

2005-2006 No Child Left Behind – Blue Ribbon Schools Program

U. S. Department of Education

Cover Sheet Type of School: Private Elementary Middle High K-12 Charter PreK (3) through 8

Name of Principal Dr. Nancy Tattner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Our Lady of Lourdes School

School Mailing Address 1014 N. Halifax Avenue

Daytona Beach FL 32118-3699
City State Zip Code+4 (9 digits total)

County Volusia State School Code Number* N/A

Telephone (386) 252-0391 Fax (386) 238-1175

Website/URL www.olld.org E-mail ollprincipal2@juno.com

Name of Superintendent Dr. Harry Purpur

District Name Diocese of Orlando Tel. (407) – 246-4900

Name of School Board Chairperson Mr. William Ogle

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate the civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U. S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of school in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by **all** schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 10 Number of years the principal has been in her/his position at this school.
N/A If fewer then three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

GRADE	# of Males	# of Females	Grade Total	GRADE	# of Males	# of Females	Grade Total
PreK	12	20	32	7	13	14	27
K	6	8	14	8	9	16	25
1	9	12	21	9			
2	9	16	25	10			
3	10	9	19	11			
4	6	12	18	12			
5	12	12	24	Other			
6	15	11	26				
TOTAL STUDENTS IN THE APPLYING SCHOOL→							231

6. Racial/ethnic composition of the students in the school:
- | | | |
|------------|----------|--------------------------------|
| <u>86</u> | % | White |
| <u>6</u> | % | Black or African American |
| <u>5</u> | % | Hispanic or Latino |
| <u>3</u> | % | Asian/Pacific Islander |
| <u>0</u> | % | American Indian/Alaskan Native |
| 100 | % | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	11
(3)	Total of all transferred Students [sum of rows (1) and (2)]	16
(4)	Total number of students In the school as of October 1	231
(5)	Total transferred Students in row (3) divided by total students in row (4)	.07
(6)	Amount in row (5) Multiplied by 100	7

4. Limited English Proficient students in the school: 0 %
0 % Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: English, Spanish, Tagalog (Filipino dialect)

5. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income Families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{15}$ %
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>11</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>17</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio, that is, the number of Students in the school divided by the FTE of classroom teachers: 21

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94%	95%	94%	95%	94%
Daily teacher attendance	96%	98%	97%	96%	96%
Teacher turnover rate	22%	11%	11%	28%	39%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Our Lady of Lourdes School, founded in August, 1954, is located in Daytona Beach, an east central Florida beach resort community. Our Lady of Lourdes is associated with the Diocese of Orlando, which consists of 37 elementary, middle, secondary, and a special education school. Our Lady of Lourdes is accredited by the Florida Catholic Conference and incorporates the Sunshine State Standards, diocesan standards, current educational practices and trends, community expectations, and teacher expertise into the daily learning experiences of students.

Every morning the school community gathers for prayer. Students also recite the school creed which asserts the dignity of the human person in the image of God, and affirms right choices, responsibility, and the value of each child. Throughout the day, curricula reflect the Catholic faith in a clear and meaningful way, helping students to grow in their love and understanding of Jesus and His church. By focusing on character formation, positive and innovative ways to equip young people with critical lifelong qualities that will help them succeed are instilled. As expressed in the mission of the school, the spiritual, intellectual, emotional, physical, and cultural development of the students are promoted within a loving and safe environment following the teachings of Jesus Christ.

The atmosphere at Our Lady of Lourdes is one in which the faith dimension of the school flourishes. The faculty and staff foster high expectations of Christian values. The philosophy of Our Lady of Lourdes is to assist in preparing the child to develop as a witness to his/her Catholic faith by living according to Christian standards. The purpose of the school is to provide for the moral and intellectual formation of its youth. Catholic schooling is built upon respect for one another with the acknowledgement that all are created in God's image and likeness.

