

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name All Souls Catholic School
(As it should appear in the official records)

School Mailing Address 810 South Oak Avenue
(If address is P.O. Box, also include street address)

Sanford Florida 32771-2599
City State Zip Code+4 (9 digits total)

Tel. (407) 322-7090 Fax (407) 321-7255

Website/URL www.allsoulsschool.org E-mail ascsoffice@aol.com

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

(Principal's Signature) Date _____

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

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Raymond Larsen
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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
 _____ Other (Briefly explain)
 _____ 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. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	13	15	28	7	12	12	24
1	14	15	29	8	7	16	23
2	15	16	31	9			
3	14	28	42	10			
4	12	12	24	11			
5	5	15	20	12			
6	14	14	28	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							249

6. Racial/ethnic composition of the students in the school: 85 % White
2 % Black or African American
9 % Hispanic or Latino
4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4 %

(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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	249
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: _____
Specify languages:

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

If this method does not produce 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: $\frac{0}{0}$ %
 Total Number of Students Served**

**Students listed below are mainstreamed in regular class with curriculum accommodations.

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

<u> </u> Autism	<u> 3 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 14 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 7 </u>	<u> 5 </u>
Support staff	<u> 1 </u>	<u> 3 </u>
Total number	<u> 23 </u>	<u> 12 </u>

12. Average school student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.7%	95.2%	95.6%	96.1%	95.6%
Daily teacher attendance	95.9%	96.6%	96.9%	96.6%	96.3%
Teacher turnover rate	18.7%	12.5%	25%	18.7%	18.7%
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

All Souls Catholic School, part of the Diocese of Orlando, is located in Sanford, Florida. Sanford is a city rich with history. The school was founded in 1954 and will be celebrating its 50th anniversary in 2004. This anniversary is a milestone for All Souls Catholic School (ASCS) and for the community. Receiving the No Child Left Behind – Blue Ribbon Schools Award would be a wonderful testament to the work done by many concerned community members over the 50 years of its history. Serving the needs of the community is the mission of ASCS. Having done this for 50 years is a success story of which to be proud.

The current enrollment at ASCS is 290. While we are a small school we believe we are a school of excellence. The standardized test scores and the reputation of ASCS in the community evidence this excellence.

School tradition is strong. Some parents themselves attended ASCS, and now send their children to ASCS. This fact is a testament to the positive and successful experience they had. There are eleven classrooms in addition to a music room, an art room, a science lab, and a technology lab.

The school has a strong Catholic identity. Part of this identity is an emphasis on service opportunities. Students volunteer at soup kitchens, multiple fundraisers, church functions, and other areas. Middle school students tutor younger students on a regular basis. Students are expected to show their leadership in the greater community at all times. Each year through a program of character building, students are taught to help one another. Students are recognized each Friday morning for their kind acts. Their names also go into the school newsletter for these kind acts. In addition, every student has the opportunity to participate in a wide range of social and athletic activities. Because of this variety of learning opportunities, ASCS is meeting its vision / mission statement to provide an environment in which the spiritual, intellectual, moral, social and physical needs of each child are met.

Strengths of All Souls:

- Students at ASCS achieve at a high academic level as evidenced by standardized test scores.
- Students regularly finish in the top places in county essay contests, speech contests, and art contests.
- The faculty is highly experienced, professional, and enthusiastic.
- The students are respectful of each other, are responsible to themselves, and are prepared to be the leaders of tomorrow.
- The administration is collaborative, involving all stakeholders in shared decision making.
- The community is caring, dedicated, versatile, and innovative and is continually seeking ways to improve the school as evidenced by an overall attitude that all can and should contribute to its success.
- The parents and community have contributed to an Endowment Fund since 1997. This endowment helps to solidify the financial future of the school.
- The community is committed to 35 hours a year per family of volunteer time during the school year.
- The school community raised over \$80,000 in fundraising for the 2002-03 school year. This is an outstanding achievement for a school this size and is indicative of the positive support of the families at ASCS.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV - 1

Students at All Souls Catholic School take the Iowa Test of Basic Skills (ITBS). The Riverside Publishing Company publishes the ITBS. The purpose of these tests is to assess the school's instructional progress and the student's learning development in different curriculum areas. The test results are used in determining overall strengths and weaknesses within the school; consequently, planning can be done to address and improve these areas.

The ITBS is a norm-referenced test battery. Norms are a distribution of scores arrived at by testing a group of students under the same conditions as those who will take the test. The group of students used to develop the norms are a control group. These "norms" could then be used as a control group for comparison of other scores. Comparing a student's test score to these norms yields the student's rank nationally. This is accomplished by taking each score, comparing it to the norm and then assigning it a National Percentile Rank (NPR). For example, if a student receives an NPR of 83 this means they have scored better than 83% of the norm scores.

