

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Patricia G Childs

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Jude the Apostle Catholic School

(As it should appear in the official records)

School Mailing Address 7171 Glenridge Drive NE

(If address is P.O. Box, also include street address.)

City Atlanta State GA Zip Code+4 (9 digits total) 30328-2630

County Fulton State School Code Number* _____

Telephone 770-394-2880 Fax 770-804-9248

Web site/URL http://www.saintjude.net E-mail pchilds@saintjude.net

Twitter Handle @StJudeSchoolAtl Facebook Page www.facebook.com/StJudeSchoolAtl Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Dr. Diane Starkovich

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: dstarkovich@archatl.com

Other)

District Name Cobb County School District Tel. 404-920-7710

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. Billy Tice

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 22 | 23 | 45 |
| 1 | 28 | 24 | 52 |
| 2 | 33 | 23 | 56 |
| 3 | 28 | 29 | 57 |
| 4 | 28 | 28 | 56 |
| 5 | 31 | 27 | 58 |
| 6 | 42 | 32 | 74 |
| 7 | 29 | 28 | 57 |
| 8 | 29 | 27 | 56 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 270 | 241 | 511 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year | 2 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 0 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 2 |
| (4) Total number of students in the school as of October 1 | 511 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.004 |
| (6) Amount in row (5) multiplied by 100 | 0 |

7. English Language Learners (ELL) in the school: 2 %
8 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Russian, Portuguese
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 6

If this method is not 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.

9. Students receiving special education services: 12 %
62 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.

- | | |
|--------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 21 Other Health Impaired |
| 0 Deaf-Blindness | 26 Specific Learning Disability |
| 4 Emotional Disturbance | 7 Speech or Language Impairment |
| 2 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 4 Visual Impairment Including Blindness |
| 20 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|---|------------------------|
| Administrators | 2 |
| Classroom teachers | 20 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 11 |
| Paraprofessionals | 15 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

| Required Information | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 98% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

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

Yes No

If yes, select the year in which your school received the award. 2003

PART III – SUMMARY

St. Jude the Apostle Catholic School was formed in 1962 as a ministry of St. Jude Catholic Church offering kindergarten to grade four the first year, with grades five through eight added the following year. The school's foundation embraced the Church's three inter-related dimensions: message, service, and community.

The school serves and assists families and the Church in the development of the Catholic faith. The school strives to demonstrate Christian living, commits to student learning, and fosters good stewardship of God's world. The rigorous academic curriculum includes religion classes as well as all core subjects, fine arts, foreign language, and physical education.

The school's mission statement was rewritten in 2008 to succinctly capture the spirit of the school. Even the youngest stakeholders easily recite the mission statement, declaring, "St. Jude the Apostle Catholic School nurtures the formation of Saints and Scholars."

Previously accredited by Southern Association of Colleges and Schools (SACS) and Southern Association of Independent Schools (SAIS), St. Jude School earned AdvancED status by participating in the district-wide Archdiocesan Office of Catholic Schools accreditation process. St. Jude School is honored to have been named a National Blue Ribbon School of Excellence in 2003.

St. Jude School is located on eleven acres in residential Sandy Springs, Georgia. The school draws students from six metro Atlanta counties, with some families traveling as many as 80 miles round trip to attend the school. School enrollment has remained constant with 511 students registered this year. The school maintains a robust waiting list at all grade levels.

Most students are Catholic, though non-Catholic students are accepted and currently account for 1.95% of the student body. Traditionally, the students begin in kindergarten and graduate nine years later. About one-third of the sixth grade students leave at the end of the year to attend a local, private Catholic school offering grades seven through twelve.

The school employs thirty-one full-time teachers, six full-time classroom assistants, and nine part-time assistants. The full-time administrative staff includes principal, curriculum coordinator, development director, business manager, admissions director, administrative assistant, and technology specialist. In addition, the school employs two part-time administrative assistants, one part-time technologist, one part-time plant manager, one full-time janitor, one full-time food service employee, and three part-time nurses. The average age of our staff is 45; teaching experience averages 16 years; 61% of our teachers hold advanced degrees. The annual turnover rate is less than 4%.

St. Jude School collaborates with parents in the mission to provide a solid education to students. Parental involvement is an essential component of student success. Volunteers are welcomed and encouraged to participate in a variety of ways. Approximately 90% of our parent population volunteers during the school year.

