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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

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

Official School Name Our Lady of the Assumption School
(As it should appear in the official records)

School Mailing Address   4225 Shamrock Drive
(If address is P.O. Box, also include street address)

Charlotte   NC   28215-3854
City   State   Zip Code+4 (9 digits total)

County   Mecklenburg   State School Code Number N/A

Telephone (704)531-0067   Fax (704)   531-7633

Website/URL www.olainfo.net   E-mail   mjleva@olaschool.net
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mrs. Linda Cherry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Diocese of Charlotte   Tel. (704)370-3291

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

_____ Date_____
(Superintendent's Signature)

Name of School Board   Mr. Bernie Moorman
President/Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 a 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 schools in the district: **N/A** _____ Elementary schools
    _____ Middle schools
    _____ Junior high schools
    _____ High schools
    _____ Other

    _____ TOTAL

2. District Per Pupil Expenditure: **N/A** _____

    Average State Per Pupil Expenditure: **N/A** _____

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. __1__ Number of years the principal has been in her/his position at this school.

    __18__ If fewer than 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	11	13	**24**		7			
K	10	12	**22**		8			
1	8	9	**17**		9			
2	13	14	**27**		10			
3	8	10	**18**		11			
4	13	9	**22**		12			
5	10	11	**21**		Other			
6	0	0	0					
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			151

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   60 % White
   the students in the school: 19 % Black or African American
                                         5 % Hispanic or Latino
                                 15 % Asian/Pacific Islander
                                     1 % American Indian/Alaskan Native
                                 100% Total

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

7. Student turnover, or mobility rate, during the past year: _3%_

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	1
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	151
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 13_ %
                                           20 Total Number Limited English Proficient
   Number of languages represented: ___7_____
   Specify languages:

9. Students eligible for free/reduced-priced meals: __6 %

        Total number students who qualify: 10

   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: __17____%
    __26_____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.

    ____Autism   ____Orthopedic Impairment
    ____Deafness   ____Other Health Impaired
    ____Deaf-Blindness   __5_Specific Learning Disability
    ____Emotional Disturbance   __2__Speech or Language Impairment
    __1_Hearing Impairment   ____Traumatic Brain Injury
    ____Mental Retardation   ____Visual Impairment Including Blindness
    ____Multiple Disabilities

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

    Number of Staff

	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	8	
Special resource teachers/specialists	5	4
Paraprofessionals		5
Support staff	1	1
Total number	16	10

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

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	98%	98%	97%	98%	98%
Daily teacher attendance	98%	98%	97%	97%	98%
Teacher turnover rate	3%	29%	6%	3%	9%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III – Summary

For fifty-seven years, Our Lady of the Assumption Catholic School has provided a quality academic program steeped in a tradition of people caring for people. Teachers caring that a child learns and grows and reaches his full potential. Parents caring that their children spend a school day in an environment that models the Gospel Values. Students spending their school days with students of diverse cultures while learning to care for others. An administration which cares that students, teachers, and parents have a safe and secure environment in which to spend their academic day. Our Lady of Assumption School is a parochial school, founded in 1948, the second Catholic school to open in Charlotte. It is located in a residential neighborhood on the city of Charlotte's East Side On June 3, 1954 the building on Shenandoah Ave was dedicated and served us until 1992. In August of 1992, the new school building located on Shamrock Drive, adjacent to the recently built Our Lady of Assumption Church was dedicated.

Our Lady of the Assumption School is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) and by the Diocese of Charlotte. The North Carolina Standard Course of Study is the basis of our curriculum. Faculty members are licensed by the State of North Carolina or the Diocese of Charlotte (the requirements for Diocesan Licensure meets the requirements set forth by SACS-CASI), and 38% hold a Masters Degree.

Our current enrollment for the 2005-2006 school year is 151 students in grades Pre-K through 5. There are two Kindergarten classes and one of each of the other grade levels with an average class size of 18 students. Approximately 40% of the school population is of a diverse racial/ethnic composition.

