

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

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

Name of Principal: Mrs. Karen Vogtner

Official School Name: St John the Evangelist Catholic School

School Mailing Address:
240 Arnold Street
Hapeville, GA 30354-1530

County: Fulton State School Code Number*: N/A

Telephone: (404) 767-4312 Fax: (404) 767-0359

Web site/URL: www.sjecs.org E-mail: kvogtner@sjecs.net

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*: Mrs. Diane Starkovich

District Name: Archdiocese of Atlanta Tel: (404) 888-7833

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: Dr. Cecile Bregman

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. 12 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	8	12	20	6	12	15	27
K	7	23	30	7	17	14	31
1	13	19	32	8	17	15	32
2	15	17	32	9			0
3	9	20	29	10			0
4	10	17	27	11			0
5	13	18	31	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							291

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
17 % Asian
42 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
19 % White
8 % 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.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	290
(5)	Total transferred students in row (3) divided by total students in row (4).	0.010
(6)	Amount in row (5) multiplied by 100.	1.034

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

Total number limited English proficient 24

Number of languages represented: 17

Specify languages:

Spanish, Vietnamese, Cambodian, Polish, Ukrainian, German, Portuguese, French, French Creole, Igbo, Yoruba, Swahili, Amharic, Lao, Mandarin Chinese, Italian, Tagalog

9. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 92

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.

76 students at St. John School receive free/reduced price lunch meals. 16 additional students qualify through Private School Aid Service data, but do not choose to take advantage of the program.

10. Students receiving special education services: 6 %

Total Number of Students Served: 18

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</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>2</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>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>7</u>
Support staff	<u>6</u>	<u>3</u>
Total number	<u>26</u>	<u>13</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 17 :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%	97%	97%	97%
Daily teacher attendance	97%	97%	96%	97%	98%
Teacher turnover rate	5%	29%	19%	29%	19%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

St. John School supports the Alliance for Catholic Education (ACE)/ Americorps program through Notre Dame University, which brings Catholic educators to the school for a minimum of two years while they earn their Master's Degree in Education. While participation in this program can contribute to a higher teacher turnover rate, SJE is positively impacted by these dynamic and innovative teachers.

Turnover rate in the five year period was impacted by the following circumstances: Three teachers retired after more than fourteen years of service, two teachers transferred with the military, and five ACE teachers completed their service. Four of the five ACE teachers returned home to get married and one continued her service to Catholic education in Chile.

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

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

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

PART III - SUMMARY

St. John School has a longstanding history of academic excellence in a Christ centered environment. The school community embraces the mission of educating the whole child: body, mind and soul. The school motto, "Reverence, Respect and Responsibility," represents core values demonstrated in all aspects of school life: worship, service, academic study, and extracurricular activities. Beyond the school day, a vibrant after school program offers drama, dance, band, fine arts, chess, and cooking club that culminate in school performances and an annual dinner theater.

The cultural diversity of the school is valued and expressed through cultural studies, dance, art, music, literature, international events, and worship. Seventeen different languages are spoken in the home, and twenty-six countries are represented among 291 students. The cultural and socio-economic diversity of the school reflects the world around us. When placed within the context of faith, it unites us as one family with Jesus at the center of all we do.

Teachers serve the school with dedication and expertise. Fifty percent of the faculty holds advanced degrees, including one doctoral in math education. Twenty-seven percent of the faculty is enrolled in master degree programs, and thirty-three percent conduct presentations at local, state, and national conventions. Teachers collaborate with the math and science lab specialist to engage students in hands-on math and science labs. The technology specialist works with teachers to integrate technology seamlessly into daily instruction. Teachers utilize differentiated instructional strategies that provide multiple measures of success. Student progress is continuously monitored to ensure academic support through Title I, the resource teacher, study hall tutoring and after school homework help. Academic challenge is available for all students through advanced math, enrichment classes, Heritage Speakers' Class, and academic competitions.

A culture of community, leadership, and continuous improvement permeates the school. Parent involvement thrives with over 12,000 hours of volunteer service recorded last year. The entire school community gathers annually to put their Christian values into action by making sandwiches that feed over 2,000 people in homeless shelters. Students engage in service projects integrated into subject areas, such as science and social studies: collecting food for needy families, sending socks to soldiers overseas, and purchasing mosquito nets for children in Africa at risk for contracting malaria.