In the fall of 2011, St. Jude principal Patty Childs was named the Archdiocesan Principal of the Year, and in December 2012, she was selected as the Region 4 National Catholic Education Association (NCEA) Principal of the Year based upon her leadership and progressive educational approaches. Mrs. Childs has piloted numerous programs to ensure students learn 21st century skills, and has presented three times at the annual NCEA Convention.

Grants from the UPS Corporation have paid for numerous staff development programs. For eight years, UPS has also financially supported the "Circus of the Kids" program, which fosters character building and teamwork among the students.

A technology grant afforded iPads for the seventh and eighth graders and brought national acclaim and

recognition to the school. Today's Catholic Teacher magazine selected St. Jude School for the "Catholic Schools for Tomorrow Innovations in Education" award in 2012.

For several years, the school has participated in the "No Place for Hate" program. Students pledge to accept one another's differences and embrace the opportunity to perform acts of kindness while participating in numerous programs that improve students' understanding and acceptance of others.

St. Jude School students participate in many educational competitions. For the past four years, students earned both state and world championships in the Odyssey of the Mind program. St. Jude students have also placed first and second in the Future City Competition. Students have won the Georgia state Spelling Bee and advanced to the Scripps National Finals for two consecutive years. Numerous students qualify for the Duke T.I.P. Program annually.

A hallmark of St. Jude School is service to others. Each year, St. Jude students participate in numerous service projects such as collecting toys, diapers, and baby items for a local women's shelter. Intermediate grade students prepare meals for a homeless shelter. Middle school students tutor weekly at the Atlanta Mission.

Tuition assistance in the amount of \$273,935.00 was awarded to help 67% of families demonstrating financial need. The school actively seeks donations to our various scholarship funds for tuition assistance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Test data at St. Jude School is not disaggregated for ethnicity, gender, or socio-economic status.

Acceptable performance on national percentile rankings (NPR) is an increase from year to year. The Archdiocesan benchmark for insufficient progress and academic monitoring is a score below the 50th percentile. St. Jude students demonstrate high achievement; building level performance on the standardized assessment is consistent throughout the grades. The 2013 data indicates high achievement at all grade levels as referenced below.

Prior to 2009, eighth grade students did not take standardized tests. To examine the school's curriculum thoroughly and gauge student growth fairly, the administration determined that all students would be included. In the spring of 2009, 2010, and 2011, students were given the Iowa Test of Basic Skills. In March 2012, the Archdiocese of Atlanta required the Iowa Assessment. Students in grades two, five, and seven also take the Cognitive Ability Test (COGAT).

St. Jude students' most recent scores were:

Grade Three:

Reading: 98% acceptable range scores, 65% in the 75-99 percentiles

Mathematics: 98% acceptable range scores, 80% in the 75-99 percentiles

Grade Four:

Reading: 93% acceptable range scores, 61% in the 75-99 percentiles

Mathematics: 95% acceptable range scores, 66% in the 75-99 percentiles

Grade Five:

Reading: 95% acceptable range scores, 60% in the 75-99 percentiles

Mathematics: 96% acceptable range scores, 67% in the 75-99 percentiles

Grade Six:

Reading: 89% acceptable range scores, 64% in the 75-99 percentiles

Mathematics: 90% acceptable range scores, 53% in the 75-99 percentiles

Grade Seven:

Reading: 88% acceptable range scores, 50% in the 75-99 percentiles

Mathematics: 89% acceptable range scores, 48% in the 75-99 percentiles

Grade Eight:

Reading: 90% acceptable range scores, 43% in the 75-99 percentiles

Mathematics: 89% acceptable range scores, 47% in the 75-99 percentiles

B. The administration annually reviews all standardized test data to improve instruction and to continue to meet student needs. In compliance with the Blue Ribbon requirements, data for the past five years is included with this application. All St. Jude students in grades kindergarten through eight participate in standardized testing. No subgroups of ten or greater students exist within any grade level; therefore, no comparison between the overall population contained by the grade level or a subgroup has been conducted.

The Iowa Test of Basic Skills (ITBS) was given in March of 2009, 2010, and 2011. Due to requirement changes within the Archdiocese of Atlanta Office of Catholic Schools, the Iowa Assessment (IA) was given in the spring of 2012 and 2013. Students in grades two, five, and seven were also administered the Cognitive Abilities Test. St. Jude students consistently demonstrate a high level of achievement in reading and mathematics.

