

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

U.S. Department of Education

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

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

Official School Name Prince of Peace Catholic School
(As it should appear in the official records)

School Mailing Address 5100 Plano Parkway West
(If address is P.O. Box, also include street address)

Plano Texas 75093-5007
City State Zip Code+4 (9 digits total)

County Collin State School Code Number* NA

Telephone (972) 380-5505 Fax (972) 380-2570

Website/URL www.popschool.net E-mail ckirsch@popplano.org

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* Dr. C. Charles LeBlanc
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Dallas Tel. (214) 528-2360

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 Mr. Michael Britton
(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.

(School Board President's/Chairperson's Signature) Date _____

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 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: NA Elementary schools
 NA Middle schools
 NA Junior high schools
 NA High schools
 NA Other
 NA TOTAL
2. District Per Pupil Expenditure: NA
 Average State Per Pupil Expenditure: NA

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

 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	5	20	7	29	50	79
K	41	37	78	8	34	28	62
1	49	30	79	9			N/A
2	34	45	79	10			N/A
3	30	41	71	11			N/A
4	33	41	74	12			N/A
5	31	36	67	Other			
6	46	30	76				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							685

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>85</u> | % White |
| <u>4</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>1</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: 4%

[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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	685
(5)	Total transferred students in row (3) divided by total students in row (4)	0
(6)	Amount in row (5) multiplied by 100	4%

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

Number of languages represented: 4

Specify languages: Spanish, Vietnamese, Chinese, Italian, Tagalog

9. Students eligible for free/reduced-priced meals: 0%

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: $\frac{12}{80}$ % 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> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 21 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 49 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 7 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 37 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 0 </u>
Paraprofessionals	<u> 11 </u>	<u> 1 </u>
Support staff	<u> 9 </u>	<u> 0 </u>
Total number	<u> 61 </u>	<u> 1 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

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	97%	97%	98%	97%	97%
Daily teacher attendance	98%	97%	97%	97%	97%
Teacher turnover rate	5%	8%	3%	3%	11%
Student dropout rate (middle/high)	0%	0%	0%	2%	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

14. (**High Schools Only**) Show what the students who graduated in spring 2004 are doing as of September 2004.

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

PART III - SUMMARY

Prince of Peace Catholic School is located in Plano, Texas. Total population for the 2004-2005 school year was 685 students, making it one of the largest elementary/middle schools within the Diocese of Dallas.

Prince of Peace Catholic School's mission is to promote Catholic values and build a strong foundation for lifelong success in a nurturing, dynamic learning community which fosters the intellectual, emotional, and spiritual growth of each student.

Our philosophy employs higher-level thinking skills to encourage our students to take ownership of their education through hands-on activities, peer teaching/collaboration/learning teams, whole group and individualized instruction, problem-solving activities, and exploration. These instructional approaches accommodate our students' individual learning styles.

Programs that support our philosophy include the JASON Science Program which sparks imagination and enhances classroom experiences while exploring selected global habitats. Through the use of technology, our students interact with leading scientists to examine the historical, social, and physical development of localities such as the Louisiana Bayou and the Panamanian Rain Forest.

Additionally, the school hosts the Private School Interscholastic Association (PSIA) academic competition. Our students compete with other students from private/parochial schools within the Dallas area in a variety of educational disciplines including language arts, fine arts, sciences, and mathematics. This program encourages students of all ages to develop responsibility and commitment through advanced training. The academic competition culminates in a statewide tournament at a select university campus.

Prince of Peace is a welcoming environment for family interaction. The school counselor leads educational workshops that focus on current parenting issues affecting the education of all children, including discipline, stress management, homework, peer pressure and bullying. Moreover, to ease the assimilation of children new to our school, we offer several support groups and host social activities for each age group.

The school nurtures the emotional development of our students in a variety of ways. Faculty members mentor our middle school students in a formal advisory program which focuses on positive self image, academic success, and interpersonal skills. Our elementary students are involved in a teacher facilitated

guidance program which encourages personal responsibility and problem-solving skills.

The gifts of the individual child are enhanced through an assortment of extra-curricular activities. These include the National Catholic Student Council, National BETA Club, National Junior Honor Society, scouting, drama, speech, art club, band, chess, martial arts, and athletics.

