

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

Official School Name Saint Ignatius of Antioch Catholic School
(As it should appear in the official records)

School Mailing Address 995 Reading Avenue
(If address is P.O. Box, also include street address.)

Yardley PA 19067-1626
City State Zip Code+4 (9 digits total)
County Bucks State School Code Number* N/A

Telephone (215) 493-3867 Fax (267) 573-3550

Web site/URL <http://www.sischool.org> E-mail Lmorton@sischool.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Thomas O'Brien
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

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

N/A Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

N/A Date _____
(School Board President's/Chairperson's Signature)

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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: N/A Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ 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. 3 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	16	11	27		7	11	10	21
K	17	12	29		8	16	18	34
1	9	9	18		9			
2	16	12	28		10			
3	15	15	30		11			
4	7	17	24		12			
5	10	20	30		Other			
6	14	14	28					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								269

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | | |
|-------------------|---|--------------------------------|
| 99 | % | White |
| 0 | % | Black or African American |
| .5 | % | Hispanic or Latino |
| .5 | % | Asian/Pacific Islander |
| 0 | % | 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: 3 %

[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	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	269
(5)	Total transferred students in row (3) divided by total students in row (4)	.026
(6)	Amount in row (5) multiplied by 100	3.0

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

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 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities' Education Act. Do not add additional categories.

<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> Emotional Disturbance	<u> 8</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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>21</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	98%	99%	98%	99%	99%
Teacher turnover rate	6%	25%	8%	8 %	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

St. Ignatius of Antioch was founded in 1958 and is located in Yardley, Bucks County, Pennsylvania which is a suburb of Philadelphia. St. Ignatius is associated with the Archdiocese of Philadelphia. It is accredited through Middle States. It incorporates diocesan curriculum and current educational practices into the learning process.

The school was founded by the Sisters of St. Francis and is now staffed by lay professionals who continue to carry out the mission of the school. The mission statement of St. Ignatius of Antioch School endeavors to embrace the traditions of the Catholic Church and to convey that message to the students.

The purpose of St. Ignatius is to foster in all students a Christian attitude with positive self image and a spirit of inquiry and discovery that will inspire them to master the curriculum.

Building expansions in 1995 enabled St. Ignatius to implement a Pre-K program and to update the Kindergarten facilities. This expansion also included a state-of-the-art gymnasium and working cafeteria. In 2005 a new technology lab was provided and a completely furnished science lab was added in 2006. St. Ignatius utilizes its strengths in all subject areas due to its access to resources in the fields of technology and science.

St. Ignatius will celebrate its 50th Anniversary of Catholic Education in the year 2008. In the future, it is committed to meet the challenges and mission of Catholic Education in the 21st century. Today, 270 students are enrolled in Pre-K through eighth grade in this equal opportunity school.

Each morning, the students and faculty gather for prayer in the school gymnasium. Individual students take turns leading the student body in prayer relative to the liturgical season of the church.

The school atmosphere positively defines its Catholic identity through not only the physical signs, but also through the faculty and staff's daily interaction with students.

St. Ignatius of Antioch has expectations which are fairly simple:

- To treat each other as Jesus would
- To help each student reach his/her full potential and accept his/her unique talents
- To provide a quality education
- To provide a warm and caring atmosphere
- To foster communication between home and school
- To challenge students to be critical thinkers and leaders
- To guide them in their spiritual growth

The faculty and staff is composed of a group of highly dedicated individuals who go beyond the daily teaching responsibilities in an effort to encourage the students to fulfill their potential.

The mission and responsibility can be observed through the parent community, student achievement, and highly professional staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Ignatius of Antioch administers standardized tests: Terra Nova, The Second Edition Complete Battery Plus and In View during the fall semester to students in grades four, six, and eight as recommended by the Archdiocese of Philadelphia. Testing was added to grades five and seven in order to track the progress of all students. This enables the faculty to adequately determine strengths and weaknesses of students, thereby allowing for better planning and instruction.

The reading component measures a variety of objectives: oral comprehension, basic understanding, analyzing text, evaluating and extending meaning, and identifying specific reading strategies.

The math section of the Terra Nova allows students to demonstrate their competence over a substantial number of skills, including number and number relations, computation and numerical estimation, measurement, geometry and spatial sense, patterns, functions, algebra, and problem solving and reasoning.

Publishers of nationally normed achievement tests provide scores that define the top ten percent of schools in reading and math. Results must meet or exceed the average scale score that corresponds to the 90th percentile for both reading and math. This indicates that a school is in the top ten percent of all schools nationally.

Results obtained attest to the fact that St. Ignatius conforms to this criteria. Upon analyzing the scores of the eighth graders it is apparent that, in the subject of reading, the students achieved the score of 84 with a score of 77 being the 90th percentile. In math, the students scored 85, surpassing the 90th percentile of 77. Further analysis of scores from other levels demonstrates that grades 4 and 6 also performed above the 90th percentile in reading and math.

2. Using Assessment Results:

St. Ignatius of Antioch uses test results of the *Terra Nova* to measure the individual student's achievement and class achievement. This validates and contributes to the improvement of the instruction and curriculum as it relates to the school and the individual student. The Archdiocese of Philadelphia requires the Terra Nova assessments to be administered to grades four, six, and eight.

St. Ignatius goes the next step and requires fifth and seventh graders to participate in this testing. This enables the teachers to measure the growth of each child over the course of five years. This also permits the school to review class scores and measure the overall learning of each grade in reading and math.

The principal and faculty interpret the scores prior to the results being distributed to the parents. The faculty then makes informed decisions based on the results and adjusts teaching strategies and instructional objectives according to student need. This can then be discussed with each parent.

After careful examination of the math results for grades 4 and 5, it can be determined if a child meets the requirements to be admitted to Honors' Math.

The reading scores were examined over the course of three years and it was then determined that vocabulary and critical thinking skills needed to be addressed in the classroom with a variety of new materials. St. Ignatius then decided to adopt new texts in these areas,

which allowed students more opportunity to grow. The result showed stronger test scores in vocabulary and critical thinking areas.

The faculty works hard to better the curriculum by using the many detailed sections provided by McGraw Hill.

3. Communicating Assessment Results

St. Ignatius communicates the results of the student performance assessment data to parents and students in a variety of ways. The results of each student and grade are initially looked at by the principal and faculty. This allows them the opportunity to look at the whole school, each class, and the individual student.

The parents then receive the results for the children by mail. This mailing includes an explanation of how the scores are to be interpreted. It is followed by a parent meeting. Every other year the Curriculum Director from the Office of Catholic Education comes to the parent meeting. This allows the parents to hear the value of the testing and the excellence of the school from someone other than the school personnel. This helps validate the quality of education St. Ignatius students are receiving.

Report cards are sent home each trimester with an opportunity for parents to meet one-on-one with the teachers through parent conferences. This enables parents, teachers, and students to set goals for the next trimester of learning.

Our Terra Nova results are part of the school's brochure that is sent to prospective families.

The Home and School Association helps sponsor a "Young Authors and Young Artists" event. This function displays many projects, artwork, and writings of the students over the course of the year. All parents and parishioners are invited to attend after the Masses. In this way, the entire parish community is exposed to the quality of work the students produce.

Parents and prospective parents can view happenings and student work on the website, in particular the individual teacher websites.

4. Sharing Success:

St. Ignatius is proud of its vast achievements. The Archdiocese of Philadelphia conducts "Principals' Meetings" several times a year allowing for the attending principals to discuss current topics and hear the success stories of other schools in the Archdiocese. The Pre-Kindergarten and Kindergarten teachers have monthly "Share and Tell" meetings where they have the opportunity to talk about topics related to early childhood. The faculty attends many workshops provided by both the local Intermediate Unit and the Archdiocese of Philadelphia. At these meetings, the faculty interacts with peers from other schools and has the opportunity to discuss best practices, instructional techniques, and new innovations in education.

The St. Ignatius School story is shared with the school community and the community-at-large in a number of ways. Examples of the communication vehicles used include: the parish weekly bulletin, monthly newsletters, Open Houses, information on the community cable channel, and press releases in the local newspapers.

The school's website (www.sischool.org) can be accessed by anyone interested in current information. The website is accessible directly or via links on other websites, such as the parish website and the Archdiocesan website. The school's website is also used by the faculty who

make classroom happenings available online through their class WebPages.

In addition, St. Ignatius has sponsored workshops on topics such as *How to Integrate Technology* and *How to Use a Smartboard*. Invitees such as principals, teachers, and supervisors have been able to observe firsthand the high quality of the technology program. Prospective teachers are exposed to a successful learning environment through classroom observations. Such practicums are requested by local colleges and universities as part of the student teaching program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The curriculum is the framework through which teachers provide students with content and skills that are important to their success as young adults in an interdependent, complex world.

The Integrated Language Arts curriculum provides opportunities for students to read, write, speak, and listen. The curriculum exposes students to reading and writing in multiple genres. All vocabulary, spelling, grammar, phonics, and comprehension instruction occurs within the meaningful context of real literature and the student's own writing. Concepts become increasingly complex as students advance through the grades. Emphasis is placed upon connecting these language arts to authentic purposes and audiences.

The math curriculum also rests upon the real-life purposes and applications of mathematics. Students are exposed to various disciplines within mathematics such as algebra, geometry, measurement, computation, and data analysis. The crux of the math curriculum rests upon building students' ability to analyze and solve problems by choosing from a variety of strategies.

The science curriculum covers content related to earth, life, and physical science. In addition to content, students engage in thinking processes that will serve them beyond the walls of the school. The new science lab provides a space where content comes alive and the wonders of science can become visible. Through hands-on, minds-on inquiry experiences, students can formulate their own questions and be empowered to assert and test their own hypotheses. Students who are actively engaged in this cycle of questioning develop a stance of lifelong curiosity and a passion to keep learning.

The social studies' curriculum begins with the students' own family and community. By studying the movers and shakers from the past along with current key players, students can readily examine patterns and relationships. The Social Studies' Curriculum is based on the National Council for the Social Studies' Framework' and Ten Themes. Students learn about holidays, events, and people that paved the way to current time. Civic duties are carried out through an elected student council.

The religion curriculum is the hub from which all else grows. Students form their Catholic identity by preparing for and receiving the sacraments, planning and participating in liturgies, and leading daily prayer. Students work hard to make their faith visible by being involved in service projects both school wide and grade specific. Students are challenged to be examples of Catholic values as they live and interact in the world.

The Spanish program further broadens the students' world by extending their experiences and appreciation of other languages and cultures. This curriculum is one in which students are

engaged in speaking, listening, reading, and writing Spanish. In pre-kindergarten through grade three, students learn basic conversation and vocabulary through an interactive DVD program. Grades four through eight have weekly Spanish instruction from a qualified teacher.

Saint Ignatius recognizes the need to develop the whole child. Therefore, students attend art, music, physical education, technology, and library. These classes are imperative to the students' growth into well-rounded human beings. Students are exposed to different ways of expressing themselves, discovering talents, and are enriched by new ideas and experiences.

2a. Reading:

Reading is nested within the context of the other language arts. Beginning in pre-kindergarten, our youngest students are saturated in a print-rich environment. Teachers use interactive writing activities to teach concepts about print. Students develop phonological awareness and phonics' skills within the meaningful context of rhymes, songs, and stories. Teachers equip students with strategies they can use to access content area texts. These connections are powerful in improving student comprehension and learning in all subject areas.

Saint Ignatius provides students with the materials and strategies needed to become proficient, critical readers. For instance, each teacher's classroom houses a classroom library stocked with current and varied reading materials from which students may choose. Texts ranging from biographies and fantasies to newspapers and magazines are available. The reading series, Harcourt Trophies, was chosen for pre-k through sixth grade after carefully comparing offerings from a list of approved companies. This series has a balance of well-written fiction and non-fiction texts and materials to help differentiate instruction for advanced and below grade level readers. In addition, trade books and novels are used as a core part of the reading curriculum. Because technology has changed our world, reading instruction includes the Internet. This entails helping students internalize unique skills and strategies key to successfully navigating the digital world. Students are taught how to search for and determine the usefulness of information found on the World Wide Web.

To promote a love for and to stress the importance of this subject, Saint Ignatius students are encouraged to participate in reading related events, such as: Reading Olympics, Book-It, Family Night at Barnes and Noble, and Scholastic Book Fairs.

3. Mathematics

At all grade levels, students communicate their mathematical thinking through discussion, pictures, graphs, math journals, and models. The math curriculum is a developmental program consisting of eleven levels beginning with Early Childhood skills and ending with Algebra Readiness 2 for the average student.

St. Ignatius has incorporated into its studies an Honors' Math curriculum designed to enrich and engage those students who meet its criteria. Students may enter this program in grade four and finish their eighth grade studies in Algebra 1.

The curriculum is spiraling and sequential and enables the teachers to differentiate instruction. Emphasis in the math program includes problem solving, communicating mathematically, development of reasoning skills, estimation, mental math, connections to real life and other content areas. Students are encouraged to apply algebraic thinking and work with multi-step problems. Daily review of basic skills, problem solving and test format practice help the students to achieve success.

