

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV176

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Sister Mary Patrick Connor OP

Official School Name: St. Catherine of Siena Catholic School

School Mailing Address: 1618 Ben King Road
Kennesaw, GA 30144-2945

County: Cobb State School Code Number*:

Telephone: (770) 419-8601 E-mail: smpatrick@scsiena.org

Fax: (678) 626-0000 Web site/URL: www.scsiena.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*: Diane Starkovich PhD Superintendent e-mail: dstarkovich@archatl.com

District Name: Archdiocese of Atlanta District Phone: (404) 920-7700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Gary Shertenlieb

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

_____ Date _____

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

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

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	17	33
1	28	26	54
2	20	32	52
3	26	28	54
4	22	32	54
5	28	22	50
6	20	17	37
7	20	17	37
8	20	26	46
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			417

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 0%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1, 2011	430
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 20

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

St. Catherine does not participate in the federal lunch program. The data for determining which students would be eligible is generated using the FACTS tuition management program, which the school utilizes to determine eligibility for financial aid.

10. Percent of students receiving special education services: 7%
 Total number of students served: 28

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>4</u>
Total number	<u>36</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	95%	96%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

In the fall of 2002, St. Catherine of Siena Catholic School welcomed 77 students in Kindergarten through third grade with the vision of providing an academically-challenging, faith-based, and quality education to children in the primary, elementary and middle school grades. This vision grew over the next two years under the founding principal, Robyn Planchard, and pastor, Father James Harrison. When the Dominican Sisters of St. Cecilia – a Catholic religious congregation dedicated to the mission of education – accepted the invitation to administer and teach at St. Catherine in 2004, a mission statement was developed to reflect the founding vision of the school and the beginning of its Dominican traditions:

St. Catherine of Siena Catholic School unites with family and community to provide an excellent academic and religious education, developing the whole child, while encouraging individual talents and abilities in a Christ-centered environment.

In imitation of St. Catherine, faithful daughter of the Church, we provide a formation grounded in truth, through which we engage the culture, setting the world ablaze with the love of Christ.

As a Catholic school in the Dominican tradition, the vision, mission, and belief statements of St. Catherine of Siena Catholic School rest upon the four Dominican pillars of community, study, faith, and mission.

Community

St. Catherine of Siena Catholic School believes that parents are the primary educators of their children; therefore, St. Catherine partners with parents in the mission to provide a solid education to students. Communication with parents and parental involvement are essential components of the school's operation. As a parochial school, St. Catherine belongs also to the family of its local parish church. The school is blessed by the support and involvement of clergy and parish groups. In turn, the school encourages and provides opportunities for students and families to contribute to the various ministries of the parish.

Study

Human intelligence and freedom are God-given gifts which must be developed to their full potential and exercised according to the universal call to holiness and for the good of human society; therefore, St. Catherine seeks to provide a program of academic excellence so that its students may know the Truth and achieve their highest intellectual and moral potential.

Faith

As a Catholic school, St. Catherine educates the whole child. Formation in the truths of the Catholic faith has pride of place in the classrooms. The faculty and staff strive daily to fulfill their vocation as Catholic educators, providing students with a well-rounded, faith-based education through study of the Church's doctrine, participation in her liturgy, and time set aside for prayer.

Mission

St. Catherine of Siena said, "If you are what you should be, you will set the world ablaze." Having received solid formation through life shared in community, academic studies, and faith formation, St.

Catherine students go into the world to share what they have received, participating fully in society and sharing Christ through witness and service to others.

Thanks to the spirit of cooperation among stakeholders and their diligent support and commitment to the school's mission, the growth of St. Catherine has been tremendous in many ways.

Since the school's beginning ten years ago, one new grade has been added each year through 2007, when the school hosted its first class of eighth grade students. Each year since 2008, graduates have been accepted into the high schools of their choice and placed into advanced and honors programs and classes. Every year, based on their strong performance on the Iowa Test of Basic Skills, a significant percentage of seventh grade students qualify for the Duke T.I.P. program.

A new educational facility was completed in 2005 to accommodate St. Catherine's growing enrollment. The school's current enrollment is 417 students.

