

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name St. Rita School
(As it should appear in the official records)

School Mailing Address 33200 Baldwin Road
(If address is P.O. Box, also include street address)

Solon Ohio 44139-4064
City State Zip Code+4 (9 digits total)

County Cuyahoga School Code Number* 056820

Telephone (440) 248-1350 Fax (440) 248-9442

Website/URL www.stritaschool.com E-mail mpetelin@stritaschool.com

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.

(Principal's Signature) Date _____

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

District Name Cleveland Catholic Diocese Tel. (216) 696-6525 x3280

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson N/A
(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.

N/A 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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:

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

 2 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	15	15	30	7	26	26	52
K	22	26	48	8	28	23	51
1	17	35	52	9			
2	18	28	46	10			
3	21	27	48	11			
4	30	23	53	12			
5	23	27	50	Other			
6	23	23	46				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							476

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>93</u> | % White |
| <u>1</u> | % Black or African American |
| <u>3</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.

7. Student turnover, or mobility rate, during the past year: 1 %

[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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1 (same as in #5 above)	476
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 5

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: $\frac{1}{5}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<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>5</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>24</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio: 24:1

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%	97%	97%
Daily teacher attendance	97%	97%	98%	99%	98%
Teacher turnover rate	8%	15%	26%	8%	19%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

St. Rita School is a fully accredited Roman Catholic Elementary School in Solon, Ohio servicing Pre-Kindergarten through eighth grade. One of the larger elementary schools in the Catholic Diocese of Cleveland, St. Rita School “exists to teach the doctrine of Christ, to build Christian community, to prepare students for Christian service, and to guide the child to a level of faith that is constantly active and open to growth. Our education programs center on the development of a unique individual and the creation of an environment that allows each student the experience of developing a positive self-image to the best of his/her abilities. With the cooperation of the parents, we strive to promote lasting Christian attitudes and practices along with academic excellence which will enable the students to adapt to our changing world.”

For 56 years this has been the philosophy of St. Rita School. Our philosophy, stating the mission to educate the whole person spiritually, intellectually, morally, socially, and physically with Christ as our center, makes St. Rita school unique from all other learning institutions. We are committed to the ministry of strong academics infused with solid Christian values. We promote a safe and nurturing environment so as to develop responsible members, not only of the parish community, but also of the world in which we live. Parents and guardians, as co-partners in this educational vision, share this dedication to excellence by actively and enthusiastically giving of their time, talent, and treasure to the students of the school. Parents are an integral part of the collaborative decision-making process through such groups as PTU, Sports Boosters, Educational Sub-commission and the Technology Committee.

The majority of the students who attend St. Rita School are from families who are members of the parish community. The school also educates students from area Catholic parishes in the Southeastern region of the Diocese that do not have schools on their premises. Presently, 476 students from pre-kindergarten through eighth grade attend St. Rita School. Since opening its doors in 1949, with only one building of four classrooms and 190 students, it has expanded into a full campus, comprised of a learning center, a primary building and a middle school building with its own gymnasium, library, music room, art room, two computer labs and a mobile computer center.

Integral to the school’s success is the commitment and dedication of the administration, faculty, staff, and parents to academic excellence. As a result of this belief, St. Rita School benefits from outstanding parental involvement and volunteerism. This is reflected in many honors and awards received by the faculty and the high levels of achievement of standardized test scores of our students.

An education is provided that exceeds national academic standards within an atmosphere that fosters individual spiritual growth. The students are enriched in a wide variety of areas, participating in over a dozen co-curricular and extra-curricular activities. St. Rita students also benefit from a strong athletic program, one of the best in the region. Believing that no child should be left behind, services for students requiring intervention or remediation are provided in the areas of speech, counseling, reading, mathematics and other learning disabilities.

The students of St. Rita School are on an accelerated academic program. The school does comply with state standards and the Diocesan Graded Course of Study, but at an accelerated pace. Classes are offered in religion, reading, language arts, mathematics, science, social studies, music, art, foreign language, computer science and band. This rich variety of classroom experiences challenges each student to achieve his/her maximum learning potential.