The opportunity to see Prince of Peace students mature in their spiritual being is our foremost responsibility as a Catholic school. Weekly mass (worship services) is an important aspect of the theology program. In addition to the texts and scripture that are studied, students have the opportunity to serve in Mass through song, music, liturgy, or as ushers or acolytes.

The Catholic faith is taught formally in the classroom and by example in our daily activities. The prayer partner program, which pairs older students or adult community members with younger students, inspires faith-based leadership and encourages students in their spiritual journey.

Through community outreach and stewardship campaigns, students put their faith into action. Our young people learn to view stewardship as a way of life. The students are responsible for organizing, collecting, and sending donations to Honduras for the children living in the student home at Las Mercedes, our sister Parish. Other charitable activities include the Thanksgiving Food Drive, the collection of books for the Plano Children's Clinic, Children's Medical Center coat drive, as well as organizing activities to generate donations for local shelters.

The vision of Prince of Peace Catholic School focuses on the truth that God blesses each student with a limitless ability to learn. The school encourages students to develop their abilities fully. To this end, the school strives to create an educational and spiritual environment that stimulates each student to pursue intellectual, spiritual, physical, social and emotional growth. Prince of Peace Catholic School forms young people who are deep in their faith, involved in their Church, and leaders in their community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in language arts and mathematics

The Stanford Achievement Test provides school administration, staff, and parents with an objective view of the achievement of our student population. Students in first through eighth grade take this test every year. Traditionally, the Stanford Achievement Test is administered in February each year; however, Stanford 10 is now administered in September. Changing the testing date from spring to fall has yielded significant and positive changes. The results are now received in late fall, which allows for review of student performance early in the school year. Instructional modifications can then be implemented to capitalize on strengths and identify potential weaknesses.

In third, fifth, and seventh grades the Otis Lennon School Ability Test (OLSAT) is also administered. The OLSAT provides an academic indicator measured against actual achievement. This helps parents and teachers evaluate whether a student is achieving to his or her potential.

In the 2004-05 school year, Prince of Peace eighth grade students, the highest grade tested exceeded the national norm in percentiles for English and mathematics. All eighth grade students were tested, and the test results include all of the students' scores. Testing make-up days were provided for all students who were absent.

In September 2004, students in the eighth grade at Prince of Peace Catholic School scored in the 80th percentile for reading and in the 87th percentile for mathematics. These percentiles are higher than the national percentiles of 72% and 78% for reading and mathematics respectively. This places Prince of Peace Catholic School in the top 10% of all schools in the nation.

2. Using assessment data to understand and improve student and school performance

Administrators and department heads review assessment results to measure areas of strength and curriculum effectiveness. Teachers review disaggregated test results and then are able to match teaching methods and content to particular strengths and weaknesses identified by Stanford Achievement data. Students are placed in appropriate courses, in part, based on Stanford Achievement results. Stanford assessments provide a venue for constructing professional development that addresses specific student needs. It also plays a role in planning curriculum and instructional delivery.

Learning modalities and differentiation are directly influenced by assessment data, in that instruction is aimed at meeting the needs of individual learners, rather than planning lessons based on entire-group activities. Teachers incorporate our mission of “building a strong foundation” into their everyday teaching strategies. To do this, instruction has to directly address student needs and abilities. Assessing Stanford results helps achieve this goal.

3. Communicating student performance, including assessment data, to parents, students, and the community

At Prince of Peace Catholic School, parents and students receive ongoing communication regarding academic assessment and progress. Report cards are sent home quarterly. An interim progress report is sent home at the midpoint of all four quarters to keep parents and students informed of academic progress and conduct. Additionally, parents receive a phone call if their child experiences a significant drop in grades in any subject. To further facilitate timely communication, all classrooms have telephones for convenient teleconferencing and all staff e-mail addresses are readily available to parents.

Upon completion of the Stanford Achievement Tests and the Otis Lennon Ability Tests, the school receives computer-generated reports from the publishing company which interprets test data. The school sends an individualized “home report” of test scores to parents, along with a congratulatory letter from the principal that includes specific instructions on how to understand the test results. All department heads and administrators have access to multiple resources to help families and students further interpret test results.

Through staff in-servicing, test results are examined. Strengths and weaknesses of the instructional program are identified. Means for improvement are discussed and an action plan is implemented.