While St. Catherine is committed first and foremost to serve the children of St. Catherine parish, the school also serves Catholic students from fourteen other parishes and non-Catholic students as well. Students come to St. Catherine from seven counties.

In addition to a solid curriculum and high-quality instruction, the school's extra-curricular programs have grown steadily to encompass the performing arts, technology, athletics, and academics:

- Choir
- Band
- Individual and ensemble lessons in voice, piano, and guitar
- LEGO Robotics
- Science Olympiad
- Dance
- Girls' Volleyball
- Girls' and Boys' Basketball

In December 2005, St. Catherine received its initial accreditation from the Southern Association of Independent Schools (SAIS). In February 2009, St. Catherine received additional accreditation from the Southern Association of Colleges and Schools (SACS). St. Catherine is committed to continuous and rigorous improvement. In 2009, the advisory council, faculty, and staff worked together to create a five-year strategic plan to articulate and implement goals and objectives in the areas of mission effectiveness, curriculum and instruction, finances, facilities, and marketing and development. This strategic plan serves as a guide to assist the faculty and staff in their dedication to continuous improvement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The yearly standardized testing in which students in first through eighth grades participate serves as a consistent tool of measurement of students' progress; these results provide standard and consistent data by which the school determines the weaknesses and strengths of curriculum and instruction and guide the school in making decisions regarding curricular improvements. Students in first through eighth grades take the Iowa Test of Basic Skills/Iowa Assessments in the spring of each year; students in second, fifth, and seventh grades also take the Cognitive Abilities Test in the spring.

Performance level expectations are determined by reviewing the *Grade Level Equivalent Score* and the *National Percentile Ranking*. **Acceptable** grade level equivalent scores are, at minimum, the same grade level of the class being reviewed; **proficient** grade level equivalent scores for St. Catherine students are scores at least one grade level higher than the actual class placement at the time of testing. **Acceptable** performance on national percentile ranking is an increase from year to year; **proficient performance** on national percentile rankings is an improvement of at least five percentile points.

When analyzing the 2011-2012 test scores, the faculty and staff did not compare them to the previous year's scores to determine gains or losses. Rather, since the Iowa Assessments was published in a new edition (Form E) with new norms, the scores were reviewed in isolation; the 2011-2012 scores will serve as a baseline for determining gains and losses when the 2012-2013 data are analyzed.

B. Over the past five years, there have been four significant gains (ten or more positive percentile points) and no significant losses (ten or more negative percentile points) within classes of students as they advanced to each grade level.

Significant Gains :

- In Reading, the sixth grade class in 2009 rose from the 73rd percentile to the 83rd percentile in 2010 in the seventh grade.
- In Math, the third grade class in 2009 rose from the 69th percentile to the 79th percentile in 2010 in the fourth grade.
- In Math, the seventh grade class in 2009 rose from the 67th percentile to the 79th percentile in 2010 in the eighth grade.
- In Math, the third grade class in 2010 rose from the 75th percentile to the 85th percentile in 2011 in the fourth grade.

The significant gains did not follow a trend with any of the classes. Two of the gains in math occurred in 2010, following the implementation of the *Simple Solutions* series to help students' retention and practice of math computation and basic skills. The other significant gain in math occurred in 2011, the year following the *Simple Solutions* adoption.

Of the four significant gains, three occurred in 2010 and one occurred in 2011; these were the first school years in which the strategic plan, written in 2009, was implemented. The academic portion of the strategic plan included intensive teacher training and professional development in math and language arts teaching methodologies to improve student achievement.

Aside from the above-mentioned significant gains, the overall trends of ITBS results from year to year have been relatively stable and showing gradual improvement. In addition to identifying and analyzing significant gains and significant losses, relative gains (of five to nine positive percentile points) and relative losses (of five to nine negative percentile points) are noted and reviewed each year; of seven relative gains in math, six occurred in 2010 and 2011. These relative gains in math gave further evidence that the adoption of the *Simple Solutions* series aided students' math retention and comprehension. Two relative gains in reading also occurred in 2010 and 2011, lending further credence to the effectiveness of the teacher professional development programs in language arts.

