

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: Miss Joyce Needham

Official School Name: St Christopher School

School Mailing Address:
1610 Lakeview Ave.
Rocky River, OH 44116-2409

County: Cuyahoga State School Code Number*: 056804

Telephone: (440) 331-3075 Fax: (440) 331-0674

Web site/URL: www.stchristopherschoolrr.com E-mail: joyce_needham@hotmail.com

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*: Ms. Margaret Lyons

District Name: Cleveland Catholic Diocese Tel: (216) 696-6525

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. 4 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	0	0	0	6	26	29	55
K	26	24	50	7	33	14	47
1	36	24	60	8	29	27	56
2	36	24	60	9			0
3	33	29	62	10			0
4	26	28	54	11			0
5	24	28	52	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							496

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
0 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
98 % White
 % 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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	511
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	1.957

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

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

English is the language represented.

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

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: 11 %

Total Number of Students Served: 54

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>38</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>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>3</u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>29</u>	<u>6</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 26 :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	98%	97%	98%	97%	96%
Daily teacher attendance	97%	98%	97%	96%	95%
Teacher turnover rate	1%	2%	8%	12%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In the 2005-2006 School Year St. Christopher's teacher turnover rate of 12% was due largely to retirements and maternity leaves.

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

In 1922, when the city of Rocky River was mostly verdant farmland Bishop Joseph Schrembs recognized the potential population growth west of the Cuyahoga River and organized four new West side parishes. In May, he appointed his secretary, Father Richard J. Patterson, pastor of one of these new communities, St. Christopher Parish.

In September 1926, St. Christopher School opened with two classrooms attached to the church building. Staffed by three sisters of the Humility of Mary, the school initially welcomed students in grades one through four. Three years later, the parish added two more classrooms and doubled its teaching staff.

In 2001 the parish renovated the school to include new and updated facilities: a state of the art science lab, music room, and library and retreat room. Significant investments have since been made in automating the school library, wireless Internet, computer lab upgrades, cafeteria automation and the creation of a Kindergarten Learning Center.

Today, St. Christopher School is a vibrant, Catholic community of 496 students, with two classes in each grade level, 1-8, and three kindergarten classes. Students from Rocky River, Westlake, Bay Village, Fairview Park, Lakewood, North Olmsted, Avon, and Avon Lake attend St. Christopher School. There are 23 full-time teachers and six part-time teachers certified by the State of Ohio. Nearly 40 percent of the faculty have Master's degrees or are enrolled in Master degree programs.

Fully accredited by the Ohio Catholic School Accrediting Association, St. Christopher School enriches its core curriculum with Spanish, Chinese and Latin classes; art classes are taught by a certified art teacher; music is taught by a certified music teacher; band (offered to grades 4-8); physical education and a comprehensive CYO sports program; Christmas and spring music programs; and a drama club that produces and performs an annual play. Supported by a state-of-the-art computer lab, technology is integrated in all subject areas. In addition to the central lab, there are computers, ActivBoards and ELMOs in all classrooms.

Students take daily religion classes to learn about their Catholic faith. There are many opportunities for students to share their faith through monthly liturgies, monthly prayer services, sacramental preparation, yearly class retreats, and service for other projects. Prayer is incorporated into every day.

The school community has had much to celebrate:

- **Students.** Success, both in and outside of the classroom, gives reason to celebrate. Most recently, students have competed and placed in regional academic competitions such as the Science Olympiad, Power of the Pen, and Classroom of Champions. The students share their hearts, minds, and helping hands throughout the year raising funds and giving of their time to service projects.
- **Teachers.** The faculty comes to work every day energized, focused and dedicated to teaching St. Christopher students. Individual teachers have been nominated and received the Northeast Ohio Crystal Apple Award recognizing teaching excellence.
- **Parents.** Parents are a vital part of our school community. They volunteer their time and talents in many ways including the Parish School Commission, PTU ,and fundraising activities. Thousands of parent volunteer hours make the school's cafeteria, playground, art room, library, Kindergarten Learning Centers, special activities in the classroom and various areas in the school, run smoothly throughout the year. Student Government sponsors a volunteer appreciation breakfast every spring to thank the 100+ parent volunteers that help to make St. Christopher School a great place to learn.