Faculty, parent, community, and student leadership enrich the school community. Teachers serve on Faculty Council, Catholic Identity/Service Implementation Team, and Curriculum Advisory Teams. Parents and community members provide leadership on the Advisory Council and subcommittees. Participation in The National Junior Honor Society, National Elementary Honor Society, Student Council, Safety Patrol, Altar Servers and Student Technology Crew nurture student leadership. Students also demonstrate leadership in extracurricular activities: athletics, Science Olympiad, Math Team, Academic Bowl, Spelling Bee, Geography Bee, oratorical contests, and the performing and visual arts. St. John alumni are often recognized as valedictorians and salutatorians in their high schools.

Continuous improvement is evident by one hundred percent faculty participation in professional development opportunities, active committee involvement of stakeholders in long range strategic planning, support for the Capital Campaign, and continued accreditation. The school is dually accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools and holds membership in the following professional associations: National Catholic Educational Association, Association for Supervision and Curriculum Development, National Middle School Association, National Council for Teachers of Mathematics, Atlanta Area Technology Educators and Georgia Independent School Association.

St. John School is proud to continue the legacy of academic excellence and faith formation of the past fifty-five years. Outstanding academic programs, competent leadership, community involvement and the pursuit of continuous school improvement provide a snapshot of our academic and faith community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Iowa Test of Basic Skills (ITBS), a norm-referenced standardized achievement test, is administered to all students in grades 1-8, providing a comprehensive assessment of student progress in the major content areas of reading, language, mathematics, social studies, and science. The Cognitive Abilities Test (CogAT), a norm-referenced test that measures students' abilities in reasoning and problem solving using verbal, quantitative and spatial symbols, is administered to all students in grades 2, 5, and 7. Both assessments provide a snapshot of students' ability and achievement profiles as well as any discrepancies that may be evident. The ITBS and CogAT tests are published by Riverside Publishing (www.riversidepublishing.com), and they are designed to be utilized together to determine predicted achievement based upon student ability.

When ITBS scores are compared with CogAT scores, it is evident that students of St. John school are exceeding their "predicted potential." Reading scores are consistently strong throughout the school, with all grades scoring in the top 10% of the nation. Third grade scores in 2006 are the exception, as this class has a high number of English Language Learners. This particular class can be followed in the data table to show consistent increases. By 2008, when the same class was in sixth grade, they had attained scores in the top 10% of the nation, which demonstrates the gains students make the longer they remain at SJE. The 2009 average reading total score for all grades (1-8) is 80%. The mean score for all grades for the past five years is 77%.

The 2009 average math total score for all grades is 74%, and the five year mean score for all grades is slightly lower at 72%. The most obvious trend in the data tables is the fluctuation in math scores in grades 3-8 from 2005 to 2008. A large number of ELL students comprise the 2005 third grade class as well as an increase in students from Hurricane Katrina. These gaps in math skills evidenced areas of growth needed in all math subtests for this grade. Analysis of all math scores indicated needed growth in computation and problem solving. As a result, math instructional time was increased by 30 minutes a day to include a 15 minute practice of computational skills and 15 minutes of mental math infusion. The math/science specialist conducts in-services with the faculty using a coaching model which provides teachers opportunities to practice and apply instructional strategies and provide frequent hands-on math labs. Scores rose considerably after implementation of these practices; therefore, we will continue to implement these and other successful strategies at St. John School.

Students who are identified as "at risk" in reading and math are provided with many opportunities for remediation, as early intervention is of utmost importance. Remediation is offered by a resource teacher both in the classroom and through a pull-out program. Tutoring is available through Title I for students who qualify based upon multiple measures. It is evident that student scores rise the longer they remain at SJE.

Approximately one half of seventh grade students consistently qualify for participation in Duke University's Talent Identification Program and Johns Hopkins University's Center for Talent Youth Talent Search. Students often obtain state recognition for their outstanding performance on these above level assessments.

Students in fifth and eighth grades are also assessed on their knowledge of the Catholic faith using the Assessment of Catechesis Religious Education (ACRE). The ACRE is published by NCEA (www.ncea.org). St. John students consistently perform in the top ten percent on this assessment, providing evidence that the quality of religion instruction is commensurate with other academic areas.