Students have access to a Learning Support Program providing services for students with learning needs. The Learning Enrichment Program provides instruction for all children that enrich the curriculum. Students are engaged in higher order thinking skills, problem solving, literacy, and individual and group projects. Teachers use interdisciplinary and cross-curricular experiences to enhance the curriculum. In addition to the core subjects, students receive instruction in Spanish, music, art, computer, physical education, and library.

The Assumption school community strongly advocates a positive relationship between students, parents and teachers. The school strives to build a partnership with community stakeholders through collaboration by meeting with targeted groups, inviting participation in dialogue, and using the skills and knowledge of parents and friends for the benefit of the school.

Our school's Belief and Mission Statement was written by a committee made up of teachers and parents. The parents represent the diverse cultural make up of our population. In addition, Focus Groups representing the Korean, Hispanic, and Vietnamese Catholic Communities of Charlotte agreed that it is a strong statement on which we can build a strong learning environment. This provides the vision that guides all of the programs within Our Lady of the Assumption School including curriculum, allocation and alignment of human, instructional, financial and physical resources to support student learning. Professional development within the learning community is aligned with the goals for the year. A written security and crisis management plan has been developed and is followed. Staff and students are trained and drills are practiced throughout the year. All activities of the school, including extra-curricular, and sports programs reflect the ideals of the mission statement.

Part IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Students in grades 3 through 5 take The Iowa Test of Basic Skills Test (ITBS) each October. Students with special needs are allowed to take the tests with accommodations. Scores of these students are reported but not included in our school averages. Since the enrollment is small, no subgroups have been reported.

Our Lady of the Assumption School had a drop in enrollment beginning in the 2003-2004 school year. In 2003, the diocese established a new K-8 school in Huntersville, NC. Approximately 50% of our students transferred to this new school. Our population is also changing to a more cultural/ethnic make-up with more English Language Learners. The following is a summary of building averages for the past five school years (2000-2001 through 2004-2005):

	Reading Score range 10/00 – 10/04	Reading Score Average 10/00 – 10/04	Language Score range 10/00 – 10/04	Language Score Average 10/00 – 10/04	Math Score range 10/00 – 10/04	Math Score Average 10/00 – 10/04
3rd Grade	76% - 87%	81%	80% - 92%	85%	73% - 87%	81%
4th Grade	81% - 90%	83%	76% - 92%	83%	75% - 88%	81%
5th Grade	70% - 87%	80%	68% - 88%	78%	66% - 90%	78%

The scores being reported show that Our Lady of the Assumption School exceeds the Student Percentile Equivalent for the 90th School Percentile for all of the past five years. We have seen a slight decrease in overall scores with the decline in enrollment and it is evident that with the smaller number of students that one or two scores can significantly skew our results. Historically OLA has a high number of students who qualify for the Duke University Talent Identification Program (Duke TIP). This past school year approximately 70 % of 4th grade students and 57% of 5th Grade students achieved this status.

2. Using Assessment Results

A detailed study analysis is made in January and presented to the faculty. The ITBS is administered in October and therefore measures material covered the previous year. Teachers meet with each other to discover strengths and weaknesses and adjust their second semester goals to reflect what they have discerned. Scores are tracked for students beginning in grade three and continuing through grade five to observe growth from year to year. Our analysis shows that the majority of our students gain at least one years growth each year. Our Learning Support Teacher works with teachers to develop strategies to meet the needs of students whose scores show any deficiencies. A study is done at the end of each school year measuring the achievements with the individual goals for the current year and to set individual goals for the following year.

The data is disaggregated and used by the administration and the teachers to plan the action goals for the School Improvement Plan. Our current year action goals and plans include the following:

1. To assist classroom teachers with strategies to teach ELL students
   - Staff Development for teacher to implement inclusion methods ELL students
2. To implement the Guided Reading program in grades K-3 which will provide small, leveled reading groups
   - Adopt, train teachers and begin implementation of Guided Reading Program for grades K-3
3. To improve students achievement on the Diocesan 4th Grade Writing Test
   - Adopt a standardized writing method
   - Revise school wide writing rubrics
   - Provide writing opportunities across the curriculum including special classes (Art, Music etc.)