The school's graduation rate is 100 percent and graduates continue their education at academically rigorous high schools such as St. Ignatius High School, St. Edward High School, St. Joseph Academy, Magnificat

High School, Beaumont School, Hathaway Brown, Laurel School, Rocky River, and Westlake High Schools. Many go on to be academic and school leaders in high school and beyond. Many of our graduates receive academic and fine arts scholarship for high school and are recognized as National Merit Scholars, semi-finalists and finalists.

Parents in Rocky River, Ohio, can send their children to the Rocky River School system to receive an excellent education. The district most recently received the “Excellent with Distinction” rating on its State Report Card. Yet parents of almost 500 students choose to enroll their children in St. Christopher School. Why? Because St. Christopher School offers not only an excellent education that sets the stage for lifelong learning, but also fosters spiritual growth rooted in the Catholic faith that prepares students for living a faith-filled life.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

St. Christopher School administers the Iowa Test of Basic Skills (ITBS) to all students in grades 1-7 to measure yearly growth and achievement. The ITBS is a nationally norm-referenced test used by all Cleveland Diocesan schools. St. Christopher School has no subgroups to report, and no student is excluded from the testing process. National norms were changed in 2007 and the test booklet, itself, was changed in 2008. No state assessments are used.

Test scores for all grades are above the required score for the National Blue Ribbon school application. The 2009 data shows seventh grade students scored in the 95 percentile nationally, an increase from the 85 percentile the previous year. Riverside Publishing provides St. Christopher School with a growth bar for each grade and individual students. The data shows that students at St. Christopher School typically show one year or more of growth in each area tested. The school's test data, specifically grade equivalent data, tracks each class as they progress through the school. All grades demonstrate an upward trend in grade equivalent scores over the last five years. Grade level data shows that all grades are testing at one to three years above the expected current grade equivalent score. The seventh grade math composite grade equivalent scores over the last five years (as they progressed from grade 3 to grade 7) were 4.7, 6.3, 6.9, 8.1, and 10.5 respectively, all significantly above their expected grade equivalent score.

In 2005, the St. Christopher School Continuous Improvement Plan and the entire school community, as well as our stakeholders, focused on improving math scores, specifically computation. A new text was chosen, and teacher professional development included curriculum mapping. Math nights were held for parents. Each student's growth was charted on a yellow data card and is shared with teachers each year. Junior High students began to be placed in ability groups for pre-algebra math. Algebra is now a part of the eighth grade curriculum. Intervention and enrichment are based on the ITBS math scores. Teachers plan classes based on these scores. Online text support, games, and technology motivate teachers and help them teach math. All of these factors have contributed to increased math scores. Whereas, nationally, math scores are a concern, St. Christopher School is excelling in math.

2009 reading scores for grade 7 are in the 93 percentile nationally, again, above the noted guidelines. Although all grades scored above the 90 percentile, there was a concern with grade 1 with scores in the 85 percentile. The school employed another form of assessment for these students- DIEBELS (Dynamic Indicators of Early Literacy Skills). The intervention specialist was able to pinpoint weakness in specific students. Using both forms of data, teachers have formulated plans for intervention for these students. Learning centers, novels, and phonics curriculum have contributed to improving test scores. The school continues to have strong reading scores. Plans are now being formulated to enhance the reading curriculum so that all grades move above the 90 percentile. Testing data will be reviewed for trends and input for the next school improvement plan.

In review, it is very clear St. Christopher School is meeting and exceeding the educational needs of its students.

2. **Using Assessment Results:**

St. Christopher School uses assessment data to understand and improve student and school performance. Assessment results are analyzed in terms of the School Improvement Plan and help to determine the allocation of resources for continuous improvement.

