

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-

12

Name of Principal Mrs. Janice D. Hurd

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

Official School Name The Donoho School – Lower and Middle Division

(As it should appear in the official records)

School Mailing Address 2501 Henry Road

(If address is P.O. Box, also include street address)

Anniston

Alabama

36207-6341

City

State

Zip Code+4 (9 digits total)

County Calhoun

School Code Number* N/A

N/A

Telephone (256) 237-5477

Fax (256) 237-6474

Website/URL www.donohoschool.com

E-mail jhurd@donohoschool.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.

_____ Date December 14,

2004

(Principal's Signature)

Name of Superintendent* N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____

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.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Gregory D. Brown, Board of Directors Chairman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____ Date December 14,

2004

(School Board President's/Chairperson's Signature)

**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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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
- _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A _____
 Average State Per Pupil Expenditure: _____ N/A _____

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. 4 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	11	20	7	22	15	37
K	17	13	30	8	17	15	32
1	10	14	24	9			
2	11	4	15	10			
3	11	17	28	11			
4	14	7	28	12			
5	13	9	22	Other			
6	15	11	26				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							255

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 87 | % White |
| 3 | % Black or African American |
| 1 | % Hispanic or Latino |
| 8 | % Asian/Pacific Islander |
| < 1 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(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	255
(5)	Subtotal in row (3) divided by total in row (4)	.03921
(6)	Amount in row (5) multiplied by 100	3.921

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

Number of languages represented: 4
 Specify languages: Korean, Japanese, Arabic, Hindi

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an 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: 0 %

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 3 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 23 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> </u>	<u> 1 </u>
Paraprofessionals	<u> 1 </u>	<u> </u>
Support staff	<u> 3 </u>	<u> </u>
Total number	<u> 29 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 11:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	98%	96%	98%	98%	98%
Teacher turnover rate	15%	10%	0%	18%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>N/A</u>
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

The Donoho School is an independent, co-educational K-12 college-preparatory school located in the Appalachian Mountains in Anniston, Alabama. The seventy-five acre campus includes separate divisions of the lower school (grades PK-6), middle school (grades 7-8), and upper school (grades 9-12). Donoho is recognized as the undisputed leader in college-preparatory education in east central Alabama, celebrating *eighty* National Merit Semi-finalists (six percent of graduates) and numerous commended students in our forty-year history.

The school’s mission statement is to provide a quality college-preparatory education for capable, highly motivated students. The school’s programs emphasize a commitment to excellence and honor in all areas of learning and challenge students to maximize their potential while developing responsibility and character. The lower division forms the foundation for a full range of learning skills in a sequential manner that leads to success in a college-preparatory program. The middle division further develops the college-preparatory curriculum and is designed to meet the specific needs of seventh and eighth graders.

The Donoho School is well known for its high academic standards and for its unparalleled offerings in extra-curricular activities. Proving that “Excellence and Honor,” the school’s adopted motto, truly means excellence in all things, our athletic program was recognized by *The Birmingham News* in 2002 as the number one athletic program in the Alabama High School Athletic Association in Class 1A. Our academic deficiency policy (discussed in Part V) makes this award an especially significant achievement.

The school’s advisory program promotes character education, facilitates social bonding among students and the faculty, and provides the students with faculty advocates. As a result of the *Southern Association of Colleges and Schools* accreditation process last year, the faculty advisor will [also serve as](#) an academic advisor [to](#) facilitate setting academic goals and reviewing academic progress with the students and their parents.

Our school hosts a comprehensive, annual summer program open not only to our students and parents but also to all members of the community. Courses are offered in the performing and visual arts, technology and computing, and academic and personal development.

Faculty members provide many challenging activities for students to encourage them to develop the skills needed to reach their fullest potential. One might observe students planning and constructing a scale-model of a city, examining all sides of an issue through a hearty debate, creating and presenting Hyper

Studio slide shows about the genus and phylum of various plants and animals, or performing choral and instrumental music programs. French and Spanish students may be found enjoying *crepes* or *arroz con pollo* while math students may be found creating a quilt to demonstrate their knowledge of geometry.