3. Communicating Assessment Results

Our Lady of the Assumption School has a very active parent community. Weekly newsletters and information packets is sent home with students. Classroom teachers send weekly class newsletters. The school web site is used to communicate with the parents and community at large. Each grade has a web page where news and information is posted on a weekly basis.

The Iowa Test of Basic Skills Test is given in October. A report is sent home with each child. Teachers and administrators are available for conferences shortly after scores are sent home to answer any questions. Report Cards are sent home quarterly and formal Progress Reports are sent home mid-quarter. Parents and Teachers regularly communicate with each other through conferences, phone calls and e-mail.

4. Sharing Success

The school strives to build a partnership with community stakeholders through collaboration by meeting with targeted groups, inviting participation in dialogue, and using the skills and knowledge of parents and friends for the benefit of the school. The Parent Teacher Organization meets monthly. The Executive Officers meet quarterly with PTO Presidents of other schools in the MACS System and work together on system wide projects. A Liaison Team made up of the Principal, Assistant Principal, PTO President, Raider Athletic Association President, and the school representative to the MACS Education Foundation meet at least 4 times a year to discuss ways the groups can work together for the benefit of the school. A Focus Group, made up of members of the Korean, Vietnamese, and Hispanic communities met three times over the summer to offer information as to how the school can serve their communities.

The school communicates to stakeholders regarding the expectations for student learning and the results of school improvement efforts in several ways including the Parent Handbook, The Weekly Newsletter, the PTO Newsletter, letters from the principal, weekly teacher newsletters, report cards, progress reports.

Our Lady of the Assumption School has a School Improvement Team that works throughout the year evaluating the programs, the testing outcomes, changes in the school population, and devises an action plan for the new school year. The outcomes of the work are reported to the parents through the weekly newsletter and reports made to leadership groups. Stakeholders are invited to contribute to the development and implementation of the school improvement plan through surveys, attending meetings and participating in projects.

The school web site (www.olainfo.com) is used to share our stories with parents and the community at large. The faculty readily share information and ideas with each other. Formal planning meetings are scheduled every other week. These meetings enable teachers to share ideas with each other and also to help each other with planning and carrying out goals.

The Librarian, Counselor, Computer and Learning Support Teachers meet at least quarterly with their counterparts from the other Mecklenburg Area Catholic Schools (MACS) to share information and to develop new ideas.

Part V – Curriculum and Instruction

Our Lady of the Assumption School uses the North Carolina Standard Course of Study as its curriculum. Beginning each school year each teacher reviews the standards for the grade and prepares an overview that reflects the goals for the year and each quarter. Lesson plans are prepared each week that correlates with the N.C. Standards. The Iowa Test of Basic Skills Test is given in October. Each teacher reviews the testing results, completes an analysis of the scores, and uses the data when planning for instruction.

In 2002-2003 a study was completed that aligns the Standard Course of Study with the Iowa Test of Basic Skills and the textbook for reading, math, language and social studies. Where a gap appeared, teachers provide supporting instruction.

Teachers use interdisciplinary and cross-curricular experiences to enhance the curriculum. In addition to the core subjects, students receive instruction in Spanish, music, art, computer, physical education, and library.

The Science curriculum begins in Kindergarten with students exploring the world around them by observing and manipulation. Using their senses they explore animals, earth, materials and weather. Throughout First and Second grade, students expand their exploration looking at classifying living and non-living objects as well as examining changes. Fourth and Fifth grade students build on their earlier explorations to begin analyzing systems and how they work and constructing models to form scientific explanations.

Early exploration in the Social Studies classes have students examining neighborhoods and communities. Our fourth grade students spend the year studying the history of North Carolina and in Fifth grade this is expanded to the study of the early history of the United States. Students in grades four and five travel to various part of the state including a trip two years ago to the First Flight Centennial in Kitty Hawk, NC.

Spanish is taught in Kindergarten through fifth grade. Songs, Rhymes and stories are used to teach students. Students learn different prayers and lead the entire school in afternoon prayer in Spanish. They also participate in the Liturgy with Spanish songs.