Review of student progress based on grade equivalent scores shows that on average, the yearly gains of each class of students are well over 1.0. These grade equivalent gains of more than 1.0 suggest that St. Catherine students are gaining content knowledge and skills at rates which are better than are expected; they are progressing well from grade to grade. In instances where exceptions of grade equivalent scores of lower than 1.0 are present, teachers across the grade levels review the test data to pinpoint possible areas of weakness in curriculum and instruction and then make plans to address these weaknesses.

To date, there does not exist any subgroup of ten or greater students within any grade level; therefore, no comparison between the overall population within a grade level and a subgroup has been conducted.

2. Using Assessment Results:

St. Catherine utilizes a number of assessment data to analyze and improve student and school performance and to make decisions for continuous improvement for teaching and the learning processes.

Each spring, students in first through eighth grades take the Iowa Test of Basic Skills (ITBS); in the spring of 2012 St. Catherine began using the Iowa Assessments (Form E). Teachers receive the results of this test in order to set curricular/instructional goals. During post-planning time, teachers review the ITBS/Iowa Assessments results of their rising students to begin instructional planning for the next school year. At the beginning of each new school year, teachers again review these results to set curricular/instructional goals, all of which must be related to an area of weakness as shown on the ITBS/Iowa Assessments results of their students.

Students in second, fifth, and seventh grades also take the Cognitive Abilities Test; the results from this test provide additional insights into each student's natural cognitive strengths, weaknesses, and learning style. These results are reviewed by teachers to help them make instructional decisions; they are also shared with parents to empower them to support their children's learning.

Students in the primary grades take the STAR Reading test three times a year. The STAR Reading test provides teachers with the grade equivalent reading level of each student. Scores at the beginning of the school year help guide teachers to make instructional decisions: using each student's grade equivalent level, classroom teachers collaborate with the media specialist to assist students in their choice of books so that students may read within their proximal zone of development. Mid-year scores demonstrate whether students are making sufficient progress. End-of-year scores serve the dual purpose of showing whether the students progressed adequately throughout the year and helping teachers set instructional goals for the next school year.

In some subject areas, particularly math, teachers administer pre-tests regularly to gauge students' mastery of concepts and skills prior to units of study, and then are able to craft the content and pacing of their lessons accordingly. Since computation was noted as an area of relative weakness, the math curriculum in second through eighth grades now includes the use of *Simple Solutions*, a series which provides ongoing review and practice for math basic skills. Regular drills and assessment of math facts in first through eighth grades is another response to the noted weakness in computation. The Algebra

Aptitude Test (sixth and seventh grades) and ITBS/Iowa Assessments scores help to determine placement in advanced math classes in the middle school.

Communication of student progress to parents and students is essential for student success. St. Catherine communicates students' progress to parents regularly via various methods and formats.

Weekly/Daily Folders

For students in Kindergarten through fifth grades, homeroom teachers compile and send home daily/weekly folders which contain significant assessments such as subject quizzes and tests. In the younger grade levels these folders also have corrected homework and classwork papers. Often, these folders include brief comments by teachers regarding the student's progress.

Online Grades Posting

Parents of all middle school students (sixth through eighth grades) are able to view the grades of their students online weekly via Edline; Edline progress reports show all the graded assignments and assessments of every core subject. Middle school students are able to access these online reports as well to monitor their own progress.

Formal Midterm and Quarterly Progress Reports

Midterm progress reports for students in second through fifth grades are created and given to parents and students every quarter. At the end of each quarter, formal report cards for students in first through eighth grades are sent to all parents. Parents of students in Kindergarten receive formal trimester reports. Grading scales published in the school handbook as well as on the actual reports allow parents to understand the meaning of their students' grades. Teachers' comments give further details to parents regarding the progress of their students.

Parent-Teacher Conferences

Formal parent-teacher conferences take place twice a year: the fall conference – shortly after the issuance of the first quarter report cards – is mandatory and is attended by parents and students (in second through eighth grades); the spring conference – in the middle of the third quarter – is optional. Parent-teacher conferences take place regularly outside of these formally scheduled conference times at the discretion of teachers and parents.

