

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

Official School Name The Atonement Academy
(As it should appear in the official records)

School Mailing Address 15415 Red Robin Road
(If address is P.O. Box, also include street address)

San Antonio TX 78255-1222
City State Zip Code+4 (9 digits total)

County Bexar School Code Number* N/A

Telephone (210) 695-2240 Fax (210) 695-9679

Website/URL www.atonementonline.com E-mail stephen@hollingshead.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* Sr. Carla Marie Lusch (Acting Superintendent)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of San Antonio Tel. (210) 734-2620

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. Joseph Coleman
(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 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)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 3 Number of years the principal has been in her/his position at this school.

 N/A 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: **(2004-2005 academic year data)**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	28	22	50	7	17	12	29
K	21	18	39	8	10	10	20
1	25	24	49	9	11	7	18
2	21	16	37	10			
3	19	13	32	11			
4	15	14	29	12			
5	7	25	32	Other			
6	13	22	35				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							370

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

- 100 % White
- % Black or African American
- % Hispanic or Latino
- % Asian/Pacific Islander
- % 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: 8%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1 (same as in #5 above)	370
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

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: 3%
 Total number students who qualify: 12

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%
1 Total Number of Students Served

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

- | | |
|-----------------------------------|--|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </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> 1 </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)	— 2 —	_____
Classroom teachers	— 18 —	— 2 —
Special resource teachers/specialists	— 2 —	_____
Paraprofessionals	— 3 —	_____
Support staff	— 4 —	_____
Total number	— 29 —	— 2 —

12. Average school student-“classroom teacher” ratio: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97%	97%	97%	97%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	37%	58%	58%	25%	64%
Student dropout rate (middle/high)	2 %	2%	2%	2%	2%
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.

We have just opened a high school for the 2004-2005 academic year. Currently, we only have a freshman class. The first graduating class will be in Spring 2008. Thus, we had no graduates in Spring 2004.

PART III - SUMMARY

The Atonement Academy, located in San Antonio, Texas, is the parish school of Our Lady of the Atonement Church. As such, it is a Roman Catholic institution in the Archdiocese of San Antonio.

The Atonement Academy enjoys a reputation as one of San Antonio’s finest elementary and middle schools. This reputation, combined with the vision and hard work of its pastor and headmaster, has caused a dramatic increase in student enrollment over the last two academic years

(2002-2004). Further, it has resulted in the opening of The Atonement Academy College Preparatory School for the 2004-2005 academic year. The inaugural freshman class (09th grade) will become the first high school graduating class in 2008.

Every aspect of an education at The Atonement Academy is driven by the school mission. The school mission is stated as follows: At The Atonement Academy we strive for excellence in the physical, the intellectual, and the spiritual virtues through a challenging course of classical and Catholic education. Several elements in this mission statement bear explanation.

The term “classical and Catholic education” refers to the educational philosophy of the Western Christian tradition. According to this tradition, human beings are created by God to be the sorts of creatures who flourish and are happy when they have a loving relationship of obedience to God; when they have meaningful relationships of respect, love, and service with their fellow human beings; and when they exercise personal freedom in accordance with Christian faith and correct reason.

The term “virtue” refers to the classical and Christian belief that the laws of morality are given by God and that repeated action in accordance with these laws results in the acquisition of a virtuous or excellent habit. The goal of The Atonement Academy, therefore, is to help students acquire the habits of excellence or virtue in three related areas of their lives. Physically, students are encouraged to grow in physical fitness through regular exercise, a healthy diet, and proper hygiene. Intellectually, students are encouraged to acquire the habits and skills of independent, life-long learners. Spiritually, students are encouraged to develop and to deepen meaningful relationships with God. In summary, therefore, The Atonement Academy strives to help students grow into mature men and women who understand and choose to live in such a way as to attain a authentic measure of happiness in this life and ultimate happiness in the next.

Toward this end, the headmaster strives to hire teachers who exemplify these virtues in their own lives. In addition to the essential qualities of good personal character and a deep commitment to the Catholic faith, scholarship is highly prized. In recognition of the fact that the best teachers never cease to be scholars or learners, the headmaster seeks to hire teachers whose scholarship has been proven by the holding of an advanced degree. This hiring policy has brought together a faculty noted for dedication, energy, and professional competence. Further, it has helped to maintain a safe and supportive environment that is conducive to learning.

Students at The Atonement Academy flourish as a result of the way in which the mission is put into practice. First, the importance of a safe and supportive learning environment is common knowledge. Academy students feel free to develop their own personalities and to pursue their own interests without fear of being bullied or harassed. Second, high expectations in terms of discipline and comportment encourage students to develop self-control and to demonstrate respect for others and for themselves. Third, the consistently high but reasonable academic expectations encourage students to strive for excellence as they work to meet the learning goals.

