 80th percentile in the most recent standardized tests in the fall of 2002.

Extra curricular activities include choir, handbell choir, band, student council, yearbook, prayer groups and service organizations. A school musical production is presented annually in the spring. Sports teams are sponsored in baseball, softball, soccer, volleyball, basketball and track through the parish athletic organization.

Parents are encouraged to participate in school activities. There is parent membership in organizations such as the Board of Education, Finance Committee, and the PTA. The PTA is the sponsoring group for most fundraising endeavors. Parent volunteers are also used to assist in the cafeteria, playground and the school office. The school is a tuition based school subsidized by the parish at large and by fundraising events. The entire parish family shares responsibility for providing the learning environment, the resources, the leadership, and the community of faith that supports our mission.

St. Peter Catholic School is dedicated to helping the total child reach his or her potential in a safe, nurturing, and faith filled environment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Iowa Test of Basic Skills is given in the fall of each year to all students at St. Peter School who are in grades 3 through 8. The results of these tests are compared to all students in the nation testing in the fall, and to students in the 150 schools in the Archdiocese of St. Louis.

Our test scores range from the 74th percentile to the 89th percentile in Reading, Math and Language Arts. Our lowest scores are better than three-fourths of all the students who took the test. The highest scores are at or above the 90th percentile. In the fall of 2002, the composite score, which includes Reading, Math, Language Arts, Social Studies, Science and Reference and Map Skills, ranges between the 84th and 89th percentile.

In the fall of 2002, 12 out of 26 eighth graders scored at the 90th percentile or above which is 46% of the class, and 24 out of 26 students scored at the 70th percentile or above on the composite score. In grades three through eight 117 students scored at or above the 90th percentile on their composite which is 44% of the school. We also had 35 students score a composite of 99% in grades 3 through 8. Included in these figures are the scores of our special needs students who were given the test in an adaptive manner.

Our scores are reflective of the wonderful success our teachers have had with our students as well as the parental support we receive.

All of our students have scored well above the national average and above the average students in the Archdiocese of St. Louis. We are extremely proud of our students and our scores.

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

St. Peter uses the assessment data to understand and improve student and school performance on a yearly basis. Each year the Iowa Test of Basic Skills is given to students in grades 3 through 8. When the test results arrive, we begin to look for strengths and weakness not only in each grade, but also in the entire curriculum. We also look carefully at each student's results noting their progression or in some cases a decline, and try to ascertain the reason.

Two years ago, we realized that punctuation and grammar scores were lower for the entire school than some other areas and began to address it in a variety of ways. First, we purchased a new Reading/Language Arts series, which focuses more on these areas. The Assistant Principal and Learning Consultant also meet regularly with each teacher to go over their writing curriculum. Suggestions are given to improve skills. We are seeing much growth in the area mentioned above and continue to meet with the teachers to improve our skills especially in the area of writing.

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

When results arrive, they are communicated to the appropriate publics. Parents are given copies of how the school compares with the whole Archdiocese of St. Louis as well as how we compare nationally. They also receive their own child's report. The report is in narrative form. Also included are percentile ranks and a grid that illustrates whether the child is performing above average, average or below average. The narrative explains to parents how their child compares to children in the same grade across the nation in each area of the test. Strengths and weaknesses are pointed out so that parents can see areas of growth or areas where their child could use some help in order to improve their scores the next year. Parents are also provided the school's previous year's score so they can compare them and see how we are improving. These results are also communicated to the Board of Education, which consists of members of the community. Teachers in some grades (usually 4 – 8) go over results with students individually and

point out their strengths and weaknesses. In addition, the principal meets with each eighth grader to go over their score prior to their applying to high school. He and the eighth grade teacher meet with parents as well to go over the scores and give advice on where students should apply for high school.

Assessment data is also communicated to parents informing them of curriculum areas that the school is going to work on in the following year in order to improve scores and performance.