Using norms allows students to be compared to other students, and schools to be compared to other schools. The ability to see where the school or an individual student ranks is helpful to improving instruction.

Scores are reported in national student norms. The highest grade to take the tests is the eighth grade. If the national student norm scores are 77 (reading) and 72 (math) - or higher - then the school is in the top 10% of all schools in the nation. In 2003 All Souls Catholic School scored in the top 10% of schools in the nation, with scores in eighth grade in both reading (87 NPR) and math (75 NPR).

This all means that the test results for All Souls Catholic School were very high. The results show that ASCS scored in the top 10% of schools in the nation. These scores show a school with high academic standards and high achievement. Reading and language are strengths in the school. The curriculum area that needs to be focused on as a result of this test is math.

Planning has been done and will continue with the goal of improving the school's math program, thus in turn improving the math scores on future tests. Implementation of these plans has already begun and is having success. This success is evidenced by the students' classroom performance and their teacher directed tests. One method of improving the math program has been to change to a newer textbook series. This new series has CD-Roms and internet web pages tied into the chapters. These resources can then be used in addition to the normal classroom instruction. One class of the students' three weekly computer lab classes is now spent on the web pages for the math program. This assists students in remediation and review. The computers also allow students to self-pace. Students are also encouraged to use these resources at home to assist in studying.

Part IV - 2

In addition to the examination, assessment, and implementation of current research, the collection of data on the specific performance of our students allows us to measure student improvement. The ITBS and Performance Assessments provide this data. We use the data to assist in the review of our educational program and to determine school strengths and weaknesses. An item analysis is one of the reports provided with the test results. We use this analysis to see how ASCS compares with other schools in the Diocese, the state, and the nation. We do an in-depth study of skill levels and individual skills mastered, and the results are shared with the faculty. If the results show weaknesses, we hold meetings with individual teachers, team level meetings and faculty meetings to decide what actions should be taken. Data will influence decisions concerning curriculum, sequence of concepts, student ability placement, textbook and material purchase, and if necessary, teacher placement.

In 2003 the faculty met in team levels to discuss and further map out the scope and sequence of our math program. This is an ongoing analysis of the school's math program. The scores on the ITBS test will help to show areas that need more instructional attention throughout the school. An example of this is the math scores in 8th grade. The problem solving and data interpretation area is at the 68th percentile while the concepts and estimation area is at the 82nd percentile. These data will then be used to direct team level meetings and decide where instructional attention should be placed. Even though our test scores in math show the school is in the top 10% of schools in the nation, math is considered a *relative* weakness for All Souls Catholic School.

Part IV - 3

To assess the whole child, as in educating the whole child, we use a variety of criteria to measure their growth and development, to select learning objectives and procedures, design or choose instructional materials, and to create a positive learning environment. The student's performance is communicated to the students and parents on a daily basis through observations, performance assessments, short answer and essay tests, quizzes, oral presentations, homework and class work, and participation.

ASCS regularly communicates assessment results to the community by presentations at the Home and School meetings, open houses and orientations, as well as publication of these scores in the school newsletter and the Parish Bulletin. A yearly test score report sheet is published in the Parish bulletin and the school newsletter

Test results are reported to the school board on a yearly basis. Discussion of the results and their impact is always a part of this report. Plans are then discussed to improve the scores.

Meetings are held with teachers so they can correctly interpret scores. Parent conferences are held to help the parents interpret their child's scores. The administration, teacher, and school counselor are always available to explain test results to a group or on an individual basis.

Parents receive four computerized interim progress reports and four report cards a year as well as standardized test results. Communication with the community promotes understanding of the school's progress in meeting its educational standards.

Part IV - 4

All Souls Catholic School is very active in sharing its successes with schools in the Diocese, in the county and in the nation. For example:

- The Middle School Team has given presentations at several Diocesan in-service seminars to share their approach to working together as a middle school team to help other schools plan and implement the team concept.
- Members of the faculty have facilitated workshops both locally and nationally in the area of alternative assessments – namely in the use of rubrics.
- Members of the faculty have also facilitated workshops on working as a team for instructional excellence. Our teachers are always willing to give presentations to other faculties when asked.
- Members of the faculty serve on Diocesan Curriculum Committees, Staff Development Committee, and the Middle School Committee.
- Within the last three years, two faculty members were appointed to serve as Assistant Principals in other Diocesan Catholic Schools. They will now share their experiences and expertise gained from ASCS. At ASCS we always encourage professional staff to move up in their careers thus sharing their successes with other schools.
- The Principal has been invited to be an adjunct instructor for Barry University in Educational Leadership Education courses for future administrators.
- The Principal shares successes by serving on the Diocesan School Board which oversees the 37 schools in the Diocese of Orlando.