Standardized Testing Results

Each year, teachers and parents receive the results of their students' performance on the Iowa Test of Basic Skills/Iowa Assessments (first through eighth grades) and Cognitive Ability Test (second, fifth, and seventh grades). ITBS/Iowa Assessments and CogAT results are sent to parents in the format of individual student reports. A school-generated report which explains the various types of scores, for example, raw score, percentile, and grade equivalence, accompanies the individual student reports.

3. Sharing Lessons Learned:

The schools of the Archdiocese of Atlanta share professional knowledge with each other primarily through the Office of Catholic Schools and the monthly principals' meetings. Through these avenues, St. Catherine has been able to tap into high-quality professional development programs such as the Georgia Educational Training Agency (ETA) which provides state-approved professional learning units (PLUs). In recent years, in collaboration with ETA, St. Catherine has provided the following PLU classes to its faculty and staff: "Comprehension: Helping Students Remember What They Read" (2008-2009),

“Effective Discipline” (2009-2010), and “Helping Boys Succeed in Schools” (2010-2011). Another professional development opportunity gained through the Archdiocese of Atlanta is the “Bearing Witness” program sponsored by the Anti-Defamation League, which a number of the school’s faculty members have attended in recent years. Knowledge gained through the “Bearing Witness” program has allowed teachers to incorporate concepts such as respect for religious and cultural differences and understanding of diversity within the context of religion, social studies, and language arts curricula.

St. Catherine's curriculum coordinator attends regular meetings with other curriculum coordinators, resource teachers, and counselors of the Archdiocese of Atlanta, during which successful strategies, best practices, and the latest updates and policies in the field of education are shared, reviewed, and discussed. Through these meetings, St. Catherine has been able to develop its own on-site and state-approved PLU courses, such as “Understanding by Design and Differentiated Instruction” (2009-2010) and “Structure and Style in Writing” (2010-2011).

By way of contribution, faculty members of St. Catherine regularly serve on archdiocesan curriculum review committees, including Language Arts and Religion for the 2012-2013 school year. These faculty members have helped to create the updated curriculum guides which are in current use by all the schools of the Archdiocese of Atlanta. Members of St. Catherine's professional staff have served as speakers at archdiocesan professional development conferences to address topics of spiritual and moral development, curriculum, and health. A “Grade Level Curricular/Instructional Goals” plan created by St. Catherine was noted by the Office of Catholic Schools as being well developed and subsequently shared with other schools in the archdiocese.

Due to the extensive connections of the Dominican Sisters of St. Cecilia with over 40 schools in twenty-four states, the principal has had opportunities to address administrators of schools on the topic of collaboration between a school and its parish community.

4. Engaging Families and Communities:

St. Catherine of Siena Catholic School recognizes that parents are the primary educators of their children. St. Catherine strives, therefore, to involve parents at all levels in their children’s education and in improving the school as a whole. In addition to the weekly student folders, online grade postings, mid-term progress reports, quarterly report cards, parent teacher conferences, and communication of standardized test scores, the school invites parents to be part of their children’s successful education through various other avenues. The school hosts a parent education night one to two times per year at which parents hear speakers on topics such as how boys learn (2011) and how girls learn (2012) and monthly parent formation talks. The administration also hosts parent coffees for each of the grade levels at which parents have time to visit with each other, hear from the administration about what is going on in their children’s classrooms and around the school, and may ask questions of the administration.

In an effort to involve parents and members of the local parish and community in school events, the school also invites stakeholders to be involved in extra-curricular activities, such as sponsoring LEGO Robotics and Science Olympiad, judging science fair and academic fair projects, coaching, and reading to the children in the lower grade levels. Additionally, parents and community members whose careers and training may be beneficial to the students are asked to come give presentations to classes. Examples of community members who have spoken to the students include a neurosurgeon, pediatrician, restaurateur, meteorologist, and S.W.A.T. officer.