[600 words]

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *Describe in one page the meaning of the school's assessment results in reading and mathematics. Explain disparities in subgroups.*

The Atonement Academy administers the Stanford Achievement Test (9th Edition, Form S). During the 2003-2004 academic year the test was administered in February of 2004. The test results demonstrate that The Atonement Academy is in the top ten (10) percent of schools in the nation in both reading and mathematics in nearly every grade tested and specifically in the last grade tested (08th grade). There were no subgroups in which disparities could exist.

In 2004, students in the 08th grade had national individual percentile scores of 80 in Total Reading and 88 in Total Mathematics. Both scores are higher than the Student Percentile Equivalents for the 90th School Percentile (75 and 75 respectively). Thus, the 08th grade earned scores higher than the “cutoff scores” for schools in the top ten (10) percent of schools nationwide.

A comparison of the 2004 national individual percentile scores (by grade) for students at The Atonement Academy in Total Reading and Total Mathematics with the respective Student Percentile Equivalents for the 90th School Percentile reveals that six (6) of the remaining eight (8) grades tested earned scores that place them in the top ten (10) percent nationally. For the sake of brevity and ease of comparison, the national individual percentile scores for each grade in reading and mathematics will be listed, followed by the published “cutoff score” in parentheses.

In 2004, students in the 07th grade had national individual percentile scores of 84 (74) in reading and 88 (73) in mathematics. The 06th grade had national individual percentile scores of 90 (74) in reading and 95 (77) in mathematics. The 05th grade had national individual percentile scores of 88 (76) in reading and 91 (74) in mathematics. The 03rd grade had national individual percentile scores of 80 (70) in reading and 95 (74) in mathematics. The 01st grade had national individual percentile scores of 85 (76) in reading and 82 (76) in mathematics. The Kindergarten had national individual percentile scores of 98 (77) in reading and 93 (75) in mathematics. All six of these grades had scores that place them in the top ten (10) percent nationwide.

Also in 2004, students in the 04th grade had national individual percentile scores of 71 (74) in Total Reading and 84 (74) in Total Mathematics. Thus, while they did not place in the top ten (10) percent nationwide in reading, they did in mathematics. Students in the 02nd grade had national individual percentile scores of 82 (73) in Total Reading and 68 (74) in Total Mathematics. Thus, while they did place in the top ten (10) percent nationwide in reading, they did not in mathematics. In both cases, the national individual percentile scores are significantly higher than the national average.

In summary, the 2004 test scores in reading and mathematics were consistently high, with nearly all scores in the top ten (10) percent nationwide. These scores indicate that the curriculum and instruction in reading and mathematics at The Atonement Academy are remarkably successful.

[495 words]

2. *Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.*

The administrators and teachers of The Atonement Academy use assessment data as a tool for understanding student and school performance in three ways. First, we use assessment data to understand how individual students compare to their peers and to identify areas in which individual students could benefit from additional or alternative instruction and practice. Second, we use it to identify areas in which a particular class or grade could benefit from additional or alternative instruction and practice. Third, we use it to identify areas of strength or weakness in the overall school curriculum and instruction.

Assessment data is also a useful tool in improving student and school performance. At The Atonement Academy, administrators work collegially with teachers to identify curricular and instructional practices that produce the best results for each grade level, keeping in mind the unique educational needs of each age group. Where areas of strength have been identified, we work to identify and continue successful instructional practices. Where areas of weakness have been identified, we seek to determine how the particular curricular area, the instructional technique, or both could be improved. So far as individual students are concerned, we strive to monitor individual student performance in all curricular areas and pay particular attention to reading and mathematics, insofar as success in both helps a student to be successful in all other curricular areas. Toward this end, we make use of a computerized assessment tool every quarter in order to monitor every student's performance and growth in reading and mathematics.

[251 words]

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

The Atonement Academy communicates student performance to parents in four ways: progress reports, parent-teacher conferences, report cards, and Stanford Achievement Test results. Parents receive a progress report at the mid-point of every quarter. There are two official parent-teacher conferences every year (one each semester), and parents and teachers are encouraged to request additional conferences as needed. Parents receive a report card at the end of every quarter. Finally, parents receive the results of the Stanford Achievement Test every year.

Student performance is communicated to students through their parents. Students also receive frequent feedback on the performance during regular class assessments. Additionally, every teacher holds office hours three days every week after school. Students who wish can attend these office hours, during which time they can receive feedback on their performance and extra help.

