

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: Elementary Middle

Name of Principal: **Rabbi Kalmen Rosenbaum**

Official School Name: **Torah Day School of Atlanta**

School Mailing Address: **1985 Lavista Road NE
Atlanta, Georgia 30329-3842**

County: **DeKalb**

State School Code Number: **NA**

Telephone: **404-982-0800**

Fax: **404-248-1039**

Web site/URL: www.torahday.org

E-mail: lrabinowitz@torahday.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: **November 14, 2007**

Name of Superintendent **NA**

District Name **NA**

Tel. **NA**

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.

NA Date **NA**
(Superintendent's Signature)

Name of School Board President: **Mr. Irvin Rabinowitz**

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 Signature) Date: **November 14, 2007**

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|-------------|----------------------------------|
| 0% | American Indian or Alaska Native |
| 1% | Asian or Pacific Islander |
| 0% | Black or African American |
| 0% | Hispanic or Latino |
| 99% | White |
| 100% | Total |

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	3
(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)]	6
(4)	Total number of students in the school as of October 1	338
(5)	Total transferred students in row (3) divided by total students in row (4)	.018
(6)	Amount in row (5) multiplied by 100	1.8

8. Limited English Proficient students in the school: **4%**
12 Total Number Limited English Proficient
 Number of languages represented: **3**
 Specify languages: **Hebrew**
Russian
Farsi

9. Students eligible for free/reduced-priced meals: ***52%**
 Total number students who qualify: ***171**

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.**

*We do not participate in a federally supported lunch program. To estimate the percentage of students from low-income families, tuition assistance in excess of 50% was used as a threshold. This is the criterion that TDSA uses for determining student eligibility for Title I programs. Title I guidelines allow for “*alternative indicators of poverty such as scholarships.*” Indeed this is a defining aspect of our school. According to the consulting firm, Independent School Management (ISM), for private schools in general, on average 15-18% of the operating budget is given as tuition assistance; for Jewish schools, 20-23%; for Orthodox Jewish schools, 25%; for Torah Day School, 44%. More than 65% of our students receive a need-based scholarship. Our tuition policy is mission-driven reflecting the belief that a Jewish education is the birthright of every Jewish child regardless of economic circumstances.

10. Students receiving special education services: **8 %**
26 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.

NA	Autism		3	Multiple Disabilities
NA	Deafness		NA	Orthopedic Impairment
NA	Deaf-Blindness		NA	Other Health Impaired
1	Emotional Disturbance		20	Specific Learning Disability
1	Hearing Impairment		1	Speech or Language Impairment
NA	Mental Retardation		NA	Visual Impairment

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

Number of Staff		
Position	Full-Time	Part-Time
Administrators	4	1
Classroom Teachers	18	12
Resource Teachers/Specialists	5	6
Paraprofessionals	3	0
Support Staff	7	0
Total Number	37	19

12. Average school student-classroom teacher ratio: **14:1**
13. Show the attendance patterns of teachers and students as a percentage.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	93 %	96 %	98 %	97 %
Daily teacher attendance	96 %	95 %	95 %	96 %	*95 %
Teacher turnover rate	10 %	15 %	21 %	17 %	7 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	NA %				

*Incomplete data was available for this year, so the final number is an estimate based on overall teacher attendance rates.

PART III - SUMMARY

Torah Day School of Atlanta (TDSA), an Orthodox Jewish Day School, was founded in 1985 with the goal of creating an institution where Jewish children can learn about their heritage and be educated for the future. (The “Torah” is the Old Testament.) Torah Day School is a family-oriented school with representation from many different levels of religious observances, diverse backgrounds, and several national origins. Approximately one-third of the faculty has children in the school. The relatively high percentage of male faculty (approximately 23%) lends the school a unique quality. All classes at TDSA are gender-separate. A large majority of students are from homes with two-parent families with an average of four children per household. Most of the students reside in the area closest to the school where there is a concentrated population of Orthodox Jews, and nearly all of these children walk to and from school. In contrast with many private schools, the parent body is not very affluent as evidenced by the percentage of students receiving need-based scholarships (65%). TDSA is accredited by SAIS (the Southern Association of Independent Schools) and SACS (the Southern Association of Colleges and Schools.)