Riverside Publishing Company, the publisher of the ITBS and the IA, indicated that student performance as reflected in the national percentile rankings often experiences a slight decrease during the transition to new standards and recalculated normative groups. The impact is due to the inclusion of higher curricular content standards which evolved during the years between test forms. The 2012 Iowa Assessment indicated a modestly lower national percentile rank in reading scores in grades three, five, seven, and eight, and in mathematics in all grades.

Over the past five years, there have been no significant gains (ten or more positive percentile points) or any significant losses (ten or more negative percentile points) within classes of students. St. Jude students demonstrate consistent achievement scores.

St. Jude School reading standardized test scores in 2009, 2010, and 2011 on the ITBS were steadily in the range of the 79-89th percentiles across all grade levels. Mathematics standardized test scores for this same period, using the same instrument, were unfailingly in the range of the 76-92nd percentiles across all grade levels.

As expected, there was a modest drop in test scores with the change to the IA standardized testing in 2012 and 2013. Grades four and six were the exception as both grades experienced slight increases in their reading scores. In 2013, grades three, five, six, and seven experienced gains in reading. Likewise, grades five and seven experienced gains in mathematics in 2013.

Strong performance in the area of English Language Arts is attributed to extensive vocabulary study, emphasis on conventions of writing, and informational reading. In mathematics, computation is the subtest where students experience their lowest scores. Interventions have been put into place as a result of ongoing analysis. Additional time is required for skill and drill of mathematics facts in addition, subtraction, multiplication, and division. Math facts are tested daily through mad minute drills and are tested regularly as part of chapter and unit tests. A quarterly computation grade is given on the report card.

2. Using Assessment Results:

St. Jude School personnel utilize various data to improve student and school performance. Measuring academic growth helps chart instructional objectives that inform curricular decisions.

Students in all grades take the IA, previously ITBS. Students in grades two, five, and seven also take the Cognitive Abilities Test. This data serves various purposes. Teachers use this information to support instructional practices and meet individual/group needs to obtain desired learning goals. Analyzing standardized test data provides information on mastery and allows teachers to incorporate additional practice to increase understanding. The curriculum coordinator and resource teachers work with the principal in analyzing test data to identify trends in specific curricular areas or grade levels.

Standardized tests determine the yearly progress of individual students as they advance through the grades. Classroom teachers, resource teachers, and the school counselor monitor annual academic growth through test scores, progress reports, and report cards. Classroom teachers also gauge understanding and academic growth through individually administered assessments, such as Easy CBM and SORT, to determine skill development and mastery. Formative assessments such as chapter tests, projects, or writing assignments help teachers determine student progress “in the moment” and allow for feedback, review, and adjustments to instruction. Summative assessments such as unit tests, mid-quarter and semester evaluations, and long-term projects are used to gauge retention and learning. Students maintain writing portfolios that follow them through the grades to evaluate growth and mastery of skill and technique. The Algebra Aptitude Test and ITBS/IA help to determine placement in advanced math classes in the middle school.

St. Jude School communicates student performance in various ways. Teachers connect with parents via e-mail, phone, and face-to-face conferences. Reports cards go home quarterly; mid-quarter progress reports are posted to SchoolSpeak, the parent communication system. Furthermore, bi-weekly grades are posted to SchoolSpeak for students in grades four to eight. Teachers send home weekly folders with tests and graded

assignments. Parents are required to sign all tests, regardless of the grade, to verify that they have seen the test and reviewed it with their child.

Parent-teacher conferences are scheduled twice a year for kindergarten through fifth grade students. For sixth through eighth grade students, traditional parent-teacher conferences are scheduled in the fall and student-led conferences occur in late winter. With help from a faculty advisor, sixth through eighth graders conduct this conference with their parents. Student-led conferencing has been well received as a positive tool for increased communication among faculty, parents, and middle school students.

Standardized test reports are mailed home with an explanatory letter. Each year, the faculty reviews the test data and is prepared to discuss the data when meeting with parents. Parents are encouraged to contact the school counselor and/or resource teachers with additional questions concerning the IA reports. Parents use the score reports and longitudinal reports to gauge the academic progress and growth of their children through the grades. This information helps them understand their child's strengths and weaknesses.

