

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. Ann Lauder

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

Official School Name St. Peter Prince of the Apostles

(As it should appear in the official records)

School Mailing Address 112 Marcia Place

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

San Antonio

TX

78209-5896

City

State

Zip Code+4 (9 digits total)

County Bexar

School Code Number 015-100-148

Telephone (210) 824-3171

Fax (210) 822-4504

Website/URL www.stpeterprince.org

E-mail alauder@stpeterprince.org

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 _____

(Principal's Signature)

Name of Superintendent* Sr. Barbara Neist, SSND

(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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Charles Frigerio

(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 _____

(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

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: NA Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

 _____ TOTAL
2. District Per Pupil Expenditure: NA _____

 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. 2 Number of years the principal has been in her/his position at this school.
 22 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	20	14	34	7	8	24	32
K	10	16	26	8	11	17	28
1	11	23	34	9			
2	15	12	27	10			
3	5	14	19	11			
4	15	13	28	12			
5	19	13	32	Other			
6	11	18	29				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							289

6. Racial/ethnic composition of the students in the school: 35 % White
1 % Black or African American
63 % Hispanic or Latino
.3 % Asian/Pacific Islander
.7 % 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: 7 %

(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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1 (same as in #5 above)	339
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: .35 %
1 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 3.5 %
Total number students who qualify: 10

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 %
NA 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> </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> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>24</u>	<u> </u>
Special resource teachers/specialists	<u>0</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>30</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 12.1

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%	95%	95%	96%	93%
Daily teacher attendance	96%	97%	96%	97	96.5%
Teacher turnover rate	8%	14%	16%	12%	14%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	%	0%	%	%

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

Graduating class size	<u>NA</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	NA

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

St. Peter Prince of Apostles (SPS) is a Catholic school located in the city of Alamo Heights, a northern suburb of San Antonio, Texas. Our student body is a multi-cultural, co-educational school, and is comprised of students ranging from pre kindergarten to the eighth grade. Students enroll from the entire San Antonio area and surrounding towns. Father Baque and a staff of three Sisters of Charity of the order of the Incarnate Word founded St Peter's school in 1926. Since 1995, the school has become an integral part of the Brainpower Connection with the University of the Incarnate Word. The Brainpower Connection is a collaborative effort that shares resources and personnel in order to promote private education from pre kindergarten through the university level. This partnership has helped St. Peter's students and staff provide academic, co-curricular, and community education above any other. At this important point in our history, we, the staff at St. Peter's, want to be considered for our second Blue Ribbon Recognition Award.

St. Peter Prince of Apostles mission involves a commitment to witness and share the love of Christ. It offers the children an excellent education within a community of faith in which the parish's faith, values, and attitudes are reinforced within an educational setting that encourages growth and self-esteem. The students of St. Peter are involved in Christian values and give witness to the Gospel in the Church and in society. Our belief is that each child is a unique gift from God and a special promise for the future. Each child deserves respect, affirmation, and support in the development of his/her individual talents. The staff helps each child reach their full potential with a special awareness of being a child of God.

Our philosophy at St. Peters features a holistic approach to education. We stress the spiritual, emotional, intellectual, and physical needs of each of our students through excellent programs. St. Peters Parish is responsible for the Catholic education of its young people and the school sees itself as another avenue of support to the parish in cementing the Catholic faith and traditions. St. Peter's staff, parents and children are treated with care and respect as unique children of God. We believe that truth is rooted in the values and principles found in Christ's teachings. Therefore, Christ's teachings are involved in all course content. We believe that knowledge and values are taught within the context of the community. The school fosters a community of faith in union with the parish community. The parents are the primary educators of their children and form an integral supportive role in their child's learning.

St. Peter's continues to educate second and third generations of families. It remains a link to many alumni and their friends. Parents choose our school because of its history of excellence, connection to University of the Incarnate Word, the Church, and its continued success in promoting self-disciplined, motivated, and caring Christian young students who are eager to meet any challenge.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meanings 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.

St. Peter Prince of Apostles School (SPS) administers the Stanford Achievement Test series (9th Edition) to the students in 1st through 8th grade. This year we will administer the Stanford 10 Edition to

grades K-5 through 8th grade. After reviewing the 2004 data provided by the United States Department of Education, our eighth grade students' 2004 scores in total reading and mathematics placed our school in the top ten percent of schools nationwide.

SPS students also demonstrated educational excellence in reading skills. The total reading component of the SAT –9 measures student ability in age-appropriate areas such as vocabulary and reading comprehension. SPS students in this test scored 718 on the mean scaled score (or 75% equivalent), placing them in the top ten percent of students nationwide. Their grade equivalent was determined to be past the high school level.

In 2004, our 8th graders scored 715 on the mean scaled score (or 80% equivalent), placing them in the top ten percent of students nationwide. Their grade equivalent was also past the high school level.

Below are the scores of these same 8th graders when they were in the 5th, 6th, & 7th grades:

<u>Total Reading</u>				<u>Total Math</u>			
	<u>Mean Scaled Score</u>	<u>Percentile</u>		<u>Mean Scaled Score</u>	<u>Percentile</u>		
2004	718	75%	PHS	2004	715	80%	PHS
2003	714	81%		2003	700	76%	
2002	693	79%		2002	691	80%	
2001	686	80%		2001	675	80%	
2000	664	73%		2000	660	83%	

The scores remain consistently high in spite of the fact that the composition of this particular class changed by 42%. We are proud of the five-year average, because it places St. Peter's solidly in the top ten percent of schools in the nation.

The level of achievement in math was very high during this 5-year period. This achievement reflects having an Honors Program in Math. It also reflects the hard work of our students and the exceptional devotion of our teachers and parents in fueling our student's desire to learn.

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

Assessment plays an essential part of our instructional programs. Developing students to their fullest potential is the basis of our assessment program. Each year parents and teachers analyze the SAT-9 scores. Teachers analyze individual student's weaknesses and tailor instruction in these areas to assure that students are well prepared for advancement. Reading and Math test scores are used to determine advanced placement in Honors courses for grades 6th – 8th. This process challenges students to reach their full potential.

Assessment data also plays a critical role in long-term planning. In 2002, we noted that our students were not meeting their potential in mathematical computation, symbolic notation, and listening skills. A program for addressing these specific skills was made available both before and after school and on early release Fridays. The students were tutored and challenged to excel. Along with the Stanford assessment, students show their work in frequent tests and benchmarks. As a result, our scores on the SAT-9 are improving. Third grade scores in math procedures have increased from 63% (in 2003) to 67% (in 2004). This data demonstrates that our students have shown improvement. It also validates the use of assessment data in long term curriculum planning.

3. Describe in one-half page how the school communicates student performance, including assessment

data, to parents, students, and to the community.

At St. Peter's it is our top priority to communicate both student and school performance to the parents, faculty, students and our community patrons. To do this we use a variety of communication tools. The administrative staff and faculty developed a Student/Parent Handbook filled with important rules, procedures, and regulations. Each student receives a copy of the Handbook at the beginning of school. In addition, a calendar of school events is mailed to all SPS families in June. Students and parents are also given written progress reports and report cards. Individual conferences are also held twice a semester. Parents and community leaders receive copies of standardized assessment data and attend meetings, led by the principal, analyzing the schools progress and performance and National ranking.

In addition to these methods of communication, St. Peter's parents may access their student's grades, daily progress, lesson plans, and course syllabi via the school website using a personal account. This method has been extremely efficient in supporting student performance. Our Parent/Teacher Club hosts an annual presentation of our school performance on standardized assessments. Our parents and patrons receive a weekly newsletter called 'Tiger Tales' that is filled with the week's activities and newsworthy information including honor roll lists and other achievements. The newsletter includes reports on outstanding alumni who continue to impact our school. Parents may also access the newsletter from our website. The Primary School and Middle School each have a marquee that displays news about our students and staff. In addition, the local Catholic newspaper, parish newsletter, University of the Incarnate Word bulletins, and "San Antonio: Our Kids" magazine, publish many SPS stories and events. St. Peter's school has an organized system of communication that encompasses administration, faculty, students, parents, volunteers and the community. Their commitment to excellence and partnership is a vital part of the foundation of St. Peter Prince of the Apostles School.

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

St. Peter Prince of Apostles School shares its successes with other schools through programs, marketing tools, and school volunteer organization. The St. Peter's School Council Development Committee has the primary responsibility of marketing the school. The Committee works closely with school administrators and the parish to ensure that every possible marketing venue is utilized to publicize the school's activities and achievements. The Committee is also part of a much larger marketing organization at the Archdiocese that encompasses thirty-eight Catholic schools. Many ideas and successes are shared through this forum. This consolidation of resources enables our school to advertise through billboards, radio, television, and city newspapers.

The St. Peter's faculty and administrative team regularly give workshops in the areas of mathematics, reading, and technology. They willingly mentor faculty from other schools sharing their expertise and experience with others. St. Peter's students exhibit their artwork, prose, and poetry at local libraries, universities, grocery markets, art schools, and academic/fine arts competitions. St. Peter's students and faculty are always willing to share their accomplishments and help others to reach academic success.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

St. Peter's School encourages an environment with a sense of community (between home and school) at its center. We utilize a comprehensive curriculum recognizing that students have diverse learning styles. The course curriculum exceeds state standards and requirements in both time and content. Each core component is connected in a "cross-curricular" form.

***Mathematics.** In the elementary grades this curriculum includes number operation, computation, problem solving, and reasoning. It then progresses in the middle school grades to geometry, algebra, statistics, and probability. The curriculum is enhanced through the integration of mathematical topics with science, social studies, and literature. (SAT-9= 76 percentile Mathematics)

***Science.** This area integrates the study of the natural, physical, and biological sciences. At all grade levels, the study of science includes planning and conducting field and laboratory investigations. Study includes using scientific methods, analyzing data, critical thinking, scientific problem solving, and various tools to collect and analyze information. A wide range of instructional methods and strategies are used to implement the overall program. (SAT-9=80 percentile Science)

***Language Arts.** We use the Language Arts to challenge our students to express their learning in ways requiring the use of higher level thinking skills, problem-solving skills, creativity, and decision making. These skills are showcased in writing contests, oral communication activities, and our Summer Reading Program. (SAT-9=86 percentile Language Mechanics and Expression)

***Social Studies.** In the elementary grades this area includes studying local and world communities, map skills, citizenship, geography, national heritage, roles in society, customs and traditions, local government functions and services. Included at every level is the development of skills to challenge the student to become a critical thinker and to respect all cultures. The student's understanding of these concepts is exhibited through the thousands of hours of community service.

***Religion.** In close relationship with the family, the religious curriculum is a comprehensive program emphasizing the four pillars of the Catechism of the Catholic Church: Creed, Sacraments, Morality, and Prayer. Students are actively involved in all levels of participation in weekly liturgies. This faith formation permeates our school day's structure.

***Foreign Language (Spanish).** Beginning in kindergarten, the objectives of this program are to introduce, develop, and reinforce proficiency in the listening, speaking, reading, writing, and cultural acquisition of the Spanish language. Students in grades 5-8 are invited to join the Spanish Club.

***Fine Arts.** This area builds self-concepts, teaches other avenues of expression, and motivates the child to make creative and artistic choices. Students demonstrate competency of these skills through various concerts, dramatical presentations, and art competitions. Students also create masterful art projects that are used in St. Peter's Annual Parish Auction.

***Physical Education and Health.** This curriculum teaches students the skills to become healthy adults who practice healthy behaviors. Students participate in team sports and individual physical activities to develop motor skills

***Technology.** The study of technology is entwined within the other disciplines. It teaches computer literacy and computer applications that educate and empower administrators, teachers, and students to become self-directed and continuous learners. This program prepares students to meet the increasing challenges of a technological society.

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

The reading program at SPS consists of developing the student's skills in word decoding, reading comprehension, creative writing, literary awareness, and oral language competency. The program uses different strategies that allow students to explore different concepts in acquiring knowledge from many different disciplines. Students learn to communicate effectively in both oral and written forms. Problem solving strategies are stressed. St. Peter's has also developed a successful Summer Reading Program. The program has a proven track record of success. In a comparison of 8th grade scores, students at SPS have consistently improved their reading comprehension score from the 65th percentile, in 2001, to the

76th in 2004. Similarly, fifth grade vocabulary scores on the SAT-9 increased from the 69th percentile in 2002 to the 81st percentile in 2004. St. Peter's School selected to implement the McGraw Hill Reading Program because of its multi-cultural selections, the varied activities to accommodate the different learning styles of students and the high interest levels of the selection. The seventh and eighth grade reading curriculum stresses organization skills and the use of details (such as examples, dialogue, statistics, and anecdotes) in writing. It also uses literary devices and a detailed mythology unit is taught to give students a background for future allusion. This encourages understanding the etymology of English words with Greek origin. Students are taught the skills involved in writing a research paper. In addition, the program utilizes published literature and novels instead of traditional textbooks. The goal of the upper-level program is to enhance and encourage critical thinking skills such as plot analysis, characterization and author intent. Books are chosen on the basis of readability, plot, encouragement of critical thinking skills, student comprehension, vocabulary, social impact and history of society.

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

Religion:

At St. Peter's School we are committed to witnessing and sharing the love of Christ. St. Peter's School offers our children an excellent education within a community of faith. This community is one in which the school's faith, values, and attitudes are reinforced within an educational setting encouraging growth and self-esteem. St. Peter's School is an expression of our belief that each child is a unique gift of God and a special promise for the future. This mission, while evident in all curriculum areas and centered to all instruction at St. Peter's, is the focus of our Religion Curriculum.

Essential to our Catholic faith is the concept that we are called to think, act, and live like Christ in the world. This belief governs our lives and defines our attitudes and actions toward other people. We believe this discipline is learned and a Catholic education is the key factor in teaching this principle. Morality and character are emphasized and our students are guided and mentored to an understanding of courtesy and kindness toward each other. They are also taught an appreciation of diversity, respect for authority, and an appreciation of the country with which God has graced us. The following is an example of the many projects our students have participated in as they journey through this education:

- All 6th, 7th and 8th grade students fulfill a minimum service hour requirement. However, many exceed this requirement and do additional service.
- In response to 9/11, our students collected money to help the firemen in our city, and those in New York.
- Students have contributed goods and money to help foreign missions.
- Students have collected items for the San Antonio Children's Shelter.
- This year, students have taken on a project to provide a hundred hygiene packets bi-monthly in conjunction with the Methodist Church downtown to help the homeless.
- Students collect non-perishable food for the St. Vincent de Paul Society that makes baskets available for the less fortunate.

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

St. Peter's School employs a variety of instructional methodologies that facilitate the particular learning style of each student. Didactic strategies include teacher-centered lectures with guided note taking, Power Point presentations, internet presentations, films, slide disc presentations, story telling, audiotapes. Student-centered strategies include cooperative group learning, brainstorming, simulations, role-playing, circle learning, research, library activities, field trips, individual and group projects. Project work is emphasized and final product presentations are assessed on a variety of learning levels including creativity, presentation and cognitive abilities. Field trips address cognitive learning, cultural arts, and cultural diversity. Laboratory skills, in all subjects are stressed and supported with a primary "garden"

(outdoor classroom), a well equipped computer lab, a library to accommodate primary and middle school students and a state-of-the-art science lab for middle school students. Tutoring in small groups or individual students is available before school, after school, and when appropriate during the school day. The interactive learning in our curriculum is representative of the many methods of instruction employed at SPS. These methods represent the wide variety of teaching methods that help to foster the students' desire to learn by making the challenge of learning enjoyable.

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

Staff development is an important component of St. Peter's educational program. Staff in-service and participation in workshops focus on student needs. The Administrative Staff and Lead Teachers recognize the need for improving higher order thinking skills and the use of identified learning strengths. For this reason, a major portion of our staff development is based on multiple learning styles and Bloom's Taxonomy. Teachers spend many hours reviewing Stanford Individual Assessment Data and maximizing the use of the Stanford Compendium of Skills to ensure that all lessons are focused on enriching and expanding student knowledge. This year we have concentrated on aligning the curriculum, scope, and sequence for each of our courses, as well as improving test performance and setting discipline limits in the classroom. Teachers have met with their peers to plan vertical and horizontal alignment and collaborate on the scope and sequence of their courses. The staff has used the book titled, Setting Limits in the Classroom, by Robert J. MacKenzie, to help students make better behavioral choices and take responsibility for their actions. Teachers have also been trained in the use of RenWeb, our new communication system with parents, guardians, and staff. This new software allows teachers and parents to view a student's daily progress, test grades, and skills taught each day. RenWeb has been an excellent tool for the school to work in partnership with parents and students towards improving overall academic performance. St. Peter's staff believes that educating a child involves all parties communicating continuously in order to reach the ultimate goal of positive learning.

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): NCEA National Catholic Educational 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 X No _____

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

<u>\$3550</u> K	<u>\$3450</u> 1 st	<u>\$3450</u> 2 nd	<u>\$3450</u> 3 rd	<u>\$3450</u> 4 th	<u>\$3450</u> 5 th
<u>\$3450</u> 6 th	<u>\$3450</u> 7 th	<u>\$3450</u> 8 th	<u>\$NA</u> 9 th	<u>\$ NA</u> 10 th	<u>\$ NA</u> 11 th
<u>\$ NA</u> 12 th	<u>\$ NA</u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 4799

5. What is the average financial aid per student? \$ NA

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13 %

PART VII - ASSESSMENT RESULTS

Standard Achievement Test
9th Edition, 1995
Harcourt Publishing

	2003-2004	2002-2003	2002-2001	2001-2000
Testing Month	February	February	February	February
Grade	1	1	1	1
Reading	81%	72.6%	85%	83%
Mathematics	64%	60.6%	73%	82%
Number of students tested	32	23	36	43
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	78.9%	65.8%	81.8%	81.6%
Mathematics	65.9%	50.1%	62%	79.4%
Number of students tested	13	8	5	22
Grade	2	2	2	2
Reading	63%	67%	80%	69%
Mathematics	59%	66%	95%	62%
Number of students tested	19	32	36	47
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	46.5%	69.5%	81.5%	67.7%
Mathematics	47.3%	64.9%	94.4%	61.2%
Number of students tested	4	13	15	23

	2003-2004	2002-2003	2002-2001	2001-2000
Testing Month	February	February	February	February
Grade	3	3	3	3
Reading	60%	75%	73%	73%
Mathematics	57%	72%	71%	76%
Number of students tested	30	36	34	34
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	68.8%	75.8%	71.8%	71.2%
Mathematics	63.7%	69.2%	74.7%	69.9%
Number of students tested	12	17	13	17
Grade	4	4	4	4
Reading	70%	69%	79%	69%
Mathematics	69%	64%	85%	86%
Number of students tested	35	32	29	32
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	67.3%	68.9%	75.7%	71%
Mathematics	66%	61.2%	76.2%	83.9%
Number of students tested	12	16	13	12
Grade	5	5	5	5
Reading	67%	74%	76%	80%
Mathematics	49%	65%	82%	80%
Number of students tested	28	27	28	49
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	62.8%	71.7%	69.9%	77.9%
Mathematics	42.3%	60%	77.6%	77.6%
Number of students tested	15	11	10	27

	2003-2004	2002-2003	2002-2001	2001-2000
Testing Month	February	February	February	February
Grade	6	6	6	6
Reading	78%	84%	79%	77%
Mathematics	71%	78%	65%	77%
Number of students tested	30	29	49	42
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	68%	76.6%	76.1%	74.8%
Mathematics	66.5%	70.6%	78.2%	77.3%
Number of students tested	11	11	28	16
Grade	7	7	7	7
Reading	80%	81%	76%	76%
Mathematics	77%	76%	70%	76%
Number of students tested	22	45	44	43
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	75%	78%	77.7%	77.5%
Mathematics	62.4%	73.9%	65%	76.8%
Number of students tested	9	27	14	24
Grade	8	8	8	8
Reading	75%	71%	71%	74%
Mathematics	80%	70%	73%	76%
Number of students tested	46	39	35	45
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
White				
Reading	72.9%	71.2%	75.1%	78.1%
Mathematics	77.5%	70.1%	76.4%	78.2%
Number of students tested	24	14	19	23