The members of Our Lady of Lourdes community work hard, pray hard, and play hard within a Christian environment. It is understood that academic excellence does not stop at the close of textbooks. Through right choices, critical thinking, and creativity, the students build leadership skills that successfully carry them through life. The dedicated faculty and staff of Our Lady of Lourdes School abide by the following commitments:

- to challenge students to be innovative and to acquire critical thinking skills in the search for academic excellence and leadership
- to provide a quality education
- to accept students at their own unique level of ability, achievement, and motivation
- to provide a pleasant and safe environment in which all students can interact and socialize
- to promote open lines of communication within the school community
- to promote community involvement and the intertwining of ideas to benefit the children, the church, and the community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The Iowa Test of Basic Skills (ITBS), published by Riverside Publishing Company, is a standardized achievement test administered to the students of Our Lady of Lourdes School. This test provides norm-referenced data on achievement in the basic fields of study. Norm-referenced tests are intended to tell educators how much a student has learned in relation to others within his/her own grade level. Since all students taking this type of test do so under very precise, controlled, standard conditions, scores are compared to other students, thereby yielding a rank nationally, referred to as the National Percentile Rank (NPR). Scores reported in national student norms allow students to be compared to other students, schools to be compared to other schools, and dioceses to be compared to other dioceses. Thus, the results clearly indicate where a student, a particular school, and a diocese rank nationally.

Publishers of nationally normed- achievement tests have provided scores that define the top ten percent of schools in reading and mathematics. The results must equal or exceed the average scale score that corresponds to the 90th percentile for both reading and mathematics in the highest grade tested in the most recent year administered. This is considered evidence that the school is in the top 10 per cent of all schools nationally.

Upon analysis of the eight grade scores it is evidenced that the eighth graders received a score of 90 in reading with 77 being the 90th percentile. In mathematics, the students scored 74, surpassing the 90th percentile at 72. Language scores are also outstanding with a total score of 91. The core total of 88 indicates that the eighth graders are high achievers with superior strength in language and reading. Further analysis of scores from other levels demonstrates that the 3rd, 4th, and 5th grades also scored above the 90th percentile in reading. One can thus surmise that reading/language is the area of curricular strength at Our Lady of Lourdes School. Mathematics has been identified as the area where faculty and administration are continuously improving.

The goals of the educational programs of the school are annually evaluated by reviewing the results of the standardized testing program. Test scores are used specifically to determine areas of academic strengths and limitations. Students' reports are reviewed and action plans are developed to improve student performance. Classroom instruction is then planned to address those areas. Since this test is administered to third through eighth graders in the fall, it is used as a tool allowing for early recognition of limitations and appropriate remediation to take place throughout the school year. This test is also used for evaluating individual student progress from year to year.

2. **Using Assessment Results:** Assessment data is imperative in tracking academic progress of the students of Our Lady of Lourdes. Foremost, the analyzing of results from the standardized tests (ITBS) helps teachers and administrators identify areas of needed improvement. Moreover, the results of this test help deliver effective instruction in the classroom. Specifically, the teachers use the assessment scores to better manage how much instructional time to relegate towards areas of strengths and weaknesses within a class as well as at the individual level of the students. Teachers can also use this information to recommend students for free state allotted tutoring through Title One. Our local program is offered through A+ Tutoring, pending where the student is zoned in the county.

Based upon the performance results of the state and district level scoring, strategies are formulated in the overall needs of the school. The attendance of workshops related to new strategies in the field of education has provided innovative ways for teachers to use technology in the classroom and enhance the assessment and performance process. Research indicates that student performance is enhanced with computer supplementation coupled with traditional instruction. This prioritized the necessity to update the school's computer facilities / equipment and integrate them into an active curriculum. Actions taken recently include the purchase of new computers for the media center, a language arts program (grades 4-8), a larger base of accelerated reader books with the necessary software to test, and a pre-algebra mathematics program for grades 7 and 8. These are coupled with the preexisting programs that the school had prior to the recent action plan. These programs encompass all grade levels, providing teachers with many options in the assessment process of student performance.