3. Sharing Lessons Learned:

The successes of St. Jude School are shared with various community audiences in numerous ways. The faculty and staff regularly collaborate with colleagues at Archdiocesan meetings for principals, counselors, resource teachers, curriculum coordinators, technology directors, and business managers. Positive and effective strategies and programs are discussed with other Catholic school personnel. Leading educational professionals often attend these meetings to present academic approaches to such things as learning styles, concussions, multi-intelligence strategies, executive function skills, learning disorders, curricula, and instructional materials. By way of contribution, faculty members of St. Jude School regularly serve on Archdiocesan curriculum review committees. These faculty members have helped create the updated curriculum guides that all Archdiocesan schools now use.

In addition to collaborating within the system, St. Jude School faculty and staff have presented at various state and national conferences. The middle school coordinator presented at the Georgia Independent Schools Association annual conference, highlighting the Circus of the Kids event hosted bi-annually at St. Jude School, and the establishment of student-led conferences in the middle school. Both of these activities help to develop self-esteem, inspire confidence, and advance team-building qualities. The conference attendees included teachers and administrators from across Georgia.

The principal has presented at the Georgia Independent Schools Association annual conference on the executive function skills program implemented at St. Jude School. This program outlines the evaluation process for the student's daily class readiness, class preparedness, class engagement, quality of work, how the implicit is inferred, and how to create a homework log. Conference attendees included teachers and administrators from the State of Georgia.

The technologists and principal have presented at the National Catholic Education Association annual conference, Florida Catholic Conference of Superintendents, and the iSummit Conference. Topic presentations included pastor/principal relationships and using iPads in the middle school environment. Conference attendees were teachers and administrators from across the country.

Articles have appeared in professional publications highlighting the successful implementation of the iPad program for students in grades seven and eight. In 2012, St. Jude School was honored with the "Innovations in Education Award" by the national magazine, Today's Catholic Teacher. This national recognition led to invitations to assist schools in Georgia, South Carolina, Maryland, New York, and Texas as they explored the use of iPads in middle and high school environments.

4. Engaging Families and Community:

To promote student success and school improvement, St. Jude School cultivates a constructive partnership among home, school, and community members. The school enjoys positive relationships with families and community, purposely engaging families in volunteer opportunities in order to foster their connection to the

school. The school's main source for communication to current families is SchoolSpeak. This system hosts the school's web site, family e-mails, and weekly newsletters. Teachers utilize this site as their tool for posting homework, class assignments, and class news. Individual classroom web pages, electronic newsletters, and weekly student performance and information folders also provide regular communication between the school and its families. Parent/teacher conferences are held twice a year, as well as on an "as needed" basis for all students, ensuring student success.

The school's public web site serves for recruitment and public communication. It provides general information about the school, curriculum, donation opportunities, etc., and highlights school successes and accomplishments. Social media improves external communication with the local community and engages the St. Jude alumni, keeping them interested in their alma mater.

There are many opportunities to feature St. Jude School to the local community. Articles highlighting school activities such as the Circus of the Kids program, the school's 50th anniversary celebration, student competition winners, involvement in service projects, and recognition of teachers and the principal have appeared in various newspapers, on local television stations, and on CNN News. Today's Catholic Teacher magazine highlighted St. Jude School for its high achievement in technology innovation.

Student participation in national and international competitions continues to bring recognition to St. Jude School. Examples of these activities include Odyssey of the Mind, Girls on the Run, Scripps Spelling Bee, National Geographic Geography Bee, Future City Engineering Competition, Modern Woodmen Oratorical Competition, Boy Scouts, and Girl Scouts. These opportunities engage volunteers as coaches, mentors, judges, and supporters.

The principal established the Principal's Advisory Committee (PAC) and a Finance Committee. These are comprised of stakeholders from the school parent population, the church community, and the public sector, ensuring varied insight and guidance and providing a positive balance for school initiatives. The St. Jude PTA is actively involved and contributes to the success of activities that benefit the students, teachers, and physical plant.

Together, all of these activities and opportunities work toward engaging families and the community for student success and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Jude School follows the curriculum of the Archdiocese of Atlanta. The following is an overview.

All aspects of the curriculum and daily experiences incorporate Catholic beliefs. Each year, the performance of the fifth and eighth grade students on the Assessment of Catechesis/Religious Education demonstrates their solid knowledge of Catholic faith and doctrine. Sacramental and liturgy preparation, creed, Biblical study, Christian morality, Church history, Christian prayer, and service comprise the essential components of religious instruction.