Students in middle school work with members of the community by organizing clothing drives, organizing and packaging food for the local St. Vincent de Paul Society, and visiting with and performing science demonstrations for elderly members of the parish at their monthly “Siena Seniors” meetings.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Catherine of Siena Catholic School follows the Curriculum of the Archdiocese of Atlanta. The following is an overview of the core subjects:

Religion has pride of place in the curriculum. Each year, the performance of the fifth and eighth grade students on the Assessment of Catechesis/Religious Education (ACRE) demonstrates their solid knowledge of Catholic faith and doctrine. Instruction in religion includes a variety of methods which go beyond lectures and textbook-based instruction: participation in prayer services, liturgical celebrations, and service form essential components of religious instruction.

Reading/Language Arts balances systematic instruction in phonics and decoding skills with immersion in pieces of high-quality literature. Reading, grammar, vocabulary, spelling, writing (creative and research), and handwriting form the components of the reading/language arts curriculum. Whole-group, small and leveled group reading, choice-boards, readers' theatre, journals, and research projects are some of the many ways reading/language arts instruction is delivered to the students.

Math encompasses instruction in algorithmic facts, number sense and concepts, and problem-solving. Students in fourth through sixth grades experience the *Hands-On Equation* curriculum in order to develop strong foundations in algebra. Students in sixth and seventh grades take the Algebra Aptitude Test (Riverside Publishing) for placement into pre-algebra and algebra, respectively.

In Kindergarten and first grade, **Social Studies** and **Science** instruction is often integrated with reading. Beginning in second grade, formal textbook series are used for social studies and science. Demonstrations and hands-on experiments present content in an inquiry and discovery-based method.

Enrichment Specials:

St. Catherine of Siena Catholic School is in compliance with the program's foreign language requirements. All students in Kindergarten through eighth grade receive **Spanish** instruction one to two times a week for thirty to sixty minutes. The *Symtalk-Spanish* foreign language series has been in use at St. Catherine since 2007.

Technology and **Media** are taught in all grades. Weekly, students receive technology instruction in the technology lab; when appropriate, teachers employ the use of the mobile Netbook cart (with 30 wireless lap-tops) within the classroom. Students apply skills and knowledge to concrete and meaningful projects, especially through integration with the core subjects. Keyboarding, research and information fluency, communication, technology operations and concepts, creative and innovative use of technology, and ethics and digital citizenship are key areas of the technology curriculum. Students in various grades conduct research for social studies and science during their media classes.

Students attend **Music** and **Art** classes once or twice each week. Musical concepts, composition, performance skills, and music history and its influence on culture are key areas of the music curriculum. Knowledge and application of various media and techniques, use of symbols, and art history are key areas of the visual arts curriculum. Music and art teachers collaborate with classroom teachers to create cross-curricular lessons; e.g., middle school students studying ancient Egypt create pieces of hieroglyphic art.

Physical Education and **Health** classes promote individual athletic skills and the ability to collaborate and compete as teams. Students develop physical fitness and skills and learn the rudiments of various individual and team sports. The President's Program for Physical Fitness is utilized to encourage and recognize physical skills and fitness.

Since interest and independence become increasingly important for middle school students, the Enrichment Electives program offers various non-conventional subjects to extend learning.

Using tools such as curriculum maps and level/departmental meetings, teachers of core subjects collaborate with teachers of enrichment specials to integrate curriculum objectives when designing lessons in order to help the students connect all aspects of their learning.

2. Reading/English:

St. Catherine's reading/language arts program balances instruction in phonics and decoding skills with critical immersion in pieces of high-quality literature. Reading, grammar, vocabulary, spelling, writing (creative and research), and handwriting form the components of the reading/language arts curriculum.

In the primary grades, in addition to a formal reading and language arts series, teachers use Orton-Gillingham strategies (all primary grade teachers receive a thirty-hour comprehensive Orton-Gillingham training) in order to provide emergent readers with sound phonemic awareness and a solid set of decoding skills. The Orton-Gillingham program is also the principal tool by which struggling students in the primary grades receive more intensive instruction in phonemic awareness and decoding skills, since the multi-sensory approach of the Orton-Gillingham program is particularly beneficial for struggling readers.