Interaction among all stakeholders is strongly encouraged. Faculty members utilize the Internet and Intranet to communicate with parents, students, and each other. Parents are able to access students' grades, course syllabi, daily assignments, and information about upcoming events through the school website. Faculty members also maintain lines of communication with parents and students through telephone conversations and face-to-face conferences at least once per year. Communication is further enhanced through a variety of publications produced by the staff, students, and Parents' Association.

The school is committed to ensure that parents, faculty, and students are all involved in the learning process. Parental involvement through our active Parents' Association is key to the success of the school. Parents provide invaluable assistance through volunteer support of all areas of the school. One may find parents tutoring a child in reading, collecting tickets at a school function, leading a fundraiser in support of the fine arts program, or helping sponsor an extra-curricular activity.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

The Donoho School utilizes the Iowa Test of Basic Skills (ITBS) to help identify students' areas of relative strengths and weaknesses in subject areas, to monitor year-to-year growth in basic skills, and to describe each student's developmental level within a testing area. We use the ITBS to obtain a consistent measure of student progress. We feel that ITBS uses a more appropriate reading level for students preparing to take the PSAT, SAT, and ACT.

For the purpose of this report, we are focusing on percentile rankings in the areas of total reading and total mathematics, kindergarten through eighth grade. Percentiles compare students nationally on a scale from 1 to 99. For example, if a Total Score for Reading in grade 4 is 96, that means our group scored as well as or better than 96 percent of the student groups from all other schools tested at that same grade level.

As noted in our charts, The Donoho School students in grades K-8 consistently score at the 90th school percentile or higher in the areas of both reading and math (see charts).

The Donoho School places emphasis in the primary grades for reading across all content areas. Test questions assess not only basic literal understanding but also the ability to think critically about implied meanings, major ideas, and the author's use of language. It is evident from our high scores in reading/English that the early emphasis of phonological awareness and the use of decoding skills have fostered early reading comprehension in Donoho students as a whole.

Donoho students have excelled in the area of mathematics as well. The skills that are tested in this area include the use of mathematical concepts, math problem-solving with data interpretation, and math computation. Students must gather information, make inferences, and predict trends. The students also have to demonstrate their understanding of the logic of mathematical processes and relationships, including number properties and operations, geometry, measurement, algebra, and estimation.

2. Use of Assessment Data

The Donoho School uses assessment data to ensure that students are challenged to reach their highest potential and that the school effectively continues to provide the foundation for individual student success. Our administrators and teachers

carefully analyze test results, comparing them with past performance and utilizing them to identify individual and group strengths and weaknesses. Through faculty and staff collaboration and professional development opportunities modifications to the curriculum and teaching strategies are made that address student needs.

Students who are performing below seventy percent in any academic area as identified through ongoing classroom assessments are required to participate in daily tutorial sessions. In addition, after-school tutorial sessions are offered to students who desire further assistance. National Honor Society students serve as peer tutors for students in all grade levels who require additional help or reinforcement. Courses in study skills are required for all students in grades 4-7 and are available for other students through the enrichment program.

Teachers monitor the reading levels of students in grades 1-8 throughout the year using the STAR assessment. Individual needs in the area of reading comprehension are addressed based on the results of this test as well as ongoing assessment through the Accelerated Reader program.

Students in grade eight may take advanced math based on the results of the Orleans-Hanna Algebra Prognosis Test.

3. Communication of Student Performance

The Donoho School attributes much of its success to valid communication of student and school progress to all stakeholders. Conferences are scheduled with parents to discuss Iowa Test of Basic Skills results and to assess the general strengths and weaknesses in each subject area. Other conferences are scheduled as needed to inform parents of any necessary recommendations which might improve student performance. Early each year there is an Open House which informs parents of grade level expectations. In the spring school-wide accomplishments are presented at the final Parents' Association meeting. Teachers and parents frequently communicate through E-mail, and parents, students, and teachers may access the student's grade at any time via *Edline*, a web-based communication tool. Furthermore, frequent Progress Reports, Semester Grade Reports, and weekly Deficiency Reports keep our parents well informed of the students' academic progress. Other methods of communication include the local media, *The Donoho Flyer* (the school newsletter), the *Lower School Newsletter*, the school website, student publications, published honor rolls, weekly recognition assemblies, and awards' day programs. High student participation and the quality of their achievements in local, area, and state academic, athletic, and fine arts competitions exemplify the successful pursuit of excellence at The Donoho School.