By reviewing our Continuous Improvement Plan, developed and implemented by our stakeholders, and approved by the Ohio Catholic School Accrediting Association, St. Rita School regularly continues to renew and improve itself. Likewise, assessment results are continually analyzed to determine both strengths and weaknesses in our students and curriculum, directing us to constant improvement. Instrumental components for our success are regular professional staff development and a focus on technology to support individual and cross-curricular learning.

St. Rita is committed to instilling a desire for inquiry and life-long learning. The graduates of St. Rita School are well prepared for high school and the majority of them easily obtain admission to prestigious private area high schools. In any given year, students are awarded admission to the school of their first choice along with monetary scholarships.

Clearly, St. Rita School, supported by the parish community, is an outstanding Catholic school of high level student achievers, with an excellent teaching staff, exceptional programs, and dedicated parent commitment that provide a nurturing academic environment rooted in the gospel values.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The school uses the ITBS (A) to test students in grades one through eight in the spring of each academic year. The results of these tests indicate that in the subject of reading, all students tested, scored above the qualifying range. The first grade scored a percentile ranking of 8 points above qualifying score, third grade 5 points, grade five 8 points, grade seven 8 points, and grade eight 6 points above qualifying score. Based on the same criteria in math, the second grade scored 8 points above qualifying range, the fourth grade 8 points, the sixth grade 6 points, and the eighth grade 6 points above qualifying score. Because our students perform above expectations, we logically can assume that the educational programs are meeting the needs of students at all ability levels. The nine test scores in reading and math indicate that the academic programs are especially effective. When comparing our younger and older students tested in the academic year of 2004 and 2005, the assessments depict a significant increase in both reading and math. Test scores in all other grade levels also reflect high rates of achievement with a collective composite building percentile of 96. As displayed in the data tables at the end of this document, no students have been excluded from testing. The St. Rita School population reflects no subgroups or disparities; nor does the school participate in the state assessment system. Looking again at the test results, it is clearly evident that the school is meeting and exceeding the educational needs of these students.

2. Using Assessment Results

On a school wide scale, assessment data is analyzed by grade level performance to direct continuous improvement. Data is used to determine resource allocation, curriculum, and pupil performance objectives. This correlates with the overall direction of the school improvement plan and individual faculty professional development plans. Analysis of our consistently high standardized test results reaffirms the success of our existing reading program, resulting in the decision to continue with the current publisher's updated version. Professional development plans address specific curriculum needs. Faculty and staff practice successful teaching strategies in order to maintain high levels of achievement.

On an individual student level, assessment data is the basis for determining student participation in accelerated and/or intervention programs. Standardized test scores are one factor in determining placement in phonemic awareness groups and leveled reading groups. Students scoring in the lowest four

stanines on the ITBS are offered the opportunity for intervention, working with auxiliary personnel who utilize assessment data in developing individual education plans when necessary. The analysis of the test results has become so integral to the development of our student programs that standardized tests have been administered to grades 1 through 7 for the past six years and grade 8 for the past two years, which exceed Diocesan mandated testing.

3. Communicating Assessment Results

Communicating student performance is one of the goals of St. Rita School. As partners in the educational process, parents and students play a key role. They are both provided with the opportunity to discuss individual student progress (including standardized assessment data) with faculty and administration. This data includes mid-quarter interim reports, quarterly report cards, daily student planners, graded work in weekly communication folders and printed results of standardized tests.

Two formal parent teacher conference opportunities are offered after first and second quarter, with a teacher requested third quarter conference. Students take an active role by using self-assessment tools to continually improve their performance. Teachers have regular communication to parents through e-mail, phone calls, classroom newsletters, and optional additional conferences.

The student body is kept informed of daily activities, student achievements, and community outreach efforts through student produced daily television announcements.

The community is made aware of student performance and successes through the school web site, www.stritaschool.com, bi-monthly school newsletter, the annual State of the School Report, the “Principal’s Corner” in the parish bulletin and articles in the local community paper. Other forums for disseminating the school’s achievements and successes are the annual “Meet the Teacher Day”, Curriculum Night, and monthly PTU Meeting.