2. Using Assessment Results:

When assessment data arrive from Riverside Publishing, teachers and the administration analyze and discuss results during faculty, level, and pre/post-planning meetings. The principal also meets with teachers individually to review student progress. Use of the web-based Interactive Results Manager facilitates the disaggregation of data to include proficiency levels of subgroups within the school and tracks longitudinal student profiles. Group and student ability profiles within the CogAT section of IRM provide information concerning students' strengths and weakness in verbal, quantitative and non-verbal reasoning. Students with similar profiles are grouped in order to determine common characteristics among these students. IRM provides suggestions for implementing instructional strategies for students with extreme weakness in verbal, quantitative and/or non-verbal reasoning. These strategies assist teachers in making instructional decisions to meet the needs of individual students.

The faculty uses standardized test data to evaluate the success of programs and instructional methods implemented during the prior school year. Such data are instrumental in designing goals and professional development for the subsequent school year. Teachers use class item analysis reports to align curriculum and determine benchmarks needing additional emphasis.

The Student Support Team makes use of individual student data to track and monitor progress of students with academic concerns and determine appropriate interventions to improve student achievement. Longitudinal student data provide a snapshot of student growth from year to year in each specific academic area. Assessment results are also used as one measure of identifying students for programs such as Title I tutoring and enrichment.

Remediation teachers on staff utilize the data results to provide instructional support during the school day both in the classrooms and through a pull-out program. Upon teacher recommendation, after school tutoring is available to students on designated days of the week.

3. Communicating Assessment Results:

St. John School uses a variety of mediums to communicate student performance and assessment data to parents, students and the community. Primary teachers use daily assignment books, behavior charts, weekly class newsletters, and graded paper folders to communicate student progress to parents. In addition, parents are able to receive information about student performance through emails, parent conferences and access to the parent portal of RenWeb. Student led conferences conducted in the fall and spring provide opportunities for students to self-assess progress and communicate areas of strength and growth. Formal reports of student progress include academic alerts, progress reports, and quarterly report cards. When necessary, the teacher, parent, counselor and administration work as a team to design a plan for student improvement.

The school communicates standardized test data to parents and the community through parent narratives, graphic charts, and parent conferences. Individual narrative reports describing the strengths and weaknesses of the student as indicated by the ITBS are mailed to parents. Comparative summary reports of the ITBS and CogAT are provided for parents of students in grades 2, 5, and 7. These score reports are mailed to parents along with a letter that provides a basic explanation of how to interpret the test scores. Parents may schedule a conference with teachers or the school counselor to answer questions concerning test scores or to review student progress from year to year. Translators are available during conferences, if needed. Graphs depicting grade level scores are posted on a bulletin board in the main hallway. These graphics give parents and visitors an opportunity to view the test scores by grade level, affirming the strong programs offered at SJE.

4. Sharing Success:

Teachers at the school participate in opportunities to share their expertise with colleagues in other Catholic, independent, and public schools in Georgia, the nation, and international community. In a faculty of 22, thirty-

six percent are published and/or have presented at local, state and national educational forums. The technology specialist, 5th grade teacher, math/science lab specialist, and the assistant principal have articles published in “Technology & Learning,” “The Schoolbox,” “Georgia Council of Teachers of Mathematics Magazine,” and “Atlanta Magazine” respectively. The principal has contributed an article for publication in a book authored by Dr. John Convey, a noted professor at The Catholic University of America.

The school networks with other schools within the archdiocese, nation, and the international community. The Spanish, music, middle school language arts teachers, the math/science specialist, assistant principal, and principal have presented at one or more of the following conferences: American Council for Teaching of Foreign Languages, Georgia Middle School Association, Georgia Independent School Association, and the National Council of Mathematics Teachers. Best practices are shared with 18 schools at archdiocesan in-service workshops and with many independent schools in the state through membership in the Georgia Independent School Association. The principal serves on the advisory team for Notre Dame’s Alliance for Catholic Education Principals’ Academy. International ties are formed with the ACE Chile community using SKYPE, email and web research.

Several faculty members have independently offered professional development workshops that earn professional learning units to teachers in the Atlanta area. The assistant principal and language arts teacher designed a course in Speech, and the math/science lab specialist offers a workshop titled, “Balancing the Mathematics Classroom.”

St. John School publishes an Annual Report distributed to parents, parishioners, other archdiocesan schools, alumni and friends of St. John School. The school website also highlights school successes and student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. John School follows the curriculum outlined by the Archdiocese of Atlanta. Based upon sequential skill development, this curriculum includes standards and benchmarks to guide appropriate instruction.