4. Sharing successes with other schools

Prince of Peace Catholic School eagerly shares successful strategies with other schools. The principal meets with other diocesan principals at regularly scheduled meetings throughout the school year. Additionally, our support staff also meets at regular intervals with other diocesan personnel to share strategies. The administrative staff has served on accreditation teams for other schools during their self-study in the Catholic school accreditation process.

Our facility is used and shared by many outside organizations because of the high level of technology available. Our state-of-the-art computer lab has been used by Intel to in-service teachers focusing on a technology integration program. This year Prince of Peace will again host the Private School

Interscholastic Association Competition (PSIA). Hundreds of students compete in hopes of advancing to state-level competitions. Additionally, a training seminar for Destination Imagination trainers and region leaders was recently hosted at our school. These are some examples of district or regional groups using our facility in the past few months. At Prince of Peace we are fortunate to have an abundance of technological resources.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum overview

The curriculum at Prince of Peace Catholic School is provided by the Education Department of the Diocese of Dallas, exceeding all requirements for accreditation by the Texas Education Agency. Teachers use a variety of methods to address the range of student learning styles to master curriculum objectives. Review of lesson plans, teacher observations, and evaluation of standardized test scores ensure alignment between instruction and assessment.

The faith formation program is a departmentalized approach to spiritual development. Students receive instruction in the classroom daily and attend mass weekly. Teachers are encouraged to infuse Catholic values into all areas of the curriculum. Daily instructional activities emphasize active participation in faith formation and celebration.

Our school offers a finely-tuned, integrated relationship between reading and writing skills. The language arts curriculum enhances language development through verbal and written communication skills, involving both whole language and phonics-based reading strategies. A structured writing program, which emphasizes diagramming, is introduced at the kindergarten level and progresses through 8th grade. Students who demonstrate higher-level writing and reading skills are invited to participate in an honors program aimed at accommodating their giftedness.

The math curriculum is designed to develop a student's understanding of relationships between mathematical ideas, attain competency in computation with the rational numbers, and apply those skills to applicable situations. We promote logical thinking and apply math concepts to real life situations through differentiated activities. These activities are expressed through both verbal and symbolic language. Technology is incorporated to reinforce and enhance math skills, problem solving, and data analysis.

Our science program promotes the acquisition of scientific reasoning through the inquiry process where students question and investigate our world. Use of technology through programs such as Weather-net station and the Jason Science Project boost student understanding of the scientific method through hands-on activities.

The aim of our social science program is preparedness to actively contribute to a diverse and changing world, while responding to the needs of our society. Examining history and exploring customs and beliefs of various cultures promotes an increased appreciation of our geographical world and the people who have shaped it.

Students in grades 6-8 attend Spanish classes three times weekly (225 minutes total). The curriculum uses whole group instruction, cooperative learning, as well as technology to promote reading, writing, and conversational proficiency. A variety of Spanish cultures are studied. Additionally, fluent speakers are encouraged to assist their peers with acquisition of the Spanish language.

The fine arts program promotes the appreciation for the visual arts and creative personal expression

through a variety of mediums. It draws upon the strengths of each curriculum area. The students are encouraged to develop a fine arts vocabulary as well as gain an understanding of art in its historical context. The students develop artistic skills through the use of hands-on projects.

The music curriculum focuses on the development of attitudes, knowledge, and performance skills. Students participate in a variety of musical performances including liturgical celebrations and dramatic productions. Furthermore, through the use of technology, students learn to arrange, compose, improvise, notate, and read music. To promote an understanding of our musical heritage, students study the historical and cultural influences on music.

Our physical education program encourages students to value activity and its contribution to a personal, healthy lifestyle. The students demonstrate competency in a variety of developmentally appropriate movement skills. Personal fitness and attitudes of good sportsmanship are emphasized.

2. Reading curriculum (elementary)

We believe that through reading children gain an appreciation for literature and the ability to communicate to the highest degree in a highly competitive technological society. This appreciation begins in kindergarten with an intensive multi-sensory integrated reading and writing curriculum. We have found that this model enhances the word attack skills necessary to become an adept reader, which in turn increases vocabulary, spelling, and writing skills. To accommodate different learning styles, we use Alphabetic Phonics for those students who need a more kinesthetic approach to reading and writing. Through the use of a school-wide writing program (Power Writing), students are able to build on their understanding of reading, vocabulary, and written expression.

