## 2008 No Child Left Behind - Blue Ribbon Schools Program

### *U.S. Department of Education*   ☐ Public   ☐ Private

**Cover Sheet** Type of School: (Check all that apply)   [x ] Elementary  [ ] Middle  [ ] High   [ ] K-12
[ ] Charter     [ ] Title I    [ ] Magnet  [ ] Choice

Name of Principal ___Mrs. Nancy E. Russell___
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)

Official School Name ___Mary Immaculate Catholic School___
(As it should appear in the official records)

School Mailing Address_____14032 Dennis Lane_____
(If address is P.O. Box, also include street address.)

_____Farmers Branch_____ TX_____ 75234-3535_____

City                                                     State                            Zip Code+4 (9 digits total)

County ___Dallas_____State School Code Number*_____N/A_____

Telephone ( 972 )  243-7105 _____Fax ( 972 )  241-7678 _____

Web site/URL__www. mischool.org_____ E-mail  nrussell@mischool.org_____

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* _Dr. Charles LeBlanc_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___Diocese of Dallas_____ Tel. ( 214)  528- 2360_____

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____Mr. Jeff Neiman_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

# PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12.  (Schools 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 each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.  To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - _____ Elementary schools
   - _____ Middle schools
   - _____ Junior high schools
   - _____ High schools
   - _____ Other

   - _____ TOTAL

2. District Per Pupil Expenditure:            _____

   Average State Per Pupil Expenditure:       _____

**SCHOOL** (To be completed by all schools)

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

   [   ]    Urban or large central city
   [ x ]    Suburban school with characteristics typical of an urban area
   [   ]    Suburban
   [   ]    Small city or town in a rural area
   [   ]    Rural

4. ___3___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

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

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|-------|-----------|--------------|-------------|---|-------|-----------|--------------|-------------|
| PreK | N/A | N/A | | | 7 | 33 | 27 | **60** |
| K | 26 | 29 | **55** | | 8 | 30 | 22 | **52** |
| 1 | 23 | 40 | **63** | | 9 | | | N/A |
| 2 | 35 | 24 | **59** | | 10 | | | N/A |
| 3 | 30 | 27 | **57** | | 11 | | | N/A |
| 4 | 34 | 27 | **61** | | 12 | | | N/A |
| 5 | 31 | 28 | **59** | | Other | | | |
| 6 | 28 | 30 | **58** | | | | | |
| | | | **TOTAL STUDENTS IN THE APPLYING SCHOOL →** | | | | | 524 |

6.  Racial/ethnic composition of         0 % American Indian or Alaska Native
    the school:                               8 % Asian or Pacific Islander
                                              1 % Black or African American
                                        27 % Hispanic or Latino
                                        64 % White
    **100% Total**

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

7.  Student turnover, or mobility rate, during the past year: _____2.5_____%

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

| **(1)** | Number of students who transferred *to* the school after October 1 until the end of the year | 1 |
|---|---|---|
| **(2)** | Number of students who transferred *from* the school after October 1 until the end of the year | 12 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)] | 13 |
| **(4)** | Total number of students in the school as of October 1 | 524 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4) | 0.025 |
| **(6)** | Amount in row (5) multiplied by 100 | 2.5% |

8.  Limited English Proficient students in the school: ___0___%

                          ___0___Total Number Limited English Proficient

    Number of languages represented: ___0_____
    Specify languages:

9.  Students eligible for free/reduced-priced meals: _____0__%

            Total number students who qualify: _____0__

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: _____8____%
                                                 ____41___Total Number of Students Served

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

|  |  |
|---|---|
| ____Autism | ____Orthopedic Impairment |
| ____Deafness | __6_Other Health Impaired |
| ____Deaf-Blindness | _22_Specific Learning Disability |
| ____Emotional Disturbance | _12_Speech or Language Impairment |
| __1_Hearing Impairment | ____Traumatic Brain Injury |
| ____Mental Retardation | ____Visual Impairment Including Blindness |
| ____Multiple Disabilities | |

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

**Number of Staff**

| | **Full-time** | **Part-Time** |
|---|---|---|
| Administrator(s) | 2 | 0 |
| Classroom teachers | 26 | 4 |
| Special resource teachers/specialists | 1 | 0 |
| Paraprofessionals | 2 | 2 |
| Support staff | 4 | 1 |
| Total number | 35 | 7 |

12. Average school student-classroom teacher ratio, that is, the number of
    students in the school divided by the FTE of classroom teachers, e.g., 22:1        _18:1___