Motor skills are emphasized especially in the primary grades Physical Education classes. Students participate annually in the President's Physical Fitness Challenge, with historically a total of at least 50% of the enrollment earning the Presidential Physical Fitness Award.

Weekly Art and Music classes encourage creative expression. The students work with various medium in Art including painting and printmaking. Students prepare a Christmas Program every year with various solo opportunities. Soloists also participate in weekly liturgies and classes help to plan and participate in the music for our weekly liturgies. There is a band program for

fourth and fifth grade students with weekly lessons. The OLA band performs two annual concerts for the school and also combine with the other MACS schools for two annual joint concerts. Students have an opportunity to participate in fine arts experiences throughout the year. They attend plays, musical productions, ballet performances, symphony concerts, museums.

Technology is an important part of the curriculum. Students attend computer classes weekly and teachers integrate technology in many areas especially in the fourth and fifth grades. The Media Center maintains a comprehensive materials collection consisting of current medial, books, reference sources, and periodicals in print and electronic format and support student learning, the curriculum, and the instructional program. The Media Center is fully automated. Computers are available for student use. The Media Specialist works with the teacher providing resources to support the classroom.

2. Reading

Language Arts instruction must ensure that all students learn how to use language effectively in order to function as individuals and as contributing members of society.

Our Lady of the Assumption School is beginning to implement a Guided Reading Program in Grades K-3. Guided Reading is an instructional approach that allows the teachers to support small groups of students learning, applying, and practicing effective reading strategies while they read from an appropriately level book. Using guided reading allows for a wide range of readiness and abilities. It has been proven to be effective with the English Language Learner. Children learn to read by reading and learn to write by writing. In guided reading children are grouped homogeneously by developmental levels and by ability to handle specific reading materials. Books that are selected for guided reading are reasonably challenging and encourage success.

In fourth and fifth grades students read novels, selected for their reading level, content and relevance. Care is given when choosing novels to insure a high interest level. Novels are sometimes chosen in which the entire thematic unit can be concluded with the viewing of a movie version of the novel. Activities and projects are chosen that provide a foundation to encourage an interest in reading.

3. Mathematics

Everyday Math is the program that is used at Our Lady of the Assumption School. The program focus is based on the application of math to real world situations. Relevancy to everyday living is the focus of the program with concepts being linked to situations and contexts. Instruction consists of whole group, small group, partner, and individual activities. Teacher directed instruction leads to opportunities for open-ended, hands-on exploration. Students are encouraged to explain and discuss their thinking about how problems have been solved. Students learn computational skills as well as a broad range of mathematics concepts. Basic skills practice and review is carried out using written and oral drills, mental math routines, flash cards, homework and various math games.

Communication with home is also an important concept in the Everyday Math Program. In Grades one through three, daily "Home Links" help families participate in their child's learning of mathematics. "Study Links" continue this process in grade four and five.

Focus on using technology appropriately is used through out the program. Students are allowed to use calculators to extend and enhance the lesson but not as a crutch. Sections are specifically marked "no calculators" when it is important for students to be able to solve basic computation problems.

4. Instructional Methods

Our Lady of the Assumption School uses the North Carolina Standard Course of Study to guide instruction. At the beginning of each school year teachers prepare an overview of the year and objectives by each quarter. Daily lesson plans are prepared noting the standard that the lesson is teaching. In 2003, the faculty completed a study that aligned the Standard Course of Study with the objectives of the Iowa Test of Basic Skills and the textbook in reading, math, science and social studies. Teachers provided resource materials where gaps were found.

Teachers use a variety of strategies and techniques to accommodate learning styles. Centers are used in kindergarten and first grade. Guided reading is taught in second grade. The Everyday Math program used by all grades provides spiraling instruction and involves hands on activities, games, and higher order thinking. The reading program teaches reading skills with the textbook fiction and non fiction stories and novels.

The school has a Learning Support Teacher to assist students who are having difficulty. The LST identifies resources available to students and teachers to support the students.

A Learning Enrichment Teacher serves all children with enrichment lessons and activities. The LEAP teacher identifies and makes available resources to challenge the students and enrich the curriculum.

