

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

Official School Name: Southside Christian Lower School
(As it should appear in the official records)

School Mailing Address: 2211 Woodruff Road
(If address is P.O. Box, also include street address.)

Simpsonville SC 29681-5440
City State Zip Code+4 (9 digits total)

County Greenville State School Code Number* N/A

Telephone (864)234-7595 Fax (864)234-7048

Web site/URL www.southsidechristian.org E-mail stucker@southsidechristian.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. Stephen Reel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. N/A

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. Bob Schaffner
(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.

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

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 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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 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				7			
K				8			
1				9			
2	30	31	61	10			
3	39	20	59	11			
4	35	29	64	12			
5	24	35	59	Other			
6	44	31	75				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							318

[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:
- | | |
|-------------------|----------------------------------|
| 89 | % White |
| 5 | % Black or African American |
| 3 | % Hispanic or Latino |
| 3 | % 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: 2 %

[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	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	331
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

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: 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: 13 %
41 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>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>12</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>19</u>	<u>5</u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>25</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	98%	98%	98%	98%	%
Daily teacher attendance	97%	98%	97%	97%	%
Teacher turnover rate	4%	22%	11%	11%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Southside Christian Lower School (SCLS), a division of Southside Christian School (SCS), is located on 40 acres on the east side of the Greater Greenville, South Carolina area. The school was founded in 1967 and is an independent, co-educational, college-preparatory, interdenominational Christian day school. A self-perpetuating School Board, using the Carver model of Policy Governance, entrusts the leadership and direction of Southside Christian School to the Superintendent. A principal and support personnel lead each school division: early education (18 months through grade one), lower school (grades two through six), and upper school (grades seven through twelve). Of the current 1,085 students, 318 are enrolled in the lower school division.

The mission of Southside Christian Lower School (SCLS) is to partner with Christian parents to provide an excellent education that is consistent with biblical truth. Southside Christian Lower School is committed to partner with Christian parents to serve the community by providing an affordable and accessible Christ-centered education. By attracting and retaining a credentialed core of spiritually vibrant master educators, SCS will continue to be a recognized leader in Christian education, offering exemplary academic, athletic, and fine arts programs for students. SCLS is passionate to nurture growth in students, participate in their spiritual transformation, and equip them to reflect and extend God's kingdom. Remaining true to a spiritual heritage, SCLS is committed to cultivating a biblical worldview within students, enabling them to live effective and productive lives in service to the Lord Jesus Christ.

At the core of the Southside Christian Lower School mission statement are the words "to partner with Christian parents." From this mission the innovative, award-winning Volunteers in Partnership (VIP) program was born. Unlike the typical parent-teacher organization, VIP is not primarily, or even minimally, a fund-raising or policy making organization. Rather, VIP is a resource for manpower, creativity, and giftedness working in partnership with faculty, staff, and administration.

Southside Christian Lower School has emerged today as one of the Southeast's leading Christian schools with a wide range of educational programs and is a model for other Christian schools throughout the nation. Academic excellence is a high priority at SCLS and is an integral component of our mission statement. On the most recent Stanford 10 Achievement Test, Southside Christian Lower School students exceeded the national average at every grade level and in every subject area.

Southside Christian Lower School recognizes that each individual has been uniquely created by God and that learning takes place in a variety of ways. Thus, the programs offered through the Academic Resource Center (ARC) are designed to assist the special needs of students with learning differences. A variety of programs are offered through ARC, which supplement and reinforce classroom instruction for students who have been diagnosed by a licensed school psychologist or physician with specific learning needs.

The lower school faculty members average ten years of full-time experience in the classroom. Their average tenure at Southside Christian Lower School is seven years. Twenty-eight percent of the lower school faculty hold master's degrees.

The campus facilities support the goal of providing an excellent education. Classrooms with developmentally appropriate resources, a gymnasium, computer lab, art studio, music lab, Spanish language lab, science lab, dining facilities, child-friendly playground, and library-media center are available to the lower school community.

Southside Christian Lower School is an innovative, educational institution accredited by the Southern Association of Colleges and Schools (SACS) and the Association of Christian Schools International (ACSI).

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

A mandatory part of the admissions process at Southside Christian Lower School includes an analysis of any previous standardized test scores. The purpose for this analysis is to help determine the probability of success of applicants and also class placement for applicants.