The study of language arts in kindergarten through grade eight is varied and wide in scope. The specific needs of individual learners fluctuate significantly as they progress through each developmental stage. The essential elements within the language arts program are defined as oral communication, written expression, reading, literature, spelling, handwriting, and vocabulary. Collins Education Group assists the teachers in meshing these elements through the Writing and Thinking Across the Curriculum program. In preparation for high school, middle school students focus on research papers, speech writing, and literature analysis.

The math curriculum inspires both teachers and students to break through traditional math barriers and explore math concepts not usually taught at their respective grade levels. Children learn probability, geometry, patterns, algebra, data gathering, and analysis. Using themes such as mental skills and reflexes, estimation and number sense, problem solving and mathematical modeling, and algorithmic and procedural thinking develop higher level thinking skills. Technology is woven into daily presentation of skills and student centers; skill and drill is practiced.

The sixth grade math curriculum transitions the student in preparation for algebra and geometry. Students extend their knowledge of mathematics foundations through practice of a carefully planned scope and sequence of topics.

Pre-Algebra is taught in seventh grade, and Advanced Pre-Algebra and Algebra 1 in eighth grade. The curriculum brings depth to algebraic concepts as groundwork for high school's college preparatory sequence in mathematics.

St. Jude School's science curriculum is divided into five categories of essential understandings. They are: scientific process, technological process, earth science, life science/human body, and physical science. Identified standards for each grade level represent age-appropriate understanding of concepts.

Empowering students to be morally informed, intelligent, and involved citizens in a global community is the core of St. Jude School's social studies curriculum. A basic awareness of world geography and world cultures is taught. The seven major standards of the curriculum are citizenship, current events, economics, geography, government, history, and world cultures.

Spanish in grades kindergarten through eight introduces students to pronunciation and intonation patterns, basic grammatical structures, and vocabulary of the Spanish language while developing introductory level listening, speaking, reading, and writing skills. St. Jude School is in compliance with the program's foreign language requirements.

Art education allows students to develop their individual talents. Students are introduced to a variety of artists and art periods. Students become acquainted with an assortment of media. The art teacher works with other subject area teachers for integrated cross-curricular projects.

The music curriculum fosters an appreciation and enjoyment of music, nurtures innate musical talent, and promotes music as a means of connecting people of diverse cultures. Students attend weekly chorus and/or band classes.

The classroom teachers work with the computer teacher to integrate technology into all subject areas. Classroom teachers have access to classroom computers, laptops, and iPad carts to ensure integration. Students in seventh and eighth grade participate in a 1:1 iPad program. Keyboarding, research, technology operations, and ethical and digital citizenship are key areas of the technology curriculum.

Physical Education is taught to every child each week. The appropriate cognitive, motor, and affective aspects of human development are presented in a sequence that reflects the approximate developmental stages of children, accommodating individuals who have special needs. The physical education teacher promotes individual competition and fairness with the students as they learn to accept victory and defeat gracefully.

To ensure implementation and alignment of content areas, teachers submit curriculum projections and weekly lesson plans to the administration for review. Teaching strategies, instructional support and resources, student assessments, classroom observations, and teacher feedback all contribute to the delivery of curriculum.

2. Reading/English:

St. Jude School follows the curriculum developed by the Archdiocese of Atlanta. The reading curriculum prioritizes the core areas of reading instruction across the grades: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading foundation begins in the primary levels with content focused on phonics in whole group and small-group settings. Using centers, students experience independent activities for specific skills/needs. These skills are continually developed as the child progresses through the grades. All components of the reading program prepare students to become life-long readers and learners. First and second grade students are evaluated quarterly on oral reading fluency skills using the basal reading assessment tool. In addition, these students are tested quarterly on word recognition levels with the Slosson Oral Reading Test (SORT).

The reading program threads numerous research and inquiry activities that encourage the child to use the media center and the internet to seek out information; technology is incorporated with every lesson of the reading series. Reading and language skills are applied to a variety of genres, balancing fiction and nonfiction selections. Each reading selection offers additional activities that relate to social studies, language arts, geography, science, mathematics, art, music, health, and physical education, making connections possible between and across content areas. Grade level teachers choose novels that are read either to or by the students to enhance cross-curricular activities. All levels of learners participate in the Accelerated Reading (AR) Program. Teachers and students set goals which reflect proficiency in reading; AR also serves as an informal assessment of students' progress. Students in grades three through six compete in the Archdiocesan Battle of the Books competition which encourages reading.

