

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

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

Name of Principal: Mrs. Anne-Marie Hudani

Official School Name: St John Fisher School

School Mailing Address:  
5446 Crest Road  
Rancho Palos Verdes, CA 90275-5027

County: Los Angeles    State School Code Number\*: 137

Telephone: (310) 377-2800    Fax: (310) 377-3873

Web site/URL: www.sjf.org    E-mail: principal@sjf.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. Kevin Baxter

District Name: Archdiocese of Los Angeles    Tel: (213) 637-7323

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: Mrs. Patti Johnson

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

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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

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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. 7 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 |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| <b>PreK</b>                                  |            |              | 0           | <b>6</b>  | 14         | 14           | 28          |
| <b>K</b>                                     | 9          | 7            | 16          | <b>7</b>  | 18         | 16           | 34          |
| <b>1</b>                                     | 9          | 24           | 33          | <b>8</b>  | 11         | 10           | 21          |
| <b>2</b>                                     | 13         | 16           | 29          | <b>9</b>  |            |              | 0           |
| <b>3</b>                                     | 21         | 8            | 29          | <b>10</b> |            |              | 0           |
| <b>4</b>                                     | 11         | 15           | 26          | <b>11</b> |            |              | 0           |
| <b>5</b>                                     | 17         | 17           | 34          | <b>12</b> |            |              | 0           |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |           |            |              | 250         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
22 % Asian  
3 % Black or African American  
18 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
43 % White  
13 % 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: 1 %

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.   | 1     |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 1     |
| (3) | Total of all transferred students [sum of rows (1) and (2)].   | 2     |
| (4) | Total number of students in the school as of October 1.  | 250   |
| (5) | Total transferred students in row (3) divided by total students in row (4).                          | 0.008 |
| (6) | Amount in row (5) multiplied by 100.   | 0.800 |

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Korean

Spanish

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: 4 %

Total Number of Students Served: 10

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>5</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</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>9</u>         | <u>5</u>         |
| Special resource teachers/specialists | <u>2</u>         | <u>1</u>         |
| Paraprofessionals                     | <u>3</u>         | <u>3</u>         |
| Support staff                         | <u>1</u>         | <u>1</u>         |
| Total number                          | <u>16</u>        | <u>10</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 23 :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 | 96%       | 97%       | 98%       | 98%       | 97%       |
| Daily teacher attendance | 98%       | 98%       | 98%       | 99%       | 99%       |
| Teacher turnover rate    | 4%        | 4%        | 4%        | 4%        | 4%        |
| Student dropout rate     | 0%        | 0%        | 0%        | 0%        | 0%        |

Please provide all explanations below.

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 %        |
| <b>Total</b>                               | <b>0 %</b> |

## PART III - SUMMARY

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St. John Fisher School is committed to excellence for all of its students and has established a reputation within the community for meeting this goal.

St. John Fisher School works in partnership with parents to provide a quality Catholic education for all of its students. Academic excellence is promoted in the curriculum, and provided in an atmosphere which is conducive to learning, and one in which each child feels valued. Each child is seen as a unique creation of God, and each child's gifts are developed through support, challenge, inspiration, and a variety of curricular and extra-curricular experiences.

St. John Fisher School was founded in 1961, under the title of St. Peter of Alcantara in the city of Palos Verdes, and the Archdiocese of Los Angeles. Early in 1962, the parish was placed under the patronage of St. John Fisher, and the name of the school was changed. The permanent school was completed in 1962 with an enrollment of 422 pupils. The current principal was appointed in June of 2002. Since that time an extended care program was initiated, an athletic program was implemented, a state of the art computer lab was opened, and many curricular improvements were made especially in regard to meeting and exceeding the archdiocesan and state curriculum standards. Enrollment has grown by 36% over the last seven years.