4. Sharing Success

As a well-respected school in the Cleveland Catholic Diocese, St. Rita serves as a model learning institution for other schools. Hosting professional development workshops and teacher sharing sessions on campus showcases our school to other area educators. High School Information Nights promote school successes to those involved in secondary education. St. Rita staff participates in Elementary School Information Forums at neighboring parishes. The principal frequently shares information and ideas with other area administrators at the monthly Diocesan Principal Meetings as well as at various professional conferences. The school hosts students from area colleges for fieldwork and student teaching experiences. An in-house mentor teacher guides entry-level teachers through the certification process. The St. Rita Booster Club has been a model for other area booster clubs in developing and operating their organizations. The school website, www.stritaschool.com, is an easily accessible forum to obtain information about St. Rita School, including the state of the school report and our updated five year improvement plan. St. Rita School looks forward to the collaborative opportunities this award may offer in striving for improvements.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Overall, the curriculum of St. Rita School follows the Graded Course of Study mandated by the Diocese of Cleveland. The curriculum includes religion, language arts (reading, phonics, English, spelling and

penmanship), mathematics, social studies, science, health, physical education, music, art, computer science, Spanish as a foreign language, and band as an elective course. St. Rita School has the responsibility to determine how the mandated pupil performance objectives will be taught and achieved.

The textbooks are selected as resources to meet the objectives of Graded Course of Study and Ohio State Standards. A wide variety of enrichment opportunities include guest speakers, assemblies, field trips, internet access, and additional texts to supplement the basic curriculum. Presently, the school is in the process of formulating a school wide curriculum map. This is a tool which will promote dialogue to enhance the faculty's understanding of what is taught on each grade level so as to better implement cross curricular and theme based learning experiences.

St. Rita School's mission statement identifies us as a teaching community that is committed to the education of the whole person. Therefore, we provide an academic program and environment conducive to the optimal development of each student.

The religion curriculum provides students the ability to put faith into understanding. This instruction is accomplished by social justice experiences, educational activities in the daily religion classes, and through service projects in the local and global community, which provide a deep appreciation for Gospel living and values. Additionally, all students participate in daily classroom prayer, attend weekly class mass and a monthly all school liturgy.

The language arts curriculum emphasizes communication skills, both oral and written, as the foundation for all other learning. These skills and strategies are integrated across the curriculum to provide for all students.

The mathematical program ensures that the mental process relating to every facet of mathematics is incorporated, including computation, problem solving, reasoning, seeing connections, representing concepts in a variety of ways, and communicating mathematically. All 7th grade students study pre-algebra and advance to algebra in 8th grade. St. Rita School's Math Club provides both tutorial and enrichment activities for grades 4-8.

Social studies is taught on all grade levels with a unified focus incorporating each of the seven strands of the Graded Course of Study. These include religious heritage, history, people in societies, geography, economics, government and citizenship rights and responsibilities. Students participate in additional learning experiences such as Medieval Fair and reconstruction of living conditions of time past.

The science curriculum provides kinesthetic experiences for all students that enable them to engage in the use of scientific inquiry. Junior High students participate in the Science Fair, "Invent America," and Physics Day at Cedar Point Amusement Park. These experiences provide students the opportunity to create experiments using the standard scientific method and report results.

St. Rita School, beyond the academic curriculum, provides enrichment for all students. The health and physical education curriculums allow for activities that promote physical fitness, self-esteem, and good sportsmanship; as well as education in drug awareness, confliction resolution, peer mediation, and decision making. The curriculum for the visual arts and music promotes personal growth through participation and appreciation of the arts. The instructional programs are enriched by student participation in choir, band, art fairs, art competitions, and school performances. Computer education is carefully integrated into all levels (kindergarten through eighth grade) of the curriculum providing students with technical competencies in word processing, spreadsheets, database, desktop publishing, graphic displays, Internet research, and other skills through the use of in-class desktop and laptop computers. The administration, faculty, and staff are networked with one another for an easy exchange of

information and ideas. All junior high students also study Spanish as a foreign language. Specialist teachers in each of the respective fields provide instruction.