The Atonement Academy communicates student performance to the community in three ways: by word of mouth, in school tours, and through marketing. First, The Atonement Academy parents do a remarkable job of telling their families, friends, and co-workers about student performance. Second, every prospective parent receives a personal tour with the headmaster in which student performance is discussed in detail. Third, every marketing piece produced by the school includes information about student performance.

[207 words]

4. *Describe in one-half page how the school has shared and will continue to share its successes with other schools.*

The Atonement Academy has shared its successes with other schools in two ways. First, the principals of every school in the Archdiocese of San Antonio attend regular meetings. Part of the point of these meetings is to discuss successes as well as opportunities for improvement. Second, the marketing directors of every school also attend regular meetings. Part of the point of these meetings is to discuss successes as well as opportunities for improvement. We will continue to share our successes with other schools through these means.

In addition to these ways, we plan to publish The Atonement Academy curriculum and make it available online. We have also recently joined the Independent Schools Association (ISA), a group that exists for the sake of collaboration and the exchange of information among private schools. We also plan to host a seminar for administrators and teachers on implementing the ideals of classical education in the context of modern education.

[155 words]

PART V – CURRICULUM AND INSTRUCTION

1. *Describe in one page the school's curriculum.*

The Atonement Academy is the parish school of Our Lady of the Atonement Church, and as such is a Roman Catholic institution of the Archdiocese of San Antonio. Thus, the spiritual, moral, intellectual, social, and physical elements of the education that it offers are taught within the context of the Catholic Faith and the tradition of classical education.

The ultimate goal of classical education is to assist students in acquiring the habits, skills, and attitudes of mature, competent, virtuous, and faithful adults. In other words, authentic human happiness is the goal of classical education. Toward this end, there are three essential areas in The Atonement Academy curriculum: physical, intellectual, and spiritual education.

The athletics program is the core of the physical education curriculum. This program is ordered toward forming the virtues of perseverance, teamwork, and fair play, and requires every student to improve in physical strength, stamina, and skill. Every student is required to attend and to participate in athletics class every day.

The classical liberal arts form the core of the intellectual education curriculum. The liberal arts are ordered toward forming the skills of independent, life-long learners instead of mere mastery of content. For the sake of clarity, we use the conventional names for each of the subject areas. English language arts, mathematics, and religion are the three most important academic classes in the curriculum. Every student must pass all three of these courses to be eligible for promotion to the next grade level. History, science, and foreign language classes are of secondary importance, followed by music, art, health, and geography. As part of the foreign language program, every student from sixth through eighth grade attends Latin class every day.

Daily mass attendance and participation in traditional Catholic devotions form the core of the spiritual education curriculum. Emphasis is placed on learning the doctrines of the Catholic Church, frequenting the sacraments, and living in accordance with Catholic morality.

In every subject area, student progress is measured against an appropriate and objective standard of excellence, namely, age-appropriate professional competence. In other words, while no one expects a third grade student to read or write as well as a competent, professional adult, students are expected to read and write as well as a third grade student who is working very hard to become a competent, professional adult. Using professional competence as the standard and measure of excellence means that the instructional goals at The Atonement Academy are significantly higher than typical American schools, insofar as these tend to use the performance of the average student as the standard.

[427 words]

2. (Elementary Schools) *Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

The reading curriculum at The Atonement Academy begins with formal instruction in phonics from pre-Kindergarten through second grade. Formal instruction in grammar begins in third grade and continues through eighth grade. In the early grades (pre-Kindergarten through first grade), teachers read to their student every day, and parents are encouraged to do so at home. As soon as students begin to read simple sentences (Kindergarten), they begin to read age-appropriate literature and are required to participate in the Accelerated Reader program. The Accelerated Reader program allows students to choose their own reading material from the library. After completing a book, a student takes a computerized reading comprehension test in the library. Points are awarded based on the difficulty of the book and the percentage of questions answered correctly. Teachers, in consultation with the library staff, monitor the progress of every student and individualize the program so that the student is challenged sufficiently to maximize progress. From second grade on, the literature curriculum is based on the Junior Great Books program. Junior Great Books focuses on helping students to move beyond simple reading comprehension in order to learn to engage a text by asking interpretive and analytical questions and finding supporting evidence for their own answers.

The school chose this approach to reading based on experience. We find that formal phonics and grammar helps the vast majority of students learn to read more quickly and with greater competence than with any other approach. Furthermore, we find the Accelerated Reader program to be an effective tool in improving reading comprehension and students who participate fully in the program progress at a faster rate than their peers. Finally, the Junior Great Books program encourages students to move beyond mere comprehension and to acquire the skills of competent and independent readers.