The reputation for excellence and continual growth of its students comes as a result of significant achievement over the years. The test scores attained and the recognitions bestowed on its students are noteworthy. For instance, St. John Fisher students not only participate in the annual Johns Hopkins Center for Talented Youth Program they excel. Yearly, over fifty students in grades 2 to 8 qualify for the program with standardized test scores at the 97th percentile or higher. In addition, many of these students regularly receive state level recognition. Another illustration is the fact that St. John Fisher was recognized last year as an exemplary school by the American Mathematical Association, including four students receiving National Honor Roll recognition.

St. John Fisher students are accepted into the local Catholic high school that they make application. In fact, over fifty percent of the students are accepted with honors with several receiving full merit scholarships. This is a testament to the achievement of the students as the local area is very competitive regarding admission to Catholic high schools.

The diligent work of the faculty supports the strong academic achievement of the students. St. John Fisher is fortunate to have a stable group of educators who know the community, their subject areas and, most importantly, their students. They are a well educated with most teachers either possessing or in the process of attaining their Masters degree. One teacher is in a doctoral program. Their exemplary performance is noted by external groups. During the past three years, the local Chamber of Commerce and Rotary Club have honored the fifth, second, and sixth grade teachers as Educators of the Year. The seventh grade teacher received regional recognition for her work in preparing students for the National History Day competition.

Along with excellent faculty, St. John Fisher School has a strong, supportive, and committed parent community. Parent participation is a major strength. Parents organize and fund many enrichment programs for the students, which complement the academic program. These events include such activities as International Day, Colonial Day, California Day, and Career Day.

As the mission of the school states, in partnership with parents, St. John Fisher School is dedicated to teaching the Catholic faith, promoting academic excellence, and producing caring, contributing, cooperating community builders.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

St. John Fisher's commitment to academic excellence is clearly reflected in the students' performance on standardized tests. To be recognized as a Blue Ribbon School requires that the achievement of the school's students in at least the highest grade tested in the last year tested places the school in the top 10 percent of schools in the nation in reading and mathematics as measured by a norm referenced test. St. John Fisher has achieved this at every grade level because students are held to the highest standards and they consistently perform at this high level. Looking at just the eighth grade, the statistical information is impressive. This class's scores are consistently two grade levels above their current grade.

Data from the school's testing service reveals another pattern that speaks highly for the program at St. John Fisher. Students that have been at the school for the entire time of their elementary education score higher those that haven't. Furthermore, the longer the student remains at St. John Fisher the higher the achievement will be for that student.

There is a range of abilities in every class at St. John Fisher, as there is in most schools. But in all grades, achievement in math and reading is two grade levels above their grade. The level of achievement reached at St. John Fisher is accomplished with the inclusion of all students. No students are eliminated from testing based on special learning needs or lower achievement.

As St. John Fisher's test scores are reviewed for the last five years, it is evident that there is a consistent level of achievement across all grade levels. Mean scores at every grade level in math and reading are at least eleven points above the mean and in some cases thirty points! The standardized achievement scores are not the only reflection of the students' ability and performance, but rather one piece of the assessment picture. Teachers at St. John Fisher do not teach to the test but rather they teach for mastery of curriculum, which is supported by strong test scores.

Assessment is a vital tool used to evaluate the effectiveness of teaching and learning. Teachers use a variety of assessment tools, including standardized test results, AIMS oral fluency tests, publisher tests, teacher-made tests, rubrics, math facts tests, portfolios, and performance-based assessments such as projects, experiments, PowerPoint presentations, skits, and oral reports.

Assessments are used before, during, and after learning takes place. Diagnostic tests are administered in all grades at the start of the year in language arts and math, in order to find areas of strength and weakness and to drive instruction. Ongoing informal assessment is used to monitor students' progress in all curricular areas. For example, whiteboards are used regularly across grade levels and curricular areas to informally assess students' skill mastery; math quizzes are administered mid-unit, or after skill areas are taught and informal oral reading assessments are ongoing at all grade levels. These and other informal assessments provide immediate feedback regarding student progress, enabling teachers and instructional aides to review and re-teach concepts with small groups or individuals as needed. End of unit assessments are given to evaluate student mastery of the content presented. Midyear and final year tests are administered from third to eighth grade to help teachers assess cumulative student growth in language arts and math.