The *religion* curriculum, based upon the Catechism of the Catholic Church, permeates all areas of learning at St. John School, as Jesus is at the center of all that we do. Students engage in service projects, retreats, and school liturgies to bring the knowledge of their faith into action.

The objective of the *mathematics* curriculum is to promote mathematical proficiency in all students. The balanced mathematics program incorporates conceptual understanding, procedural fluency in computation, and adaptive strategies for problem solving. The integrated, sequential curriculum is horizontally and vertically aligned and concludes with Pre-Algebra and Algebra I for seventh and eighth grade students. Students are provided with opportunities for enrichment in mathematics through the Mathcounts program and other competitions. Students also have opportunity for remediation in math through the resource teacher and during study hall.

The *language arts* curriculum encompasses all areas of literacy instruction including phonics/spelling, grammar, writing, and vocabulary. The Language Arts curriculum serves as a basis for learning in all other subject areas, as students practice and apply these skills in context.

Five standards are represented in the *science* curriculum: the study of living things, earth and space science, chemistry, physics, and the scientific method. Hands on science labs and demonstrations for students in all grades, planned in collaboration with the math/science lab specialist, provide a dynamic supplement to what is learned in the classroom.

Social studies instruction includes history, geography, economics, knowledge of world cultures, and Catholic social teachings. Students learn that they have a responsibility to their country and their world to be informed and productive contributors to society. The cultural enrichment teacher collaborates with classroom teachers to design interdisciplinary units that incorporate cultural customs, faith, and geography into the Social Studies curriculum.

Spanish is the *foreign language* taught at St. John School. All students receive weekly Spanish instruction which includes vocabulary, grammar, geography, and exploration of the cultures of Spanish speaking countries. Catholic prayers and Hispanic faith customs are incorporated into Spanish instruction. Heritage Spanish speakers participate in an additional weekly class that is designed to enhance student knowledge and proficiency of their native language. The foreign language curriculum exceeds the requirements of the NCLB-BRS program.

Weekly special area classes support and reinforce the core curriculum areas while broadening students' horizons. Special area teachers collaborate with classroom teachers to increase the cross curricular nature of their programs. The *art* curriculum includes art appreciation and knowledge of art history. It nourishes students' creativity and imagination. The media specialist teaches *library* skills, helps students and teachers select books on appropriate reading levels, teaches mini reading units such as biography and historical fiction, and coordinates the Battle of the Books competition in the spring. Through weekly *music* classes, students receive instruction in various genres including liturgical music. Students have opportunities for instrumental performances through Orff band and selected brass bands. Both vocal and instrumental performances enhance school liturgies, after school dinner theaters, and school musicals. *Physical education* classes provide students with opportunities to develop an understanding of the importance of physical health and wellness, practice

sportsmanship and teamwork, and develop age appropriate motor skills. Students participate in the Presidential Physical Fitness program each fall and spring. Teachers focus on the seamless integration of **technology** within the curriculum in all subject areas with the use of class collaborative projects, LCD projectors, video streaming, and online resources. The technology curriculum prepares students for life in the 21st century.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

St. John School incorporates core components of a balanced literacy program with an emphasis on Reading, Writing, Listening, and Speaking. The Archdiocesan **reading** curriculum in all grades includes 4 strands: fluency, comprehension, vocabulary, and literature. The primary grades also emphasize phonemic awareness using a multi-sensory approach.

Teachers chose the Houghton Mifflin Reading series for its consistent focus on phonics, fluency, comprehension and writing. The culturally diverse selections of literature provide a meaningful connection to the diverse population of the school. The level readers provide a balance of fiction and non-fiction and help students transition from learning to read to reading to learn. Trade books supplement the series and foster independent reading.

Teachers in the primary grades utilize a modified Four Blocks reading model that lends itself to differentiated instruction. Teachers engage in read alouds and picture walks to model fluency and activate prior knowledge. Students practice fluency through pair reading, choral reading and oral reading logs with parents.

Reading comprehension skills are taught explicitly and consistently. The average gain in reading comprehension for the past year was one year and 4 months. Teachers model “how to think out loud” and students demonstrate critical thinking skills (comparing, summarizing, predicting, analyzing and synthesizing information) through guided reading, response journals, graphic organizers and interdisciplinary projects.