3. Communicating Assessment Results: Communication is a key component in maintaining a united front between teachers and parents. This begins with an open house that takes place prior to the first day of a new school year. Teachers are able to convey their assessment policies and strategies, keeping parents well informed of the academic goals for the upcoming year.

In communicating assessment and performance results with students and parents, a "homemail" envelope is sent home weekly. It contains all of the assignments that the student completed throughout the week, as well as any additional assessments that were issued. This maintains an open line of communication with parents so they can stay abreast of their children's performance that week. If mastery is lacking, adjustments can be made well in advance to quarterly report cards. Therefore, parent-teacher conferences are encouraged year-round. A mid-quarter progress report is additionally sent to help parents see the cumulative progress of the student.

A copy of the results of the ITBS is sent home annually, to enable parents to be better informed as to how the student did in comparison with his/her peers within the class and within the state and district levels. Information provided is valuable to parents who seek additional resources for the home. This may include software for their home computer or seeking a specialist in an area of specific instruction for tutoring.

Since Our Lady of Lourdes exists as more than just a place of academia, it allows the community to be actively involved in the progress and growth of the school. The church bulletin vigorously mentions the accolades of the students and provides ways in which parishioners can help the school and its quest for academic excellence. Through the many charitable donations of this community, all of the new aforementioned technologies were acquired. By keeping them informed of the performance assessments of the school, generous hearts continue to provide resources to enhance existing programs.

4. Sharing Success: Our Lady of Lourdes School is committed to sharing academic success with the local community and other area schools. As stated in the school's creed, "We believe that we can make our lives, and the lives of those around us richer by sharing our talent, integrity, and love."

The character education program implemented at Our Lady of Lourdes School has been presented at several educational conferences by the principal. Neighboring catholic schools have implemented the character education program modeled by Our Lady of Lourdes School. Also, faculty members have published quarterly newsletters as well as an article on the diocesan website describing the successes of the character education program. The principal also co-wrote an article published in Florida Educational Leadership (Vol.3, Number1, Fall 2002) entitled “Balancing the Curriculum Through Character Education”.

A faculty member has also participated in the Master Teacher Program and created a videotape based on a three year action research project available in the diocesan media library. Teachers also participate in diocesan committees – technology, math, art, - where ideas are shared on a professional level.

Neighboring schools are invited to attend musical and drama performances including “Tales of Wonder” and the annual Advent Program. Students from Our Lady of Lourdes also participate in the Father Lopez Catholic High School Christmas show. When professional musical performances are held in the church, neighboring Catholic schools are invited to attend. Other opportunities for students to be involved include band performances at school and church activities as well as sporting events and pep rallies.

Students and staff, with the help of parents, have created a DVD describing the philosophy, mission, and programs of Our Lady of Lourdes. This has been widely distributed throughout Daytona Beach and its neighboring communities.

Students at Our Lady of Lourdes will continue involvement in community activities as a way of sharing accomplishments. Being awarded the Blue Ribbon would increase the commitment of this school to represent the qualities envisioned in the No Child Left Behind Act. Our Lady of Lourdes believes that all students can achieve success, and can assist in the achievement of success in others.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The curriculum of Our Lady of Lourdes follows the recommendations of the Diocese of Orlando, which parallel the Sunshine State Standards from the Department of Education. Each curriculum area is geared toward meeting the developmental needs of the child.

Religion: The religion program integrates content that is faithful to the teachings of the Catholic Church and embraces the four pillars of creed, liturgy and sacraments, moral life, and prayer. Students recite the school creed every morning, and participate in liturgies, character education assemblies, and service projects to make a connection between Jesus’ teachings and their call to live a Christian life and to evangelize.