Students' grades are based on a variety of assessments, which are seen as tools in the evaluation of learning and a key to curricular and instructional improvement for teachers. They are essential tools for the success of our students.

## **2. Using Assessment Results:**

After receiving the ITBS results, the principal and testing coordinators analyze the data for each grade level and produce various graphs and charts. These are designed to assist interpreting and discussing test results at faculty meetings in light of the school's curricular goals and programs. Teachers identify curricular areas that are mastered or those that need to be re-taught. Discrepancies from previous scores are analyzed in addition to trends that need to be addressed at individual grade levels, grade level groups, or as a whole school.

Although all grades are expected to be well above grade level, close scrutiny is given to any area that falls below the 70th percentile, or one that has fallen compared to the previous year's performance. The scores of individual students are studied and growth over time analyzed in order to make critical decisions that will most effectively meet the needs of students.

After a general faculty discussion, grade level units K-2, 3-5, 6-8 meet to have very specific discussions of the results. Strategies are reviewed to reinforce success and to address any area of need that teachers feel is present in their grade level unit. An administrator is present for guidance at these meetings.

As a result of this analysis the school purchased a new math series (Sadlier) three years ago to provide greater challenge in math. Additional acquisitions include Read Naturally, Starfall, and Headsprouts for the resource room, Destination Reading for the computer laboratory, and a number of math comprehension resources, such as Simple Solutions for the first through fifth grades.

The test results coming early in the school year serve as a diagnostic tool in which priorities are set for curriculum and students, and activities defined to promote the best possible results for learning throughout the remaining of the school year.

## **3. Communicating Assessment Results:**

Assessment is communicated to parents of Grades 3-8 initially through SchoolSpeak, an online grading system. In addition, tests and other work are sent home for parent signature. Grades K-2 send home weekly folders with various pieces of work for parents to see. Teachers communicate with parents by telephone, informal meetings, blogs, the homework agenda book, and formal conferences. Report cards are sent home at the end of each quarter. At the end of the first quarter, a Parent Teacher Conference Day is held and parents meet with the teachers to discuss their child's progress.

When the ITBS results are received they are reviewed and analyzed closely by the faculty. The results are discussed with parents at Parent Teacher Conference Day. At that time, the teacher reviews the student's test results, indicating successes, areas for improvement, and any recommendations for parental interventions.

Once the faculty has reviewed current test result with parents, they are brought to a school board meeting. Testing results and the current curriculum improvement plan are discussed. Although the board does not make decisions in curricular areas, they are kept abreast of what is taking place and why.

A general description of testing results is published in our bi-weekly parent newsletter, as well as in the parish bulletin and parish newsletter. This is done so that all stakeholders are aware of student progress. Information regarding overall performance and any academic awards earned by the school or individual students is made available to local media.

After report cards are sent home each quarter an awards assembly is held. Although this assembly time is intended to recognize individual academic achievement, there is also note of overall academic performance of the school including standardized testing results. The student body is present and parents are invited to attend.

#### 4. **Sharing Success:**

St. John Fisher School is one of 225 schools in the Archdiocese of Los Angeles and belongs to one of the 19 Deaneries of Los Angeles Catholic schools. The schools of the deanery meet regularly to partake in in-services, to receive information from the Department of Catholic Schools, and to share best practices. St. John Fisher is often asked to share its successes at these meetings. Recently St. John Fisher teachers shared the accomplishments of its math program at a deanery meeting.

It is also the practice of the deanery for teachers to have a teacher share day, during which schools gather in grade levels to share the practices that are successful in their classrooms. It is a very popular and productive time for teachers and a valuable professional development opportunity. St John Fisher teachers typically are leaders on this day and share their successes in the classroom.

