

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Charter Title I Magnet Choice

Name of Principal: Mr. Spencer Peregoy

Official School Name: St. John Lutheran School

School Mailing Address: 15808 Manchester Road

Ellisville

Missouri

63011-2208

County St. Louis

State School Code Number* _____

Telephone (636) 394-4100 _____ Fax (636) 394-6274 _____

Web site/URL www.stjohnslutheranschool.org E-mail speregoy@stjstl.net

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* N/A _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. () _____

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 Mr. Michael Aufdembrink _____
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. 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.

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. 7 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	35	33	68	7	17	20	37
K	12	16	28	8	12	21	33
1	17	14	31	9			
2	22	21	43	10			
3	14	28	42	11			
4	27	18	44	12			
5	10	28	38	Other			
6	17	18	35				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							399

6. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian or Pacific Islander
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 91 % White
 - 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: 1 %

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	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	386
(5)	Total transferred students in row (3) divided by total students in row (4)	.008
(6)	Amount in row (5) multiplied by 100	.8

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: .01%

Total number students who qualify: 3

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: 6 %
 24 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.

- | | |
|-------------------------|---|
| 1 Autism | ___ Orthopedic Impairment |
| ___ Deafness | 3 Other Health Impaired |
| ___ Deaf-Blindness | 2 Specific Learning Disability |
| 1 Emotional Disturbance | 14 Speech or Language Impairment |
| 1 Hearing Impairment | ___ Traumatic Brain Injury |
| ___ Mental Retardation | ___ Visual Impairment Including Blindness |
| 2 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)	1	1
Classroom teachers	20	2
Special resource teachers/specialists	2	5
Paraprofessionals	1	6
Support staff	1	1
Total number	25	15

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 20:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	97%	96%	95%	96%
Daily teacher attendance	94%	98%	97%	98%	98%
Teacher turnover rate	6%	8%	3%	5%	12%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The mission of St. John Lutheran School (SJLS) is to equip children through excellent Christian education to courageously serve Christ in a changing world. Our school began in 1851 when the school was founded with the congregation in Ballwin, Missouri. It was started to perpetuate the German-Lutheran members who settled in rural west St. Louis County. This sleepy community has become a fast-growing suburb of middle class commuters. Many families move into the area for the nationally recognized public school system.

St. John school is part of a large ministry of over 6000 members with a strong emphasis on outreach and mission to the community. The facilities have been rebuilt over the past 15 years and provide space for adults, children, worship, youth and music ministries. In 2007, grades 2 through 8 moved into a new 45,000 square foot educational facility which houses 18 new classrooms, a science lab/classroom and library. There are currently two classrooms per grade level with approximately 20 students in each room. The vision for growth is to add a third kindergarten class in 2008. Technology has been upgraded with a wireless facility and the addition of seven Smartboard classrooms. Two computer labs provide daily technology instruction for all students. The campus includes a gymnasium and a soccer field, plus a playground with a variety of quality play equipment. The food service is a division of the church's operations and provides a variety of nutritional food selections on a daily basis. The church and school share ministry space with large music rooms, worship centers and meeting rooms.

SJLS's program is centered upon the "Gold Cross Standards" which emphasize Academic Excellence, Spiritual Growth, and Leadership Development in a Quality Learning Environment. SJLS offers a well-rounded curriculum with Spanish, Physical Education, Music, Art and Technology instruction for all students in Kindergarten through grade 8. The Middle School program has a block schedule, electives, after-school clubs and competitive athletics for students in grades 5-8.

SJLS offers a resource room which provides intervention strategies for students with learning challenges. A computerized Fast Forward reading program helps students who are reading at or below grade level. Students experience significant gains in reading abilities with the help of these programs. Relationships are strengthened through middle school advisory groups, peer small groups, chapel buddies and cross-grade reading buddies.

SJLS is accredited with National Lutheran School Accreditation, North Central Accreditation Association, and the Missouri Non-Public Education Association. The preschool received accreditation from the National Association for the Education of Young Children in 2006. The decision-making process is primarily staff-led with the leadership of talented lay people who support the mission and vision of SJLS. The school supports a strong volunteer base through our Parent Teacher League. This organization provides meaningful volunteer activities to assist classroom teachers and support families. In addition they organize and sponsor a variety of fundraising projects. The school applied to the NBRS program for the first time in 2006.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The students of SJLS take the Stanford Achievement Test in April of each year. The results are used to benchmark student achievement on a national basis. The full battery of sixteen tests is administered to students in grades one to eight. This battery includes word reading, word study skills, vocabulary, reading comprehension, math solving, math procedures, language mechanics, language expression, spelling, study skills, science, social science, listening, thinking skills, and environment.