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher
    turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the
    difference between the number of entering students and the number of exiting students from the same
    cohort. (From the same cohort, subtract the number of exiting students from the number of entering
    students; divide that number by the number of entering students; multiply by 100 to get the
    percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance,
    dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only
    high schools need to supply drop-off rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|---|---|---|---|---|
| Daily student attendance | 97 % | 96 % | 97 % | 96 % | 96 % |
| Daily teacher attendance | 98 % | 97 % | 97 % | 96 % | 98 % |
| Teacher turnover rate | 9 % | 9 % | 15 % | 12 % | 6 % |
| Student dropout rate (middle/high) | N/A % | N/A % | N/A % | N/A % | N/A % |
| Student drop-off rate (high school) | N/A % | N/A % | N/A % | N/A % | N/A % |

# PART III - SUMMARY

Mary Immaculate Catholic School was established in 1959 with a mission of providing the North Dallas community with academic excellence in a Catholic and Christ-centered environment. Dedicated to developing mind, body, and spirit, the faculty and staff make certain all students form a foundation for lifelong learning.

This foundation begins with high expectations for academic excellence. The faculty provides differentiated instruction and challenging curriculum, encouraging students of all ability levels and learning styles to take ownership of their education. A variety of instructional methods promote higher level thinking skills. Lessons are planned to include opportunities for cooperative learning and whole group and individualized instruction. Students develop leadership and problem solving skills through peer teaching and peer collaboration. Technology, such as United Streaming, is used to ignite student interest. Students are encouraged to participate in academic contests extending from the core curriculum, one of which is the St. Patrick Academic Fair. Students also have the opportunity to excel in fine arts programs such as band, drama, competitive speech, music, choir, and art. Enriched programs challenge academically talented students while programs such as Content Mastery and Alphabetic Phonics provide the individual help necessary for all students to achieve at their highest level.

Another facet of the Mary Immaculate Catholic School mission is to develop the whole child as a respectful and contributing member of the local community and parish faith family. School-sponsored and student-led service projects develop leadership skills and sensitivity to socio-economic needs. Students are encouraged to put their faith into action and become good stewards for the environment. A Thanksgiving food drive and Christmas toy collection provide much-needed supplies for the parish community. Baskets of food and toiletries are assembled for local senior citizens. A collection of children's books is undertaken to renew the library at Children's Hospital in Dallas. Letters and supplies are sent to friends and relatives serving overseas in the Armed Forces.

It is also the mission of Mary Immaculate Catholic School to nurture the spiritual and emotional development of its students. Students attend Mass weekly, participating as lectors, altar servers, and choir and band members. These faith celebrations give students the opportunity to extend classroom learning and come together as a Catholic community. Older students are paired with younger prayer partners to inspire both partners in their spiritual growth. Faculty members mentor students, and guidance programs focus on developing positive self-image and interpersonal skills as well as helping students take ownership for achieving academic success and making responsible choices.

Finally, it is our belief that success is achieved by the partnership of home and school. Communication lines are always open to allow parents, faculty, and students to be partners in academic success. The school website and electronic "Mustang Mail" make the school accessible. Formal and informal parent teacher conference times encourage personal interaction. Weekly communication envelopes are sent home in all grades to keep parents informed. Parent volunteers are welcomed and appreciated. Parent/Teacher Club meetings and events welcome newcomers into the school community and provide parents with information on topical issues such as bullying and Internet safety that affect their children.

The goal of Mary Immaculate Catholic School is to form students who will leave academically, emotionally, and spiritually prepared to continue their education, serve their communities, and use their talents to make a difference. Our graduates, respected and sought after by public and private high schools, are shining examples of the success of our mission.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

**1. Mary Immaculate Catholic School Assessment Results**

Mary Immaculate Catholic School tests all students in grades two through eight, regardless of ability, socioeconomic status, race, or ethnicity. Testing make-up days are scheduled for students who are absent.

In 2006-07, the eighth-grade class scored in the 80th percentile in reading and the 84th percentile in mathematics, notably above the percentile equivalent for the 90th percentile of 72 and 78 for reading and math respectively. This places our students in the top 10% of the students in the nation.

The seventh-grade class that year scored 85% in reading and 91% in math, which is above the 90th percentile of 74 and 79 in reading and math. The sixth-grade class scored 84% in math, which is above the 90th percentile of 78. The fifth-grade class scored 84% in math, which is above the 90th percentile of 81%. The seventh grade ranks in the top 10% in reading and math, and the fifth and sixth grades rank in the top 10% in math. The second-grade class scored 80% in reading, which is well above the 90th percentile of 66%, and 81% in math, which is above the 90th percentile of 73%.