The oral reading fluency skills of students in Kindergarten and first grade are also assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

Starting in first grade, students receive reading enrichment opportunities by participating in the Accelerated Reader (AR) program. The AR program allows teachers and students to set goals (based on the number of points to be earned by reading and completing quizzes on books read) which reflect each student's proficiency in reading; it also serves as informal assessment of students' progress. In addition to the AR program and a formal reading textbook series, elementary and middle school students engage in unit studies of novels.

In 2010-2011 the school implemented the "Structure and Style" writing program by the Institute for Excellence in Writing (IEW); this program provides a systematic approach to expository and creative writing instruction from first through eighth grades. Student work is showing the efficacy of this writing program. The teachers continue to engage in professional growth opportunities to enhance their use of the "Structure and Style" writing program.

While most deficiencies in language arts are remedied successfully during the primary grades, on occasion students in the elementary and even middle school grades may continue to struggle in their ability to decode or comprehend written language. The weekly middle school study hall period provides opportunities for individual tutoring from teachers. Additionally, the resource program offers more intensive and one-on-one or small group sessions to address the needs of struggling readers.

3. Mathematics:

In all grades, **Math** encompasses instruction in basic algorithmic facts, number sense and concepts, and problem-solving.

In the primary grades, students utilize manipulatives as well as written exercises to build strong foundations in basic algorithmic facts. Daily, basic facts and skills are reviewed through a variety of games, especially through the use of SMART Board activities which provide hands-on and visual experiences which are particularly effective for students in these younger grades. Small group instruction in math is also used regularly to provide more intensive instruction.

In addition to the use of a formal text series, students in fourth through sixth grades experience the Hands-On Equation curriculum in order to develop strong foundations in algebra, so that those who are developmentally ready are well-prepared for a formal pre-algebra class beginning in seventh grade. More advanced algorithms and procedures applied in the context of problem-solving grow in prominence in the elementary grades.

Based on their performance on the Algebra Aptitude Test (Riverside Publishing), regular classroom assessment, and teacher recommendation, mathematically advanced students in the seventh and eighth grades may qualify for the pre-algebra and algebra classes respectively.

While the formal textbook series deliver the majority of curricular content, noting that computation is a relative weakness among students, St. Catherine began to provide students with consistent review of previously learned concepts through the *Simple Solutions* series. Students in first through eighth grades work on drills of basic facts daily or weekly. Based on students' ITBS scores, the students' achievement in math, in particular math computation, has been improving steadily in recent years.

In an effort to more accurately pinpoint specific areas of strengths and weaknesses in math, St. Catherine divides math assessment into the two components of math concepts and math basic skills. Students' performance in these two areas of math gives teachers more specific insight into their students' progress.

Students who perform below grade level in math are recommended to receive intensive one-on-one or small group support through the resource program once to twice each week. Students in the middle school have the opportunity to receive individual tutoring in math during their weekly mandatory study hall. After school tutoring by the teachers takes place weekly and as needed for students in fifth through eighth grades.

4. Additional Curriculum Area:

Since education of the whole child and preparation of the students for engagement of culture and society are key components of St. Catherine's mission, technology is an essential area of the curriculum. Concepts and skills in technology are taught in ways that require students to apply these skills and knowledge in concrete and meaningful ways, especially through integration with other subjects. Keyboarding, research and information fluency, communication, technology operations and concepts, creative and innovative use of technology, and ethics and digital citizenship are key areas of the technology curriculum.

Instruction in the primary grades focuses on basic knowledge of hardware and certain software programs and foundational keyboarding skills. Students in the primary grades begin to practice simple word processing applications such as formatting, editing, and file management. Starting in the third grade, students participate in formal keyboarding lessons; in each subsequent grade, students are supported and expected to grow in their "word per minute" keyboarding ability. Students develop their proficiency with the various Microsoft Office programs such as Word, PowerPoint, and Excel, learning and practicing the many functions within each program. Training in word processing, presentation, and spreadsheet applications begins in the third grade and becomes increasingly more comprehensive and rigorous through the middle school grades.