The reading program employs differentiated learning at all grade levels. Since we believe that all students have gifts to share, ample opportunities are given to demonstrate these talents. Students participate in oral reading exercises which improve verbal and written communication skills. Learning styles are further differentiated through cooperative learning activities, such as writing plays and performing skits. Through peer tutoring and teaching, each student's special gifts are embraced. Our students develop fluency skills and comprehension while actively participating in the Accelerated Reader program. With ongoing use of differentiated instruction in reading, the students at Prince of Peace Catholic School are equipped with tools necessary to develop a life-long appreciation for reading with higher-level writing proficiency.

3. Additional curriculum area description

Theology at Prince of Peace Catholic School provides for the holistic formation of our students as disciples and Christian leaders. Faith formation centers on living out Gospel values through an understanding of our call to servant leadership.

Students play an active role in the weekly celebration of the Eucharist as readers, ushers, acolytes, Eucharistic ministers, and musicians. Furthermore, as prayer partners, seventh-grade students mentor kindergarten, eighth grade students mentor first grade, and adults of the community mentor second graders.

Through their involvement in outreach activities, students live out the meaning of the Eucharistic celebration. Activities such as raising funds and collecting goods for AIDS Services of Dallas, and donating coats for the needy benefit our sister Parish, Las Mercedes, in Honduras. Students also participate in Mission Possible, a week of community service with other members of the Diocese.

We provide our students with a foundation that encourages Christian service and celebration of uniqueness and spiritual giftedness. Through the study of the sacramental life of the Church, liturgy, scripture and tradition, moral values and virtues, students gain valuable skills, ideals, and beliefs that empower them to share their faith and works in the global community. With a clearer understanding of themselves and their world, our students are active participants in building the Kingdom of God.

4. Differentiation of instructional methods

Prince of Peace Catholic School implements a variety of instructional techniques to improve student learning. Teachers apply differentiated instructional practices that are documented in weekly lesson plans, which are reviewed regularly by the administration. Students have ample opportunities to learn in their preferred learning styles through the use of manipulative, auditory and visual equipment and computer video technology which projects teacher lessons, outlines, internet materials, curriculum-based movies, and student work on wall-mounted screens.

Classroom observations verify the use of multi-sensory methods of teaching, including the use of manipulative, cooperative learning exercises, project-based learning, exploratory activities, and technology. Hands-on, differentiated learning takes place in all grades and subject areas. Technology is integrated across the curriculum. Moreover, Prince of Peace Catholic School has two computer labs, each with 30 online computers; classes, for example, use the labs to conduct research, write papers, explore science and social studies topics, examine tables/charts, and improve word processing speed. Students are also encouraged to use the computers to complete homework and class projects.

There is a minimum of five computer stations in each classroom, as well as a teacher computer; all computers have Internet access. Through use of technology, teachers reinforce concepts taught and provide for extension and additional exploration of curriculum objectives. Teachers engage students in a variety of research projects using World Book Online. Through participation in JASON Project, teachers use technology to differentiate instruction. Jason Project incorporates problem-solving techniques, discovery learning, brainstorming, and peer teaching. During Jason broadcasts, students are able to interact with peers and teachers from around the world through the Internet via live satellite feed.

Our students participate in a variety of class field trips. For example, fifth and eighth grade students take part in a three-day field experience that integrates science, social studies, art, math, language arts, and theology. Cross-curricular activities provide hands-on opportunities that further enhance student learning.

5. Professional development

Prince of Peace Catholic School's professional development program provides the staff with tools to enhance a variety of instructional methods in the classroom. Ongoing professional development programs improve instructional practices. Innovative topics are determined by needs assessment, curriculum, evaluation of student achievement, and trends in education. Topics presented this year include a progressive cross-curricular writing program (Power Writing), and the JASON Project implementation and integration, and an overview of the Alphabetic Phonics program.

In addition, teachers receive curriculum and research-based strategies through technology-based programs such as World Book Online, Digital Curriculum (curriculum-based video streaming), RenWeb (web-based grade book and database) and Global Chalkboard (web-interactive/video projection hardware/software).