Teachers use formal and informal assessments to diagnose, differentiate, and identify student needs which then help to determine grouping decisions and to refine instructional plans. Resource teachers meet with classroom teachers to identify students in need of intervention. In these cases, the student support team formulates a plan to keep every child on track for continued progress and ongoing success.

The middle school curriculum incorporates active reading strategies implementing classic and contemporary fiction, nonfiction, and assessment instruction. Middle school students also read novels chosen to enhance and enrich curriculum in other subject areas. Instruction remains focused on preparing students for the rigorous curriculum found in the Archdiocesan college-preparatory high schools.

3. Mathematics:

While St. Jude School remains textbook driven rather than textbook bound, selected mathematics series at each level align with curriculum standards and benchmarks. Teachers continually supplement and adjust instruction to meet the learning needs of students.

The Archdiocesan curriculum for primary grades guides the children to explore math fundamentals,

probability, geometry, patterns, algebra, data gathering, and analysis. Students, when confronted with math problems, use themes such as mental skills and reflexes, estimation and number sense, problem solving and mathematical modeling, and algorithmic and procedural thinking. Everyday Mathematics guides children through experiential learning with the use of hands-on activities and math games. Basic math operations are introduced and developed. Daily reviews, known as Math Boxes, indicate if a student has understood a previously taught skill. This information assists in identifying students needing intervention and/or re-teaching.

The enVision Math series, aligned with the Archdiocesan intermediate grades curriculum, provides an innovative and rigorous math program for students in grades three through five. This problem-based, interactive approach continues to develop in-depth math problem solving strategies and math thinking skills. Various activities are provided to secure basic math functions with focus on division and multiplication. This methodology provides advanced level activities while allowing for intervention, and uses hands-on and minds-on learning. Teachers at this level also work with the resource team to provide intervention and extension to any child requiring additional assistance.

Middle school students follow a carefully planned math scope and sequence presenting a coherent curriculum that effectively organizes and integrates mathematical ideas. Sixth grade students continue to cement the computation of all operations including geometry and algebra topics. Based on their performance on the Riverside Publishing Algebra Aptitude Test, regular classroom assessments, standardized test data, and teacher recommendations, students in grades seven and eight may qualify for advanced math courses. The pre-algebra and algebra courses prepare students for the college preparatory high school math sequence.

The incorporation of daily math facts skill and drill helps improve student computation skills, noted as a weakness. To identify specific areas of strengths and weaknesses in math more accurately, St. Jude School assesses student progress on the report card in two categories: math concepts and computation. Students' performance in these two areas of mathematics provides a more accurate insight into progress.

4. Additional Curriculum Area:

St. Jude School's technology curriculum aims to address the knowledge and skills necessary to prepare students for their future. For learners in the 21st Century, technology is an essential curricular area. Over the last several years, St. Jude School has built a strong foundation of technology to provide extensive avenues for students to enhance their learning

Technology concepts and skills are taught through integrated activities across the curriculum. Keyboarding, technology operations, word processing, research skills, creative productions, and responsible digital citizenship are critical components of the St. Jude School technology curriculum. Primary grades focus on basic knowledge of computer hardware, selected software programs, iPad apps, keyboarding skills, word-processing applications, and use of the Internet. More rigorous curriculum is introduced in grades five through eight, i.e. Microsoft Office Suite, Google Apps for Education programs, eBook and video production, student productivity and time management apps, advanced Internet research, and mastery of keyboarding skills.

Each classroom has five computers and one iPad, an LCD projector/interactive white board, a document camera, and Wi-Fi access. The Idea Lab contains 32 student workstations, an interactive white board, and printers. The Media Center contains 15 student workstations which provide access to Destiny, the online library circulation system, as well as access to online research databases.

Seventh and eighth grade students participate in a 1:1 iPad program. Each student receives an iPad for use at school and home. Students utilize the Net Texts application to access courses created by their core subject teachers. They also use productivity and creativity apps such as Notability, QuickOffice, Google Drive, iStudiez Pro, Puppet Pals, Quizlet, Book Creator, and iMovie. These apps help students stay organized, study effectively, and express their knowledge in creative and engaging ways.