SAT Reading, Language and Math Scores Percentile rank of average norms for spring of 2007

Test	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	87	84	77	86	85	92	89	82
Language	84	84	76	86	84	91	91	84
Math	79	81	78	88	88	93	91	86

The above table summarizes SJLS scores from the 2006-07 academic year. These scores are percentile ranks of the standard scores when compared to national norms. A percentile rank of 85 would indicate that SJLS students performed better than 84 percent of the students who took the same test. The SAT is normed at the 50th percentile, which means that is the level of average performance for a student in any grade level. The CAPE SAT 9 tables indicate that SJLS students score above the upper 10 percentile on a national basis. The school-wide average indicates strong academic achievement by SJLS students. The 2007 school-wide averages in math and reading were 86 and 85 percentiles, respectively.

2. Using Assessment Results

The staff of SJLS reviews the results of the spring assessment as soon as they are received. Results are reviewed to help determine strengths and weaknesses in the school-wide or grade-level specific curriculum. The data is also used to determine curriculum changes and additions for the following school year. Student data is used to direct parents to enroll their children in interventions through the Learning Center or Fast Forward program or perhaps another summer learning program. Test results also help to monitor each individual student's progress. Student results are measured from year to year to evaluate individual strengths and weaknesses. Subject area results are used to determine math placement and accelerated curriculum for students in grades 5-8.

3. Communicating Assessment Results:

SJLS communicates student assessment by sending home test results with each family and may conference with families for further clarifications or recommendations. A general narrative accompanies the scores to give families information concerning their child's progress. The individual test results are kept in the child's cumulative folder.

School-wide assessment data is communicated to the public through printed annual reports to the community, as well as posting scores on the school website. This information is an important marketing tool in sharing the school's story with prospective families. The Lutheran Education School Association of St. Louis (LESA) collects test results from area Lutheran Schools and publishes this data in an annual report. This is helpful to correlate strengths of other schools based upon curriculum or other program emphasis. Based on SJLS data, several area schools have contacted SJLS regarding curriculum and its impact on student learning.

4. **Sharing Success:**

One of the goals of SJLS is to be a laboratory school for the best practices in the Lutheran Church-Missouri Synod (LCMS) system, on both a regional and national level. SJLS annually accepts students from the Concordia University System for a semester of student teaching. SJLS positively impacts their experience with strong mentor teachers and a quality educational program. Concordia Seminary in St. Louis sends a number of seminary students to participate in a “Pastor as Educator” practicum as part of their theological training. The congregation is a host site for the Pastoral Leadership Institute which brings pastors of large churches to SJLS site to observe programs, meet with staff, and share information about SJLS mission and vision. The staff regularly provides leadership in presenting workshops hosted by the Lutheran Elementary School Association and Lutheran Educational Association (LEA). This past year the principal was chosen by the National Association of Elementary School Principals as a 2007 National Distinguished Principal. This allowed him to be nationally recognized and share information about SJLS through media, both locally as well as the NDP events. Several of the SJLS success stories have been published through the LCMS local and national publications as well as the web-based LCMS School Portal. The National Lutheran School Accreditation gives our school an opportunity to have evaluators on campus to monitor strategic initiatives and influence these ministries and their students in positive ways.

PART V – CURRICULUM AND INSTRUCTION

Christian Learning: The cornerstone of the SJLS educational program is the spiritual formation in each child through the study of God’s Word. Students are taught the purpose and content of the Scriptures through integration into regular devotions, worship, and memory work. A strong faith foundation enables students to live as a witness to the love and saving grace through faith in Jesus Christ. Students also study Bible geography, church history and comparative world religions.

Language Arts: Students learn to read, comprehend and interpret a variety of quality literature representing different cultures, genres, eras and ideas. Students in primary grades of K-2 begin their journey with a strong phonics-based curriculum, through leveled readers, and the Accelerated Reader program. Students develop writing confidence through Six-Trait writing instruction. Upper grades emphasize a novel-approach with literature circle studies. Students develop into life-long readers and strong writers, and grow in their ability to express themselves well.

Mathematics: Students utilize basic math skills to problem-solve and apply math to everyday life applications. Students use Saxon Mathematics as a cumulative method of instruction to master a wide variety of applications. Students are assessed weekly to measure individual progress. In grades 6-8, students are placed in classes based on their math abilities.