Teachers have volunteered to be part of various archdiocesan committees such as the Academic Decathlon committee, various curriculum committees, and school accreditation teams. These activities provide many formal and informal occasions in which St. John Fisher teachers share their success and provide leadership for these activities. Administrators and teachers also take part in meetings regarding federal funding.

It is common for St. John Fisher faculty to be looked to for their expertise. The public school personnel whose children attend St. John Fisher look to the faculty to share their knowledge of the school's many successful programs.

If awarded Blue Ribbon status, we would share our success and best practices with Deanery and Archdiocesan schools in addition to utilizing our new website to disseminate this information to a wider audience. Our Marketing Committee would publicize this award in the local newspapers, the Archdiocesan paper, *The Tidings*, parish bulletin, and annual school report.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. John Fisher School promotes academic excellence and addresses the school's mission through its academic program, which exceeds all state and archdiocesan standards. This is affirmed through the school's clear six year term of accreditation from the Western Catholic Educational Association and the Western Association of Schools and Colleges.

#### English

The focus of the English program is grammar, writing, vocabulary, and spelling. Reading is integrated with these components in all grades. Instruction for kindergarten and first grade focuses on alphabet recognition, phonemic awareness, phonics, sight words and leveled readers, vocabulary, and writing. Grades two through eight undergo a rigorous course of grammar and writing instruction. Middle school students write focused essays, narratives, and research papers. Age-appropriate PowerPoint presentations, oral book reports, speeches, and debates are utilized to encourage listening and speaking skills, and to develop confident speakers.

#### Science

The science curriculum has a strong focus on inquiry-based learning involving hands-on experiments, demonstrations, dissections, and group activities. The three main areas of study involve earth, life, and physical sciences. Field trips to tidal pools, local beaches, botanical gardens, agricultural farms, planetariums, and museums support the curriculum and provide opportunity for student engagement in learning through real life settings. The annual science fair challenges students in grades 3-8 to use the scientific method to design an experiment, investigate a hypothesis, and discover science at a deeper level. Students participate in the Los Angeles County Science Fair and qualify to compete at the state level.

#### Social Studies

The social studies curriculum encompasses the study of past and present societies, state and world history, and geography. The primary grades learn about local community and the people in it. Fourth grade studies the history of California and fifth grade focuses on America's early growth. Sixth and seventh grade study the ancient world through the birth of our nation and eighth grade studies American history and civics. Co-curricular programs enhance the social studies program. Students participate in such activities as National History Day, Patriots' Pen, and the Daughters of the American Revolution Essay Contest. Weekly Readers are used in the lower grades to increase awareness of current events, while grades 6-8 follow a teacher-created program incorporating analysis and evaluation of various news media and state, national, and global events.

#### Spanish

Spanish is taught to all students in grades 6-8 for one hour each week. The standards-based program introduces students to the Spanish language and Spanish-speaking cultures. Its instruction uses a balanced approach that practices reading, writing, listening, and speaking and introduces students to cultures throughout the Spanish-speaking world.

#### Fine Arts (Music and Art)

Students in grades K-8 have one period of music each week. Students learn how to read and write music notation and to appreciate different types of music through a study of composers and compositions from different periods. Students participate in Advent and Spring Music Festivals, and the choir performs in school and parish concerts. The choir received high honors and exemplary ratings at the Music in the Parks Festival held at Disneyland, and they visited Rome in 2006 to perform for the pope.

## Religion

Instruction for grades K-6 focuses on the Catechism of the Catholic Church, scripture and rites of the church, saints and feasts, devotions, prayers and practices. Second grade students are prepared for First Reconciliation and Eucharist. In grades 7-8, students develop their understanding of the sacramental life of the Church, church history, faith and morality, and prayer as union with God. Catholic practices and prayer are central to daily school life, and the seven themes of Catholic Social teaching are applied through the service opportunities offered throughout the year.