Iowa Test of Basic Skills (ITBS) scores are analyzed and used to help faculty focus, plan and implement education plans for a department (math, science, reading, etc.), grade, and teacher. In 2008-2009, faculty researched methods for differentiating instruction to best meet the varied skills and abilities found through assessments of students.

Mathematics. Mathematics was identified as a focus for the school and in 2007, St. Christopher School adopted the Everyday Mathematics® Series which offers students a hands-on approach and real-life based math experiences. Supplemental math programs, such as Rhymes' n Times®, are utilized to improve student recall of basic facts and in the area of math computation.

Reading. ITBS and DIEBELS (Dynamic Indicators of Early Literacy Skills) are used with a classroom reading inventory to accurately diagnosis the reading levels of individual students. Faculty then develop individualized reading and language arts programs to meet the needs, abilities, and interests of all the students.

Enrichment, Remediation, Interventions. Teachers use ITBS results to identify which students need enrichment, remediation, or interventions. Intervention specialists are used to help the lowest performing students. Faculty work closely with Support Services (Speech/Language, Special Education, and Psychology) in analyzing assessment data and make accommodations for students within and outside of the classroom setting.

Curriculum Development. In conjunction with formative and summative assessment data, faculty utilize the Understanding by Design (UbD) framework to design curriculum units, performance assessments, and instruction that lead to a student's deep understanding of the content being taught. UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic. Teachers differentiate instruction based on individual needs and abilities.

3. **Communicating Assessment Results:**

St. Christopher School communicates academic performance as well as formative and summative assessment data to students, parents and the community. Annually, student performance and assessments are discussed at Parent/Teacher conferences. A teacher or parent may request an additional conference at anytime throughout the school year.

Edline keeps our students and parents up-to-date on summative assessments (homework, test scores, grades), school activity schedules, lunch menus, school news, resources, and more. Student performance is updated bi-weekly to Edline.

Student performance on the Iowa Test of Basic Skills (ITBS) and Cognitive Ability Tests (CAT) is communicated to the community each spring in a State of the School report, which presents grade level averages for each section of the ITBS using the percentile rank. The report is published on Edline. Families receive individualized reports for each student taking the ITBS and CAT as well as the State of the School report. Teachers are available to parents to discuss results as needed.

Teachers use ITBS results to identify which students need enrichment, remediation, or interventions. K-3 teachers use formative and summative assessments along with ITBS and DIEBELS (Dynamic Indicators of Early Literacy Skills) to assess reading skill levels. Intervention specialists are used to help the lowest performing students.

Summative and formative assessments are shared through quarterly progress reports and report cards. Progress reports include grades at the mid-point of an academic quarter and a detailed narrative on student performance and assessment.

Accelerated Reading (AR) is used by grades 1-6 to assess reading comprehension and help students, teachers, and parents monitor student progress. Students receive immediate feedback after taking an AR test via the TOPS Report which communicates test results. In addition, AR provides a detailed report of a student's quarterly and annual reading progress. The printed reports detail percent correct for tests taken, average percent correct on all AR tests taken, points earned, average book level read, and tests passed and taken for the year. The reports can be viewed online by parents.

4. **Sharing Success:**

St. Christopher proudly shares student and faculty achievements through local news outlets, Edline, the weekly parish bulletin, The Bell Tower Beacon (newsletter), and the school brochure. An annual open house, during Catholic School's week, invites the community at large to tour the school and learn more about the curriculum and instructional practices which makes St. Christopher School a center of academic excellence.

The principal attends a monthly meeting with principals from around the Diocese to share successes and exchange ideas. The faculty share successes and exchange ideas with faculty from Diocesan and public school systems related to professional development, best practices in classroom instruction, curriculum mapping, differentiated instruction and more. Three teachers are trained facilitators and present regularly at local conferences and workshops on reading, technology, and differentiated instruction.