TDSA’s mission is to create and maintain a superior educational institution that provides an intensive and progressive Jewish and General Studies curriculum for all Jewish children in a positive, nurturing atmosphere. Torah Day School of Atlanta endeavors to inspire in each student a life-long commitment to the acquisition of knowledge and the observance of the Torah’s commandments. It is the aim of TDSA to nurture character development in its students reflecting the school’s core beliefs and values: love of G-d and Torah, observance of *mitzvot* (commandments), and genuine compassion for others. The school strives to create an environment that promotes individual achievement, a desire to learn, curiosity for all areas of knowledge, a positive self-concept, respect for individual differences, and the development of Jewish moral and ethical behavior. TDSA believes that all students have the desire and the potential to learn; that a partnership between home and school is the most effective means to achieve desired goals; that Jewish living should be an integral part of one’s life; and, that a full Jewish and general education is the birthright of every Jewish child. **The values that Torah Day School seeks to instill in its students are based on the belief that all people are created in the image of G-d and that their behavior should reflect this belief.**

Torah Day School of Atlanta seeks to accomplish this mission by utilizing innovative instructional methodology and technology to make learning exciting and relevant; by attracting and retaining a professional, dedicated, effective faculty whose values are consistent with the religious and educational philosophy of the school; and by developing a partnership between parents and faculty to foster students’ individual growth and achievement.

TDSA seeks to harmonize secular and religious education. Emphasis is placed on recognizing the relevance of Torah and Jewish history to other spheres of knowledge and on understanding their importance in contemporary society. Important goals are learning about social responsibility and participating in efforts to help others. TDSA students have helped to raise funds for needy people locally and in Israel, visited the elderly in nursing homes, helped with disaster relief, and participated in local community service initiatives. Graduates of TDSA are prepared to succeed in the schools of their choice and encouraged to continue both general and Judaic education through high school and beyond. TDSA offers academic excellence built upon a foundation of Torah. Concentration on character development, moral values, and an enriching academic curriculum transforms Torah Day School students into successful, confident, and well-rounded young adults.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

School Performance-Based Measures

The performance-based assessment system used by TDSA in the areas of General Studies and Judaic Studies follows the four-point system of Terry Johnson (**The Quad**, 1988). This includes the following:

- **Observation of process-** Information gathered from observation of the student. This can include interviews and written observations.
- **Observation of product-** A review of gathered products of students, such as work samples, logs, folders, and journals.
- **Contextualized measures-**Information gathered through informal assessment, such as checklists, portfolios, surveys, and text-based or teacher-prepared tests.
- **Decontextualized measures-**Information gathered by standardized tests and measures developed outside of the school.

Results from the *Iowa Test of Basic Skills* (ITBS) provide an independent measure of the effectiveness of the general studies program at TDSA. The school's curriculum is based on state standards as well as standards established by national organizations such as the National Council of Teachers of Mathematics and the International Reading Association. The ITBS is administered yearly to students in grades 1-8. Language and reading skills are consistently high throughout the grades, which may have some basis in the dual language program. Students in a dual language curriculum may have increased awareness of the structure of language at an earlier age. School norms from the ITBS show that classes at TDSA do well when compared with schools throughout the United States, both in mathematics and reading.

All reading and math composite scores with the exception of one were among the top 10% in the nation. The eighth grade math composite score was at the 97th percentile, and the reading composite was at the 95th percentile, thus fulfilling the testing requirements for the *No Child Left Behind Blue Ribbon Award*. The only score that was below the 90th percentile in 2007 was the sixth grade math composite. It is significant that more than a quarter of this class is in the school's resource program. After careful review of the text and curriculum, it was decided to adopt a new math text for this grade. The new text has more practice and review, a consistent spiraling of skills, and more technological tie-ins to support the curriculum. Approximately 35% of TDSA students in grades 2-8 qualified to participate in the Johns Hopkins University Center for Talented Youth Program (CTY). Students qualify based on standardized test scores at the 95th percentile or above.

After careful review of ITBS scores, teacher anecdotal records, and classroom performance, additional testing may be indicated for some students. Learning specialists within the school administer individualized assessments such as the CogAT, Key Math, Gray Oral Reading, or TOWL (Test of Written Language) to help identify specific needs and/or talents. Results are used to develop program modifications and to determine what type of additional support is needed to challenge or accommodate individual needs. Potential kindergarten students are given the Kindergarten Readiness Test (KRT), and upcoming first graders are given the School Readiness Test (SRT) to assist in determining school preparedness. Entering students in grades 2-8 are given the Quic Tests to determine the functional level of competency in mathematics and communicative arts.