All Souls Catholic School will always share ideas and successes. We are keeping an open dialogue with other schools and other institutions.

PART V – CURRICULUM AND INSTRUCTION

Part V - 1

Education at All Souls accentuates the development of the whole child. Curriculum is based on Diocesan, State and National standards. Developmentally appropriate practices and instruction vary by instructional level.

The **primary grades (K-2)** curriculum emphasizes the development of reading, writing and mathematical skills. The reading program creates a strong base in phonics, reading comprehension, and sentence and paragraph writing skills. The mathematics curriculum supports investigation and problem solving. Mastery of basic operations, time and measurement are emphasized. Multiplication and word problems are introduced. The concepts of social studies and science encompass the world at large and are taught through experimentations, readings and discussions. Religion centers on the basic beliefs of the Catholic Church, the Mass and the sacraments of Reconciliation and Eucharist.

The **intermediate grades (3-5)** curriculum focuses on the expansion of higher order thinking skills. The reading program continues this focus with additional outside reading being encouraged through the use of the Accelerated Reader program. Critical thinking is promoted throughout the reading program with vocabulary, grammar and comprehension being the main emphasis. The writing process masters the five paragraph essay. Students are learning note

taking and outlining skills. In mathematics technology, cooperative groups and textbook exercises are utilized to help ensure the mastery of the four basic operations. Other concepts introduced and mastered include place value, graphing, fractions, and basic geometry. The science curriculum continues with a study of plants, space, energy, and the body's systems and nutritional needs. Experimentation with the recording of data followed by analyses helps lay the foundation for the scientific method. The social studies curriculum expands from the neighborhood community to the overall American community and its history. The importance of patriotism is demonstrated and modeled as well as the importance of protecting and preserving our natural resources. Cooperative group projects are used to promote the concept of working together as a team. In religion the focus is on service to others, the sacraments and living a Christian moral life.

The **middle school (6-8)** curriculum builds upon an already sturdy academic base with emphasis on higher order critical thinking and abstract thinking skills. In literature, various genres are explored and students analyze them for literary techniques. Outside reading continues and students learn to synthesize information into formalized writing. Mathematics classes are based on increasing computation accuracy and problem solving. The concepts of ratios, proportions, graphing and percent are developed. Pre-algebra and algebra are offered to the 7th and 8th graders. Life, earth, chemistry, and physical science are studied through experimentation, lecture, cooperative group work, and oral presentations. Lab safety, laboratory skills, and the scientific method are routinely practiced. Social studies encompasses world history, American history and geography. Through the use of technology and research the students continue to learn through projects, critical thinking, and discussion. Religion continues to focus on morality, the Creed, the teachings of the Catholic Church, and the New and Old Testaments.

Special area curricula (K-8). Instruction in various fine art modalities provides students with the opportunity to explore art, music, and drama. Students explore a variety of two and three dimensional media in art class and study the works of famous artists. Each year a specific art style is emphasized and studied, culminating in a school-wide art show. Various aspects of music are introduced through song and movement in weekly music classes. Songs are introduced in relation to special holidays, religious themes, and different units of study; including participation in a yearly dramatic production. Physical education is designed to develop: motor skills, an understanding of various sports, cooperation, sportsmanship, and fair play. Spanish is taught to all students grades K – 8th. The emphasis in the primary grades is phonics and oral expression, taught through games, songs and interactive methods. In the intermediate grades the emphasis is in oral communication - thinking and speaking in every day situations - and the acquisition of basic communication skills. Middle school Spanish emphasizes reading, writing and grammatical usage. Technology is used throughout the school day as well as taught in specific technology classes. Students learn the basics of computing and move on to building presentations, spreadsheets, research writing, and internet usage.

Part V - 2

All Souls Catholic School's reading curriculum is based on the foundation, "Learn to Read...Read to Learn."

In following the Florida Sunshine State Standards, enhanced further by the recommended curriculum set forth by the Diocese of Orlando, our school epitomizes the International Reading Association's position statements entitled "Children's 10 Rights to Excellent Reading Instruction." We choose to follow these mandates because we feel they integrate our school's mission statement with our educational resolve for all students.