4. Sharing Successes

The Donoho School is eager to share experiences and successes with other schools upon request. The school is constantly prioritizing academic programs to meet or exceed educational expectation at the local, state, and national levels. A school profile is available to other schools, and colleges/universities often comment on the versatility and academic background of Donoho students. Student accomplishments are often cited in the local newspaper and on local and regional television stations. The website is frequently updated so that other schools may see the current curriculum and on-going activities. *The Donoho Flyer* is mailed to other schools throughout the state.

Staff development is important, and teachers frequently attend local, state and regional workshops or present workshops where there is a sharing of ideas at the various levels/subject areas (both public and private). Teachers from other schools are invited to observe classes in progress, and the school has hosted exchange students from throughout the world and visiting

faculty from Japan. A strong relationship with Jacksonville State University provides student teachers with an opportunity to experience our programs firsthand.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Overview

The challenging academic program at the Donoho School is designed to stimulate the intellectually curious student to reach his or her maximum potential. The integrated curriculum undergoes a thorough review each year by the teachers, department coordinators, academic dean, and school president to ensure a smooth transition from one grade level to the next. An extensive tutorial program offered before school and during the school day complements the intensive, demanding classroom instruction.

The weekly reporting of grades through *Edline*, a web-based communication tool used by teachers, parents and students, allows prompt intervention if the student achieves deficient marks. Furthermore, if a student's average falls below seventy in any subject, a deficiency report is mailed home. On the third consecutive week, a student loses extra-curricular privileges (including athletics) until a passing grade is attained. These measures along with a well-qualified faculty, eighty-six percent of whom hold master's degrees, have enabled The Donoho School to enjoy a long tradition of 100 percent college acceptance.

The Donoho Lower School, composed of grades PK-6, provides the essential foundation for the overall college-preparatory program. With a special emphasis placed on reading and reasoning, the faculty develop lessons that appeal to a wide variety of learning styles and provide instruction in a sequential manner. The homeroom teacher in the PK-3 classroom teaches reading, mathematics, language arts, social studies, and science. Other qualified instructors provide additional instruction in music, art, computer science, library skills, Spanish and physical education. PK students are exposed to German, Latin, and Spanish while K-3 students participate in oral and written Spanish instruction. Grades 4-6 utilize departmental instruction for the core curriculum. These courses, along with physical education, meet daily. Specialty teachers provide instruction in music, art, computer science, library skills, and French. Students are exposed to French culture and language through basic reading assignments, oral and written instruction, music, poetry, cooking, and dramatic performance.

The Donoho Middle School, composed of students in grades seven and eight, builds on the prior foundation to meet the needs of students in the college-preparatory program. In addition to the core curriculum of English grammar, literature, geography, history, science, mathematics, and algebra, additional courses in study skills, creative writing, novel study, and keyboarding are required. Latin is required of all students in seventh and eighth grades for an average of three 48-minute periods per week. In 2004, six eighth graders (29%) earned a perfect score on the National Latin Exam. Twenty-eight students (90%) scored above the national average. Middle school students utilize the middle school computer lab for research, producing PowerPoint presentations, writing papers, completing web-based assignments, and for remediation using content software. An extensive enrichment program further demonstrates the commitment to develop the total child. Students may choose drama, art, values education, music, photography, fiction writing, interior design, moviemaking, choral and band ensemble, intramural sports, and weight training.

Students have an opportunity to participate in the school's Intersession program for the first time in the middle school. Week long historical tours or regional day trips in the spring are required as an extension of the overall curriculum. Journals of the student's experiences are maintained and a grade is given for participation in the week's activities. Extra-curricular opportunities include membership in a variety of athletic and academic teams and in all aspects of the fine arts program (drama, choir, band, forensics). Additionally, students may choose to take private music lessons offered on campus during study halls.