The media specialist collaborates with teachers in selecting and providing classroom libraries to meet the needs of all learners and provides choices that reflect a variety of cultures. Title I teachers and resource teachers, certified in Wilson Reading Systems and Orton Gillingham provide extra support for students. Thirty-three percent of our student body comes from homes where another language is primarily spoken in the home. The Resource teacher with ELL certification provides assistance in the classroom and after school to meet the specific needs of these students.

3. Additional Curriculum Area:

The Religion program at St. John School, with the mission to prepare students for everlasting life as its foundation, combines daily formal instruction with an active prayer life. The school motto, “Reverence, Respect and Responsibility,” fosters core Catholic values that are applied to all aspects of school life. Relevant service opportunities bind the community together as we see Christ in every face we encounter.

Religion is interwoven into all aspects of school life. Unique and effective components of the religious program at St. John School include Morning Assembly, vibrant worship, presence of clergy, cultural inclusion and meaningful service.

Morning assembly affords many opportunities to enrich the religion program in areas assessed by ACRE (Church History, Prayer/ Religious Practices, Scripture, Liturgy and Sacraments). At morning assembly, the principal sets a spiritual tone, introduces traditional prayers, and shares “faith stories” that apply faith to our daily lives. The entire school community participates in spirit-filled worship every Friday.

Cultural inclusion is displayed by a framed cross with photographs of the faces of every student, faculty and staff member. School events include cultural customs such as Las Posadas, International Night, liturgical dances and Thanksgiving customs from around the world. Visiting priests representing our many cultures speak of the faith customs of their native lands.

Relevant community service reinforces Life in Christ and Catholic Social Teaching. Speakers share personal experiences and describe the needs of those whom they serve: Soldiers returning from Iraq (Card Project), Youth Shelter Director (School Supplies Project); CDC Director (Nothin' but Nets Project - mosquito nets for the children in Africa), and Hospice Nurse (Cancer Home Project). With diligent attention to the religion program, both in its formal and informal aspects, we prepare the next generation of Catholics to know, love and serve the Lord in an ever-changing world.

4. Instructional Methods:

Teachers use flexible grouping and tiered assignments, manipulatives, individual white boards, computer response systems, hands-on Math/Science labs, pair share and cooperative group work to address standards at different levels. Resource teachers provide additional support working with small groups, building vocabulary with ELL students, re-teaching skills and providing additional time to practice concepts or complete tests. Level readers and use of non-fiction books in content areas provide reading/resource materials at different readability levels.

The use of technology has impacted learning and teaching more than any other innovation implemented at the school. Equitable use of technology is seen at every level (classroom computers, mobile laptop lab, computer lab, SmartBoards, Interactive tablets, united video streaming, LCD projectors, digital visualizers, and Skype). Student Response Systems provide immediate formative assessments and assist in directing instruction. Books on CD provide supplementary support for ELL and LD students. Digital visualizers, SmartBoards and computer simulations provide visual demonstrations of concepts enhancing understanding.

Middle school study hall provides opportunities for students to get additional help or enrichment from teachers twice a week. After school study groups, facilitated by the assistant principal and the resource teacher with ELL certification, reinforce academic vocabulary for ELL students, organizational/study skills, and homework help. Both resource teachers are certified in the Wilson Reading System, as well as Orton-Gillingham multi-sensory approach to reading. Forty-five students receive Title I services addressing skills in Math and Reading.

Enrichment classes, Academic Bowl, Math Team, Science Olympiad, essay/oratorical contests, Battle of the Books and project based assignments provide enrichment opportunities for students to expand learning. A Spanish Heritage Speakers class immerses students in their native language emphasizing fluency, reading comprehension and writing in Spanish. Student members of the Technology Crew are trained to operate the closed circuit TV, where they host a weekly morning program.

5. Professional Development:

All teachers engage in professional development through local workshops, state and national conferences, and graduate level courses that directly impact student achievement through the application of current research-based practices. The principal budgets and secures funds for equitable professional development opportunities for teachers and staff. An endowment and grants supplement funds allocated for professional development.

Teachers attend workshops in teams to support one another in the implementation of new instructional strategies. Training focuses on pedagogy embedded in practice through workshops such as Four Blocks Convention, Reading Strategies Seminar, Exemplars, Collins Writing Program, and Balancing Mathematics. Since the adoption of the modified Four Blocks Method of Reading instruction, ITBS reading scores consistently rank in the top 10% of schools in the nation.