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

St. Peter School shares its successes in a variety of ways. Our teachers are master teachers and are frequently invited to share their expertise by giving workshops in a number of curriculum areas to teachers at other schools. Several of our teachers will be giving presentations at the National Catholic Education Association Convention, which will be held in St. Louis in April 2003. Teachers from other schools frequently come to St. Peter to observe our teachers and their instructional techniques. (Many times St. Peter has been recommended by the Catholic Education Office as a school administrators may want to send teachers to in order to pick up new techniques etc.). Several of the area universities keep asking to place student teachers at St. Peter because of wonderful experience and preparation they seem to receive. Several of our teachers have been invited to attend "invitation only" workshops that only a certain caliber of teacher is invited to attend.

We also share the success of our students by sending them to region Math meets and Bellarmine Speech League Meets and the Academic Olympiad. Some of our students have competed in city-wide competitions while others have competed on the state level in areas such as Spelling, Social Studies and Fine Arts.

PART V – CURRICULUM AND INSTRUCTION

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

The instructional program includes learning experiences that provide children with knowledge, skills, values, attitudes and behaviors necessary to function effectively as Christians in a global society.

Planned curriculum includes daily classes offered in K – 8 in English, Mathematics, Social Studies, Reading, Science, Language Arts, and Religion. In addition, Computer, Physical Education, Art, and Music are conducted twice weekly in grades K – 8. Spanish classes are also offered twice a week in grades 6, 7 and 8.

The instructional program at St. Peter emphasizes student-centered learning. Accommodations are made for individual learning styles on every grade level and cross-curricular activities are a regular part of the learning process. Teachers utilize a variety of assessment tools such as quizzes, long and short-term projects, class presentations, and objective and essay tests.

The instructional program reflects national, state and district standards in all content areas. Teachers are encouraged to further their education through attendance at workshops, conferences, in-services and university courses. Membership in professional organizations is also encouraged.

2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

St. Peter uses the 2000 copyright of the McGraw Hill Reading series. It is an integrated language arts program, which includes phonics, guided reading, grammar, writing and spelling. Each lesson is a week long. All students begin with the same components of vocabulary introduction, building background, and pre taught skills such as phonics and comprehension. Students also read aloud the same core selection. In order to meet individual needs, students then read leveled books that contain the same general information about a specific subject. These books are either easy, on level or challenge books. Students end the week discussing the leveled books, reviewing phonics, comprehension, vocabulary, study skills and assessment. Students also write on a daily basis. Often their writing has something to do with the story of the week. Other times, they are encouraged to write about a specific topic, or can choose a topic of their own.

After examining several series, this series was chosen because of the variety of levels that the students can attain. It also allows our reading specialist to work with the underachiever and the overachiever as well. We are better able to meet all our students’ needs especially at the primary level where reading is such an important skill.

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

It is stated in the mission statement that St. Peter School focuses on “helping each student reach his/her potential spiritually, emotionally, academically, and physically.” While the math curriculum strives to meet all these student needs, greater emphasis is placed on academic achievement given the nature of the subject.

Quantitative literacy for all students is the goal of the mathematics curriculum at St. Peter School. Emphasis is placed on the acquisition of processes and skills that support the mathematical reasoning. Foundational concepts such as place value, equivalence, proportionality, function, and rate of change are linked to and build on one another so that the student’s understanding and knowledge deepens as their

ability to grasp mathematics expands. In addition, the program helps students not only to understand mathematics, but also to be able to communicate about it. Students know when, where and how mathematics is used. Through the application of concepts and skills, students are able to solve problems, thus gaining an appreciation for mathematics as an important area of skill and way of thinking.

Striving to meet the needs and learning styles of all students, teachers create situations for students that will foster their making mental relationships. Investigations using hands on activities, simulations, games and other activities enable students to interact with their environment, and in the process, become actively engaged in learning. Enrichment is provided through open-ended problems and projects.

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

St. Peter Elementary School uses a multi-faceted approach for instruction. The school is cognizant of the variety of ways in which students learn, and has adapted its instruction to provide appropriate techniques to accommodate students learning styles. Among the tools used within the school are whole group, small group and individualized instruction.