Upon completion of the middle school, the student is well equipped to meet the challenges that lie ahead at the Donoho Upper School.

2. Reading Curriculum

Understanding that children have diverse learning styles, grades PK-3 use multi-sensory instruction, phonics, language experience, sight words, and linguistic approaches to target students' strengths in teaching reading. The program combines instruction in word recognition skills and reading comprehension strategies with opportunities to apply and practice these skills in high quality children's literature. Phonetic analysis is encouraged through a fundamental background utilizing directed listening and reading aloud by both the student and the teacher. We have incorporated the *Accelerated Reader* program into grades 1-3 to encourage comprehension and to foster a love of independent reading.

The McGraw-Hill reading series was chosen for grades 4-6 to help students develop an understanding and appreciation for literature while learning the necessary skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Independent reading is required as part of the *Accelerated Reader* program, which serves to foster a greater level of comprehension, further develop a love for independent reading, and develop skills needed for non-fiction reading.

Holt, Rinehart, and Winston's *Elements of Literature* series was selected for grades 7-8 to introduce students to a wide variety of genres and literary elements. Designed to actively involve students in the learning process, this unique program combines a student-centered approach to the study of literature with a sharp focus on the development of practical reading, writing, and life skills. Students learn to examine and understand elements of literature, develop reading skills and strategies necessary for future success in interpreting literature, and compose critical essays utilizing diverse methods. Seventh and eighth graders also participate in a novel study as part of their regular curriculum.

All students are encouraged to read for information, comprehension, and pleasure. To further their knowledge of great literature and to additionally develop their understanding of literary elements and interpretation, students in grades 1-8 are required to complete a summer reading program.

3. Fine Arts

The fine arts program, alongside academics and athletics, completes the educational triangle defined in the mission statement as an integral part in developing the total child. Opportunities for exposure to all aspects of the arts are afforded at each grade level. Certified instructors in art, music, and drama ensure a comprehensive curriculum and foster a love for and lifelong appreciation of the arts at an early age.

Students in grades K-6 enjoy regular experiences in music, art, and drama. Specialty teachers provide weekly instruction in music and art. Additionally, classroom teachers incorporate activities into their regular program that support the fine arts curriculum. Students study a wide variety of media in art, including watercolors, pastels, and pottery. Students learn music theory through songs and movement activities. Students may participate in on-campus, private instrumental music lessons. Our school also hosts the Birmingham Children's Theatre twice per year.

The middle school fine arts program includes instruction in music, art, and drama. Middle school students may select band, chorus, music appreciation, art, forensics, or photography as elective or enrichment courses. Experiences in creating pottery, painting, and drawing are part of the art curriculum. Private vocal and instrumental lessons are offered on-campus. Middle school students may participate in student theatrical productions. All middle school students attend an Alabama Shakespeare Festival production each year after the selected classical play has been read and studied in class. Forensics students demonstrate their theatrical ability through dramatic monologues.

Several times per year, our students, as well as local and regional artists, display their work on campus in the Fargason Fine Arts Center. Visiting artists, musicians, authors, and illustrators are invited to campus each year to work with students in grades PK-8. These artisans work with the students in small groups, explaining the creative process and helping the children develop works of their own.

4. Instructional Methods

The faculty members of The Donoho School, recognizing that students learn in a variety of ways, employ a wide range of teaching methods to facilitate successful learning experiences while encouraging all students to stretch their abilities. The program utilizes multi-sensory instruction such as teacher and student generated Power Point and multimedia presentations, visual aids and displays, audiocassettes, musical interactions, modeling through demonstrations, hands-on experiments beginning in the primary grades, and role-playing to stimulate learning. One may discover sixth graders dissecting frogs or earthworms, kindergarteners using *Math Their Way* to learn basic math skills, second graders competitively completing *Saxon Math* timed multiplication tests, or middle school students engaged in oral presentations based on classical literature.