2. USING ASSESSMENT RESULTS

Annual results from the ITBS are carefully analyzed. Each student's individual scores, and each grade's scores are compared with those of previous years. Significant changes in either direction are noted and recommendations made. In addition, TDSA's overall performance in each subject/skill area is evaluated to help identify strengths and weaknesses. Analyses of test results can be an impetus for curriculum change or for special services offered for individual students. TDSA has a School Improvement Team which meets on a weekly basis. The team serves as a steering committee to help monitor progress, address needs, and effect change within the school.

Torah Day School's curricular choices are data-driven to a large extent. After reviewing and analyzing ITBS scores, if strengths, weaknesses, and/or trends are observed, curriculum is examined and altered to enrich, remediate, or redefine programs. In selecting new curricular materials, the school researches what's available and recommended, reads reviews, schedules presentations from publishers, and contacts other schools using the materials. This process provides a global view of the curriculum and its use prior to implementation. For example, after reviewing the reading results for the lower grades, it was determined that the school's guided reading program was not fully meeting the needs of primary students for a stronger, more systematic foundation in reading. Toward this end, TDSA adopted the Saxon phonics and spelling program for kindergarten and a comprehensive literature-based reading program in grades K-2. Selected students in almost every grade demonstrate exceptional mathematical abilities. Classroom materials and computer programs were provided to enrich instruction for these students. While students' scores in math concepts and problem solving were consistently high, a school-wide trend of somewhat lower math computation scores was noted. In response, greater emphasis has been placed on daily fact drills to help improve student performance in this area.

3. COMMUNICATING ASSESSMENT RESULTS

ITBS test results are sent to parents with an explanatory narrative and accompanying graphs. The Coordinator of Educational Resources is available to meet with parents upon request if they require further explanation. It is the parents' decision whether or not to share test results with their children. The data, as well as detailed analyses, are shared with faculty at the beginning of the school year. Results are used as a guide for meeting individual student needs as well as addressing class strengths and/or weaknesses.

Report cards are issued three times per year. Parents in grades 3-8 can monitor their children's progress through the *Edline* website where detailed grades and a record of class performance are updated regularly. Parent conferences are held twice a year, midway through the first and second trimesters. Teachers keep portfolios of student work to share with parents at conferences and to help monitor student progress throughout the year. Telephone conferences between parents and teachers occur on a regular basis. Teachers are required to contact the parents of all of their students by telephone during the first month of school.

Academic honors and successes are publicized in the Atlanta Jewish Times, a weekly publication. In addition, TDSA has a weekly newsletter which is distributed to the school's constituency each Friday. Copies of the newsletter are also posted on the TDSA website and on *Edline*. In 2007, a TDSA student was second in the state in the *Readers' Digest National Word Power Challenge*, two TDSA students were finalists in the National Bible Contest, and four TDSA students qualified with high honors in the Johns Hopkins CTY (Center for Talented Youth) program. In addition, a middle school student won a statewide writing contest sponsored by the Georgia Commission on the Holocaust. These markers of academic success are truly remarkable in light of the fact that TDSA has a dual curriculum. In addition to the usual general studies subjects, students attend a rigorous set of Judaic Studies classes which encompass half of the school day.

4. SHARING SUCCESS

There are several forums where TDSA has opportunities to share successes with other schools. Staff members have meetings with peers who hold similar positions at other schools. Administrators attend conferences, such as SAIS (Southern Association of Independent Schools), where they can share ideas and successes with administrators from similar schools. The Head of School is actively involved in the greater Atlanta Jewish community, serving as an ambassador of TDSA. Financial and volunteer assistance are often gained through these contacts. Community professionals are frequently invited to observe, visit, and/or hold meetings. School programs and in-service workshops given by outside professionals are often open to other schools. A professional development seminar is planned for later this year which will be open to other teachers in the area. TDSA hosts one or more parenting workshops annually which are open to the entire community.