### 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The challenging reading curriculum is structured around the California State Standards and the Los Angeles Archdiocesan Project STARS. In all grades, reading is integrated with vocabulary, spelling, and writing. In Kindergarten and first grade, the focus of instruction is learning to read using phonics and leveled readers, guided reading, vocabulary, independent reading, spelling, and writing. Students in K-1 are grouped according to reading ability. All students from Gr.2-8 are assessed twice a year for reading fluency using AIMS web. Students in grades Kindergarten and 1st grade are assessed three times a year using DIBELS.

From second grade through eighth grade, the focus of the curriculum is to develop comprehension and critical thinking skills. In addition to the basal reader, teachers in grades 2-8 select three to four class novels or plays. The adopted textbooks, Scott Foresman for grades K-5 and Prentice Hall Literature, for grades 6-8, are used to facilitate the content standards and to explicitly teach comprehension skills.

Students are taught to interpret and evaluate texts and to develop an understanding of literal meaning, relevant contexts and of deeper themes or attitudes that may be expressed. Students learn to recognize and appreciate ways in which writers use English to achieve a range of effects, and are able to present an informed, personal response to the material they have studied.

St. John Fisher is fortunate to have a well-stocked library. The Junior Great Books program is used with kindergarten to third grade. Teachers have classroom libraries with reading corners and grades K-1 make use of listening centers. Scholastic's Reading Counts program is utilized in grades one through five to provide opportunities for students to independently read books at their own reading level and demonstrate comprehension through computerized quizzes.

### 3. Additional Curriculum Area:

The focus of the math program is to provide a solid foundation in computation, critical thinking, problem solving, and authentic application. Teachers in grades 1-8 administer basic facts timed drills 4 to 5 times a week. Algebraic and geometric concepts are introduced into the curriculum beginning in kindergarten. Specific problem solving strategies are explicitly taught and weaved into the curriculum throughout the year for all grades.

In 2005, a math program was designed and implemented that allowed for high achieving students to test into a higher level of math. The primary goal of this program was to provide a curriculum to serve the needs of all students, including mathematically gifted students.

All students in grades 4 to 7 are assessed at the end of each year and the results from this assessment, along with teacher evaluation of class performance and ITBS results, determine what level of math a student is placed. The flexibility of this program allows for students who find math challenging, to study algebra over a two-year period instead of the one year program while providing for advanced placement of high achieving students.

In addition to direct instruction, math is taught through experiential learning and group work. Supplementary materials are used including various math manipulatives. Sadlier online was implemented for its enrichment activities, and other supportive materials. Weekly challenge packets are given allowing students to work at their own pace.

Instructional aides provide support during math class, and teachers assist students during the recess periods and after school as needed. St. John Fisher School employs a full and a part time resource specialist who assist individual students, and work with small groups to provide remediation as well as enrichment activities.

Through the strategies of the math program St John lives out its declared mission of promoting academic excellence.

#### **4. Instructional Methods:**

The mission and philosophy of the school guide instructional planning. Teachers evaluate and discuss the strengths and weaknesses of the curriculum as evidenced by student learning. Teachers incorporate a wide variety of instructional strategies appropriate to grade level and subject matter. Included in student learning experiences is the use of supplemental resources, technology, manipulatives, teacher-created units, and community resources. Additional student experiences include field trips to the great variety of educational and cultural experiences available throughout Southern California.

Schoolwide Learning Expectations are displayed in all classrooms. Teachers discuss these expectations with students and relate them to their daily lessons. Teachers use specific rubrics in subject areas to help students understand how they will be assessed. When students are given a project or research assignment, they are given specific project requirements in writing.

Students are actively engaged in learning through experiments in science, the use of the white boards for math, individual and group projects, interactive whiteboards, and document cameras. Students in grades 3-8 utilize PowerPoint for presentations and models to display understanding of key concepts. Students in the lower grades participate in, plays, skits, role-playing, debate, and listening centers.

