

***U.S. Department of Education
2010 - Blue Ribbon Schools Program***

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Beth York

Official School Name: St Francis of Assisi Catholic School

School Mailing Address:
2100 North Germantown Pkwy
Cordova, TN 38016-4486

County: Shelby State School Code Number*: 268

Telephone: (901) 388-7321 Fax: (901) 388-2588

Web site/URL: www.sfawolves.org E-mail: beth.york@sfaschool.cdom.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date_____
(Principal's Signature)

Name of Superintendent*: Dr. Mary McDonald

District Name: Catholic Diocese of Memphis Tel: (901) 373-2100

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

Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson:

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

Date_____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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.

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	15	21	36	6	48	58	106
K	43	29	72	7	55	64	119
1	30	47	77	8	41	69	110
2	45	44	89	9			0
3	50	40	90	10			0
4	47	52	99	11			0
5	49	45	94	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							892

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 6 % Asian
 _____ 1 % Black or African American
 _____ 5 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 86 % White
 _____ 2 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	913
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	1.972

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify:0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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:9 %

Total Number of Students Served:79

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>49</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>65</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>93</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	97%	97%	97%	97%
Teacher turnover rate	6%	9%	14%	6%	16%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our student drop out rate is 0%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

St. Francis of Assisi Catholic School (SFA) is the largest Catholic elementary school in the state of Tennessee and is located in one of the fastest growing communities in the Memphis metropolitan area. Our facilities include a modern library, updated athletic complex, four fully equipped science labs, three computer labs, two dedicated music rooms, art studios and an additional band room. A recently renovated chapel that seats 120 has quickly become the heart of our school. Information technology throughout the campus includes a Smart Board classroom, 40 multimedia projectors, 300 Windows-based computers and servers.

The school was originally founded as a private school for students with learning disabilities. The school was purchased by the Catholic Diocese of Memphis (CDOM) in 1988 to respond to the growing need for Catholic education in the community. The former JrK – 12th school was divided into separate high school and elementary campuses. St. Francis of Assisi Parish assumed ownership of the JrK – 8th elementary campus in July 2004. SFA is accredited by the Southern Association of Colleges and Schools (SACS/CASI). Our accreditation was renewed in 2007 with a 7-year accreditation, the highest rating.

SFA is a co-educational parish school. Enrollment is open to all regardless of religious preference, race or gender. Our curriculum utilizes developmentally appropriate techniques and activities designed to academically challenge our students and prepare them to enter a college-preparatory program for high school. In our middle school, we offer advanced classes in Pre-Algebra, Algebra, Physical Science, Life Science and Literature. Enrichment and intervention classes for JrK – 5th grades are offered through our ENHANCE program. With over 30 academic and extra-curricular clubs and 120 athletic teams, there are many opportunities for students to discover their talents and abilities.

Unique to our school, the PLUS (Positive Learning Utilizing Strategies) program is offered for students in grades 2nd – 8th with average or above average intelligence who are experiencing academic difficulties. This program is designed to assist students who have diagnosed learning differences and/or attention deficit hyperactivity disorders by providing individual learning plans, building on student strengths, instilling confidence and providing the appropriate strategies and challenges to help them succeed. Most PLUS program teachers are licensed in Special Education and all go beyond the standard individual education plan to meet the needs of the enrolled students in their class.

Helping others, especially the poor, is a fundamental mission that we hope to instill in our students. SFA has established a proud tradition of serving the larger church and community through service projects each year. In our on-site food pantry, established in 2006, we collect and donate canned goods for those in need. Community groups supported by our school include Catholic Charities, St. Jude Hospital, area soup kitchens, food banks, nursing homes, the Ronald McDonald House, Birthright, and other schools in our area.

We have a very active Home and School Association that meets monthly and supports and sponsors many programs at our school. Eighty percent of our students are also parishioners at St. Francis of Assisi Church, creating a strong relationship between our school and the parish. Our strong parental and parish support at SFA is not only beneficial but one of the key factors to our school's success.

The school, with its proud Roman Catholic Heritage is committed to promoting academic excellence, individual responsibility, and spiritual awareness among our students so they may live more fully in relationship with God and others. Our vision seeks the promotion of student personal excellence through maximum spiritual, academic, emotional, social and physical growth. Academic achievement, faith formation and service to others characterize our school and reinforce values that unite our school, family and parish community for future generations.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All students in 1st – 7th grades are assessed in both the fall and the spring using the *Iowa Test of Basic Skills (ITBS)*, a group administered achievement test battery, while students in 8th grade take the *ITBS* only in the fall. Over the past five years, our students have consistently scored well above the national norm on these tests, with average scores ranging from the 73rd to the 88th percentile in Reading, the 71st to the 88th percentile in Language Arts, and the 65th to the 85th percentile in Math. In addition to percentile rankings, we also use standard scores and grade equivalents to assess the students' achievement growth over time as compared to the national average. Over the past four years, our test results have shown significant growth in all areas, including Reading and Math. For example, our current 8th grade students' grade equivalent scores in Reading have increased from 7.3 in 2006 (when they were in the 5th grade) to 12.6. Their Math scores have increased from 6.0 in 2006 to 12.8. These scores indicate that our students are not only above the national norm, but that their achievement growth is occurring at a faster rate than the national average.

The scores of students in our PLUS program are excluded from the group totals because these students are considered to be in a separate educational program. Each spring, 8th grade students in the PLUS program are also given the *Wechsler Individual Achievement Test II (WIAT)*, an individually administered achievement test. After Hurricane Katrina in 2005, SFA opened its doors to twenty-one children of displaced families. These students' scores were also excluded from the group totals during that year because they could not be considered a result of instruction received at this school.

Each year seventh grade students participate in the Duke Talent Identification Program, which is an opportunity for academically talented students to take the *ACT* or the *SAT*. Students must score in the 95th percentile or higher on particular subtest scores or on composite scores of the *ITBS*. Over the past five years, an average of 42% of our 7th graders have qualified to participate in the program, and 52% of our students who participated in the program qualified for recognition at either the state or the national level.

We use a variety of tools to assess reading skills and progress over time on an individual basis. The Standardized Test for the Assessment of Reading (STAR), a computer-adaptive diagnostic assessment, provides both the teacher and the student a range of grade level reading ability and measures individual and class growth. All books in the school library are marked according to grade level difficulty, thus enabling both student and teacher to match ability and level easily and clearly. Subsequent assessments using the Accelerated Reader Program (AR), a universal assessment tool of reading comprehension, further define the level of reading ability, and adjustments are made according to success or failures on end result tests.

SFA has adopted ALEKS (Assessment and Learning in Knowledge Spaces), a Web-based interactive math program, which has allowed us to assess the students' math needs and to meet those needs individually. ALEKS provides a self-paced instruction to students performing below or above their enrolled grade level. We have seen significant gains in students' overall math skills since implementing this program three years ago.

2. Using Assessment Results:

Information gathered from multiple forms of assessments and grade point average is used to determine placement of students in advanced science and math courses for seventh and eighth graders. Students also qualify through these assessments for National Junior Honor Society and Beta Club membership. Members of these two merit organizations are paired for tutoring with students identified by classroom teachers as struggling in specific areas. Qualifying students are provided an opportunity to further their studies through

the ENHANCE program in JrK-5th grades. Struggling students are provided additional support in the particular area of concern through the Enhance program. In addition, ITBS scores, teacher evaluations, and AR tests identify struggling readers, who are then placed in the Great Leaps reading program, which furthers sight word recognition and fluency in oral reading. In the PLUS program, ITBS scores, WIAT scores, grades, individual psychological evaluations, and teacher recommendations are used to create individual education plans for each student once a year.

Curriculum teams have been created to ensure that objectives spiral throughout the grade levels. Additionally, these teams review and recommend textbook selections and identify strengths and weaknesses of the current benchmarks measured at each grade level.

Assessment reports are generated through our grading system, Edline, a web based grading and communication site, for 6th – 8th grades at the midway point of each grading period, and report cards are sent to all parents at the end of each grading period. If a student is identified as struggling in multiple subject areas, a grade level meeting is called to discuss strategies and concerns for this individual student. This information is then used in a parent/teacher/administration meeting to discuss strategies of intervention for the student.

3. Communicating Assessment Results:

Student assessment is a continuous process at SFA. Various methods used are teacher-made tests, textbooks, rubrics for projects, class discussion and participation. The information gathered from these assessments is compiled into quarterly report cards. Students in grades JrK and K use report cards that provide a listing of Social Development and Personal Development skills. Our students have a high level of achievement thus the implementation of a 7 point grading system in 1st – 8th grade keep our students motivated. These numerical grades are transcribed into letter grades for all students in 1st – 8th grades. Fall conferences are held to discuss student progress but are not limited to this time. Conferences can be scheduled at anytime during the year by parents or teacher(s) as the need arises.

ITBS and STAR test results are distributed in the mid-fall and late spring to parents. These scores are sent home to parents with a detailed informational letter to help them interpret results for their child. Parents are then encouraged to meet with teachers or the administration to further clarify the test results. School wide achievement results from the ITBS are shared at Home and School meetings.

Electronic communication is used through email and Edline to communicate grades, homework and long term assignments with parents. SFA communicates student performances through a use of an electronic grade book which is supported by Edline. Students and parents (each with a separate code) can access online weekly progress reports in 5th – 8th grades.

In our monthly newsletter students' names that made honor roll are published. In addition, school wide assemblies are held quarterly to recognize academic and leadership awards to which parents and the parish community are invited.

Our ongoing school improvement plan is outlined in our SACS accreditation report. The school's progress is annually reevaluated by our leadership committees, curriculum teams, stakeholders and others in our community to ensure continual growth.

4. Sharing Success:

St. Francis of Assisi Catholic School strives to share its success each year on the local, diocesan, and national level.

- Teachers share their expertise annually by presenting innovative ideas and successes at our Diocesan Professional Day.
- Teachers have also presented at both local and national conferences for the Tennessee Reading Association and National Science Teacher Association.
- Our teachers share what they have learned by attending in-services and national conferences with their colleagues at our faculty meetings and with our professional development committee.
- SFA teachers have been recognized due to their shared successes by: National Catholic Education Association Distinguished Teacher Award, Who's Who Among American Teachers, National Endowment for the Humanities Award, People to People, Teachers Without Borders Award, Rotary Club Excellence in Teaching Award and various institutions of higher learning.
- SFA is well represented by teachers who serve on the diocesan curriculum committees: fine arts, religion, technology, and academic curricula.
- A team of master teachers from SFA collaborates with instructors from the University of Notre Dame, other teachers from the Catholic Diocese of Memphis and the Catholic Diocese of Pensacola to develop curriculum that will be utilized nationally by all Catholic schools.
- We mentor student teachers from the University of Memphis, Christian Brothers University and local high schools students in a career exploration program who come to observe our teachers for innovative teaching methods.
- Our school successes are shared with the community through publications in The Commercial Appeal, West Tennessee Catholic, our website and our monthly school newsletter.
- Our teachers have been published in local and national media sources for innovative ideas in the classroom. Recently, our fifth grade teachers shared a unit on a historical novel for children in The Commercial Appeal newspaper.
- Our technology successes are shared with the other schools in the city of Memphis and Shelby County by hosting conferences for Discovery Education.
- Our success with ALEKS has been shared with other Catholic and private schools in the Memphis area as they work to implement this program at their schools.
- Our newly implemented discipline program that rewards positive behavior has drawn the attention of both local and out of state schools. We have shared how to develop, implement and manage the program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Although we are an academic institution, our Roman Catholic tradition and the promotion of Catholic values are the cornerstone of our school. Our religion curriculum consists of daily prayer, religious instruction, weekly Mass, communion services and sacramental preparation in 2nd and 8th grade.

The language arts program offers instruction in oral, written and reading skills providing differentiated instruction to students of various skill levels at each grade. Students in 3rd – 8th grades further enhance their vocabulary skills by using a series that is geared toward the ACT tested vocabulary and assists students in reading comprehension and word usage.

The mathematics curriculum emphasizes computational and procedural skills, conceptual understanding, problem solving, and introductory of geometry. Although our school was scoring above the national level, we still wanted to challenge our students and our approach to this need was to upgrade our Math series to Math Connects in 2007. Middle school students are enrolled in Pre-Algebra and Algebra I with honors courses offered to advanced students in both areas. Coupled with our math curriculum, ALEKS is used to reinforce basic math foundations.

Our science program encourages our youngest learners to explore, question, research and discover their world around them through hands on activities. Our Science series was chosen because it offers an innovative approach to learning. Sixth grade students attend a three day overnight environmental science camp that supports our curriculum. Students in the upper grades study earth, life, and physical sciences.

The social studies program is a comprehensive study of our community, nation and world. Map skills, geographic concepts and the importance of being a good steward of our world are also highlighted. Middle school students study ancient civilizations, geography and American history. Overnight field trips in 7th and 8th grades include visits to Nashville, Tennessee, and Washington, D.C.

All students enrolled at SFA take Spanish as a foreign language. The program is learning-intensive because of its focus on the written and spoken language, teaching listening skills, and culture. Our curriculum is enhanced by the use of online video streaming, music, puppets, games and Smart Board technology. It is reinforced in art, music and computer classes. The objective is to create a solid foundation in the Spanish language preparing students for high school and our multicultural community.

Students in all grades participate in fine arts classes. A variety of materials and media are used to develop talent and promote student creativity. As students progress, they also begin to explore renowned artists and historical periods. Advanced art classes are offered to 7th and 8th grade students. Our music program focuses on the appreciation of different types of music. A performing chorus program is offered to students in 7th and 8th grades. In addition there is an extracurricular choir that is offered to students. Students in 5th – 8th grades may opt to participate in the band program to fulfill their music requirement.

Formal technology instruction is offered for K – 5th grades where as it is integrated into academic subjects in 6th – 8th grades. Students are introduced to keyboarding skills in kindergarten with a concentrated focus in fourth grade. Microsoft Suite (Paint, PowerPoint, Word, Excel and Publisher) other software (Photo story, Comic Life) and online programs (Voice thread, Wordle, Blabberize) are used to support classroom learning and enhance student projects in all grades.

All students attend physical education twice per week. Classes include exercise and fitness, motor skills development, and instruction in athletic skills. A formal health and wellness class is taught to reinforce living a healthy lifestyle for 6th – 8th grade students. Team sports and various after school activities promote student fitness and teamwork.

Our counselors enrich our curriculum by presenting developmental and preventive counseling programs. Topics include preventing bullying, drug awareness and career exploration. In addition, they help identify social and developmental needs of the students and provide student workshops for developing organizational skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The SFA reading program incorporates the highest level of critical and developmental reading instruction as measured by our achievement scores. Students above and below grade level in reading are served by the ENHANCE and PLUS Programs. At the kindergarten level, predictable charts, rhyming activities, and finger plays incorporate phonological awareness and alphabet knowledge instruction. SFA implements an intensive approach to ensure students read at or above grade level. First grade uses ITBS scores coupled with STAR assessment scores to formulate small group instruction with reading specialists. The *Imagine It!* reading series, for JrK-2nd grades was chosen at our school because of the instruction it provides in the five key areas of reading: phonemic awareness and word attack skills, phonics, vocabulary, comprehension and fluency. *Trophies*, the reading series used in 3rd – 5th grades was chosen for its elements of a story, its continued comprehension skills, critical thinking and the short excerpts of novels. In 6th – 8th grades, due to a history of strong reading scores as measured by the ITBS, our students are placed in the literature and vocabulary series at one grade level above the enrolled grade. The *2007 Holt Elements of Literature Series* was chosen for the great classic literature selections and integration of writing across the curriculum. Other strengths of all the SFA reading series are the adapted reader selections supplement for the *Visual Connections Video* program for integration of art, writing, listening, and speaking. Parents and students are provided the information to access many of the reading textbooks online. The novel requirements for 4th – 8th grades ensure students read year-round and are connected to The Accelerated Reader Program. Additionally, projects focused around major literary works include Greek Fest, author presentations, field trips and PowerPoint presentation.

3. Additional Curriculum Area:

The guiding principle of the science curriculum at St. Francis of Assisi is the belief that we are preparing students to eventually enter a work force in which they will have career choices that do not currently exist, using technologies that have not been invented to solve problems we do not even know we have. St. Francis employs a Science Technology Engineering and Math (STEM) curriculum which encourages students to learn, not by being taught, but by being engaged.

Students in 1st – 4th grades are introduced to our science curriculum using the Scott Foresman textbook series which incorporates spiraling, direct instruction, inquiry and analysis at the appropriate age level. Students in fourth grade are introduced to the highlight of our science program which is our NXT Robotics System. This program employs our 24 robots using software developed at Carnegie Mellon University. The immediate objective of the program is to teach the students to write computer code which downloads instructions to a robot that must then be followed. Fourth grade students use robotic components to assemble, mechanize and test simple and complex machines collecting data and analyzing their work. Fifth grade students complete a six week critical thinking robotics program which teaches students to program all of the various components while placing obstacles in their path which they must overcome. Increasing in difficulty through grade eight, the robotics program requires the collaboration of students to employ engineering skills, in developing and creating robots that must complete specific complex tasks. Increasing exposure of the students to the rigors of our STEM curriculum allows our 8th graders the opportunity to write their own animated computer

programs, create their own video games, produce their own slow-motion video, and to compete in the county engineering competition in which our students have finished in first and second place.

4. Instructional Methods:

St. Francis of Assisi provides a learning environment that promotes high academic achievement for all students. Students embrace performance-driven goals to work beyond rote memorization as they employ higher order thinking skills in their daily lessons. Teachers relate concepts across disciplines and integrate students' learning with interactive experiences. Formal and informal assessments of students gauge readiness, guide placement, and target difficulties.

St. Francis faculty works diligently to meet the needs of every student through traditional and innovative techniques using a variety of instructional methods. Whether teaching large or small groups, St. Francis teachers enrich the learning experience with an assorted variety of strategies which include hands-on math and science activities, multi-sensory approaches, learning centers, journaling, classroom publications, and audio texts. Every classroom is equipped with cable and internet access and fourth through eighth grade classrooms also have ceiling –mounted multimedia projectors. St. Francis employs technology throughout the campus and curriculum to maximize the learning experience for students using Brain Pop and Discovery Streaming Video as well as self -paced computer programs, such as ALEKS, AR and STAR. In addition, the Great Leaps reading and math programs provide struggling students extra practice. Teachers instruct students in large and small groups, and one-on-one intervention in the classroom and the ENHANCE program. ENHANCE teachers also provide opportunities for enrichment, encouraging creative problem solving and critical thinking skills. Our teachers provide differentiated instruction using a multi-sensory approach which includes auditory, visual and kinesthetic learning to accommodate a variety of different learning styles

5. Professional Development:

Teachers at SFA are highly qualified professionals as described by the No Child Left Behind Act. Over half of our teachers hold advanced degrees. Also, 60% have ten or more years of teaching experience and six teachers are alumni of our school. Teachers are expected to continually improve their practices. Teachers have two professional days each year for professional development (e.g. lectures, programs, classroom observations) in areas that are pertinent to their positions. Teachers attend local and national conferences to ensure that SFA faculty is abreast of the current best practices in education.

St. Francis also provides professional development opportunities at school for the faculty. During our annual in-service week in August and throughout the year, speakers make presentations on a variety of topics relevant to the needs of the school. In previous years, in-service and professional workshops have included: differentiated instruction, vision problems and their affect on learning, children's literature in math and science, special needs (Asperger and Tourette's syndrome), and standardized test data to improve instruction. The school media center and religion department maintain a wide selection of current professional materials.

The Catholic Diocese of Memphis holds an annual conference for all schools in the diocese. St. Francis teachers attend and present at this event each year. In addition, as a member of Memphis Association of Independent Schools, the teachers have access to numerous professional development opportunities including web-based conferences, professional growth articles, and traditional in-service training.

Teachers at St. Francis are involved in many professional education organizations. These include: Tennessee and International Reading Associations, National Association for Gifted Children, National Science Teacher's Association, Tennessee Education Association, and the National Catholic Education Association. Teachers at St. Francis are not only members of these organizations; they are officers and regularly attend meetings and conferences.

As a Catholic School, St. Francis offers spiritual development and classes to its faculty and staff through an annual day-long retreat, Mission to Teach series, and continuing education on religious topics. Educators can earn degrees of catechist certification from beginner to professional by participating in courses offered throughout the year.

6. School Leadership:

St. Francis of Assisi Catholic School operates under the jurisdiction of the Catholic Diocese of Memphis and the Pastor of St. Francis of Assisi Catholic Church. Our principal, Mrs. Beth York reports directly to the Pastor and the Superintendent of the diocese. We have two Assistant Principals who assist in all matters of the school.

The leadership team, consisting of the principal and two assistant principals at St. Francis, has been instrumental in improving student achievement through many innovative programs on our campus that enhance curriculum. Our school leadership team strives to create conditions for high quality instruction in every classroom. They are leaders with vision who possess the ability to set goals for our school as well as the ability to make operational the necessary plans. Our leadership team, along with teachers and staff, work together to create a positive environment to ensure the academic and spiritual success of all students. Our policies are set forth in an annual Faculty/Staff handbook, a Parent/Student handbook, and a Diocesan Employee Handbook. These documents include both school and home responsibilities and expectations to make our school successful. These policies are developed in conjunction with other stakeholders to ensure consistency and academic growth.

Our Pastor-School Leadership Council meets quarterly. The council is made up of administrators, faculty and staff members. This council works yearly in a consultant and advisory capacity to keep our pastor informed of current issues and to discuss school-wide goals.

School leadership is effective in increasing student achievement by ensuring that teachers have the opportunity to work collaboratively with their peers and discuss core curriculum plans and expectations. Weekly grade level meetings, monthly lead teacher meetings, faculty meetings, and curriculum teams all work to ensure that our students are being afforded the best education possible. Additionally, the leadership team provides continual feedback through teacher observations and makes available professional development opportunities, both in-house and in extended educational fields so that new ideas are explored and implemented.

The SFA teachers, staff and parents volunteer in leadership roles in the following areas to ensure student achievement and success: religious education, fine arts, information technology, room parent coordinators, safety and athletics.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

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

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5820</u>	<u>\$5820</u>	<u>\$5820</u>	<u>\$5820</u>	<u>\$5820</u>	<u>\$5820</u>
K	1st	2nd	3rd	4th	5th
<u>\$5820</u>	<u>\$6260</u>	<u>\$7560</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 6885 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 2000

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

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

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: n/a

Edition/Publication Year: n/a

Publisher: n/a

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

SFA does not use state criterion referenced tests.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	86	84	77	86	87
Number of students tested	77	81	84	86	87
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 1 Test: Iowa Tests of Basic Skills
Edition/Publication Year: A/2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	85	77	78	85	81
Number of students tested	76	78	84	86	87
Percent of total students tested	99	96	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 2 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishin

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	66	69	70	68	68
Number of students tested	84	77	83	87	76
Percent of total students tested	94	92	92	93	90
Number of students alternatively assessed	3	5	7	7	9
Percent of students alternatively assessed	3	6	7	7	10
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	82	85	79	77
Number of students tested	84	78	80	87	75
Percent of total students tested	94	93	89	93	89
Number of students alternatively assessed	3	6	7	7	9
Percent of students alternatively assessed	3	7	6	7	11
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	75	81	76	70	69
Number of students tested	77	86	78	78	88
Percent of total students tested	86	92	87	88	88
Number of students alternatively assessed	8	7	10		9
Percent of students alternatively assessed	9	8	11		9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Mathematics

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	85	82	73	67	79
Number of students tested	88	80	88	90	85
Percent of total students tested	89	86	91	86	86
Number of students alternatively assessed	10	12	12		14
Percent of students alternatively assessed	10	13	12		14
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	87	88	83	81	86
Number of students tested	88	81	84	90	87
Percent of total students tested	89	87	88	86	86
Number of students alternatively assessed	10	12	12	11	14
Percent of students alternatively assessed	10	13	12	10	14
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	80	74	70	73	70
Number of students tested	81	91	88	88	84
Percent of total students tested	86	92	85	87	86
Number of students alternatively assessed	10	9	12		13
Percent of students alternatively assessed	11	9	12		13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Reading

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	85	80	82	87	87
Number of students tested	79	92	91	88	85
Percent of total students tested	84	94	88	87	86
Number of students alternatively assessed	10	9	12		13
Percent of students alternatively assessed	11	9	12		13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Mathematics

Grade: 6 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	70	67	74	66	75
Number of students tested	94	106	100	87	90
Percent of total students tested	89	91	86	84	83
Number of students alternatively assessed	10	10	16	14	18
Percent of students alternatively assessed	9	9	14	14	17
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	73	73	84	84	85
Number of students tested	93	106	100	87	90
Percent of total students tested	88	91	86	84	83
Number of students alternatively assessed	10	11	16	14	18
Percent of students alternatively assessed	9	9	14	14	17
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	76	82	65	76	70
Number of students tested	102	110	99	91	89
Percent of total students tested	86	96	88	82	84
Number of students alternatively assessed	12	5	13		17
Percent of students alternatively assessed	10	4	12		16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Reading

Grade: 7 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	85	82	89	84
Number of students tested	102	107	97	91	90
Percent of total students tested	86	93	87	82	85
Number of students alternatively assessed	12	9	13		16
Percent of students alternatively assessed	10	7	12		15
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

Subject: Mathematics

Grade: 8 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	85	75	71	75	76
Number of students tested	98	104	103	84	87
Percent of total students tested	89	88	90	84	83
Number of students alternatively assessed	10	11	12		18
Percent of students alternatively assessed	9	9	10		17
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Test score for Fall 06 are unavailable for alternatively assessed students.