The middle school Enrichment Electives program offers advanced courses in technology: Digital Photography, Photoshop, and Website Design using Dream Weaver software. The LEGO Robotics program also introduces and promotes knowledge and skills in digital programming as students design and program robots to perform specific tasks designated by the LEGO Robotics League each year. In May 2012, St. Catherine's LEGO Robotics team won first place in the world championship competition in Florida.

The pervasive use of technology in today's society demands that students be proficient in their use of technology and its application in various academic disciplines as well as real-life situations. As indicated in the technology curriculum of the Archdiocese of Atlanta, St. Catherine's technology instruction aims to "address both the foundational content knowledge students need and the skills necessary to mature as a learner in the 21st Century." St. Catherine strives to form and empower students to apply their knowledge and skills in technology in a safe and ethically-sound manner.

5. Instructional Methods:

Recognizing the different learning styles and academic needs of students, the teachers regularly utilize various instructional methods. These include: whole class instruction utilizing lectures, discussions, note-taking, and instructional games; small group activities with students cooperating to complete specified assignments; scientific experiments and demonstrations; research via the use of Netbooks; and student-led PowerPoint presentations or presentations utilizing interactive white boards. Field trips and in-house presentations by professionals further enhance the educational experience of the students.

Professional development efforts have focused on differentiated instructional strategies, the incorporation of which is one of the objectives of the academic portion of the strategic plan. The teachers strive to implement strategies and assessments which respond to the different academic readiness, intellectual abilities, and personal interests of the students. Pre-tests, choice-boards, learning centers, and reading groups are some examples of differentiated instruction experienced by the students on a regular basis.

Since technology plays a crucial role in society and has many benefits, teachers at St. Catherine integrate technology in their classrooms regularly. The addition of SMART Boards in every classroom from Kindergarten through eighth grade in 2010-2011 is consistent with the school's belief that active participation by all students and multi-sensory strategies can greatly enhance learning and achievement.

St. Catherine's resource program provides extra support to students with academic needs. Students in the resource program receive individual or small group instruction once or twice a week. The resource teacher also team-teaches with regular classroom teachers in order to provide extra support to students within a regular classroom setting. Thanks to the systematic collaboration between the resource teacher and classroom teachers, St. Catherine is recognized by the state of Georgia as qualified to serve students who hold a Georgia Special Needs Scholarship (Senate Bill 10). The school annually serves one to four SB-10 students.

Sixth grade students attend an orientation at which they are prepared for the rigors of middle school and are given the opportunity to take a study skills class in order to help them gain the necessary independence and organization critical for a successful transition to middle school. All middle school students attend study hall once a week during which they may receive tutoring from their teachers, especially in a subject requiring extra support.

Students who excel in a particular subject area may be given enrichment assignments to enhance their study of the subject.

6. Professional Development:

Using yearly ITBS/Iowa Assessments results and input from teachers, administrators identify areas of weakness in students' achievement and corresponding critical areas for professional development. For example, noting that math computation was a relative weakness for students, the teachers participated in professional development during the 2008-2009 school year which focused on number sense and mathematical reasoning, and several teachers attended the Regional Conference of the National Council of Teachers of Mathematics (NCTM) in 2009 and 2011. Additionally, in the 2011-2012 school year, teacher professional development at school in-services was directed to an extension of the math professional development initiated in 2008. Students in second through eighth grades use the *Simple Solutions* series in math in order to receive continuous practice in algorithms and problem-solving. In 2009, the fifth grade students began to learn the *Hands-On Equation* method (to develop algebraic concepts and skills), and the fourth and sixth grade students implemented this program in 2010.

Between 2008 and 2011, students experienced gains in national percentile rankings in their math scores on the ITBS:

- Third Grade: 66th to 83rd
- Fourth Grade: 72nd to 85th
- Fifth Grade: 69th to 80th
- Sixth Grade: 69th to 80th
- Seventh Grade: 65th to 85th
- Eighth Grade: 74th to 82nd

(ITBS percentile rankings for 2012 were not analyzed for gains or losses since the test was revised and re-normed.)