Mathematics: Curriculum initiatives in math include instructional practices that enable students to be problem solvers through a cohesive, sequential approach that emphasizes strategies, applications, and problem formulation. Concepts taught include measurements, basic operations, money, time, and real world problem solving, geometry, estimation, mental math, reasoning and logic, and statistics and probability. Lessons are taught with a combination of manipulative materials, workbooks, and computers to accommodate all learning modalities. Intermediate mathematical concepts include developing an understanding of fractions, decimals, and percents. Advanced levels of math focus on rational numbers, equations and inequalities, exponents and polynomials, factoring, linear

and quadratic equations, radical expressions, and consumer math. Eighth graders who qualify may attend Algebra I at Father Lopez High School.

Language Arts: The language arts program is designed to develop the ability to use reading, writing, listening, viewing, and speaking processes effectively. Through an integrated literature program, students study all genres of literature. Advanced levels study anthologies and novels to assist in the development of critical thinking skills. Grammar lessons center upon correct usage and structure for oral and written communication. Through writing instruction, students identify content, purpose, voice, audience, and form, and write research papers.

Science: The science curriculum is designed to develop science process skills, critical thinking skills, and scientific reasoning skills. Students use the scientific method, laboratory investigations, and real life applications to study units on earth, physical, and life science, and the human body.

Social Studies: The social studies curriculum helps students develop the competencies they will need as citizens in a diverse, changing, and interdependent world. The curriculum includes Florida studies, world geography, world history, American history, civics and government, economics, and culture. Developing skills include reading maps, globes, charts, graphs, and research skills.

Art: The art program aims to develop an awareness of the creative process by using art media and an appreciation for artistic expression.

Music: The music program revolves around singing, movement, instruments, and performance. In addition, the role of music in culture and history is examined.

Physical Education: Students participate in fitness related activities to increase their muscular strength, muscular endurance, flexibility, aerobic capacity, and total wellness. The program also includes rhythmic movement, nutrition and health, games, and various drills that pertain to specific sports.

Spanish: Spanish lessons are provided weekly to all students. The program includes listening comprehension, vocabulary, speaking skills, reading and writing skills, and cultural awareness.

Technology: Resources include television, videotape recorders, and computers in all classrooms. Computers are used to support the Accelerated Reader Program, word processing, and other tutorial programs chosen by teachers to support classroom activities. Internet access is available on all stations in the computer lab for research and skills practice.

2a.Elementary Reading: The reading curriculum at Our Lady of Lourdes School was chosen based on research showing successful strategies for classroom instruction. Recognizing the individuality of each child, the reading curriculum fosters an environment that nurtures the whole child. Part of the curriculum includes the following strategies and tools to support classroom learning: phonemic awareness, phonics, spelling, read-a-loud books, and practice books.

The reading curriculum is designed to stimulate total language development. The technology resources and assessment components give the teachers versatility and flexibility in meeting the diverse needs of the students. It encourages students to become confident young readers and writers. Through this curriculum, children see their language, culture, knowledge, and competencies valued and respected. Authors and illustrators from many cultural backgrounds, many of whom are award winners, contribute to the reading

curriculum. These give the students opportunities to discover deeper and wider meaning in reading and writing and ensure equal access to all students. The reading curriculum promotes the development of oral language expression and listening skills. This curriculum encourages an appreciation of the natural progression from the spoken word to the written word.

The assessment strategies include informal observation of students in the classroom, students' personal responses to literature, and formal assessment activities. A portfolio system is also implemented to help teachers collect, analyze, and communicate information to students and parents.

Teachers integrate language arts to curricular goals in mathematics, science, social studies, art, drama, physical education, and music.

3. Other Area-Character Education: Our Lady of Lourdes School believes all people are created in God's image and therefore are good. One way this belief is carried out is through the character education program, WiseSkills. From pre-k(3) through 8th grade the students learn values necessary to achieve success in life while learning to walk hand in hand with Jesus. This relates to the school's mission statement, "... to promote the spiritual, intellectual, emotional, physical, and cultural development of our students within a loving and safe environment following the teachings of Jesus Christ."