Each classroom has at least two computers and all computers in the building have an internet connection. A television is available that allows a computer connection and can be used to teach from the internet. The Computer teacher gives assistance with technology resources and maintains the computers.

5. Professional Development

The school engages in a continuous process of improvement by designing an Action Plan, reviewing the profile of the school, analyzing the ITBS testing data each year, analyzing the results of the writing scores, assessing the progress made on the Action Plan, and setting goals for the next year.

The goals from the yearly Action Plan are used in providing Professional Development for school personnel that will help them implement school improvement.

Teachers this year are focusing on staff development in the following areas:

- Inclusion Methods for ELL students

- Guided Reading

- Writing Across the Curriculum

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 association(s):   NCEA National Catholic Education Association
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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.)

   $_____ $_____ $_____ $_____ $_____ $_____
   K 1st 2nd 3rd 4th 5th

   $_____ $_____ $_____ $_____ $_____ $_____
   6th 7th 8th 9th 10th 11th
                                     Catholic subsidized rate Student= $3,923.00
   $_____ $_____   Non Catholic subsidized rate Student = $6,522.00

   12th Other

4. What is the educational cost per student? $_5,400
    (School budget divided by enrollment)

5. What is the average financial aid per student? $_2,400

6. What percentage of the annual budget is devoted to   _____%
    scholarship assistance and/or tuition reduction?   The parishes contribute to a tuition
    assistance fund for all children in the MACS system. Over $2,100,000 was provided last year by all parishes
    within Mecklenburg County and its surrounding areas to be distributed to all needy children, regardless of what
    school they attend. It is hard to assign a percentage for OLA alone, as we have a system-wide budget.
7. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   __75 %

PART VII - ASSESSMENT RESULTS

Private Schools

Subject_ <u>Reading</u> Grade__3____ Test_____<u>ITBS</u>_____

Edition/Publication Year_<u>Fall of 2000, 2001, 2002, 2003, 2004</u>_____
 Publisher____<u>Riverside Publisher</u>_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	76	82	87	81	80
Number of students tested	31	26	50	47	48
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%

* Due to our small student population no subgroups were identified.

Subject_ <u>Reading</u> Grade__4____ Test_____<u>ITBS</u>_____

Edition/Publication Year_<u>Fall of 2000, 2001, 2002, 2003, 2004</u>_____
 Publisher____<u>Riverside Publisher</u>_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	81	83	90	81	82
Number of students tested	31	26	50	47	48
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%

* Due to our small student population no subgroups were identified.

Subject_ <u>Reading</u> Grade__<u>5</u>____ Test_____<u>ITBS</u>_____

Edition/Publication Year<u> Fall of 2000, 2001, 2002, 2003, 2004</u>_____
 Publisher____<u>Riverside Publisher</u>_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	83	87	81	78	70
Number of students tested	21	20	34	35	42
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%

 * Due to our small student population no subgroups were identified.

Subject Math   Grade 3   Test   ITBS

Edition/Publication Year Fall of 2000, 2001, 2002, 2003, 2004
 Publisher   Riverside Publisher

Scores are reported here as (check one): NCEs____   Scaled scores ____   Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	73	78	87	85	84
Number of students tested	31	26	50	47	48
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%

   * Due to our small student population no subgroups were identified.

Subject_ Math   Grade 4   Test   ITBS

Edition/Publication Year Fall of 2000, 2001, 2002, 2003, 2004
 Publisher   Riverside Publisher

Scores are reported here as (check one): NCEs____   Scaled scores ____   Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	75	80	88	80	80
Number of students tested	21	20	34	35	42
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%

   * Due to our small student population no subgroups were identified.

Subject _Math_ Grade__5____ Test_____ITBS_____

Edition/Publication Year_ Fall of 2000, 2001, 2002, 2003, 2004 _____
 Publisher____Riverside Publisher _____

Scores are reported here as (check one): NCEs____   Scaled scores ____   Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	81	90	80	72	66
Number of students tested	21	20	34	35	42
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%

* Due to our small student population no subgroups were identified.