A seminar for both parents and staff on effective communication between home and school was given by Dr. Pat McCormack, a nationally recognized authority on parent/teacher relationships. Many of our staff

members serve on diocesan curriculum development committees, actively participating in the ongoing construction and improvement of curricula. Prince of Peace Catholic School believes that our commitment to professional development is directly correlated with the high achievement of our students. All instructors are required to participate in professional development. Funding for professional development is incorporated into the fiscal budget.

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): 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.)

<u>\$4,452</u> K	<u>\$4,452</u> 1 st	<u>\$4,452</u> 2 nd	<u>\$4,452</u> 3 rd	<u>\$4,452</u> 4 th	<u>\$4,452</u> 5 th
<u>\$4,452</u> 6 th	<u>\$4,452</u> 7 th	<u>\$4,452</u> 8 th	<u>\$ X</u> 9 th	<u>\$ X</u> 10 th	<u>\$ X</u> 11 th
<u>\$ X</u> 12 th	<u>\$ X</u> Other				

4. What is the educational cost per student?
 (School budget divided by enrollment) \$5,156

5. What is the average financial aid per student? \$2,500

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VII - ASSESSMENT RESULTS

Grade: 1st **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		9 th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Reading Total Percentile Score	86%	80%	94%	93%	90%
Number of Students Tested	79	77	74	74	87
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 1st **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		9 th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Math Total Percentile Score	83%	76%	90%	91%	89%
Number of Students Tested	79	77	74	74	87
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 2nd **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		9 th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01
SCHOOL SCORES					
Reading Total Percentile Score	74%	71%	82%	82%	86%
Number of Students Tested	79	72	78	84	84
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 2nd **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		9 th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01
SCHOOL SCORES					
Math Total Percentile Score	85%	79%	87%	87%	90%
Number of Students Tested	79	72	78	84	84
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 3rd **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		2002-2003	9 th Edition	
	2004-2005	2003-2004		2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01
SCHOOL SCORES					
Reading Total Percentile Score	70%	70%	83%	85%	85%
Number of Students Tested	71	75	79	76	76
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 3rd **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		2002-2003	9 th Edition	
	2004-2005	2003-2004		2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01
SCHOOL SCORES					
Math Total Percentile Score	71%	70%	89%	91%	89%
Number of Students Tested	71	75	79	76	76
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 4th **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		2002-2003	9 th Edition	
	2004-2005	2003-2004		2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES					
Reading Total Percentile Score	77%	71%	85%	84%	79%
Number of Students Tested	73	72	78	76	64
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 4th **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10 th Edition		2002-2003	9 th Edition	
	2004-2005	2003-2004		2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES					
Math Total Percentile Score	82%	80%	88%	86%	85%
Number of Students Tested	73	72	78	76	64
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 6th **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition			9th Edition	
	2004-2005	2003-2004		2002-2003	2001-2002
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Reading Total Percentile Score	82%	76%	83%	91%	89%
Number of Students Tested	76	73	65	57	50
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 6th **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition			9th Edition	
	2004-2005	2003-2004		2002-2003	2001-2002
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Math Total Percentile Score	86%	83%	89%	92%	90%
Number of Students Tested	76	73	65	57	50
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 7th **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition		9th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Reading Total Percentile Score	87%	84%	88%	88%	84%
Number of Students Tested	79	62	66	53	47
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 7th **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition		9th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Math Total Percentile Score	84%	82%	90%	87%	89%
Number of Students Tested	79	62	66	53	47
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 8th **Test:** SAT
Subject: Reading **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition		9th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Reading Total Percentile Score	80%	86%	88%	85%	86%
Number of Students Tested	62	62	57	48	42
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%

Grade: 8th **Test:** SAT
Subject: Math **Edition:** 10th, 2002 Norms / 9th, 1995 Norms
Publisher: Harcourt, Inc.

All students are tested each year. No students are excluded.

Scores are reported here as percentiles.

	10th Edition		9th Edition		
	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	09/04	09/03	02/03	02/02	02/01

SCHOOL SCORES

Math Total Percentile Score	87%	89%	90%	89%	91%
Number of Students Tested	62	62	57	48	42
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Excluded	0	0	0	0	0
Percent of Students Excluded	0%	0%	0%	0%	0%