Our reading curriculum proposes:

- Early and age-appropriate literacy intervention, beginning in the preschool classrooms.
- Daily individual and small group reading instruction, as well as literacy centers, in the kindergarten classroom.
- Integration of the many areas of language; i.e. phonics, literature, and the writing process with reading, in both small and large group instruction, in the primary classrooms.
- Daily large group practice, as well as independent reading strategies designed by the teacher, in the intermediate classrooms.
- Literature-based reading exploration, which encourages the use of recall, interpretation, and expansion tenets, as well as a variety of supplemental reading material in the middle school classrooms.

From reading instruction for skill building, continuing up to reading across the curriculum, and finally to reading for pure enjoyment and pleasure, All Souls Catholic School meets its obligation to provide superior reading instruction to all of its students.

Part V - 3

ASCS's technology program expands essential skills in all areas and supports the school's mission statement by providing a Christ-centered learning environment that develops a child intellectually, morally and socially. Morally, students are taught to understand the ethical uses of the internet and technologies in general. Socially, students are often required to work together in cooperative groups.

ASCS has a technology lab consisting of 31 Pentium III workstations using the Windows 2000 operating system and the Microsoft suite of application software (Word, Excel, Access, Publisher, and FrontPage). Students also have access to between five and ten computers in each classroom. All computers in the lab and the classrooms are networked and internet accessible. All students have access to the Internet through a URL controlled content engine. Students in Kindergarten through 2nd Grade are introduced to the internet, drawing programs, Word, and PowerPoint. Students in third through fifth grade are introduced to Excel and more advanced features in Word and PowerPoint. Students in middle school are introduced to Publisher, FrontPage, Access, and advanced features in the other applications.

Most of the instruction in our technology lab integrates grade-level curriculum and standards with exercises that teach new computer application skills. Frequent communication between the classroom instructors and technology coordinator ensure that the technology program is effective in this respect. The major curriculum areas are reinforced in some of the following ways:

Math

- Middle School students spend one period a week in a math lab which utilizes a textbook based website to reinforce and strengthen topics covered in class during the week.
- Primary students access math websites and use math software to review basic math facts (addition, subtraction, multiplication, division, fractions, etc..)

Language Arts

- Younger students are exposed to software that teaches reading and spelling.
- Students practice all forms of writing (narrative, expository, persuasive, and descriptive) using word processing software.
- Students utilize the applications software to create Venn Diagrams and story maps.

- Reading for comprehension quizzes are taken in the classrooms through Accelerated Reader enrichment program.

Science and Social Studies

- A variety of science and social study topics (dinosaurs, food, energy, plant and animal life cycles, mapping skills, early explorers, etc.) are researched. Facts on these topics may be used in a written essay or in a verbal presentation.

Part V - 4

Current knowledge is explored and decisions are made with a solid understanding of the foundational beliefs and theories that drive teaching about how students learn, what they should learn, and how teachers need to think and act to enable student learning. Brain research reminds us that we need to challenge, support and celebrate our students' achievements. This is done on a daily basis. Academic expectations are high and are reached.

- Large group, small group and individual instruction are used at different times for different purposes, accordingly, as appropriate.
- Guided practice is used to help the student construct his/her own comprehension using prior knowledge and experience.
- Cooperative learning using a variety of criteria for grouping the students such as interest levels or prior knowledge, is utilized.
- Each classroom has a safe, warm, and caring atmosphere in which students feel safe to explore, discuss and present their ideas and knowledge. Learning and thinking are situation or context specific so the learning environment shapes what the children do and know.
- Summarizing, outlining, and note-taking skills are emphasized across the curriculum.
- The latest technology to enable students in discovering concepts through research and projects by utilizing PowerPoint, Excel, and Word processing software.
- Regular and/or daily homework assignments to assist in reinforcement and retention of topics and skills.

Part V - 5

There are three Diocesan in-service days per year that support our curriculum requirements with identified needs provided by the teachers. Educational opportunities for teachers are strongly supported by both the school and the parish financially. Graduate studies are encouraged and supported. In addition to the Diocesan in-service days, ASCS dismisses students at noon once a month to give teachers the opportunity to continue their professional development and to apply current ideas in planning for curriculum improvement.

The professional development emphasis for this year is Technology and Team Building. ASCS has a full time technology specialist to provide on-site in-service to the teachers on a daily basis. Team building strategies enable the teachers to better meet the needs of the students because the teachers are integrating and planning at a much higher level than ever before.

Performance assessment scores have improved as a result of in-service emphasis on alternative assessments. We must also say that teachers at ASCS are regularly presenters at Diocesan in service workshops. Each of these presentations is also presented to the ASCS staff.

As a result of this professional development program our students have continued to score in the top 10 percent of the nation on the ITBS standardized test of basic skills.