The Jewish Federation of Greater Atlanta, of which TDSA is a constituent agency, publishes a quarterly newsletter highlighting each of its agencies. Several times during the course of the year, the school sends out mailings to the community highlighting its successes and most recent endeavors. The TDSA website is maintained and updated on an on-going basis, as is a rolling computer screen located in the entrance of the school. TDSA has a weekly newsletter that goes home to parents and supporters and a monthly on-line newsletter. Both of these feature pictures, noteworthy accomplishments, programs, and activities. TDSA sponsors two annual community events. Each fall, TDSA holds a scholarship brunch which features a motivational speaker, and each spring, TDSA hosts an annual dinner honoring selected supporters and alumni of the school. Both of these events draw broad community participation. An annual ad journal and a traveling display highlight many of the school's successes for the broader community.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

TDSA's curriculum is comprehensive, research-based, and adapted to support the school's mission by providing a strong foundation in core knowledge and skills through innovative programs and teaching techniques. The curriculum is process-based and requires higher level critical thinking. Students are taught to ask questions, how to find out what they want to know, and to demonstrate what they have learned using a wide variety of media. Tasks are calibrated to the developmental stages and individual abilities of the students. There is a constant merging of knowledge, skills, creativity, and imagination.

Mathematics: Math instruction is logic-based; students are asked to explain their answers and reasoning. Younger students explore the patterns, connections and relationships of mathematics. Older students develop conceptual understanding, skill proficiency, problem solving facility, and logical reasoning. Students learn how to read, write, and understand the unique language of mathematics. Math manipulatives are available to all teachers to reinforce instruction and to help students conceptualize mathematic concepts. Middle School math books are available to students on-line as well as in print.

Science: In science, the focus is on inquiry and scientific methods. Students are encouraged to examine scientific concepts in "hands-on" experiments and to fit their discoveries into a larger framework of understanding. Each grade level studies units on earth, life, and physical science. Middle School students have access to on-line interactive texts, a computer microscope, and on-line connections to expand available information and provide additional learning activities.

Social Studies: Interrelationships of geography, history, economics, government, citizenship, and current events are explored. Trade books support integrated social studies-language arts curricula. Students are encouraged to become actively engaged through such activities as mock elections, the National Geographic Bee, and interactive field trips.

The Arts: Students participate in weekly art instruction, applying imagination to varied techniques and materials to compose original artworks. They are also exposed to the work of accomplished artists. Kindergarten classes have weekly music instruction. Area artists are invited for on-site performances including drama, music, storytelling, writing, and visual arts. Teachers often integrate the arts into the academic curriculum as well.

Physical Education: The physical education program at TDSA incorporates physical fitness and team sports. After-school sports augment the P.E. program. A regulation-sized gymnasium, an outdoor sports court, and two state-of-the-art playground areas provide opportunities to hone personal fitness skills and to participate in team sports.

Technology: A large computer lab, a mobile lab, and classroom workstations are in steady use at TDSA. The school is committed to providing its students with access to technology and the skills to use it as a tool for communication and a resource for acquiring information and academic skills. Teachers and students alike are encouraged to develop the ability to use technology wisely within the context of Torah standards of appropriateness and universal standards of ethics.

Foreign Language: Half of each school day is devoted to Judaic studies, much of which involves reading, translating, and analyzing original Hebrew texts. Most middle school students have conversational Hebrew (Ivrit) language instruction four days per week, using a dynamic curriculum based on a structured linguistic progression and focusing on themes of interest to students. Lower grade students acquire Hebrew language through active learning, including reading, writing, singing, conversation, dramatization, and literature. Instruction integrates Jewish concepts, literature, vocabulary, grammar, and syntax. Students learn to love Hebrew as a living language that unites Jewish experience everywhere and serves as a bridge to the authentic learning of Jewish sources, including Torah, liturgy, and literature. A dedicated Hebrew language lab incorporates software and internet language instruction. The foreign language program at TDSA meets the requirements of the NCLB-BRS program.

2. READING CURRICULUM

Students in grades K-2 use a comprehensive, integrated reading and language arts program that offers a wealth of high quality literature to engage students as well as explicit instruction and ample practice to ensure growth in reading proficiency. In addition, the Saxon Phonics and Spelling program is used in kindergarten. This series focuses on phonemic awareness, phonics, fluency, and handwriting. The combination of these two programs has led to great classroom success. Students in grades 3-8 participate in a literature-based reading program coupled with an English grammar program. Students in middle school also use a supplemental vocabulary program that offers a systematic approach to vocabulary development that teaches students to understand and use words effectively. Children explore a variety of narrative and expository text materials in many genres and have daily opportunities to read, think, write, and discuss. Skill and strategy instruction are integrated into the context of literary and informational texts. When students make reading and writing connections across the curriculum, learning is more meaningful. Titles are often selected that tie in with studies in the content areas. For example, students in fourth grade read Sarah Plain and Tall as they studied about pioneer days in social studies. Reading good literature is a powerful, thought-provoking experience and has a positive effect on the development of critical thinking skills. As students construct meaning from text, they also develop a deeper understanding of the world. In a literature-based reading program, students learn what to read as well as how to read. This approach also fosters in students a desire to read. In addition to a library of over 20,000 volumes, classes have their own libraries which are readily available to students. During the 2006-2007 school year, each middle school student read an average of 48 books.