The school shares its primary success, its students, with others on a regular basis. Students are involved in community outreach and service programs throughout the year. Through student government and the Builders Club, students share their hearts, minds, and helping hands at inner-city Cleveland food kitchens, support Operation Christmas Child®, Jump Rope for Hearts and more. Through these programs the school shares St. Christopher's shining stars of success, its kind, compassionate and dedicated students.

Graduates of St. Christopher continue to share the school's success by going on to be academic and school leaders in high school and beyond. Many of our graduates are National Merit Scholars semi-finalists and finalists.

In the event the school is awarded the Blue Ribbon status, St. Christopher School will market this prestigious award to all surrounding communities through the local media and parish communication channels. In addition the school will include the Blue Ribbon School logo in all official communications.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Christopher School follows the Diocese of Cleveland's Graded Course of Study, which meets or exceeds the national and Ohio content standards. The curriculum program consists of Religion, Mathematics, Language Arts (Reading, Phonics, English, Spelling, and Handwriting), Social Studies, Science, Health and Physical Education, Visual and Fine Arts, Computer, and Foreign Language (Spanish, Chinese and Latin). All areas of curriculum are infused with faith-based beliefs, values, and social justice teachings.

All classrooms are equipped with an ActivBoard, ELMO, laptop and desktop computers with access to the Internet. Lessons come to life and engage students through vivid images, video and audio files.

The Religion program offers opportunities for growth in faith through study of the teachings of the Catholic Church, service projects, daily classroom prayer, participation in the Mass, class retreats, monthly adoration of the Holy Eucharist, and social justice. Grades 6, 7, and 8 participate in the "Choose Life" program correlating Catholic values of the sanctity of life.

St. Christopher School uses the Everyday Mathematics curriculum which reflects the state and national goals for mathematics. The curriculum provides age- and skill-appropriate instruction to achieve and master concepts in problem solving, reasoning, computation, seeing connections, and representing concepts in a variety of ways. Seventh grade students are grouped by readiness and introduced to Pre-Algebra. Eighth grade students are taught Algebra I. Enrichment opportunities are available through the school's Math Club.

The Language Arts curriculum develops communications skills: reading, writing, speaking, listening, and researching. Daily writing and journaling are important in every grade. Grammar, spelling, and vocabulary are stressed as important tools for effective communication. The Accelerated Reader program personalizes reading practice to each student's ability and interests and augments the literature contained in reading textbooks and literature based novels. Enrichment opportunities are available through the school's Library as well as the Power of the Pen, Young Authors, and Newspaper Clubs.

The Social Studies curriculum includes seven strands: religious heritage, history, people in societies, geography, economics, government, and responsible citizenship. The social studies curriculum is enhanced with a yearly Geography Bee, celebration of Constitution Day, election year debates and voting, and a parent sponsored 8th grade trip to Washington, D.C.

The science curriculum is designed to give students the opportunities to learn by participating in hands-on activities and use of the scientific method. The students use a state-of-the-art, fully equipped science lab to help them understand and appreciate physical and life sciences while becoming good stewards of all God's creation. The science program is enriched by activities such as the Science Club and Science Olympiad.

The health and physical education curriculum promotes physical fitness, respect for self and others, good sportsmanship, and includes anti-bullying as well as drug- and alcohol-abuse prevention programs that are taught from a faith perspective. The health and physical education program is enriched by activities such as Jump Rope for Hearts, CYO sports, and the Golf and Walking Clubs.

Visual and fine arts programs promote personal growth through participation and appreciation of the arts. Two certified teachers provide enrichment through choir, band, and art curriculum. The program sponsors an annual art show as well as holiday concerts and a drama production.

Computer class is taught once a week and teaches basic skills in word processing, database use, spreadsheets, research, multimedia presentations, desktop publishing, and keyboarding.