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 tables.

Private school association(s): National Catholic Education Association
(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2003-2004 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$3,828}{\text{K}}$	$\frac{\$3,828}{1^{\text{st}}}$	$\frac{\$3,828}{2^{\text{nd}}}$	$\frac{\$3,828}{3^{\text{rd}}}$	$\frac{\$3,828}{4^{\text{th}}}$	$\frac{\$3,828}{5^{\text{th}}}$
$\frac{\$3,828}{6^{\text{th}}}$	$\frac{\$3,828}{7^{\text{th}}}$	$\frac{\$3,828}{8^{\text{th}}}$			

2. What is the educational cost per student?
(School budget divided by enrollment) \$ 4,438
3. What is the average financial aid per student? \$ 1,639
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1.3 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 2

Test: Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 43

Number of students who took the test 43

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

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

Math	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - K	ITBS - K
SCHOOL SCORES					
Total Score	68	78	53	71	60
Number of students tested	43	27	28	28	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded					
Percent of students excluded					
Reading	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
	ITBS - A	ITBS - A	ITBS - A	ITBS - K	ITBS - K
SCHOOL SCORES					
Total Score	76	86	67	73	65
Number of students tested	43	27	28	28	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded					
Percent of students excluded					

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 3

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 42

Number of students who took the test 42

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

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

Math	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month Test	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October Perf. Asses.
SCHOOL SCORES					
Total Score	73	73	69	76	85
Number of students tested	42	25	25	29	31
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
Reading	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October Perf. Asses.
SCHOOL SCORES					
Total Score	84	89	84	75	80
Number of students tested	42	25	25	29	31
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

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 4

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

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

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

Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - A	ITBS - K
SCHOOL SCORES					
Total Score	80	72	77	50	69
Number of students tested	24	24	31	27	25
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
Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
	ITBS - A	ITBS - A	ITBS - A	ITBS - A	ITBS - K
SCHOOL SCORES					
Total Score	90	81	85	56	74
Number of students tested	24	24	31	27	25
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

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 5

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 20

Number of students who took the test 20

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

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

Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - A	
SCHOOL SCORES					
Total Score	73	75	56	70	
Number of students tested	20	28	27	31	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	
	ITBS - A	ITBS - A	ITBS - A	ITBS - A	
SCHOOL SCORES					
Total Score	80	84	70	73	
Number of students tested	20	28	27	31	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 6

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

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

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

Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - A	ITBS - K
SCHOOL SCORES					
Total Score	83	61	76	66	66
Number of students tested	24	24	28	24	26
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
Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
	ITBS - A	ITBS - A	ITBS - A	ITBS - A	ITBS - K
SCHOOL SCORES					
Total Score	84	66	78	65	65
Number of students tested	24	24	28	24	26
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

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 7

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

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

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

Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - A	Perf. Asses.
SCHOOL SCORES					
Total Score	55	75	63	69	73
Number of students tested	24	25	26	24	20
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
Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	
	ITBS - A	ITBS - A	ITBS - A	ITBS - A	
SCHOOL SCORES					
Total Score	74	82	73	69	
Number of students tested	24	25	26	24	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	

Iowa Test of Basic Skills

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, and place it on a separate page.

Grade 8

Test Iowa Test of Basic Skills

Edition/publication year 2000 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

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

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

Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
Test	ITBS - A	ITBS - A	ITBS - A	ITBS - A	Perf. Asses.
SCHOOL SCORES					
Total Score	75	66	69	77	63
Number of students tested	23	22	22	20	21
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
Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October	October
	ITBS - A	ITBS - A	ITBS - A	ITBS - A	ITBS - K
SCHOOL SCORES					
Total Score	87	75	71	72	56
Number of students tested	23	22	22	20	21
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

Iowa Test of Basic Skills

Testing Addendum:

Students with specific learning disabilities are tested with modifications.
These students are excluded from class averages.

For the 2003-04 school year the breakdown of these students is as follows:

Month of Test: October

Grade 3:

3 students - Reading Average – 67 Math Average – 74

Grade 4:

2 students - Reading Average – 80 Math Average – 46

Grade 5:

1 student - Reading Average – 47 Math Average – 53

Grade 6:

2 students - Reading Average – 43 Math Average – 49

Grade 7:

2 students - Reading Average – 41 Math Average – 41

Grade 8:

2 students - Reading Average – 35 Math Average – 31

Grade 2 is tested in the spring.

Month of Test: March 2003

Grade 2

3 students – Reading Average – 82 Math Average - 53

Testing modifications for students include unlimited time for tests, individual testing, small group testing, and directions given orally.