Students at Southside Christian Lower School are assessed through a variety of means including class assignments, homework, projects, performances, and more formally through unit and chapter tests. In addition to these assessments, each April students in grades one through eight are tested using the Stanford Achievement Test 10th Edition (SAT10). Students in grades three and five also take the Otis Lennon School Abilities Test (OLSAT). For the last three years on the Stanford 10 Achievement Test, SCLS students exceeded the national average at every grade level on every subtest. The 2006 SAT10 data shows that in every grade level, except fifth, students scored in the top ten percent of schools in the nation in both reading and math. According to the data from the April 2006 testing, second graders scored in the 77th percentile in reading and in the 74th percentile in math, third graders scored in the 75th percentile in reading and in the 81st percentile in math, fourth graders scored in the 82nd percentile in reading and in the 80th percentile in math, fifth graders scored in the 74th percentile in reading and in the 74th percentile in math, sixth graders scored in the 81st percentile in reading and in the 85th percentile in math. The lower school also measures the SAT10 results against those of other private independent schools in the nation. Southside Christian Lower School compares favorably with other similar schools.

The assessment program at Southside Christian Lower School is not only used as an external benchmark, but is also used to guide instruction and to evaluate the curriculum. The data is used to develop curriculum and instructional strategies that promote student achievement and prepare students to compete and excel in a competitive world market and to impact the world for Christ.

Using Assessment Results:

The faculty and staff at Southside Christian Lower School incorporate assessment results in decisions that effect student achievement. Assessment data drives decisions to determine student instructional needs, to plan classroom instruction based on those needs, and to determine the effectiveness of the instruction and curriculum. Data from various assessment sources help teachers and administrators to make decisions and recommendations concerning instruction and curriculum.

Southside Christian Lower School uses individual student portfolios as a method of organizing assessment data and work samples. Each nine weeks samples of math, writing, and another subject area are added to the student portfolio. SAT10 subtest scores are recorded on a yearly basis. Increases and decreases in scores are analyzed and conclusions are noted in the portfolio. Grade level meetings are held prior to the beginning of each new school year to analyze assessment data and individual student portfolios.

Assessment data is used to guide instruction and professional development. Item analysis and subtest score results are used to determine areas of focus. Once an area is identified in a particular grade level, that area becomes a targeted subject for professional development. As part of weekly collaboration and faculty meetings, teachers share instructional strategies and best practices that they have identified as effective in addressing the deficit area.

Communicating Assessment Results:

Assessment data are communicated to the school's stakeholders in multiple ways. The results of the SAT10 and the OLSAT are mailed home to parents at the conclusion of each school year. The assessment data are included in various school publications and also on the Southside Christian School web site. Results of the SAT10 are reported to the SCS School Board on a yearly basis.

Working in partnership with parents, lower school faculty members continually communicate student progress. Parents can access assignments, class information, and students' grades via Classroom Connection on the SCS web site. Teachers also communicate with parents regarding student achievement through phone calls, conferences, notes, and email. Grade notification is available to parents in the form of a progress report or report card every four and one-half weeks. Student report cards are mailed home on a nine-week basis. At the close of the first nine-weeks grading period, lower school parent-teacher conferences are held with almost 100 percent participation.

Southside Christian Lower School student successes are communicated via various media sources throughout the year. An end-of-the-year Lower School Awards program is held each year to allow students to celebrate the success of their peers and to communicate student achievement to various stakeholders. Student successes in activities such as the ACSI Spelling Bee, ACSI Math Olympics, ACSI Science Fair, Bible Quiz, and the President's Physical Fitness Challenge are acknowledged during this time. Best in subject awards are present to one student from each classroom for each core subject. In addition, Duke Talent Search participants and recipients of the Presidential Award of Academic Excellence are recognized.

The Southside Christian Lower School Awards Program also includes a monthly character award such as integrity, respect, thankfulness, service, obedience, and responsibility. Each month classroom teachers select a student who best demonstrates the character trait of the month. These students are recognized on a monthly basis during weekly chapel time.

Sharing Success:

Southside Christian Lower School shares its success in a variety of ways. As a leader in the Association of Christian Schools International (ACSI), the SCS lower school is often the host to numerous teachers from various locations throughout the Southeast area. During these on-campus visits, SCS lower school faculty and staff share ideas and strategies with other teachers and administrators. In addition, a number of lower school teachers have served on ACSI accreditation teams at other Christian schools.

During collaboration and faculty meetings, teachers share newly acquired information with their peers. Throughout the year, faculty members who attend outside professional development or who visit other schools share their findings. The faculty and staff of Southside Christian Lower School are always eager to share successful classroom experiences and strategies with colleagues.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

The curriculum at Southside Christian Lower School is driven by state and Mid-continent Research for Education and Learning (McRel) standards and Stanford10 objectives. The Lower School provides students with a solid foundation of the basics in mathematics, reading, and writing that enables them to succeed in our college preparatory Upper School. In addition, students receive comprehensive instruction in language arts, science, social studies, and Bible. Effective research techniques are taught in library science as well as in the computer lab. Lower school students attend the foreign language lab weekly for instruction in Spanish. Biblical precepts are integrated throughout all curriculum. Various programs such as individual instruction, resource support, tutorial study halls, and self-contained classrooms are offered through the Academic Resource Center to ensure that the needs of all students are being met without compromising curriculum standards.

The math curriculum at Southside Christian School places an emphasis on mastery of basic facts and skills, problem solving, and real world application. Students learn mathematics by direct instruction, hands-on experiences, step-by-step models that build conceptual understanding, and ample practice that requires the use of problem solving skills and strategies. The curriculum provides a balance of computational and procedural skills, conceptual understanding, and problem solving.

The English language arts curriculum fosters an appreciation of language as a gift from God and develops the correct use of English grammar in written and oral communication. It uses the writing process to teach different types of compositions and encourages clear and effective writing. The curriculum develops study and reference skills and improves listening and speaking skills. In addition, the learning environment for students is literature-rich and emphasizes the acquisition of language and the literacy skills needed to understand and convey meaning. Students learn how to derive meaning from what they hear, observe, and read; to analyze and interpret that meaning; and to make connections to their own lives. They learn effective oral communication and listening skills. Along with spelling and vocabulary, Greek and Latin roots are taught in fifth and sixth grade.

The science curriculum covers the areas of earth, life, and physical science. The scientific method is taught for use in scientific inquiry. Students attend a fully equipped science lab for hands-on investigations that are correlated with classroom instruction.

The social studies curriculum begins in second grade with the founding of the United States, Jamestown, and actions leading up to the Revolutionary War. Third grade students study the state of South Carolina. Students in fourth grade begin with the Revolutionary War, move through the Civil War, the Industrial Revolution, and an in-depth study of American democracy. Fifth graders study the early 1900's to the present, covering both world wars, the Great Depression, the Vietnam War, and the struggle for civil rights. Sixth grade curriculum includes a study of ancient civilizations.

Students at Southside Christian Lower School use computer technology to enhance other subject areas. Computers are used for research, word processing, and *Accelerated Reader*. Streaming video is used to integrate standards-based curriculum into the classroom to ensure that all learning styles are addressed.

In the area of related arts, the fine arts department provides students with the opportunity to develop creativity through visual arts, vocal and instrumental performances, and private music and art lessons. The physical education program provides healthy physical activity while teaching teamwork, sportsmanship, and health.

Reading

Recognizing that reading is a fundamental and essential element for learning, great care has gone into the selection and use of reading curriculum. Prior to adopting a new basal series, a panel of teachers from K5 through sixth grade met to develop a reading philosophy for our school. That philosophy states “Reading involves developing phonemic awareness leading to the decoding of words in order to comprehend written material. Reading should take place in a literature rich environment which allows for individual learning styles and develops life long learning.” As a Christian school, integrating biblical principles into all that is done is of vital importance. This criteria, as well as our own reading philosophy, led to the adoption of the Bob Jones Reading curriculum as our basal series.

Teachers dedicate ninety minutes a day to reading instruction. Students participate in a small reading group which allows the teacher to offer individual assessment and assistance. Attention is given to phonics instruction, sight word development, vocabulary development, comprehension strategies, and reading fluency. There is an emphasis on higher order thinking skills and questioning including predicting, analyzing a character’s actions or words, and finding the moral or theme of the story. Beginning in second grade, students learn to speak the language of literature by identifying the author, illustrator, characters, plot, and setting. Later grades expand their exploration of literature by discussing themes, summaries, and conflicts with the goal being to prepare them for upper school.

In addition to daily reading groups, each grade reads four novels over the course of the year to expose children to a variety of good literature. Emphasis is given to the enjoyment of reading. The Reading Enrichment Program (REP) shares the richness of oral language to the students. On a regular basis, parent volunteers visit the classrooms and read stories to the class.

Each week students spend time reading books of their choice during Drop Everything and Read (DEAR) time. They are exposed to a variety of literature through monthly book reports done outside of school. For the lower grades, students are exposed to the basic genres of literature, while in the upper grades, they are exposed to subgenres. Students then respond to their novels in a variety of means including projects, oral reports, and written essays. Students are also rewarded for participating in *Accelerated Reader*.

Science

The science curriculum at Southside Christian Lower School, driven by state and McRel standards and Stanford10 objectives, promotes critical thinking skills through the use of the scientific method and hands-on experiments. Students are taught to recognize God’s hand in the creation of the physical world. An emphasis is placed on the significance God places on each person as an individual. Students are encouraged to fulfill the biblical mandate for citizenship, stewardship, and servant hood in the intricately complex world God created for them.

SCLS has a fully equipped science lab that correlates hands-on activities to enhance classroom instruction. Discovery Lab allows students to interact with vertebrates, invertebrates, fish, mammals, reptiles, and amphibians as they compare and contrast habitats, basic needs, and varying methods of protection. Students use microscopes to study the world of microbes in pond water as well as prepared slides of harmful bacteria and viruses. The life cycle of plants is explored as students create their own terrariums. The principles of the food chain are taught through the dissection of owl pellets. Fourth grade students dissect crickets to enhance their learning of the characteristics of insects. Various aspects of space are explored using the hands-on planetarium. Students become “rock detectives” as they investigate different rocks and minerals to solve the mysteries of their identity.

Included in the science curriculum, lower school students study health and the human body systems. By sixth grade, students have studied all the major body systems as well as appropriate health practices that

promote well being. Nutrition, exercise, spiritual and mental health, and avoidance of harmful substances are taught as part of a healthy lifestyle.

Students are given a chance to apply the scientific method to their personal interest. They use inquiry skills to design and create a science fair project. These projects teach students to ask questions, form a hypothesis, design an experiment, analyze and record data, and draw conclusions. In addition, they have the opportunity to participate in the regional ACSI Science Fair. Southside Christian School has the privilege of hosting five other schools in the 2007 ACSI Science Fair to compete for top awards.

Instructional Methods

After participating in workshops based on Marcia Tate's *Worksheets Don't Grow Dendrites*, teachers have incorporated brain based strategies in the classroom. On a weekly basis, teachers collaborate to plan and share ideas regarding curriculum. This planning has led to more creative and interactive teaching. Using standards based curriculum guides which incorporate state and McRel standards and SAT10 objectives, teachers develop anticipatory sets, model skills, lead students in guided practice, and monitor independent practice. Students participate in large and small group instruction where they use discussion, exploration, graphic organizers, research projects, and cooperative learning. They have time to create, build, and explain their discoveries. Alternative assessments allow for individual learning styles and needs to be met. Both formal and informal assessments gauge student learning, which in turn mediates the pace and direction of instruction.

Teachers have incorporated various forms of technology into the classroom. Students attend computer class once a week beginning in third grade where theme based connections are made. Teachers introduce calculators in second grade, conduct stock market projects in fifth grade, and develop power point presentations in sixth grade. All students have secured personal computer accounts for research and to participate in *Accelerated Reader*. Students research our state and other countries for information which they will later present in class.

Professional Development

The Southside Christian Lower School faculty and staff are committed to continuing their professional growth. Each year, faculty and staff, with input from their principal, set professional goals that are tailored to their individual professional needs. These goals are monitored throughout the year with formal evaluations taking place mid-year and again at the close of the school year. The goals focus on professional development that will impact student achievement.

Weekly grade level collaboration meetings provide a forum for teachers to collaborate on best practices and instructional strategies that are specific to their grade level. Time is allowed for research and discussion of findings. The agenda for the meetings is driven by a report form that is completed during the meeting and submitted to the lower school principal. Periodically, the lower school principal or academic resource center director attends the meetings to present items or facilitate discussion.