Students are encouraged to think critically. In math and science, the use of manipulatives is a common component of instruction. Language Arts develops students' ability to write narrative, persuasive, and argumentative papers as well as the capacity to compare and contrast topics in their assignments. Junior Great Books challenges students' critical thinking skills. Poetry and literary investigations involve interpretation and analysis. Teachers use various levels of questioning techniques in their instruction. Students are actively involved in learning activities through experiments and projects, and other activities. Middle school math classes are specifically based on student ability.

All strategies are utilized to promote optimum student achievement and a love of learning.

#### **5. Professional Development:**

All teachers have a personal professional development plan in addition to a long range plan for the entire faculty. At the start of the year faculty attend at least two workshops focusing in predetermined areas of curriculum. Most recently with the changing of math curriculum all faculty attended math in-services that supported the new program. This professional development had dramatic effect on the implementation of this program and subsequent success with student achievement

Teachers attend workshops and in-services throughout the year based on their professional development plan.. Teachers are encouraged to attend state and national conferences such as the CUE technology conference,

NSTA conference, California State Kindergarten and First Grade conferences, California Council for History Education conference, UCLA History-Geography project, UCLA/California Reading and Literature project, and NCTE conference. Teachers also participate in web-based conferences. The school has institutional membership for NCHE, NCTE, NCSS, NCTM, NMSA, and ASCD. At faculty meetings, staff discusses articles and share ideas offering further professional development.

School leadership implements the philosophy of the school as a place of academic and spiritual excellence by hiring teachers who are professionally qualified and exemplify the Schoolwide Learning Expectations. The principal holds a masters degree in Educational Leadership, and an administrative credential. All faculty hold a bachelor's degree, four have earned Masters Degrees, one is pursuing a Masters degree, and one is enrolled in a doctorate program.

All spiritual and curriculum based development being pursued by teachers, directly relate to curriculum areas, and the improvement of student learning. The professional qualifications and spiritual development of the faculty and staff are continually improving as the result of the administration's priority for professional development, a budgeted item. Teachers' attendance at workshops, in-services, conferences and courses, throughout the year is encouraged. Administration and teachers work toward improving student achievement through planned professional development.

## **6. School Leadership:**

A dedicated principal and a professional staff committed to academic excellence provide strong leadership. Administration and staff work as a team to collaborate on curriculum development and teaching strategies and ensure that policies, programs, relationships, and resources focus on improving student achievement.

Teachers receive ongoing feedback from the principal during individual monthly meetings, informal and formal observations, and weekly review of lesson plans. The principal provides strong leadership to students, parents, and teachers. Morning greetings and daily walkabouts keep the principal visible on the school grounds and in the classroom. Her open door policy ensures that all problems are dealt with immediately and completely. A strong mentoring program is in place for new teachers.

The leadership structure at St. John Fisher supports and challenges the on-going development of superior academic programs. The grades are divided into units of grades k-2, grades 3-5 and grades 6-8 that meet on a scheduled basis to promote the work of their grade level unit. The review of standardized test results is but one example of their work. Leaders from each grade level unit also meet with administration on a weekly basis for articulation and dialogue regarding the work of the school. This keeps all grade levels apprised of the working and general priorities of the school.

The priorities of the school advisory board are policy development, financial monitoring, and the strategic plan of the school. The pastor and principal sit on the board. The activity of the board and its communication with the administration and faculty has been a positive experience.

Teamwork abounds at St. John Fisher. Administration and faculty collaborate on curriculum development and teaching strategies. Parent involvement is assured through the school board. The leadership is as effective and as inclusive as is possible in today's complex world.