St. Christopher School is in compliance with the program's foreign language requirements. Spanish, Chinese, and Latin are offered as enrichment at St. Christopher School with an emphasis on speaking, listening, vocabulary, and the appreciation of Hispanic and Chinese cultures. The curriculum expands to include grammar and written expression in the junior high.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Instilling a lifelong love of reading is a goal at St. Christopher School. Students are exposed to different literary genres to engage and arm themselves with tools to be successful, critical thinkers and writers. Classrooms are book rich environments, which is essential for developing a literate community where children learn to read and read to learn. Teachers recognize that literacy learning and reading, in particular, are complex processes that require instruction, teacher modeling, and student practice of research-based strategies.

Students are taught reading strategies that foster comprehension in all subject areas. KWL's (Know, Want, Learn), think alouds, think-pair-shares, and story maps are some of the strategies that support metacognition (thinking about thinking) and help students become more self-reliant and strategic about their learning.

St. Christopher School uses a sequential process targeting individual students at their reading level while encouraging and challenging each student through differentiated instruction. The reading curriculum incorporates authentic literature and is enhanced by full novels, which introduces new series, authors, and genres to students. Reading aloud develops vocabulary, language expansion, and plays an important part of a student's background knowledge.

The reading series was chosen for the quality of stories, vocabulary and skills introduced. Skill lessons are also taught to develop and improve comprehension. St. Christopher teachers know readers need to be actively summarizing, clarifying, comparing, and predicting while reading.

The younger students' curriculum incorporates phonics through activities such as The Phonics Dance™ and Let's Begin with the Letter People®

Teachers use ITBS (Iowa Test of Basic Skills), DIEBELS (Dynamic Indicators of Early Literacy Skills), a Classroom Reading Inventory as well as formative and summative assessment to identify which students need enrichment, remediation, or interventions. Teachers and the intervention reading specialist work to help struggling readers become successful.

St. Christopher School uses Accelerated Reader to individualize instruction, assess reading comprehension and help students, teachers, and parents monitor student progress. Students work toward reading goals that reflect their standardized test scores, classroom performance, and individual interests.

3. Additional Curriculum Area:

With a focus on being stewards for all of God's creation the science curriculum is designed to give students hands-on opportunities for inquiry within the atmosphere of discovery as well as understanding and appreciation of physical, earth, and life sciences. The faculty utilizes a state-of-the-art science lab and promotes understanding by facilitating students' intellectual work and conceptual connections among ideas, explorations, and explanations.

Scientific discovery is enriched through science programs:

Earth Dome: A portable inflatable globe gives students the opportunity to investigate the theory of plate tectonics and how movements of the top layers of the earth can cause earthquakes, volcanoes, and the formation of mountains.

STARLAB: In collaboration with the Cleveland Natural History Museum, this portable planetarium is a great tool for learning many elements of astronomy, including the constellations, the geometry of the sky and the cycles of the Sun, Moon, and planets.

Robotics: Grade 6 students participate in a two-year robotics program sponsored by St. Edward High School and St. Joseph Academy. Year one, students design, build, and program a WeDo robot. Year two, students design a larger, more complex robot under the guidance of St. Edward High School students. Robotics is a nice addition to the school's math, technology, and science curriculum.

Case Western Reserve University (CWRU) Squire Valleevue Farm: This year marked the ninth annual eighth grade field trip to a farm owned and operated by CWRU. CWRU staff supervise students as they gather data from forest and pond ecosystems to be used in a five-week ecology curriculum unit.

Weather Station: A comprehensive weather station is located on the school's roof and sends real-time weather data to classrooms via a radio link. Students make daily weather observations during fall and winter using the GLOBE protocol.

Science Olympiad Competition/Science Club: Students in grades 4-6 participate in weekly scientific discovery meetings as they prepare for a Science Olympiad.

Science Share: Grades 6 and 7 students in partnership prepare and present 15 minute lessons on ecology to students in grades K-5.

4. **Instructional Methods:**

Committed to helping students achieve their full academic potential, teachers employ a variety of instructional methods and content adjustments.