Teachers set annual goals related to student achievement and school improvement. Writing across the curriculum is a school improvement goal. The Collins Writing Program, offered onsite to all teachers, addresses this goal. Since its implementation, teachers across content areas hold students accountable to a standard continuum of writing skills. An increase in cross-curricular writing is evident. The quantity and quality of students' writing assignments is evidenced through portfolio reviews.

ITBS scores indicated a school-wide need to increase math competencies. As a result of in-service workshops addressing strategic problem solving competence and concept development provided by the math specialist, ITBS test scores increased an average of one year seven months in the area of problem solving. Teams of teachers received additional "Exemplars" training off site to reinforce number sense and procedural fluency.

Recognizing that teachers also vary in expertise, Faculty Council designed a "Differentiated Professional Development" program for weekly faculty meetings based on a needs assessment and school-wide goals. Currently, technology, assessment, mathematics, and faith formation comprise professional development offerings during faculty meetings.

6. School Leadership:

The principal is the spiritual and academic leader of the school. She sets the tone of Reverence, Respect, and Responsibility. The principal follows all policies of the Archdiocese of Atlanta, and ensures that all policies adhere to the mission of the school and focus on student achievement.

The principal encourages collaborative and distributed leadership. The faculty, school counselor, resource teachers, and the administration monitor student progress, academic goals, alignment of curriculum, and the effectiveness of instructional programs and interventions. Teachers serve on a variety of collaborative leadership teams: Student Support Teams, Faculty Council, Catholic Identity/Service Implementation Team and Curriculum/ Level Teams.

The Student Support Team (principal, assistant principal, school counselor, resource teachers and middle school coordinator) reviews standardized test scores and meets regularly with teachers to evaluate students' academic progress and students' response to interventions. Faculty Council provides leadership in professional development, school improvement, and school culture.

The principal coordinates Title I services from seven districts to secure math and reading remediation services for qualified students. To advance student achievement, she hired two resource teachers to provide math and reading remediation to students identified by the Student Support Team. Since Hispanic and Asian cultures represent 20% of the families at SJE, the principal initiated direct cultural instruction and enrichment programs. In addition, she established parent ELL liaisons to communicate with parents about student progress in their native languages.

Parents serve on the Advisory Council and School Improvement Committees such as Mission Effectiveness, Finance, Marketing and Public Relations, Technology, Facilities, and the Home and School Association. The Administrative Team consisting of the principal, assistant principal, school counselor, development director, office administrator, and after school director, meets regularly to coordinate school events, marketing projects, recruitment efforts and teacher/staff needs.

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>\$6215</u> K	<u>\$6215</u> 1st	<u>\$6215</u> 2nd	<u>\$6215</u> 3rd	<u>\$6215</u> 4th	<u>\$6215</u> 5th
<u>\$6215</u> 6th	<u>\$6215</u> 7th	<u>\$6215</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 7817 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2552
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
20 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
60 %

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	80	81	73	76
Number of students tested	31	29	31	30	31
Percent of total students tested	100	100	97	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	73				
Number of students tested	15				
2. African American Students					
Average Score	88	77	76	68	63
Number of students tested	12	10	16	11	15
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:

One student was hospitalized for an extended period of time during 2006-07 ITBS testing. Scores were not disaggregated for the Socio-Economic Disadvantaged subgroup for the years 2004 through 2008 because this subgroup consisted of less than 10 students during those years.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	93	84	83	90
Number of students tested	31	29	31	30	31
Percent of total students tested	100	100	97	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	82				
Number of students tested	15				
2. African American Students					
Average Score	92	91	82	74	84
Number of students tested	12	10	16	11	15
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:

One student was hospitalized for an extended period of time during 2006-07 ITBS testing. Scores were not disaggregated for the Socio-Economic Disadvantaged subgroup for the years 2004 through 2008 because this subgroup consisted of less than 10 students during those years.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	62	72	71	76	70
Number of students tested	29	32	32	31	31
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	65	65	61	68	65
Number of students tested	14	13	11	15	14
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:

Although two additional minority groups of students (Asian and Hispanic) exceed 10% of the school population, scores are not disaggregated because all grades contain less than 10 students from each of these minority groups.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	78	79	83	77
Number of students tested	29	32	32	31	31
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	83	69	65	74	73
Number of students tested	14	13	11	15	14
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:

Although two additional minority groups of students (Asian and Hispanic) exceed 10% of the school population, scores are not disaggregated because all grades contain less than 10 students from each of these minority groups.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	63	77	55	69
Number of students tested	28	32	29	31	30
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	73	57	69	49	58
Number of students tested	11	11	14	16	15
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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	74	75	59	69
Number of students tested	28	32	29	31	30
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	70	60	64	57	68
Number of students tested	11	11	14	16	15
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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	67	60	74	74
Number of students tested	30	28	32	26	29
Percent of total students tested	97	100	100	96	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	64				
Number of students tested	12				
2. African American Students					
Average Score	70	62	54	67	63
Number of students tested	11	14	15	12	15
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:

One student missed the ITBS testing in 2008-09 due to a death in his family. Another student missed the ITBS in 2005-06 due to a death in his family. Both of these families attended funerals out of state. The students are siblings of the students noted in 8th grade's "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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	78	64	70	71
Number of students tested	30	28	32	26	29
Percent of total students tested	97	100	100	96	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	74				
Number of students tested	12				
2. African American Students					
Average Score	71	74	67	69	62
Number of students tested	11	14	15	12	15
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:

One student missed the ITBS testing in 2008-09 due to a death in his family. Another student missed the ITBS in 2005-06 due to a death in his family. Both of these families attended funerals out of state. The students are siblings of the students noted in 8th grade's "notes." Scores were not disaggregated for the Socio-Economic Disadvantaged subgroup for the years 2004-05 through 2007-08 because this subgroup consisted of less than 10 students during those years.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	56	73	72	73
Number of students tested	26	30	28	30	28
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	71	52	66	60	67
Number of students tested	12	18	10	16	20
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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	69	74	71	77
Number of students tested	26	30	28	30	28
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	73	72	73	65	79
Number of students tested	12	18	10	16	20
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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	65	71	69	76
Number of students tested	31	31	30	29	31
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	62			58	
Number of students tested	12			10	
2. African American Students					
Average Score	60	60	65	61	78
Number of students tested	13	11	16	19	13
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:

Scores were not disaggregated for the Socio-Economic Disadvantaged subgroup for the years 2004-05, 2006-07, and 2007-08 because this subgroup consisted of less than 10 students during those years.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	73	76	68	75
Number of students tested	31	31	30	29	31
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	60			65	
Number of students tested	12			10	
2. African American Students					
Average Score	78	69	73	71	76
Number of students tested	13	11	16	19	13
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:

Scores were not disaggregated for the Socio-Economic Disadvantaged subgroup for the years 2004-05, 2006-07 and 2007-08 because this subgroup consisted of less than 10 students during those years.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	78	71	71	82
Number of students tested	31	29	25	32	33
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		71	63	75	81
Number of students tested		15	17	10	11
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:

Scores were not disaggregated for African American Students for the year 2008-09 because this subgroup consisted of less than 10 students during 2008-09.

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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	81	74	76	83
Number of students tested	31	29	25	32	33
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		80	75	71	83
Number of students tested		15	17	10	11
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:

Scores were not disaggregated for African American Students for the year 2008-09 because this subgroup consisted of less than 10 students during 2008-09.

Subject: Mathematics Grade: 8 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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	70	78	86	72
Number of students tested	28	24	29	31	30
Percent of total students tested	97	100	100	97	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	76	61		86	61
Number of students tested	15	15		10	13
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:

One student missed the ITBS testing in 2008-09 due to a death in her family. Another student missed the ITBS in 2005-06 due to a death in his family. Both of these families attended funerals out of state.

Scores were not disaggregated for African American Students for the year 2006-07 because this subgroup consisted of less than 10 students during 2006-07.

Subject: Reading Grade: 8 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	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	74	76	84	77
Number of students tested	28	24	29	31	30
Percent of total students tested	97	100	100	97	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	84	77		84	68
Number of students tested	15	15		10	13
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:

One student missed the ITBS testing in 2008-09 due to a death in her family. Another student missed the ITBS in 2005-06 due to a death in his family. Both of these families attended funerals out of state.

Scores were not disaggregated for African American Students for the year 2006-07 because this subgroup consisted of less than 10 students during 2006-07.