## 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>\$4100</u><br>K   | <u>\$4100</u><br>1st | <u>\$4100</u><br>2nd | <u>\$4100</u><br>3rd | <u>\$4100</u><br>4th | <u>\$4100</u><br>5th |
| <u>\$4100</u><br>6th | <u>\$4100</u><br>7th | <u>\$4100</u><br>8th | <u>\$0</u><br>9th    | <u>\$0</u><br>10th   | <u>\$0</u><br>11th   |
| <u>\$0</u><br>12th   | <u>\$0</u><br>Other  |                      |                      |                      |                      |

4. What is the educational cost per student? \$ 5861 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1761
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
28 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
93 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics                      Grade: 2    Test: ITBS  
 Edition/Publication Year: 2001    Publisher: Riverside  
 Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 64        | 61        | 73        | 80        | 82        |
| Number of students tested   | 29        | 27        | 32        | 28        | 30        |
| Percent of total students tested  | 100       | 97        | 97        | 97        | 97        |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 2 Test: ITBS  
Edition/Publication Year: 2001      Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 71        | 79        | 80        | 85        | 82        |
| Number of students tested   | 29        | 27        | 32        | 28        | 30        |
| Percent of total students tested  | 100       | 97        | 97        | 97        | 97        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 3   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 77        | 70        | 83        | 87        | 71        |
| Number of students tested   | 29        | 34        | 27        | 34        | 22        |
| Percent of total students tested  | 100       | 97        | 96        | 100       | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 3   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 72        | 80        | 85        | 81        | 72        |
| Number of students tested   | 29        | 34        | 27        | 34        | 22        |
| Percent of total students tested  | 100       | 97        | 96        | 100       | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 4    Test: ITBS  
Edition/Publication Year: 2001    Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 84        | 85        | 88        | 73        | 79        |
| Number of students tested   | 26        | 25        | 32        | 22        | 22        |
| Percent of total students tested  | 100       | 100       | 97        | 96        | 96        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 4 Test: ITBS  
Edition/Publication Year: 2001    Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 79        | 79        | 90        | 80        | 79        |
| Number of students tested   | 26        | 25        | 32        | 22        | 22        |
| Percent of total students tested  | 100       | 100       | 97        | 96        | 96        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 5 Test: ITBS  
Edition/Publication Year: 2001 Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 87        | 88        | 81        | 77        | 83        |
| Number of students tested   | 33        | 31        | 20        | 22        | 24        |
| Percent of total students tested  | 97        | 94        | 91        | 100       | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 5   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 84        | 79        | 89        | 82        | 87        |
| Number of students tested   | 33        | 31        | 20        | 22        | 24        |
| Percent of total students tested  | 97        | 94        | 91        | 100       | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 6   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 80        | 74        | 80        | 82        | 61        |
| Number of students tested   | 28        | 23        | 21        | 28        | 18        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 95        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 6 Test: ITBS  
Edition/Publication Year: 2001 Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 76        | 79        | 82        | 78        | 77        |
| Number of students tested   | 28        | 23        | 21        | 28        | 18        |
| Percent of total students tested  | 100       | 100       | 100       | 100       | 95        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 7    Test: ITBS  
Edition/Publication Year: 2001    Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 84        | 85        | 91        | 79        | 86        |
| Number of students tested   | 34        | 21        | 27        | 19        | 24        |
| Percent of total students tested  | 100       | 100       | 93        | 95        | 96        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 7 Test: ITBS  
Edition/Publication Year: 2001      Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 81        | 81        | 88        | 83        | 83        |
| Number of students tested   | 34        | 21        | 27        | 19        | 24        |
| Percent of total students tested  | 100       | 100       | 93        | 95        | 96        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Mathematics                      Grade: 8   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 87        | 92        | 88        | 79        | 91        |
| Number of students tested   | 21        | 25        | 17        | 24        | 14        |
| Percent of total students tested  | 100       | 96        | 85        | 96        | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10.

Subject: Reading                      Grade: 8   Test: ITBS  
Edition/Publication Year: 2001   Publisher: Riverside  
Scores are reported here as: Percentiles

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Average Score   | 88        | 90        | 87        | 84        | 89        |
| Number of students tested   | 21        | 25        | 17        | 24        | 14        |
| Percent of total students tested  | 100       | 96        | 85        | 96        | 100       |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Average Score   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| 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 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         |           |           |           |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> |           |           |           |           |           |

Notes:

The number of students assessed in any subgroup is fewer than 10,

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