3. ADDITIONAL CURRICULUM AREA

Judaic Studies: The Judaic program is an integral part of the school's mission statement. It is through the teaching of laws, *midot* (good character traits), and the Torah (Old Testament) and its commentaries that TDSA is able to instill in its students a love of Torah, a love of learning, and an adherence to ethical and moral behavior. Studies are imbued with the idea that Torah is profound and can only be fully appreciated through a life-long pursuit of learning. Students spend one half of the school day in Judaic Studies classes. Areas covered include: **Chumash** (First five books of the Bible), **Talmud** (The Oral Law), **Navi** (The Prophets), **Tefillah** (Prayer), **Yediot** (General Jewish Knowledge), and **Halacha** (Jewish Law). **Sefah** (Hebrew Language Arts) is a critical component of all areas of Judaic studies. Modern Hebrew emphasizes the close connection our children feel to the land and people of Israel. Children learn about the geography and history of Israel as well as modern Israeli culture. Within each subject area, there is a set of skills and knowledge to be acquired. TDSA has developed a curriculum for each subject by grade level. Positive character traits and good citizenship are emphasized through the teaching of sacred texts and through the study of the lives of past and present Torah sages. Analysis of texts and commentaries utilizes the highest level critical thinking skills. These skills and attitudes are integrated into general studies in keeping with the school's philosophy of educating the whole child.

4. INSTRUCTIONAL METHODS

The school's mission, to provide a quality education in both Judaic and General studies, is supported by using appropriate, nationally recognized texts and by supplementing texts with the use of outside resources, print media, audio-visual resources, class trips, classroom visitors, and internet sources. Further, teachers are encouraged to use varied teaching techniques, differentiated instruction, testing mechanisms, and a variety of outlets for the application of acquired knowledge.

Just as each child is valued in a spiritual sense at Torah Day School, each child is appreciated for his or her unique skills and talents and is accepted wherever s/he is on the continuum of learning. Learning is viewed as a fluid process with development occurring both horizontally and vertically and at different rates. Strategies to individualize instruction include use of math manipulatives, use of alternative texts, modification of evaluation tools, and the use of adaptive equipment. Teachers utilize a variety of instructional techniques including whole-class instruction, grouping, labs, inquiry-based instruction, discussion, and technology enhancement. The use of learning centers in many classrooms allows students to practice skills using interactive games and activities. Learning centers are also used as an opportunity to enrich the curriculum for more advanced and/or gifted students. The school's media specialists help teachers integrate technology with the curriculum and provide personalized library instruction for all classes.

Several teachers in the resource program facilitate the modification of learning experiences for individual students, and an enrichment teacher offers increased opportunities and challenges for gifted students. In addition to seeing individual students, the enrichment and resource teachers guide classroom teachers in offering differentiated instruction to their students. At TDSA, teaching and learning are ongoing works-in-progress!

5. PROFESSIONAL DEVELOPMENT

Teachers at Torah Day School are given many opportunities for professional development. The school provides each teacher with funding and substitute coverage to take elective workshops off-campus or online. TDSA receives Title II funding that supplements the professional development budget. A full-time teacher is on staff to provide coverage in order for a teacher to observe a model lesson in another classroom or meet with an administrator or other faculty member for support with a topic of interest. The teacher is also available for coverage so that faculty members have the opportunity to learn from one another via collaborative planning. All teachers are required to have 100 hours of continuing education during each five year period.