St. Jude School has two iPad carts (containing 15 iPads each) for students in kindergarten through sixth

grades to use in their classrooms. Students work with partners, allowing them to develop and refine collaboration skills, while creating eBooks, iMovies, comic strips, flash cards, and other presentations. Additionally, teachers of kindergarten through second grade routinely use the iPads to reinforce mathematics and reading skills using game-based apps in classroom centers.

5. Instructional Methods:

Recognizing different learning styles and academic needs of students, teachers utilize innumerable instructional methods. These include whole class lecture and discussion, small group instruction, student collaboration, demonstrations and hands-on activities, research, student-led instruction, and integrated technology projects. Field trips and in-house presentations further enhance the educational experiences. Computers and iPads are used in countless learning activities such as centers to provide skill practice, sharing creative expression, leveled reading activities, Type to Learn for students with occupational therapy issues, QR code apps that read to the student, and the Puppet Pals app to create and illustrate stories.

St. Jude School prides itself in providing an environment that is both nurturing and rigorous. Teachers help all students feel comfortable and valued and ensure that every child receives individual attention. Teachers afford all students the opportunity to participate in class activities and discussions to the best of their abilities. For example, students whose verbal skills are underdeveloped have opportunities to share with a partner and participate in cooperative learning activities. Primary teachers use Orton-Gillingham techniques for reinforcing reading and spelling. Implemented in all grades are presentations incorporating multi-intelligence approaches. Teachers use traditional small group and one-to-one practices at all levels and in all subject areas.

Three resource teachers work in classrooms assisting students during instructional time as well as with small groups in separate rooms. Classroom and resource teachers collaborate with parents of children who struggle and cooperatively develop a plan to address the needs of the child. It is St. Jude School's belief that all stakeholders hold equal responsibility to effect ongoing growth and academic success.

The Student Support Team (SST), composed of resource and classroom teachers and led by the school counselor, meets monthly to discuss students who are still struggling after initiating classroom intervention plans. Strategies are designed for more in-depth intervention, as needed. SST continues to review student progress to determine if testing by the Archdiocesan school psychologist is an appropriate next step. If psycho-educational testing occurs, the Archdiocesan psychologist meets with parents, teachers, and appropriate school staff members to develop a plan of action for the classroom and resource teachers to employ. Appropriate accommodations to support student success are identified and applied.

6. Professional Development:

Because of a strong belief that continued growth as a teacher will magnify student potential, the administration promotes a variety of professional development opportunities. These include the opportunity to receive a Master's Degree in Education, attendance at workshops and conferences, and a commitment to providing in-house professional development programs.

Analysis of the Iowa Assessment indicates strong attainment and growth in the area of reading. With the desire to continually enhance and enrich reading techniques for every child's learning ability, all faculty members are participating in an extensive program on the National Reading Panel's Seven Reading Comprehension Strategies. This eighteen-month program is designed to empower teachers to possess, understand, and master the content and instructional practices necessary to teach reading, spelling, and comprehension to the gifted student, the general education student, and to the student in need of remediation. Enrolling all teachers in this class as a school community adds to the cohesiveness of the faculty's efforts to help children with diverse learning needs. Teachers receive Profession Learning Units (PLU) for this course for continued licensing requirements.

The faculty has taught the Collins Educational Group's Developing Writing and Thinking Skills Across the Curriculum since 2003. Teachers have a unified plan to use at all grade levels, in all subject areas, for all

written work. The Collins Group instructs and assists the teachers in developing a scope and sequence of skills for all grades in guiding students from the pre-emerging writer to the proficient writer, and finally, to the skilled writer. As evidenced in the 2013 Iowa Assessment written expression, vocabulary, and conventions of writing subtests, students demonstrate high achievement in growth scores. Teachers have also participated in research-based learning style courses, i.e. Helping Boys Succeed in School and Helping Girls Succeed in Life through Georgia Education Training Agency (ETA), Brain Gym, an educational kinesiology system, and Executive Function Strategies.

Fulton County, the local education agency (LEA), offers a variety of courses to parochial/ private school teachers. Should a teacher choose to participate in this program for professional development, Title II funds pay for these courses. During the academic year, teachers participate in Catholic Faith Formation in-services, earning credit hours toward religion certification.