Each month a character theme such as responsibility, self-discipline, relationships, personal goals, citizenship, conflict resolution, positive attitude, and respect is introduced. Each theme has various sub-topics that are discussed. For example, under conflict resolution, one topic is managing feelings. The students see the importance of managing feelings, especially anger, in a non-violent way. The objective is to give students practical steps for resolving conflicts wisely. These objectives are met through role-playing, class discussions, class activities, writing, and drawing. The various projects cover a multitude of cross-curricular subjects such as social studies, language arts, literature, music, and art. Each activity is geared toward the specific age of the students.

The character education program has spawned theme related class/school bulletin boards, newsletters with each class contributing articles on the different aspects of good character, and monthly presentations to the school. Each class is assigned a topic and a creative presentation is presented during assembly. Each quarter two students from each grade level receive a "Good Character Certificate".

Through the character education program at Our Lady of Lourdes the students not only learn how to make right choices but are lead to a deeper understanding of the dignity, value, and significance of every human being.

4. Instructional Methods: Research has shown that student achievement is at its highest when various techniques of teaching are utilized. At Our Lady of Lourdes School, faculty members implement many forms of instructional methods. The most prominent method used to teach students is direct instruction. Cooperative learning at Our Lady of Lourdes varies from small group to large group activities and also involves Reading Buddies and peer tutoring. By allowing students to work cooperatively, the students re-teach taught materials to one another while learning social skills necessary to be active members of a thriving community.

Literature units, author studies, and learning centers are prominent in the language arts curriculum at Our Lady of Lourdes School. By using these methods, faculty members expose

students to various forms of literature and many well-renowned authors. The learning centers allow the students opportunities to experience language arts through all aspects of sensory learning. Daily oral language activities and language arts manipulatives also support the language arts curriculum at Our Lady of Lourdes. In the mathematics curriculum, teachers encourage critical thinking skills through the use of mental math, morning math problems, and problem solving activities. Manipulatives and math interactive activities further supplement direct instruction and cement the concepts into the students' wealth of knowledge.

A comprehensive technology plan identifies and focuses individual student strengths and weaknesses. Mathematics, language, and reading comprehension programs reinforce grade appropriate skills for grades 3 through 8. Additional programs spanning all grades allow for technology based teaching across the curriculum. To encourage student research, access to The World Book Encyclopedia on the internet has been made readily available to all students at school and at home.

5. Staff Development: The professional development program at Our Lady of Lourdes School directly relates to the achievement and success of the students enrolled. The faculty members are committed to the excellence of all students. To achieve this, all faculty members attend monthly in-house workshops on various topics that support student success. Most recently, classroom teachers received a training session in newly purchased software called "My Skills Tutor". These resources allow the teachers to directly focus the lessons to the students' abilities, assign specific tasks, and print reports on student progress.

Our Lady of Lourdes faculty members are involved in diverse diocesan programs, including Master Teacher training. Developed through the University of Central Florida College of Education, involved teachers create an action research project at the end of each school year. In September of 2005, all faculty members of Our Lady of Lourdes attended a diocesan workshop focused on staff development and creative classroom management skills. Training sessions included creative storytelling, weeding out bullying in the classroom, effective uses of the white board, and student webbing using Kidspiration Software. This two-day diocesan workshop allowed our faculty members to be engaged and actively interact with other Orlando diocesan educators. By attending the in-service workshop, educators increased and expanded knowledge with research proven instructional strategies that could be immediately implemented into classroom instruction.

Teachers are striving to continue their education. One teacher is currently enrolled at Barry University for her Masters Degree in Catholic School Educational Administration. Two other teachers are enrolled in Masters programs at various universities. Throughout the year, faculty members attend various catechist training classes. These classes affirm the faculty members' beliefs and renew their commitment to building the foundation of Catholicism within the lives of their students.

With a strong Catholic belief and commitment to life-long learning, teachers are confident in the success of all students who attend Our Lady of Lourdes School.