Careful attention is given to keeping the weekly lower school faculty meetings oriented to professional development. Various guest speakers present information on topics that are aimed at improving student achievement and spiritual growth. Professional development is also led by faculty members, the lower school principal, or the academic resource center director. Through these professional development opportunities, lower school faculty and staff are able to earn continuing education credit through the Association of Christian Schools International (ACSI). In addition to the weekly professional development, Southside Christian School designates ten additional days to professional development. The lower school faculty and staff at Southside Christian School are dedicated to lifelong learning and to growing professionally and spiritually.

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. Delete if not used.

1. Private school association(s): Association of Christian Schools International (ACSI)
Southern Association of Colleges and Schools (SACS)

(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>5681</u>	\$ <u>5681</u>	\$ <u>5681</u>	\$ <u>5681</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>5681</u>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

4. What is the educational cost per student? \$ 5981.24
 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1568.75
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13 %

PART VII - ASSESSMENT RESULTS

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Six
 Subject: Reading
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Sixth Grade Reading	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	81	81	79
Number of students tested	60	84	60
Percent of total students tested	100	100	100
Number of students alternatively assessed	4	6	4
Percent of students alternatively assessed	6	7	6
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	4	6	4
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Six
 Subject: Math
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Sixth Grade Math	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	85	77	81
Number of students tested	60	84	60
Percent of total students tested	100	100	100
Number of students alternatively assessed	4	6	4
Percent of students alternatively assessed	6	7	6
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	4	6	4
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Fifth
 Subject: Reading
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Fifth Grade Reading	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	74	88	80
Number of students tested	64	68	81
Percent of total students tested	100	100	100
Number of students alternatively assessed	7	0	6
Percent of students alternatively assessed	9	0	7
SUBGROUP SCORES			
1. Academic Resource Center Students	*	0	*
Number of students tested	6	0	6
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Fifth
 Subject: Math
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Fifth Grade Math	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	74	79	82
Number of students tested	64	68	81
Percent of total students tested	100	100	100
Number of students alternatively assessed	7	0	6
Percent of students alternatively assessed	9	0	7
SUBGROUP SCORES			
1. Academic Resource Center Students	*	0	*
Number of students tested	6	0	6
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Fourth
 Subject: Reading
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Fourth Grade Reading	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	82	81	81
Number of students tested	58	65	68
Percent of total students tested	100	100	100
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	8	3	4
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	5	2	3
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Fourth
 Subject: Math
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Fourth Grade Math	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	80	80	84
Number of students tested	58	65	68
Percent of total students tested	100	100	100
Number of students alternatively assessed	5	2	3
Percent of students alternatively assessed	8	3	4
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	5	2	3
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Third
 Subject: Reading
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Third Grade Reading	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	75	82	78
Number of students tested	64	58	67
Percent of total students tested	100	100	100
Number of students alternatively assessed	6	4	2
Percent of students alternatively assessed	9	6	3
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	6	4	2
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Third
 Subject: Math
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Third Grade Math	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	81	88	79
Number of students tested	64	58	67
Percent of total students tested	100	100	100
Number of students alternatively assessed	6	4	2
Percent of students alternatively assessed	9	6	3
SUBGROUP SCORES			
1. Academic Resource Center Students	*	*	*
Number of students tested	6	4	2
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Second
 Subject: Reading
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Second Grade Reading	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	77	67	82
Number of students tested	59	63	63
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	8	5
Percent of students alternatively assessed	3	11	7
SUBGROUP SCORES			
1. Academic Resource Center Students	*	41	*
Number of students tested	2	8	5
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Grade: Second
 Subject: Math
 Test: Stanford Achievement Test (SAT10)
 Edition: 10th
 Publisher: Harcourt Inc.

Scores are reported as percentiles.

* Denotes less than ten percent in a particular group tested.

Second Grade Math	2005-2006	2004-2005	2003-2004
Testing month	April	April	April
SCHOOL SCORES			
Total Score	74	67	82
Number of students tested	59	63	63
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	8	5
Percent of students alternatively assessed	3	11	7
SUBGROUP SCORES			
1. Academic Resource Center Students	*	37	*
Number of students tested	2	8	5
2. _____ (specify subgroup)			
Number of students tested			
3. _____ (specify subgroup)			
Number of students tested			
4. _____ (specify subgroup)			
Number of students tested			