Teachers employ such traditional methods as lectures, diverse writing assignments, the Socratic method to encourage higher-level cognitive development, as well as engaging students through cooperative and collaborative learning groups to complete complex and innovative group projects. Computer-based instruction is used for enrichment and reinforcement. Peer and more traditional tutorial opportunities are available before and during the school day to students as often as three times per day. Intersession trips to culturally important sites throughout the world as well as field trips to local sites of importance further fuel students' intellectual curiosity and capability. Extra-curricular clubs and activities provide important instruction in peer relations, socially vital topics such as AIDS prevention, and cultural enrichment. The school counselors provide one-on-one as well as small and large group instruction in character education, college selection, and other topics relevant to the various age groups.

5. Professional Development

The school believes that an on-going program of professional development is vital to continue the level of excellence our student body has demonstrated through the years. A professional development committee composed of teachers from all three divisions has devised a plan based on student needs and teacher and administrative interests to conduct several workshops in the following areas: learning styles, varied assessments, standardized testing to review and revise the school's curriculum, reading strategies, writing across the curriculum, and visual discrimination. Personnel from local universities, members of the community, and staff members who have undergone specialized training conduct these workshops.

A fifty thousand dollar endowment and other monetary gifts have provided funding for professional development activities. Teachers attend state, regional, and national conferences and are encouraged to visit neighboring schools to share ideas with peers. Teachers who attend off-campus activities frequently share their experiences with other members of the faculty.

Faculty members are required to obtain their masters degree within five years of employment; currently eighty-six percent of our faculty hold advanced degrees.

All faculty are trained to post syllabi to the school website, use *Edline* and *Grade Quick* to post grades, and integrate technology into their lessons using one of the school's two computer laboratories or the Internet-capable computers in each classroom.

The school also encourages personal development for all staff members. An after-school exercise program is available for all staff.

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.

1. Private school association(s): SACS, NAIS, SAIS, AAIS
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>5,200</u> K	\$ <u>5,300</u> 1 st	\$ <u>5,300</u> 2 nd	\$ <u>5,300</u> 3 rd	\$ <u>5,675</u> 4 th	\$ <u>5,675</u> 5 th
\$ <u>5,675</u> 6 th	\$ <u>6,350</u> 7 th	\$ <u>6,350</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ 6,831
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,778

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 18 %

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Eighth Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	88	96	95	98	95
Number of students tested	32	43	23	26	35
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

Eighth Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	80	98	98	99	97
Number of students tested	32	43	23	26	35
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Seventh Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	96	89	96	94	94
Number of students tested	37	30	40	24	35
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

Seventh Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	79	91	99	99	97
Number of students tested	37	30	40	24	35
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Sixth Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	98	92	96	99	97
Number of students tested	26	38	31	40	28
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

Sixth Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	92	96	95	99	97
Number of students tested	26	38	31	40	28
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Fifth Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	99	93	97	98	99
Number of students tested	22	19	34	32	37
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

Fifth Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	99	90	95	97	98
Number of students tested	22	19	34	32	37
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Fourth Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	96	95	98	98	98
Number of students tested	21	22	22	38	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

Fourth Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	96	96	95	96	94
Number of students tested	21	22	22	38	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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Third Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	99	88	92	99	95
Number of students tested	27	23	21	26	38
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

Third Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	95	87	96	96	93
Number of students tested	27	23	21	26	38
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Second Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	99	98	97	98	99
Number of students tested	15	28	27	28	28
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

Second Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	94	99	99	99	99
Number of students tested	15	28	27	28	28
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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

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2001 publication year administered in February 2004

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Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

First Grade/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	96	96	99	87	96
Number of students tested	24	15	26	36	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

First Grade/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	93	97	99	93	91
Number of students tested	24	15	26	36	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

REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Basic Skills (ITBS)

Riverside Publishing

2001 publication year administered in February 2004

1990(with 1988 norms) publication year administered from February 2002-March 2003

Form A was used in 2003-2004

Form J was used in prior years

No groups were excluded from testing.

Scores are reported as Percentiles.

Kindergarten/Reading	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month		March			
SCHOOL SCORES					
Total Score		95			
Number of students tested		23			
Percent of total students tested		100			
Number of students excluded		0			
Percent of students excluded		0			

Kindergarten/Math	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	March	February	February	February
SCHOOL SCORES					
Total Score	97	93	99	99	99
Number of students tested	27	23	20	25	34
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