Science: Students develop a working knowledge of the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and society. They apply a practical understanding of the scientific process as it applies to hands-on learning activities, research and science fair projects. Students gain an understanding of how science impacts technological society in positive and negative ways.

Social Studies: Students learn to understand and analyze comparative political and economic systems. Students study individuals and their impact on the history of the world and its cultures. They demonstrate knowledge of both world and US geography. They understand its impact on cultural differences and regional settlement and utilization of natural resources. In addition, students understand God’s desire for people to live peacefully in society and man’s role as a citizen and care-taker.

Foreign Language: Students study foreign languages to understand cultural differences, learn basic vocabulary, and appreciate how the English language compares to other languages. Students in grades K through 6 have classes twice per week. Students in grades 7 and 8 choose to take either Spanish I or II as a year-long elective class that allows them to move into honors Spanish in high school. Forty-five percent of the students in grades 7 and 8 are enrolled in one of these classes, which meet twice a week for forty-five minutes each. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Physical Education: Students learn to understand and appreciate their body as a gift from God and how it should be treated with care and respect. They develop team-building skills and personal fitness for healthy lifestyles. Students participate in a variety of small and large motor skill activities to develop body coordination.

Art: Students in grades K-8 develop creative abilities through the study of art history and art appreciation. They experiment through a variety of art mediums. Student projects are always on display throughout the facility.

Electives: Students in grades 6-8 are able to choose classes that expand grade level curriculum by allowing more specific studies based on student and teacher interest. Classes include, but are not limited to, book writing, technology, media, Spanish I & II, choir, drama, Civil War studies, stock market analysis, astronomy, and a variety of art classes. Student choices vary from semester to semester.

Reading Curriculum

SJLS students are able to successfully read, comprehend, interpret and evaluate written material. These goals are met through a variety of language arts components that address different learning styles. Mastery of language arts skills help students develop into effective communicators and life-long learners.

SJLS uses a variety of curricular strategies to address phonemic awareness, guided and independent reading and writing skills through application across the curriculum. All students take the computerized STAR reading assessment each quarter to measure their reading level and track their progress.

Grades K-2 use the Saxon Phonics approach to teach students to decode words and be successful as they transition from inventive to traditional spelling. Teachers supplement the reading curriculum with fiction and non-fiction elements from basal and leveled readers to provide a variety of skills and interests.

Teachers employ writing activities by using a combination of Lucy Calkins and Six-Trait writing strategies. Teachers regularly use an author's study approach to expose students to a variety of genres.

Grades 3-5 use a combination of basal readers and quality literature to teach comprehension, literary terms and character development through fiction and non-fiction works. Students are also encouraged to participate in independent reading through the Accelerated Reader program, cross-grade reading buddies, and daily DEAR (Drop Everything and Read) time. Grades 6-8 use the *Readers Handbook* curriculum which exposes students to a variety of reading strategies. Teachers incorporate literature circles to choose novels from a list that addresses student interest and reading level. Students in grades 6-8 complete a Summer Reading assignment in order to continue developing their reading skills over the summer.

Teachers regularly supplement the social studies and science curriculum through the use of novels. The SJLS library provides a color-coded reading level for all books as well as offering computerized testing with Accelerated Reader (ACR). Students are required to complete an age-appropriate number of ACR points which is factored into their quarterly evaluations. Alumni return and share their success in secondary level honors language arts classes.

Additional Curriculum Area: Mathematics

The goal of the mathematics curriculum at SJLS is to equip students with the skills and knowledge in math to prepare them for a successful life using problem solving and critical thinking skills in an ever-changing technological society. The curriculum standards are based on a developmental method that builds on a mastery of computation skills and real-life applications. The content of Saxon Math lends itself to mastery of concepts through regular cumulative review of skills. Instructional strategies, including problem solving techniques, are emphasized in each lesson. Students must apply a wide variety of mathematics skills and operations when completing daily assignment sets. Weekly assessments allow teachers to track specific skills of individual students. The seven year history of using this curriculum would indicate that students are learning and achieving at a higher level each year. Students in 8th grade advanced math use the same Algebra I curriculum as the neighboring high schools to make an easy transition into their advanced math programs. Feedback from the annual graduate surveys indicates that the mathematical foundation provided at SJLS allows many students to successfully complete advanced and honors classes at the secondary level.