[297 words]

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

In accordance with its mission, The Atonement Academy strives for excellence in all academic areas. The mathematics curriculum exemplifies this goal. From pre-Kindergarten to eighth

grade, we use the Saxon mathematics program. This Saxon program is an incremental approach to mathematics instruction that emphasizes continual review of previously learned concepts at increasing intervals. The result is that students are better able to retain the skills and concepts that they learn over the long term. Furthermore, because students generally perform to the expectations of their teachers and parents, the mathematics curriculum is accelerated one year beyond grade level as a demonstration of our high expectations and confidence in our students. First grade students, for example, take Saxon Math 2 (second grade math). As a result of our accelerated mathematics curriculum, all of our eighth grade students are well prepared to succeed in Algebra I, a course normally reserved for high school.

Mathematics is one of the three most essential academic subjects for every successful and competent student. Students who master elementary and intermediate mathematics in grade school are not only equipped to study advanced mathematics, but they have also learned to think in a new way (that is, mathematically) and to apply their minds to problem solving in a disciplined way.

[210 words]

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

Teachers at The Atonement Academy tailor instructional methods to the needs of the student. Thus, different methods are used in the lower grades than in the higher ones. In the lower grades, teachers utilize several methods. First, teachers demonstrate the learning goal and help the students meet this goal through imitation. Second, learning by rote helps students to master the building blocks of learning, such as the rules of phonics or the addition and multiplication tables. In the higher grades, teachers continue to use demonstration and imitation as well as rote learning. However, in keeping with the goal of helping students to grow into independent learners, additional instructional methods are used. For example, teachers begin to make use of the traditional lecture format where students are required to participate in the class by answering questions and by taking notes. When appropriate, teachers make use of the Socratic method of asking questions and soliciting student responses. Additionally, teachers encourage students to develop critical thinking skills by encouraging students to identify and to raise questions of personal interest—especially when studying literature, history, science, and religion—to gather evidence, and to develop a logical and valid answer to such questions. Finally, teachers in the higher grades model competent scholarship for the students in each of the various fields of study. When teaching history, for example, teachers model how professional historians approach a historical question so that students learn to think historically and to develop the skills that real historians have mastered.

[249 words]

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

The Atonement Academy has a unique approach to professional development. Based on the belief that the best students make the best teachers, every teacher attends the weekly faculty seminar, a class modeled after a graduate school seminar. The point of the seminar is to help teachers to develop their own skills as students, by reading and discussing original texts from

various fields, including science, political theory, philosophy, and theology. Insofar as there is no control group, since all teachers participate, there is no way to measure scientifically the impact of this professional development program on student achievement. Nonetheless, it is possible to recognize that this approach has made a significant contribution to the overall academic culture and environment of the school. Insofar as the overall academic culture and environment has obvious effects on student achievement, it stands to reason that the unique professional development program at The Atonement Academy makes a significant and positive contribution to improving student achievement.

[159 words]

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): Roman Catholic Church, National Catholic Education Association, Independent School Association
 (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 X*

*The Catholic Church is recognized institutionally as a non-profit entity; a corporation which fulfills the requirements of tax exempt status under the IRS rules.

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

<u>\$3,060.00</u> K	<u>\$3,060.00</u> 1 st	<u>\$2,880.00</u> 2 nd	<u>\$2,880.00</u> 3 rd	<u>\$2,880.00</u> 4 th	<u>\$2,880.00</u> 5 th
<u>\$2,880.00</u> 6 th	<u>\$2,880.00</u> 7 th	<u>\$2,880.00</u> 8 th	<u>\$5,400.00</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$3,660.00</u> Other (Pre-K)				

4. What is the educational cost per student?
 (School budget divided by enrollment) \$ 3,546.00
5. What is the average financial aid per student? \$ 900.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 25 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15 %

PART VII - ASSESSMENT RESULTS

Private Schools

Report the school's assessment results in reading and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. Present data for all grades tested and for all standardized state assessments and for assessments referents against national norms administered by the school.

STANFORD ACHIEVEMENT TEST REFERENCED AGAINST NATIONAL NORMS

Grade: Eighth Test: Stanford Achievement Test
Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the two excluded students had a national mean percentile of 84 in Total Reading and 85 in Total Mathematics. Both scores exceed the 90th mean percentile.