In the area of science instruction, the method used is the Inquiry Method, which includes the Foundational Approach to Science Teaching (FAST), and the Developmental Approach to Science and Technology (DASH). There is a range of techniques used to develop reading skills from the traditional textbook to small group instruction using materials at appropriate reading levels. A reading specialist teaches students from kindergarten through third grade on both remedial and accelerated levels. There is also a technology specialist who provides hands-on instruction with computers and software applications. The school addresses physical capabilities as it has different types of instruction for both gross and fine motor skills. All children attend regular physical education classes and those who need more fine motor skill instruction receive small group instruction from the learning consultant.

The school takes advantage of community resources to enhance learning. St. Peter brings in outside experts to enrich the curriculum. Examples of this are Junior Achievement and Project Business. The school also utilizes community resources by taking the students on field trips to gain direct learning experiences. Recent field trips included: the St. Louis Art Museum, St. Louis Symphony, Missouri Botanical Garden and The Jefferson Memorial Gateway Arch.

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

St. Peter School uses faculty meetings and in-service sessions to provide professional development. Teachers are also encouraged to attend workshops in the area of instruction. Guest speakers at faculty meetings and in-service sessions have covered topics that ranged from insurance and retirement, to special education issues. Guest speakers have attended monthly faculty meetings to discuss counseling issues as well as new theories such as "Brain Gym." St. Peter's administration actively encourages all faculty members to attend workshops not only in the area, but out of the St. Louis area as well. The PTA frequently subsidizes the cost of these educational opportunities for the teachers. Current list of scheduled workshops and seminars are always prominently displayed in the teacher's lounge. The administration also places relevant flyers in teacher's mailboxes as a way of letting them know about upcoming workshops in their field.

Teachers are observed by the administration on a regular basis. The evaluation is then discussed with the teacher and included in the teacher's permanent personnel file. Department and curriculum/subject area meetings are held so that teachers can share information with co-workers. The impact on student achievement is very positive. The teachers keep the curriculum fresh and exciting for the students because of the innovative activities and methods learned at in-services, workshops and seminars. Teachers willingly share handouts, ideas and textbooks with their co-workers.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.
 Show at least three years of data. Complete a separate form for each test and grade level.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics.
 Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year 1993/M Publisher Riverside

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

No groups were excluded from the testing.

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

Reading

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	86	86	86
Number of students tested	55	41	49
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	76	88	76
Number of students tested	55	41	49
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language Arts

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	89	89	86
Number of students tested	55	41	49
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

The 2002 - 2003 ITBS test results are from Form A. Our Archdiocese switched to the latest copyright of the test.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4

Test Iowa Test of Basic Skills

Edition/publication year 1993/M

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

Reading

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	89	89	85
Number of students tested	43	45	36
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	82	82	82
Number of students tested	43	45	36
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language

	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	89	77	89
Number of students tested	43	45	36
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Iowa Test of Basic Skills

Edition/publication year 1993/M 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

Reading

	2002 - 2003	2001 - 2002	200 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	87	78	87
Number of students tested	44	51	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002 - 2003	2001 - 2002	200 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	74	76	74
Number of students tested	44	51	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language

	2002 - 2003	2001 - 2002	200 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	86	76	85
Number of students tested	44	51	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6

Test Iowa Test of Basic Skill

Edition/publication year 1993/M

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

Reading

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	87	79	79
Number of students tested	45	54	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	81	80	83
Number of students tested	45	54	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	83	81	80
Number of students tested	45	54	60
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7 Test Iowa Test of Basic Skills

Edition/publication year 1993 M 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

Reading

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	85	86	85
Number of students tested	49.	25	38
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	82	86	82
Number of students tested	49.	25	38
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	79	85	82
Number of students tested	49.	25	38
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8 Test Iowa Test of Basic Skills

Edition/publication year 1994 M 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

Reading

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	86	85	86
Number of students tested	26	39	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Math

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	87	83	87
Number of students tested	26	39	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Language

	2002-2003	2001-2002	2000 - 2001
Testing month	September	September	September
SCHOOL SCORES			
Total Score	87	87	87
Number of students tested	26	39	47
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0