Educational consultants and/or TDSA staff members are invited to give faculty workshops. Last year, a writer-in-residence coached and modeled the teaching of writing in every class in the school. Other workshops were held on differentiated instruction, technology, bullying, and *Love and Logic*. Some recent initiatives include the following: on-site training by two textbook publishers; monthly visits by a recognized expert in Judaic Studies to consult with faculty and demonstrate best practices in teaching Biblical texts; intensive two-week training for foreign language teachers; and pursuit by three faculty members of graduate degrees to enhance their effectiveness as educators. TDSA maintains a large professional library and many videos for professional enrichment. In addition, the school subscribes to several teaching magazines such as *The Mailbox*, *The Reading Teacher*, *The Master Teacher*, and *Instructor*. This year, the School Improvement Team plans to bring in facilitators to work with the faculty on differentiated learning, communication skills, and classroom management. Professional development activities have a direct impact on student achievement. Teachers who are learners stay abreast of the latest educational advances, bring new ideas and techniques back into the classroom, and are better equipped to meet individual needs.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Southern Association of Independent Schools (**SAIS**)
Southern Association of Colleges and Schools (**SACS**)
Torah Umesorah Council of Hebrew Day Schools

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? **Yes**

3. What are the 2007-2008 tuition rates, by grade?

\$9150	\$10,700	\$10,700	\$10,700	\$10,700	\$10,700	\$10,950	\$10,950	\$10,950
K	1st	2nd	3rd	4th	5th	6th	7th	8th

4. What is the educational cost per student? \$10,509
(School budget divided by enrollment)

5. What is the average financial aid per student? \$5175

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 44 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 65 %

PART VII - ASSESSMENT RESULTS

ASSESSMENT RESULTS TORAH DAY SCHOOL OF ATLANTA

**Iowa Test of Basic Skills
Form A for 2004-2007 Forms K and L for 2003-2004
Riverside Publishing**

Scores are reported as percentiles.

**Data was not disaggregated for low-income students as they represent a majority at TDSA. This follows the guidelines stated on page 15 of the application: "Do not report disaggregated results for student groups that constitute a majority of the school's students."*

****Virtually all students are tested. However, some students with disabilities and/or limited English facility receive teacher assistance during the testing. (For example, the teacher may read the math sections to the students.) ITBS excludes these students' scores from class averages. By middle school, almost all students take the ITBS without assistance or disqualifying accommodations. In 2007, only 3 out of 114 middle school students required test modifications that would exclude them from class averages.**

*****This data not available for the year indicated.**

	2007	2006	2005	2004	2003
Testing month	May	May	May	May	May
Grade 8					
Reading	81	81	79	77	71
Mathematics	81	79	72	80	73
Number of students tested	43	29	31	37	24
Percent of total students tested	100	100	100	100	100
Number alternatively assessed**	3	0	0	2	***
Percent alternatively assessed	7	0	0	5	***
Grade 7					
Reading	82	86	80	78	72
Mathematics	76	85	76	84	71
Number of students tested	36	41	31	31	41
Percent of total students tested	100	100	97	100	100
Number alternatively assessed**	0	1	2	1	***
Percent alternatively assessed	0	2	6	3	***
Grade 6					
Reading	74	79	84	77	76
Mathematics	71	84	85	77	81
Number of students tested	35	36	38	30	35
Percent of total students tested	100	100	100	97	94
Number alternatively assessed**	0	1	2	3	***
Percent alternatively assessed	0	3	5	10	***

	2007	2006	2005	2004	2003
Testing month	May	May	May	May	May
Grade 5					
Reading	75	80	82	75	63
Mathematics	84	87	91	85	62
Number of students tested	39	32	34	40	34
Percent of total students tested	100	97	100	100	100
Number alternatively assessed**	9	7	2	2	***
Percent alternatively assessed	23	22	6	5	***
Grade 4					
Reading	74	79	81	82	80
Mathematics	83	89	91	93	83
Number of students tested	29	38	31	31	37
Percent of total students tested	100	100	100	100	100
Number alternatively assessed**	3	8	7	2	***
Percent alternatively assessed	9	21	23	6	***
Grade 3					
Reading	74	71	82	77	76
Mathematics	84	83	94	96	86
Number of students tested	28	29	33	32	35
Percent of total students tested	100	97	100	100	94
Number alternatively assessed**	2	2	5	7	***
Percent alternatively assessed	7	7	15	22	***
Grade 2					
Reading	76	78	74	80	74
Mathematics	82	81	81	82	78
Number of students tested	42	29	29	36	33
Percent of total students tested	100	100	100	100	100
Number alternatively assessed**	3	6	2	4	***
Percent alternatively assessed	7	21	7	11	***
Grade 1					
Reading	83	73	88	69	74
Mathematics	78	77	83	69	76
Number of students tested	37	42	26	29	38
Percent of total students tested	100	98	100	100	100
Number alternatively assessed**	3	2	3	2	***
Percent alternatively assessed	8	5	11	7	***