St. Rita School also believes that “no child should be left behind”. Therefore, the speech pathologist, intervention specialists, and psychologist service special needs students both in an individual and inclusive setting.

Students and staff being honored for excellence in various areas is a regular occurrence at St. Rita School. Six faculty members were nominated, accepted and listed in the 2004-2005 edition of Who’s Who Among American Teachers. Eight faculty members have over 20 years of experience. St. Rita students participated in the National Math Council Competition last year and achieved 2nd place. Students have been recognized with distinction in writing experiences such as Power of the Pen. Students participate in a competitive regional science fair in which they merit honors and awards. Several band members have participated in an honors band program designed to enhance their skills.

2a. (Elementary Schools) Reading

As directed in the Graded Course of Study, the reading program begins in Pre-Kindergarten to develop a solid language arts foundation by emphasizing readiness skills, alphabet and word recognition, and beginning sounds. In our primary grades (K-3), the concentration is on phonics, vocabulary, sight words, skill development, and comprehension through the use of leveled readers, centers, individual literacy goals, trade books, and guided reading groups. Grades four through eight continue to cultivate and enhance basic skills and accentuate critical thinking, reading to learn, analysis, evaluation, and study and organizational skills, by implementing the use of leveled readers, trade books, literature anthologies, vocabulary and study skills books. To motivate recreational reading, an Accelerated Reading computer program, library classes and bi-monthly literacy parades empower the students to become life long readers.

Emphasis is placed upon the writing process, which includes spelling, listening, oral communication skills, grammar and composition, through the utilization of daily journal writing, individual writing portfolios, and portable laptop writing labs. Penmanship is taught in the primary grades with reinforcement in written work throughout all other grade levels.

After careful evaluation, research and assessment analysis, a literacy program was adopted that is based upon leveled and guided reading that interlinks reading, spelling, phonics and other language arts concepts. Implementation of this daily reading program has demonstrated its success as proven by our assessment results. Accommodations are made for students identified with learning difficulties through phonemic awareness groups and early remedial intervention. Additionally, our leveled reading program accommodates all readers, including those at risk and those with advanced skills.

3. Mathematics, Science, Art, Etc.

St. Rita School follows the Diocesan Graded Course of Study for its mathematics program. Our students are taught to communicate mathematically through programs that emphasize computational skills, math concepts and problem solving skills. They are also taught to recognize the relationship between math skills and the practical application of these skills in daily life tasks. Geometry and algebra concepts begin in the primary grades and continue throughout all grade levels. Innovative teaching techniques including kinesthetic, auditory and visual methods are used to convey and practice mathematical skills. Students use manipulatives, technology software, and interactive smart boards to practice and incorporate those skills in the science and technology programs. Computer software is used to introduce, review, and assess student progress and understanding. Saxon Math is a hands-on program used in grades

kindergarten through fifth grade. Instruction is comprised of three distinct components that engage students in a daily math meeting, fact practice, and a variety of learning skills and approaches to problem solving. Intervention specialists provide additional assistance for those students exhibiting remedial needs both on an individual basis or through inclusion. Junior high students are offered pre-algebra and algebra. Correlating with our school's mission statement to educate the whole person, we incorporate innovative teaching techniques that address each individual learning style. Our mathematics program is designed to promote success and to instill an understanding of essential skills in the real world. Our assessment data demonstrates this accomplishment.

4. Instructional Methods

In keeping with our mission statement to educate the whole person, the school curriculum implements a variety of instructional methods to address all learning styles. The screening process, which identifies individual learning needs, as well as specific strengths and weaknesses, begins in kindergarten. The use of a variety of individual assessment practices continues throughout the student's academic career. Assessment data includes formal and informal evaluations, teacher observations and student/parent input.