Before starting kindergarten, each child is assessed using the norm-referenced Early Prevention of School Failure (EPSF), which identifies each child's learning style and developmental level in language, auditory, visual, and motor areas. EPSF information helps the teachers provide appropriate learning activities for all students, ensuring a solid foundation for future learning.

St. Christopher School has 54 students with Individual Service Plans. A staff member is assigned to each student to ensure their plan is being fully implemented. Two tutors provide individual and group tutoring in addition to helping students in the classroom.

Intervention specialists are used to help the lowest performing students. Faculty works closely with Support Services (Speech/Language, Special Education, and Psychology) to make accommodations for students within and outside of the classroom.

Teachers offer multiple avenues for students to acquire content, make sense of ideas, develop skills, and demonstrate what they know. Student growth is regularly evaluated with adjustments and accommodations made to the standard curriculum as needed. Some adjustments teachers may use include:

1. Independent and self-directed classroom enrichment centers
2. Lessons are framed and lesson content is explicitly introduced to students which allows them to activate prior knowledge
3. Wait time is extended
4. Whole-class, small group, partner, and independent work is used
5. Connections are made to everyday life
6. The ActivBoards and ELMOS are used to model concepts visually and concretely

Teachers use independent reading contracts to personalize and tailor reading curriculum. The Accelerated Reader program is used to personalize reading according to a student's reading level and interests.

Everyday Math is distinguished by its balance between whole-class and self-directed learning. Math game levels are adjusted as needed. Seventh grade students are grouped by readiness and introduced to Pre-Algebra. All eighth grade students graduate having completed the course for Algebra I.

5. **Professional Development:**

Professional development serves to teach and enlighten as well as to inspire and energize teachers upon their return to the classroom to implement new skills and practices benefiting student learning. Each teacher is responsible for developing a Professional Growth Plan that aligns with the school's Continuous Improvement Plan. Eight professional days are scheduled for this purpose each year, and two additional days are provided for independent professional development.

Teachers attend professional development classes sponsored by the Diocese, educational institutions, and St. Christopher School throughout the year. Professional development is tied to the improvement of student learning as documented in the school's Continuous Improvement Plan. The focus for the last three years has been as follows:

- 2007-2008 Curriculum Mapping
 - Curriculum mapping and differentiated instruction takes place three times per year.
- 2008-2009 Differentiated Instruction
 - Engaged the entire staff to reevaluate, actively discuss new methods, and look through a new lens. Students are becoming self-directed learners and teachers are meeting the individual needs of the students.
- 2009-2010 Understanding by Design
 - Ongoing training in Understanding by Design, which began with a two-day workshop presented by Steele Nowlin.
 - In collaboration with teachers from Rocky River and Bay Village City Schools five teachers are attending "Align, Assess, Achieve: Quality Instruction in a Standards Based Learning Environment" which focuses on best practices in instructional design and assessment.

A sampling of professional development programs attended includes: Reading and Language Arts, Technology, Health, Science, ActivBoard Beyond the Basics, Using ActivStudio Tools, Using the ActivBoard Every Minute in the Classroom, The Phonics Dance by Ginny Dowd, and Introducing Everyday Math.

In addition, staff attended the following health and wellness programs:

- In-services on Jarod's Law and state and local health and safety regulations.
- Instruction on blood borne pathogens and allergy management in the classroom.
- Basic Life Support following training by CPR Ohio.

6. **School Leadership:**

Catholic elementary schools are independent units under the authority of the local parish. As such, the final authority for all decisions resides with the pastor of the parish.

The principal is committed to a collaborative leadership style. Her vision and goals set the direction for the school and is formalized in the Continuous Improvement Plan. Academically, St. Christopher School has fostered a spirit of continuous improvement by investing in professional development in the areas of Curriculum Mapping, Differentiated Instruction, and Understanding by Design.