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

EIGHTH GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	75	80	91	77
Total Mathematics:	75	88	94	85
Number of students tested:		10	11	16
Percent of total students tested:		83	100	100
(# of students did not finish)		0	0	0
(% of students did not finish)		0	0	0
Number of students excluded:		2	0	0
Percent of students excluded:		17	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Seventh Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the two excluded students had a national mean percentile of 45 in Total Reading and 22 in Total Mathematics. Both scores were below the 90th mean percentile.

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

SEVENTH GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	74	84	88	90
Total Mathematics:	73	88	85	93
Number of students tested:		13	12	18
Percent of total students tested:		87	100	100
(# of students did not finish)		0	0	0
(% of students did not finish)		0	0	0
Number of students excluded:		2	0	0
Percent of students excluded:		13	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Sixth Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the four excluded students had a national mean percentile of 80 in Total Reading and 62 in Total Mathematics. The reading score exceeds the 90th mean percentile. The mathematics score is below the 90th mean percentile.

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

SIXTH GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	74	90	84	93
Total Mathematics:	77	95	78	88
Number of students tested:		17	15	14
Percent of total students tested:		81	100	100
(# of students did not finish)		0	0	1
(% of students did not finish)		0	0	7%
Number of students excluded:		4	0	0
Percent of students excluded:		19	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Fifth Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the three excluded student had a national mean percentile of 64 in Total Reading and 78 in Total Mathematics. The reading score is below the 90th mean percentile. The mathematics score exceeds the 90th mean percentile.

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

FIFTH GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	76	88	87	81
Total Mathematics:	74	91	79	82
Number of students tested:		14	11	11
Percent of total students tested:		82	100	100
(# of students did not finish)		0	0	0
(% of students did not finish)		0	0	0
Number of students excluded:		3	0	0
Percent of students excluded:		18	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Fourth Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the seven excluded students had a national mean percentile of 68 in Total Reading and 65 in Total Mathematics. Both scores are below the 90th mean percentile.

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

FOURTH GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	74	71	81	72
Total Mathematics:	74	84	83	75
Number of students tested:		20	13	15
Percent of total students tested:		74	100	100
(# of students did not finish)		0	1	1
(% of students did not finish)		0	8	7
Number of students excluded:		7	0	0
Percent of students excluded:		26	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Third Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

Students in remedial tutoring programs were excluded from the normal group in order accurately to assess the strengths and weaknesses of the curriculum. Excluded students also took the Stanford Achievement Test. In 2004, the six excluded students had a national mean percentile of 57 in Total Reading and 74 in Total Mathematics. The reading score is below the 90th mean Percentile. The mathematics score is at the 90th mean percentile.

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

THIRD GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	70	80	76	79
Total Mathematics:	74	95	76	77
Number of students tested:		17	25	22
Percent of total students tested:		74	100	100
(# of students did not finish)		0	0	0
(% of students did not finish)		0	0	0
Number of students excluded:		6	0	0
Percent of students excluded:		26	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Second Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

No students were excluded.

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

SECOND GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	73	82	75	81
Total Mathematics:	74	68	70	68
Number of students tested:		21	14	25
Percent of total students tested:		95	100	100
(# of students did not finish)		1	2	1
(% of students did not finish)		5	14	4
Number of students excluded:		0	0	0
Percent of students excluded:		0	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: First Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

No students were excluded.

Scores are reported here as (check one): NCEs Scaled Scores Percentile Scores **X**

FIRST GRADE

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	February 2003	February 2002
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	76	85	73	73
Total Mathematics:	76	82	57	61
Number of students tested:		30	20	26
Percent of total students tested:		100	100	100
(# of students did not finish)		0	0	0
(% of students did not finish)		0	0	0
Number of students excluded:		0	0	0
Percent of students excluded:		0	0	0
SUBGROUP SCORES:		N/A	N/A	N/A

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

Grade: Kindergarten Test: Stanford Achievement Test
 Edition/Publication Year: 9th Ed. (Form S)/1996 Publisher: Harcourt, Inc.

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

No students were excluded.

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

KINDERGARTEN

		2003-2004	2002-2003	2001-2002
Testing Month		February 2004	N/A	N/A
SCHOOL SCORES	90 th Mean Percentile	National Mean Percentile	National Mean Percentile	National Mean Percentile
Total Reading:	77	98	N/A	N/A
Total Mathematics:	75	93	N/A	N/A
Number of students tested:		31	N/A	N/A
Percent of total students tested:		100	N/A	N/A
(# of students did not finish)		0	N/A	N/A
(% of students did not finish)		0	N/A	N/A
Number of students excluded:		0	N/A	N/A
Percent of students excluded:		0	N/A	N/A
SUBGROUP SCORES:		N/A	N/A	N/A