Multiple intelligences of all students are addressed through diverse visual, auditory and kinesthetic methods and materials. Linguistic intelligence is addressed in our daily language arts curriculum through the use of research projects, written and oral discussions, speech and debate programs, student produced television broadcast, presentations and Power of the Pen competitions. In addition to our mathematical curriculum addressing logical-mathematical intelligence, students employ reasoning, problem solving, and lateral and critical thinking skills in all academic areas. Visual learning is enhanced through the use of posters, interactive bulletin boards, models, photos, artwork, overhead transparencies, Smart Boards, videos and computer screen images which address spatial intelligence. Music and band instruction address musical intelligence that culminates in school concerts and performances. Teachers utilize rhythm and song in all academic areas. Bodily-kinesthetic intelligence is addressed through the use of math manipulatives, scientific experiments, physical education classes, and the participation in hands-on independent and group projects. Interpersonal intelligence is addressed through leadership opportunities, peer mediation, conflict resolution, service projects, cooperative learning projects, social and sporting events. Intrapersonal and spiritual intelligences are addressed through the Quest, D.A.R.E., REACT, and Keepsake Programs, as well as student retreats and days of recollection developed within the religious education program. The study of science, art and religion accesses each student's natural intelligence.

5. Professional Development

St. Rita School is committed to the professional development of its faculty to improve student achievement. This goal is specifically addressed in our professional development plan in which all faculty members are required to attend a technology workshop, a professional in-service day, and an outside peer observation. Well beyond the three professional development days required in our school improvement plan, teachers participate in sharing experiences with area educators. Professional guest speakers regularly address the faculty at monthly staff meetings. Teachers conduct grade level, department, and literacy meetings. All members of the faculty hold memberships in professional organizations as well as subscribing to educational journals. All teachers submit a professional development plan to the Local Professional Development Committee (LPDC) for approval in which funding and paid leave are provided. The new ideas and concepts learned in seminars and courses are readily implemented by teachers and have been fundamental in maintaining the high standards of the school. Acknowledging that professional development is key to the academic success of students, St. Rita School is firmly committed to supporting the professional development of each faculty member, thereby continuing the tradition of academic excellence that distinguishes our 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 association(s): St. Rita Parish
 (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 No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 3,525</u> K	<u>\$ 3,525</u> 1 st	<u>\$ 3,525</u> 2 nd	<u>\$ 3,525</u> 3 rd	<u>\$ 3,525</u> 4 th	<u>\$ 3,525</u> 5 th
<u>\$ 3,525</u> 6 th	<u>\$ 3,525</u> 7 th	<u>\$ 3,525</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$ N/A</u> Other				

4. What is the educational cost per student? \$ 3,650
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,352

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 36 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %

**REPORTING ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Rita School

Iowa Test of Basic Skills
Form A, 2001
Riverside Publishing

- Scores are reported as percentiles.
- No students are excluded from the test.
- All scores reported as percentile rank average SS-National Student Norms.

	2003	2004	2005
Testing Month	March	March	March
Grade 8			
Reading		79	83
Language Arts		83	86
Mathematics		75	78
Composite score		82	85
Number of students tested		43	50
Percent of student tested		100	100
Number of student excluded		0	0
Percent of student excluded		0	0
Grade 7			
Reading	83	84	84
Language Arts	82	84	79
Mathematics	84	81	71
Composite score	85	85	80
Number of students tested	44	51	54
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
Grade 6			
Reading	77	81	80
Language Arts	79	81	81
Mathematics	76	77	79
Composite score	82	85	84
Number of students tested	58	54	55
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0

	2003	2004	2005
Testing Month	March	March	March
Grade 5			
Reading	80	86	80
Language Arts	80	83	83
Mathematics	80	83	76
Composite score	83	86	81
Number of students tested	59	59	49
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
Grade 4			
Reading	80	80	87
Language Arts	88	85	89
Mathematics	78	74	82
Composite score	83	80	87
Number of students tested	60	50	48
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
Grade 3			
Reading	76	79	78
Language Arts	84	88	86
Mathematics	69	75	80
Composite score	80	84	84
Number of students tested	58	56	58
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
Grade 2			
Reading	87	78	78
Language Arts	89	85	82
Mathematics	90	76	85
Composite score	91	82	83
Number of students tested	60	53	50
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0
Grade 1			
Reading	77	80	86
Language Arts	86	85	78
Mathematics	79	74	79
Composite score	78	78	80
Number of students tested	59	53	47
Percent of student tested	100	100	100
Number of student excluded	0	0	0
Percent of student excluded	0	0	0