Recognizing the diversity of ability and learning styles of students, “Differentiated Instruction” and “Understanding by Design” were the foci of professional development for the 2009-2010 school year and were further developed in the 2010-2011 school year through “Helping Boys Succeed in School” which highlighted research-based findings on the predominant learning styles of boys, and “Brain Boosters” which focused on cognitive strategies to improve attention, focus, and memory for all students.

While writing has not been noted as an area of weakness on students' scores on the ITBS, through ongoing classroom assessment teachers have identified writing as an area in need of improvement. Since receiving training in and implementing the “Structure and Style” writing program in the 2010-2011 school year, informal feedback from teachers as well as samples of students' writing indicate that the quality of writing is improving.

The foregoing examples of professional development opportunities are responses to standards in the Curriculum of the Archdiocese of Atlanta.

7. School Leadership:

As a parochial school within the Archdiocese of Atlanta, St. Catherine follows the leadership philosophy and structure outlined in the Policy Manual of the Office of Catholic Schools of the Archdiocese of Atlanta.

The principal of a Catholic school is first and foremost the spiritual and instructional leader of her school community. Recognizing that God calls each human person to become his/her best self and that human intelligence is a God-given gift which should be used for the good of others, the principal strives to fulfill her responsibility to provide a solid academic program which is permeated with the message of the Gospel.

Within St. Catherine, the principal looks first of all to her administrative team to support her in the areas of curriculum and instruction, safety, facilities, and day-to-day operations. The assistant principal, administrative assistant, business manager, facilities manager, curriculum coordinator, and guidance counselor all collaborate with the principal and serve as leaders within their respective areas. They offer input to the principal for the development of local school policies and help guide their colleagues to implement these policies effectively.

In order to best support student achievement, the principal depends foremost upon grade level lead teachers to facilitate regular meetings among their colleagues to address challenges and to achieve the instructional goals articulated in the school's strategic plan. From these meetings the principal is able to identify areas of concern and progress in the school.

Annually, to ensure effective operations and generate new ideas, teachers participate in two principal surveys whereby they may affirm areas of strength and offer suggestions for improvement for the principal. Other surveys on topics such as textbook selection, topics for professional development, and class schedules take place regularly. To this extent, the entire professional staff offers valuable input for the school's instructional and operational policies.

In addition to collaboration with her professional staff, the principal is assisted by the advisory council, which consists of parents of current students and alumni and members of the parish church. The advisory council advises the principal regarding the financial viability of the school, the relationship between the school and parish, and effective operations and sustainability of the school.

The principal reports directly to both the pastor of the church and the superintendent of schools for the Archdiocese of Atlanta. The Archbishop of Atlanta serves as the ultimate authority of the school.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$6835</u>	<u>\$6835</u>	<u>\$6835</u>	<u>\$6835</u>	<u>\$6835</u>	<u>\$6835</u>
6th	7th	8th	9th	10th	11th
<u>\$6835</u>	<u>\$6835</u>	<u>\$6835</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7873

5. What is the average financial aid per student? \$2520

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
16%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	83	75	69	66
Number of students tested	56	51	39	39	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	77	76	75	74
Number of students tested	56	51	39	39	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	85	79	75	72
Number of students tested	49	38	39	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	80	79	78	76
Number of students tested	49	38	39	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	80	84	76	69
Number of students tested	39	43	46	37	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	86	81	70	81
Number of students tested	39	43	46	37	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	80	78	69	69
Number of students tested	38	50	35	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	80	77	73	79
Number of students tested	38	50	33	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	85	77	67	65
Number of students tested	48	34	35	30	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	84	83	77	81
Number of students tested	48	34	35	30	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	82	79	69	74
Number of students tested	35	33	25	14	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Scores for 2011-2012 are Iowa Assessments Form E/2011					

13PV176

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills/Iowa Assessments

Edition/Publication Year: Form A/2005/Form E/2011

Publisher: Riverside

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	84	85	75	78
Number of students tested	35	33	25	14	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
6.					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Scores for 2011-2012 are Iowa Assessments Form E/2011					

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