PART VI – PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

- 1. Private school associations:
Our Lady of Lourdes Church
Diocese of Orlando
National Catholic Educational Association
Association of Supervision and Curriculum Development
Florida Association of Supervision and Curriculum Development

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3600</u> k	<u>\$3600</u> 1	<u>\$3600</u> 2	<u>\$3600</u> 3	<u>\$3600</u> 4	<u>\$3600</u> 5
<u>\$3600</u> 6	<u>\$3600</u> 7	<u>\$3600</u> 8	<u>\$3600</u> pre-k3	<u>\$3600</u> pre-k4	

4. What is the educational cost per student? \$4296.

5. What is the average financial aid per student? \$1200.

6. What percentage of the budget is devoted to scholarship assistance and /or tuition reduction? 18 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 58 %

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 2

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 21

Number of students who took the test: 21

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs _____ Scaled Scores _____ Percentiles x

MATH	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	March	March	March	March
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES				
Total Score	35	52	54	58
Number of students tested	21	21	21	27
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
READING	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	March	March	March	March
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES				
Total Score	50	67	74	75
Number of students tested	21	21	21	27
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 3

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 19

Number of students who took the test: 19

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs _____ Scaled Scores _____ Percentiles x

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	74	68	70	76	74
Number of students tested	19	17	18	25	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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	77	68	70	84	76
Number of students tested	19	17	18	25	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

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 4

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 18

Number of students who took the test: 18

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs Scaled Scores Percentiles

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	70	83	68	73	81
Number of students tested	18	21	24	27	24
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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	77	80	83	78	85
Number of students tested	18	21	24	27	24
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

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 5

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 23

Number of students who took the test: 23

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs Scaled Scores Percentiles

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	72	66	71	74	67
Number of students tested	23	29	21	24	27
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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	79	84	78	85	80
Number of students tested	23	29	21	24	27
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

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 6

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 26

Number of students who took the test: 26

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs Scaled Scores Percentiles

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	60	74	83	77	72
Number of students tested	26	26	21	32	23
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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	70	77	87	79	74
Number of students tested	26	26	21	32	23
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

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 7

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 27

Number of students who took the test: 27

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs Scaled Scores Percentiles

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	65	76	74	59	63
Number of students tested	27	25	31	25	32
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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	75	91	85	79	71
Number of students tested	27	25	31	25	32
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

PART VII – ASSESSMENT RESULTS

Iowa Test of Basic Skills

Grade: 8

Test: Iowa Test of Basic Skills

Edition/publication year: 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 25

Number of students who took the test: 25

What groups were excluded from testing? Why?, and how were they assessed? None

Scores are reported as (check one): NCEs _____ Scaled Scores _____ Percentiles x

MATH	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	74	72	53	65	68
Number of students tested	26	26	26	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
READING	2005 2006	2004 2005	2003 2004	2002 2003	2001 2002
Testing Month	Oct.	Oct.	Oct.	Oct.	Oct.
Test	ITBS-A	ITBS-A	ITBS-A	ITBS-A	ITBS-A
SCHOOL SCORES					
Total Score	90	87	75	78	77
Number of students tested	25	26	26	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

Iowa Test of Basic Skills

Testing Addendum

1. There are no scores for 2nd grade for 2005-2006 school year since the test will be administered in March of 2006.

2. All students from 3rd through 8th grade (total of 138 students) were administered the ITBS test in the month of October under same conditions and time specifications. However, seven students with specific learning disabilities were excluded from the class averages.

For the 05-06 school year, the following students were excluded:

Grade 3:

2 students - reading NPR 5	math NPR 8
reading NPR /not completed	math NPR / not completed

Grade 4:

1 student – reading NPR 30	math NPR 1
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Grade 5:

1 student – reading NPR 22	math NPR 14
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Grade 7:

3 students – reading NPR 67	math NPR 39
reading NPR 64	math NPR 38
reading NPR 43	math NPR 17