As a leader in the community, the principal initiated precedent setting collaboration between St. Christopher School and two public school systems: Rocky River and Bay Village City Schools. The schools share professional dialogue and resources by co-sponsoring a professional development program (Align, Assess, Achieve: Quality Instruction in a Standards Based Learning Environment).

The principal meets monthly with faculty, the school's PTU and Student Council, and is a member of the School Commission and parish Finance Committee. The Principal meets individually with teachers to review their Professional Growth Plan for the school year. During the same conference, the educational program of students with special needs is discussed.

Faculty leadership takes place both in and outside of the classroom. The faculty is self-motivated and meets weekly as grade level teams to discuss curriculum and student needs. Three faculty members have leadership roles as grade-level advisors. In addition, all faculty members take on leadership roles as advisors to after-school clubs and activities.

Several faculty members have played key roles in developing curriculum for the Diocese of Cleveland (Language Arts, Health, and Physical Fitness). As a member of a focused feedback group one faculty member reviewed the Standards for Ohio Educators. One faculty member is certified as a local professional development specialist while two are certified by the state as mentors to new teachers.

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>\$2995</u>	<u>\$2995</u>	<u>\$2995</u>	<u>\$2995</u>	<u>\$2995</u>	<u>\$2995</u>
K	1st	2nd	3rd	4th	5th
<u>\$2995</u>	<u>\$2995</u>	<u>\$2995</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? \$ 4650 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1655
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
3 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: ITBS
 Edition/Publication Year: 2005 Publisher: Riverside
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	84	84	92	85	96
Number of students tested	60	60	55	56	60
Percent of total students tested	100	100	100	100	100
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: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	82	82	79	91	95
Number of students tested	60	60	55	48	60
Percent of total students tested	100	100	100	100	100
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			0		
2. African American Students					
Average Score					
Number of students tested			0		
3. Hispanic or Latino Students					
Average Score					
Number of students tested			0		
4. Special Education Students					
Average Score					
Number of students tested			0		
5. Limited English Proficient Students					
Average Score					
Number of students tested			0		
6. Largest Other Subgroup					
Average Score					
Number of students tested			0		

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: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	91	91	78	90	90
Number of students tested	55	55	56	59	60
Percent of total students tested	100	100	100	100	100
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: 2 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Feb	Apr
SCHOOL SCORES					
Average Score	88	88	81	89	88
Number of students tested	55	55	56	59	60
Percent of total students tested	100	100	100	100	100
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: 3 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	69	69	76	81	80
Number of students tested	55	55	59	56	54
Percent of total students tested	100	100	100	100	100
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: 3 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	76	76	78	82	73
Number of students tested	53	55	59	56	42
Percent of total students tested	100	100	100	100	100
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: 4 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	79	79	83	84	81
Number of students tested	60	60	60	54	58
Percent of total students tested	100	100	100	100	100
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: 4 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	79	79	81	87	84
Number of students tested	60	60	60	54	58
Percent of total students tested	100	100	100	100	100
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: 5 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	78	78	72	80	81
Number of students tested	60	60	57	58	58
Percent of total students tested	100	100	100	100	100
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: 5 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	78	76	80	82	85
Number of students tested	60	60	57	58	58
Percent of total students tested	100	100	100	100	100
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: 6 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	72	72	74	86	78
Number of students tested	58	58	61	56	59
Percent of total students tested	100	100	100	100	100
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: 6 Test: ITBS
Edition/Publication Year: 2005 Publisher: RIverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	73	73	73	87	83
Number of students tested	58	58	61	56	59
Percent of total students tested	100	100	100	100	100
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: 7 Test: ITBS
Edition/Publication Year: 2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	80	80	87	84	84
Number of students tested	56	56	57	57	60
Percent of total students tested	100	100	100	100	100
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: 7 Test: ITBS
Edition/Publication Year: 2005 Publisher: RIverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	77	77	85	85	85
Number of students tested	56	56	57	57	60
Percent of total students tested	100	100	100	100	100
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: