

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

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

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

School Mailing Address 431 Decatur Street
(If address is P.O. Box, also include street address)

St. Charles Missouri 63301-2091
City State Zip Code+4 (9 digits total)

Tel. (636) 946-2713 Fax (636) 946-3096

Website/URL www.borromeoschool.com E-mail admin@borromeoschool.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* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () _____

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

N/A Date _____
(Superintendent’s Signature)

Name of School Board President/Chairperson Mr. William “Chip” Crow
(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

[Include this page in the school's application as page 2.]

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. 5 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	18	20	38	7	15	24	39
1	18	14	32	8	24	13	37
2	19	13	32	9			
3	18	20	38	10			
4	17	20	37	11			
5	12	21	33	12			
6	14	9	23	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							309

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>97</u> | % White |
| <u>2</u> | % Black or African American |
| <u>0.5</u> | % Hispanic or Latino |
| <u>0.5</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 1%

(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.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	309
(5)	Subtotal in row (3) divided by total in row (4)	0.0226
(6)	Amount in row (5) multiplied by 100	2.26%

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 5%

14 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: 7%
21 Total Number of Students Served **

**** Only 2 of the 21 students receiving special education services have a medical diagnosis.**

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

<u> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 0 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 2 </u> **Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

**** Only 2 of the 21 students receiving special education services have a medical diagnosis.**

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> 0 </u>
Classroom teachers	<u> 18 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 3 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 6 </u>	<u> 1 </u>
Total number	<u> 28 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 17:1

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	98%	96%	95%	97%	97%
Daily teacher attendance	98%	97%	97%	98%	99%
Teacher turnover rate	17%	35%	39%	4%	0%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

PART III – SUMMARY *Provide a brief, coherent narrative snapshot of the school.*

St. Charles Borromeo Catholic School in St. Charles, Missouri consistently expands on its rich 200-year-tradition by following a vision that honors the unique needs of every student. With creative leadership, dedicated faculty, and a progressive curriculum, the school provides a challenging academic program while also focusing on its mission to “grow together in the knowledge of Jesus Christ, participate in Catholic worship, and respond with Christian service to the community.”

The small class sizes at St. Charles Borromeo allow for individualized, goal-oriented instruction and a first-class education for approximately 300 kindergarten-through-eighth grade students. With the benefit of team teaching and conferencing, faculty members can provide well-balanced support and guidance for each child. With ongoing professional development, teachers are able to gain insight into new techniques, many of which are helpful to the school’s ever-increasing population of special needs students.

Through inservice training, both off-campus and on-site, faculty members at St. Charles Borromeo have become proficient users of the school’s multi-faceted technology. They currently employ a variety of software programs to track each student’s progress and to maintain computerized grade books. As a result, teachers can concentrate more fully on the needs of each child and identify students who may require more individualized help. Internet access in every classroom, as well as in the updated computer lab, also serves to enhance the curriculum and enrich the classroom environment.

Students at St. Charles Borromeo have school-wide access to educational software, including Accelerated Math, Math Facts in a Flash, and a computerized Accelerated Reader Program. They can use the school’s state-of-the-art technology to create PowerPoint presentations, build web pages, and perform Internet research in all subject areas. Believing that technology should not be taught in isolation, St. Charles Borromeo teachers use every opportunity to incorporate technology into all subject areas and grade levels. Foreign language instruction is woven into the core curriculum, as Spanish is taught from kindergarten through eighth grade.

The academic achievements of students in grades 6-8 are recognized through an honor roll program, and through St. Charles Borromeo School’s membership in the *National Junior Honor Society*. Working together, the faculty and parents provide a wide-range of extra-curricular-activities for students at all grade levels. Student council, yearbook, and safety patrol provide leadership opportunities. Students can explore their interests in scouting, band, choir, speech team, and seasonal sports, or participate in regional math competitions and a computer club. The school-published *Create* magazine allows all students to share their writing and artistic talent with the entire school community.

As outlined in the school’s philosophy, the students, faculty, parents, and parishioners of St. Charles Borromeo share a collaborative commitment to the Catholic faith. The celebration of the sacraments, including Reconciliation, First Holy Communion, and Confirmation helps to strengthen this commitment. With opportunities for community involvement, students learn to embrace diversity and to perform Christian service. Through planning and participation in events such as canned food collections, nursing home visits, and senior citizen bingo, students actively embody the values of the Catholic Church.

PART IV – INDICATORS OF ACADEMIC SUCCESS

#1--Describe the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The purpose for annual standardized testing at St. Charles Borromeo School is threefold: to define each student's developmental level, to identify each student's relative strengths and weaknesses, and to monitor year-to-year growth in basic skills. The battery of tests administered include reading, language, mathematics, and sources of information, with each of these areas divided into subtests.

Assessment results from the Iowa Tests of Basic Skills (ITBS) in the areas of reading and math are easily explained with the information guide sent to the school with the actual hard copy of the results. Percentile ranks, grade equivalents, and standard scores differ from one another in the precision with which they can describe achievement and the kind of information they can provide.

The reading section of the test is broken down into two sub-tests: vocabulary and comprehension. Language is broken down into four sub-tests: spelling, capitalization, punctuation, and usage/expression. Math is broken down into three sub-tests: concepts/estimation, problem solving/data interpretation, and computation. The individual student's performance profile report, which stays in his or her cumulative record, lists four scores: **SS** - standard score, **NS** - national stanine, **NPR** - national percentile rank, and a graph of the NPR. The report also provides detailed information about the skills on each test, including the number of questions per skill, the number attempted, the percentage correct, and the average percentage correct for students throughout the nation. Horizontal bands for each skill score can be compared to identify the strengths and weaknesses of each student.

Scores from each homeroom are given to the respective teachers to identify weaknesses and strengths for that particular class. After discussion with the students, parents, and other staff members, each teacher uses the scores to develop lesson plans and learning activities for the class and for individual students.

When looking at the results of the national tests, the NPR scores are most easily understood. Each NPR score lists the percentage of those nationwide who scored lower than the individual named on the test. The students in St. Charles Borromeo School's eighth grade class achieved an average NPR score of 80 in mathematics, which means they fared better than 80% of test-takers nationwide. The same class also scored in the 79th percentile in reading.

Part IV #2-- *Show how the school uses assessment data to understand and improve student and school performance.*

Students in grades 3-8 at St. Charles Borromeo take the Iowa Test of Basic Skills each year to assess their performance in all subject areas. The data obtained from these tests is used to analyze trends in the school's educational programs, specifically in the areas of language arts and math. Along with national scores, St. Charles Borromeo compares its test results with the scores of other schools in the St. Louis Archdiocese. Looking at achievement levels in relation to a regionally or nationally representative student group allows the administration and faculty to get an external look at the performance of students. It also allows a comparative measure of the school as a whole and helps to gauge the overall effectiveness of the curriculum.

Using ITBS results in conjunction with other educational assessment data, St. Charles Borromeo's faculty and administration work together to provide students with the tools necessary to ensure their success. Having tracked trends in mathematical skill development, the school has implemented the Accelerated Math Renaissance Program, which has proven to be an effective addition to the curriculum. The Accelerated Reading Renaissance Program, another supplemental offering, helps to reinforce basic language skills.

By working with ITBS assessment results and outlining a clear vision for the future, St. Charles Borromeo Catholic School continues to make great strides in quality education by enriching its core curriculum with a variety of innovative programs.

Part IV #3-- *Describe how the school communicates student performance, including assessment data, to parents, students, and the community.*

Results of the annual Iowa Tests of Basic Skills are shared with students, parents, faculty, and other staff members in various ways. Results for individual classes are given to the homeroom teacher, who places individual student summaries in the cumulative records. This serves as an excellent comparison to previous years of testing, allowing teachers to monitor the year-to-year growth of each student. A copy of the individual student's results is given to parents at the annual parent-teacher conference in early fall.

St. Charles Borromeo School believes that a parent-teacher or parent-student-teacher conference offers an ideal occasion for teachers to provide and interpret test results for parents. Not only do teachers tend to be more knowledgeable than parents about the tests and the types of scores being reported, but they've also made numerous observations of the student and his or her work and, consequently, can substantiate the results.

Teachers at St. Charles Borromeo are able to produce samples of classroom assignments to illustrate what students have been working on. In some grade levels, they also maintain portfolios to identify students' strengths and to explain where improvements are needed. The sharing of this information with parents and students is a strategy that our teachers use to help students become independent learners who take increasing responsibility for their own school progress. Self-assessment is a significant aspect of self-guided learning, and the reporting of test results can be an integral part of promoting self-assessment.

Scores from these tests also help in the placement of students in various classes. And high schools regularly examine test scores to assess the abilities of incoming freshmen, using the results as a basis for awarding academic scholarships and for placing students in advanced/honors classes.

At St. Charles Borromeo, the principal presents ITBS results to the Home & School Association and to the school board. These results are also sent to parents in the principal's biweekly newsletter. Prospective students and parents are welcome to view performance results while visiting the school. Not only does the faculty of St. Charles Borromeo take great pride in its students' testing performance, but it also welcomes the challenge of continually improving instructional methods.

Part IV #4—*Describe how the school will share its successes with other schools.*

St. Charles Borromeo School has always been eager to share its successes with others. The school has opened its doors and classrooms to teachers and administrators throughout the community, sharing with them its innovative program offerings and holding formal workshops. Several of St. Charles Borromeo's faculty members have hosted inservice training sessions that highlight the school's progressive reading and math programs. These teachers have attained the Champion Teacher certification through Renaissance Learning, which allows them to present the Accelerated Reader and Accelerated Math Programs to other educators. Other faculty members have presented conference workshops on a larger scale, addressing regional and statewide educational conferences on the creative use of technology within a curriculum.

As St. Charles Borromeo continues to thrive, its commitment to sharing ideas and successful strategies with other schools grows. As educators, we all work toward the common goal of unlocking the doors of success for every child.

PART V – CURRICULUM AND INSTRUCTION

#1--Describe the school's curriculum.

The mission statement and philosophy of St. Charles Borromeo School are at the core of its progressive curriculum. While providing a challenging academic program for students, the school strives to maintain its goal of reaching the whole child: the intellectual, moral, spiritual, physical, psychological and aesthetic self. In addition to a focus on Catholic values through daily **religion** classes, students participate in the Eucharist, attend prayer services, and prepare for sacramental celebrations. Beginning with kindergarten, the St. Charles Borromeo **mathematics** program applies math concepts to real-world situations. Through the use of manipulatives and other hands-on activities, students are actively engaged in their learning. Middle school math includes pre-algebra and algebra courses to prepare students for high school mathematics. Along with math textbooks for each grade level, the math curriculum is further enhanced by a variety of network-based computer programs that provide teachers with a convenient, computer-based method of monitoring and evaluating students' progress.

Likewise, the computerized Accelerated Reader Program is an integral part of the St. Charles Borromeo **reading** curriculum. With this program, both the student and the teacher get immediate, constructive feedback to direct ongoing reading practice. The reading curriculum is supported, too, by the use of basal readers in kindergarten through grade five. Students develop and refine reading skills, enhance vocabulary, and learn to appreciate the various genres of literature through this multi-faceted approach.

The goal of the **English** program at St. Charles Borromeo is to develop proficiency in all language areas: reading, writing, listening, thinking, and speaking. **Spelling** is taught in all grades, and it goes hand-in-hand with the reading and English programs in that students acquire knowledge of spelling strategies and are able to apply these strategies as they develop writing skills. The foreign language program, which is taught at all grade levels, gives students the foundation necessary for them to become proficient speakers of the **Spanish** language. Students learn to appreciate not only another language, but another culture as well.

The St. Charles Borromeo **computer** curriculum adheres to the National Educational Technology Standards, and follows a scope and sequence that allows students to build on previous learning. By using computer applications and productivity tools, and gaining insight into the ethical uses of technology, students can apply the computer curriculum to all subject areas. Students begin learning about the ten themes of **social studies** beginning at the kindergarten level. With many hands-on activities, field trips, and guest speakers, they are able to readily grasp the concepts presented and then further their learning through Internet research, virtual field trips, and web quests. To encourage students to use higher-order thinking skills, the social studies curriculum also requires multimedia projects, oral presentations, and the reenactment of historical events.

St. Charles Borromeo School's inquiry-based **science** program allows students to become active learners as they investigate, explore, experiment, and observe. School-wide Internet access supplements research and investigation within the science program. The school's **music** program operates not only in the regular classroom setting, with student instruction in music theory and musical styles, but also at twice-yearly concerts, which are school- and community-wide events. Students are given ample opportunity to share their musical talent: Boys' Glee Club is open to boys in grades 3-8, and band participation is open to students in grades 4-8. Students in grades 3-8 take part in liturgical choir, which includes weekly practice and singing at all-school liturgies.

Students learn elements of design and composition within the **art** class setting, and apply these techniques to a variety of projects that incorporate all areas of the curriculum. Student artwork is displayed at the school's annual Fine Arts Show. Within the highly structured **physical education** program, the importance of health and fitness is strongly emphasized. Students take part in a variety of program activities, including community-wide track events and an annual dance assembly during Catholic Schools Week.

Part V #2-- *Describe the school's reading curriculum*

With reading being key to every subject in the curriculum, St. Charles Borromeo School implements a multi-faceted approach to address and promote skills necessary for reading proficiency. Our reading program combines the power of computer technology with a sound set of teaching and motivational strategies. Students in kindergarten through grade five use reading textbooks for the acquisition of skills and concepts that provide the framework for progress through every grade level.

The reading curriculum is additionally supported by the Accelerated Reading Program, a program based on the fundamental principle that practice improves reading. The program's software provides teachers with a convenient computer-based method of monitoring and evaluating students' reading progress, while the use of the Accelerated Reader Program in the middle school provides students with the guidance they need to succeed and take ownership of their learning. The result is the continuous growth of students' reading skills, an intrinsic love of reading, and ultimately a community of active, highly motivated readers. This approach has proven to be quite effective for St. Charles Borromeo School, as evidenced by the annual reading assessment results on the Iowa Test of Basic Skills.

Part V #3-- *Describe 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.*

St. Charles Borromeo's mission statement is reflected in the school's technology curriculum, as teachers strive to "provide a challenging academic curriculum to meet the needs of students." Under the visionary leadership of a dedicated principal and pastor, the faculty has embraced the use of technologies that aid in classroom management and enable students to develop skills that support learning, personal productivity, decision-making, and daily life.

The use of technology throughout the school allows teachers to provide a learning environment that combines both new and traditional approaches to facilitate the learning of relevant content, while also addressing individual needs. A full-time, on-site technology administrator allows for quick troubleshooting of equipment and software programs, virtually eliminating computer downtime. The technology team, consisting of the school's K-8 computer teacher, the technology administrator, and the principal, orchestrates ongoing technology upgrades and purchases. The technology administrator oversees technology-related staff training, based partly on a beginning-of-the-year technology assessment survey.

This ongoing faculty training, as well as the daily support teachers receive from the technology team, has given all staff members the confidence needed to incorporate technology into their teaching. In addition to the school's web site, which offers e-mail access to all faculty members, St. Charles Borromeo students and parents can now visit several teacher-created classroom web sites. This infusion of technology into all curricular areas prepares students to be lifelong learners who make informed decisions about the role of technology in their lives.

Part V #4--*Describe the different instructional methods the school uses to improve student learning.*

St. Charles Borromeo uses various instructional methods to enhance the learning environment. In keeping with the school's philosophy of teaching to meet each child's abilities, teachers employ techniques that address multiple intelligence areas and promote higher order thinking skills. Some of these include small group learning activities, cooperative learning groups, team teaching, role playing, listening and learning centers, manipulatives, listening games, experiments, guest speakers, lecturing and note taking, story tapes, educational games, relax and read spots, family projects, direct instruction, and divergent problem-solving activities. Technology also plays a vital role in the curriculum. In addition to school-wide Internet access, Accelerated Reading, Accelerated Math, and Math Facts in a Flash, student learning is reinforced through software programs that enhance all areas of the curriculum. The school's consistent use of Cable in the Classroom programming, as well as videos for all subject areas and grade levels, allows teachers to present material to students in yet another way.

St. Charles Borromeo is fortunate to have a learning consultant who assists the classroom teachers in meeting the needs of all students. Working as a team, together they develop plans to meet educational needs, thus ensuring the success of every student. With the school's enrichment program, students who meet the program criteria are able to extend their learning beyond the regular classroom setting. The enrichment program teacher works cooperatively with the staff to develop ongoing lessons, field trips, and organize guest speakers. Through each of these instructional methods, curricular enhancements, and learning opportunities, the faculty and administration of St. Charles Borromeo can offer a multi-faceted approach that fosters the formation and growth of the whole child.

Part V #5-- *Describe the school's professional development program and its impact on improving student achievement*

The faculty of St. Charles Borromeo School is committed, as a team, to providing the best education possible for every student. Teachers work hand-in-hand with the administration to focus on the ultimate goal—improving student achievement. With faculty inservice training scheduled prior to the start of each school year, as well as throughout the course of the year, teachers and staff are given a wealth of information to serve their students effectively. Speakers from a variety of professions are scheduled on these days to educate the faculty and staff on issues critical to education.

Under the direction of the administration, members of the faculty with advanced degrees or training often prepare and lead staff workshops on topics ranging from special education to technology. Faculty members are also encouraged to participate in off-site professional growth opportunities, including workshops held throughout the archdiocese and at various public schools. St. Charles Borromeo is additionally fortunate to be near several colleges and universities that provide a wide range of advanced degree offerings. Team meetings at each grade level, as well as monthly faculty meetings, allow teachers to share resources and techniques with their colleagues, providing vital benefit to students. Financial support from the St. Louis Archdiocese and the St. Charles Borromeo School and Parish helps to reinforce the importance of lifelong learning for the school's faculty. Continued professional growth and development allows the faculty of St. Charles Borromeo to maintain a vision of success for every student.

(Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

1. 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.
2. Describe in one-half page the different instructional methods the school uses to improve student learning.
3. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

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

<u>\$ 2600</u> K	<u>\$ 2600</u> 1 st	<u>\$ 2600</u> 2 nd	<u>\$ 2600</u> 3 rd	<u>\$ 2600</u> 4 th	<u>\$ 2600</u> 5 th
<u>\$ 2600</u> 6 th	<u>\$ 2600</u> 7 th	<u>\$ 2600</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

2. What is the educational cost per student? \$ 5176
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 3225

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

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

Assessment Data Table--**Mathematics**

Test Iowa Test of Basic Skills-Form A

Publisher The Riverside Publishing Co.

No groups were excluded from testing

Scores are Reported here as: NCEs _____ Scaled Scores _____ Percentiles X

Edition/Publication Year of ITBS	2000	1995	1995	1995	1995
School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
Grade 8					
Total Score	80	75	75	80	80
Number of Students Tested	37	35	40	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
Grade 7					
Total Score	71	72	71	72	74
Number of Students Tested	38	38	36	42	30
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
Grade 6					
Total Score	60	65	71	71	66
Number of Students Tested	23	40	42	38	42
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0

Assessment Data Table--**Mathematics**

Test Iowa Test of Basic Skills-Form A

Publisher The Riverside Publishing Co.

No groups were excluded from testing

Scores are Reported here as: NCEs _____ Scaled Scores _____ Percentiles X

Edition/Publication Year of ITBS	2000	1995	1995	1995	1995
School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
Grade 5					
Total Score	58	74	64	71	76
Number of Students Tested	33	29	36	41	33
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
Grade 4					
Total Score	66	50	81	75	79
Number of Students Tested	37	38	29	37	41
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
Grade 3					
Total Score	69	68	57	74	66
Number of Students Tested	38	38	39	33	36
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

Assessment Data Table--Reading

Test Iowa Test of Basic Skills-Form A Publisher The Riverside Publishing Co.

No groups were excluded from testing

Scores are Reported here as: NCEs _____ Scaled Scores _____ Percentiles X

Edition/Publication Year of ITBS	2000	1995	1995	1995	1995
School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
Grade 8					
Total Score	79	76	74	84	83
Number of Students Tested	37	35	40	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
Grade 7					
Total Score	78	84	78	75	83
Number of Students Tested	38	39	36	42	30
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
Grade 6					
Total Score	64	72	75	71	69
Number of Students Tested	23	40	42	38	42
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0	0	0	0	0

Assessment Data Table--Reading

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No groups were excluded from testing

Scores are Reported here as: NCEs _____ Scaled Scores _____ Percentiles X

Edition/Publication Year of ITBS	2000	1995	1995	1995	1995
School Year	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
Grade 5					
Total Score	71	70	71	86	81
Number of Students Tested	33	29	36	41	33
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
Grade 4					
Total Score	70	71	79	77	78
Number of Students Tested	37	38	29	37	41
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
Grade 3					
Total Score	77	66	64	86	70
Number of Students Tested	38	38	39	33	36
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