7. School Leadership

Helping students develop a deep love and respect for God, themselves, others, and the world is the foundation to the leadership's philosophy at Saint Jude School. Students are encouraged to grow into responsible and caring adults who are active members of society. Developing the minds of young learners as they become critical thinkers, analytical problem-solvers, and tomorrow's leaders are key responsibilities of the entire school staff.

The principal believes her key role is to provide a positive learning environment steeped in Catholic tradition. One becomes aware of this unique identity beginning with the word "Catholic" in the school name, continuing with the daily recitation of the mission statement, and taking deliberate steps to make the Catholic faith apparent to stakeholders and visitors alike. The principal believes that the strong Catholic identity is the first indicator that a positive climate is alive at St. Jude School.

It is vitally important to the principal that she provide opportunities for stakeholders to voice concerns. To facilitate communication, the principal formed a Parent Advisory Council, an Administrative team, and a Grade Level Coordinators' team. These established committees offer input to the principal for the development of local school policies and help guide their colleagues to implement policies effectively.

Respect is paramount to a positive climate. Respect must begin with the principal, as the leader of the school, in order to be present among all stakeholders. Mutual respect allows teachers the confidence to set high standards and encourages students to achieve them.

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

Reflective of high academic achievement, St. Jude School was named a National Blue Ribbon School of Excellence in 2003. Dual accreditation from the Southern Association of Colleges and Schools and the Southern Association of Independent Schools was achieved in 2008. The school was recognized as one of Atlanta's Best Schools by Atlanta Magazine in 2010, and designated as a Healthy Halls School by Children's Healthcare of Atlanta in 2012. In 2013, St. Jude School received accreditation from AdvancED, affirming the continued path of educational excellence and ongoing improvement efforts. These, and other honors, speak to the staff's dedication to the students and foster a sense of pride among all stakeholders in the St. Jude School community.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

| Grade | Amount |
|-------|--------|
| K | \$7480 |
| 1 | \$7480 |
| 2 | \$7480 |
| 3 | \$7480 |
| 4 | \$7480 |
| 5 | \$7480 |
| 6 | \$7480 |
| 7 | \$7480 |
| 8 | \$7480 |
| 9 | \$0 |
| 10 | \$0 |
| 11 | \$0 |
| 12 | \$0 |

4. What is the educational cost per student? \$9060
(School budget divided by enrollment)
5. What is the average financial aid per student? \$3076
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 67%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 84 | 88 | 90 | 92 |
| Number of students tested | 55 | 54 | 56 | 56 | 56 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 86 | 89 | 92 | 84 |
| Number of students tested | 56 | 56 | 60 | 56 | 54 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 82 | 80 | 90 | 84 | 87 |
| Number of students tested | 56 | 61 | 56 | 56 | 56 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 78 | 82 | 86 | 83 |
| Number of students tested | 76 | 75 | 83 | 71 | 82 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 70 | 83 | 82 | 76 |
| Number of students tested | 58 | 55 | 54 | 59 | 51 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 73 | 75 | 85 | 76 | 0 |
| Number of students tested | 55 | 54 | 58 | 49 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: 2008-2009 8th grade not tested -- testing not required by Archdiocese this year.
 Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 83 | 85 | 83 | 87 |
| Number of students tested | 55 | 54 | 56 | 56 | 56 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 84 | 83 | 87 | 84 |
| Number of students tested | 56 | 56 | 60 | 56 | 54 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 80 | 89 | 84 | 86 |
| Number of students tested | 56 | 61 | 56 | 56 | 56 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 81 | 79 | 86 | 84 |
| Number of students tested | 76 | 75 | 83 | 71 | 82 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 77 | 73 | 82 | 81 | 84 |
| Number of students tested | 58 | 55 | 54 | 59 | 51 |
| 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. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessment Form E</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing Company</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 73 | 78 | 84 | 81 | 0 |
| Number of students tested | 54 | 54 | 58 | 49 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Other 1 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. Other 2 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Other 3 | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

NOTES: 2008-2009 8th grade not tested -- testing not required by Archdiocese this year.
 Spring scores for 2009, 2010, & 2011 --- Iowa Test of Basic Skills (Form A) 2005 norms
 Spring scores for 2012 & 2013 --- Iowa Assessments (Form E) 2011 norms
 All students are assessed/No Subgroup Scores