Instructional methods include modeling, guided practice, partner and small group

problem solving, peer tutoring, investigations, and flexible grouping. Instruction is enhanced by using a variety of instructional materials, such as computers, educational math software, manipulatives, graphing/scientific calculators and smartboards, which provide a multi-sensory experience for the students.

Certain grades participate in the 24-Club Online, integrating technology to promote computational fluency, reasoning skills, and excitement over math. All students in grades 5-8 also participate in the Pennsylvania Math League.

4. Instructional Methods

Children are the focal point of everything the faculty and staff do. With this in mind, the teachers at St. Ignatius of Antioch employ strategies based on researched best practice about how students learn. Although there are commonalities, teachers also understand that children learn in different ways. Teachers have a myriad of instructional strategies in their toolkits. Teachers offer different ways to access concepts so that all students are able to find a way into the learning experience. These strategies appeal to students' multiple intelligences. Graphic organizers, collaboratively creating charts, and music provide learners with different ways to show what they know in ways that allow them to make meaning of what they learned. Realizing that students construct their own knowledge, teachers provide opportunities for students to explore and discover concepts instead of simply being presented with information to memorize. Teachers perform demonstrations and provide students with manipulative and hands-on inquiries. Field trips and speakers provide bridges between school and the wider world. Students see the work they do as connected to real life. KWL allows students to share the knowledge they bring with them to school. Teachers show they value students own experiences and use this information to make instructional decisions in order to meet the needs of their learners.

Humans are social beings and elementary school children are no exception. Teachers recognize and harness students' social nature to help them learn. Teachers use literature circles, think-pair-shares, and jigsaws where students learn from one another. Drama is another strategy that allows for a lived-through experience. Teachers design instruction to include the use of discussion to explore their own and others' perspectives leading to a broader view of themselves and the concept. Students also use journals and learning logs to reflect upon their own progress.

Students are further engaged in learning through technology. Teachers use projectors to engage students in interactive Web pages and show videos on various topics through United Streaming. Teachers use PowerPoint and Web quests.

5. Professional Development:

St. Ignatius of Antioch's professional development and its impact on improving student achievement is expanding and ongoing. The faculty members are committed to growing professionally. They have taken various workshops, college courses, and attended other in-service opportunities.

As a school, the focus for the past three years has been on technology. Since we have the new technology lab, teacher laptops, and digital projectors in the classrooms, each teacher participated in over 15-hours of in-service training in order to become familiar with this technology. This resulted in every teacher using email, having their own website page, and has integrated technology into their class or subject area.

The school is proud to have six teachers that have their Masters in Education and one is presently enrolled at the University of Pennsylvania for a Masters' Degree in Reading.

All teachers are required by the State of Pennsylvania through Act 48 Professional Development to acquire 180 hours of professional growth every five years. Two of our math teachers attended the NCTM conference in Atlantic City.

Our pre-k and kindergarten teachers attended the meetings “Share and Tell” that the Archdiocese sponsors once a month.

In addition, our Intermediate Unit sponsors many current trend workshops that the faculty can choose to attend. The faculty believes that their openness and willingness to grow professionally has a tremendous impact on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): *National Catholic Educational Association, Association of Supervision and Curriculum Development, National Council Teachers of Mathematics, National Science Teachers' Association, Archdiocese of Philadelphia*
 (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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>Grades 1-8 (Parish)*</u>	<u>Kindergarten (Parish)*</u>
1 Child \$2,650.00	\$ 3,950.00
2 Children \$5,100.00	
3 or more Children \$6,500.00	

*Non Parishioner Rates

Kindergarten	\$4,570.00
Grades 1-8	\$3,850.00 per child

4. What is the educational cost per student? \$3,810.00
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,000.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 1 %

PART VII – ASSESSMENT RESULTS

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

Without Subgroups

ST. IGNATIUS OF ANTIOCH

TerraNova, The Second Edition
 Form: C 18, 16, 14
 CTB McGraw-Hill
 All scores are reported in percentiles.

Scores are reported as percentiles.
 No students are excluded from the test.
 Copyright, 2001

	2005-2006	2004-2005	2003-2004
Testing Month	October	October	October
Grade 8			
Reading	84	86	79
Math	85	79	83
Number of students tested	18	28	28
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	78	78	80
Math	78	78	75
Number of students tested	22	32	17
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	80	89	81
Math	75	90	85
Number of students tested	27	20	21
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