Instructional Methods:

SJLS expects all teachers to employ a variety of instructional methods to increase learning and achievement for all students. Providing “Excellent Christian Education” is a key part of the mission statement of SJLS. This hinges on the excellence of the teaching staff. Students learn in a variety of ways, from kinesthetic to tactile to visual and auditory styles. The staff understands that students learn differently and addresses these different learning styles through cooperative learning, class discussions, role playing, visual technology, teacher lectures, small groups, laboratory activities, and guided and independent practice. The staff is provided with current and relevant teaching materials that are supported by state (Show Me Standards) and national (NSTA, NMS) curriculum standards. Teachers are actively engaged in selecting textbooks and supplemental curriculum to enhance student learning.

Teachers are evaluated annually with ASCD’s researched-based teaching strategies for increasing student achievement through *Classroom Instruction that Works* (Marzano, Pickering, Pollock).

Technology teachers work with grade level teachers to provide lessons that integrate technology applications into classroom instruction. In 2007 the school installed seven classrooms with Smartboards to enhance teaching instruction. These have been a very positive addition to the learning environment.

Teachers take regular field trips to expand learning beyond the walls of their classroom. SJLS has a working relationship with the local Junior Achievement program, which allows real-life applications for all students. Grades 6-8 take annual week-long trips to provide learning opportunities in outdoor education, space camp exploration and the Grand Canyon experience. These trips allow students to build quality relationships with classmates and staff outside the classroom environment. Teachers employ a variety of learning activities through projects that address the different ability levels of students.

Professional Development:

SJLS has created a professional development plan that incorporates four key components: annual goal-setting and review, classroom observations, team player self-evaluation, and parental feedback. Each fall, the teaching staff sets professional, personal and spiritual goals for the year. Staff must participate in district and national conferences as well as taking one workshop that impacts student learning at their grade level or subject area. These classes are also funded through school budgets and the use of state Title funding. Approved graduate programs are funded up to 75% for all staff. This year staff will attend the Midwest Technology Conference which is hosted in St. Louis. The goal is to continue to challenge staff in learning to integrate technology into their daily curriculum. Each year the staff takes an annual self-assessment as a “team player” to give personal feedback on the core values the SJLS staff holds as a team.

Valuable information is shared with the staff from first quarter parent feedback forms and end-of-year parent satisfaction surveys. Informal and formal teacher observations are done throughout the school year. Teachers are encouraged to make a peer observation of a teacher above or below their grade level. The staff meets for monthly staff meetings the first Wednesday of the month. Technology and differentiated instruction are the main focus for staff development during the current school year. The staff meets for collaborative planning time every Thursday morning for forty-five minutes before the school day begins. This time is used to coordinate learning activities, communication with parents, newsletter information, and calendar events among grade teams. On the other four mornings the staff meets together for devotions, Bible Study or small accountability groups.

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): Lutheran Church - Missouri Synod, ACSI
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$2775-3325	\$3325	\$3325	\$3325	\$3325	\$3325
K	1 st	2 nd	3 rd	4 th	5 th

\$3325	\$3325	\$3325	\$1586-\$5700
6 th	7 th	8 th	Preschool

What is the educational cost per student? \$4352
 (School budget divided by enrollment)

4. What is the average financial aid per student? \$1923

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 9 %

**St. John Lutheran School
Ellisville, Missouri**

Stanford Achievement Test – 9th Edition

Form S - Advanced

Harcourt Educational Measurement

Scores are reported as percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
Grade 8					
Reading	82	78	78	72	72
Mathematics	86	84	84	80	84
Number of Students tested	29	33	23	34	29
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 7					
Reading	89	80	76	72	80
Mathematics	91	80	89	80	89
Number of students tested	33	32	32	22	33
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	92	91	82	77	80
Mathematics	91	96	88	86	90
Number of students tested	38	38	33	34	25
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 5					
Reading	86	91	84	73	67
Mathematics	88	96	92	83	69
Number of students tested	36	42	40	40	33
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	86	84	82	85	78
Mathematics	88	84	85	93	77
Number of students tested	35	38	39	40	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

St. John Lutheran School
Ellisville, Missouri

Stanford Achievement Test – 9th Edition
Form S - Advanced
Harcourt Educational Measurement
Scores are reported as percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
Grade 3					
Reading	77	84	77	81	78
Mathematics	78	84	86	84	77
Number of Students tested	39	42	42	40	41
Percent of total students tested	100	100	100	100	100
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	84	80	80	81	85
Mathematics	81	76	85	84	82
Number of students tested	35	44	42	42	39
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 1					
Reading	87	84	81	84	83
Mathematics	79	62	86	75	81
Number of students tested	38	37	40	41	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0