The Stanford Achievement test is administered in September to all students in grades two through eight. Third, fifth, and seventh-grade students are also given the Otis Lennon School Ability Test, which gives information to determine if students are achieving according to their potential. Prior to 2003, the Stanford 9 was administered in February. Upon adoption of the Stanford 10, the testing date was changed from February to September. A committee of principals at that time made the recommendation with the belief that earlier testing would give teachers the opportunity of planning for the year and allow teachers to identify strengths and weaknesses in individual students. The test results consequently take on a more diagnostic role in planning the year. After five years of fall testing, a decision will be made for 2008-09 to maintain September testing or return to February.

2. **Ways in Which Mary Immaculate Catholic School uses assessment results:**

The Stanford 10 Achievement Test is one of the many tools teachers use to assess the progress of the students. Teacher-made tests and publisher-generated tests, as well as other assessment tools, serve the faculty and administration in assessment of student progress. The information gained from these various assessment methods is vital in determining proper instruction and learning styles of all students. Student abilities can then be identified to ensure challenging, individualized instruction.

Faculty and administration regularly review assessment results to measure curriculum effectiveness and identify areas of strength and weakness. A faculty meeting is held to review standardized test results and aid teachers in incorporating result information into lesson planning and teaching strategies. Progress reports and report cards are generated and sent home every four weeks as an assessment tool for teachers and to inform parents of progress. Faculty members use these reports to identify students in need of enrichment or remediation.

The Star Reading Test, used in conjunction with the Accelerated Reading Program, is another assessment tool for reading and comprehension. Students in grades two through six are tested in August, January, and May to determine progress. The goals and reading levels are set using test results and communicated to parents. The Dynamic Indicators of Early Literacy Skills (DIBELS) is administered in kindergarten, first, and second grades. The results of this test give an ongoing assessment of fluency. This assessment tool monitors literacy skills at an early age. This allows the teacher to remediate when necessary and provides challenging reading materials to advanced students.

**3. Ways in which Mary Immaculate Catholic School communicated assessment results:**

Standardized test results are sent home to the parents in the form of individual student reports. Information on how to use and interpret these results is communicated to the parents by letter and during the initial conferences in October. Overall performance is communicated to the School Advisory Council and published on the school's web site.

Faculty and administration at Mary Immaculate Catholic School ensure that parents and students receive ongoing communication regarding academic progress and assessment. Quarterly report cards and midterm progress reports are sent home. Twice a year, formal conference times are provided for parents to meet with teachers. Teachers and parents often communicate via email for convenience; however, teachers are available for phone conferences and personal meetings to discuss concerns and successes. The importance of open communication as a tool for student success is stressed by the administration.

Student achievement and success is celebrated throughout the year. Honor roll and other student accomplishments are recognized at weekly Masses, in the weekly email communication to parents, and in monthly newsletters. Student achievements are also recognized at the quarterly Parent/Teacher Club meeting.

**4. Ways in which Mary Immaculate Catholic School shares its success:**

The faculty and staff of Mary Immaculate Catholic School recognize the importance of collaboration with other school communities. The faculty and administration have a history of contributing to curriculum development by volunteering to participate in Diocesan curriculum planning committees. Members of the faculty and administration serve on accreditation teams in this diocese and in other areas of the state.

Mary Immaculate Catholic School has opened its facilities to many groups in the parish and diocesan community. The school has hosted Diocesan Spelling Bees, Destination Imagination meetings and training sessions, and Scouting events, as well as provided space for the various parish ministries.

St. Mary of Carmel School in Dallas, Texas, is our sister school. The parents, faculty, and administration have donated materials, supplies, furniture, and technology as well as funds to that inner-city school. We believe that God gives everyone gifts. These gifts are not ours to keep, but to share with others. Mary Immaculate Catholic School will always be cognizant of the many gifts we have been given and the call to share these gifts with others.

# PART V – CURRICULUM AND INSTRUCTION

It is the goal of Mary Immaculate Catholic School to ensure that academic excellence in all areas of the curriculum is attainable for all students. In combination with the basic curriculum outlined below, a Content Mastery Center provides student support and creates a school wide atmosphere in which each student can be his or her best.

The language arts curriculum combines reading, verbal, and written communication skills to foster total language development. The program begins with phonics-based reading instruction and builds to literacy-based language instruction in the upper grades. A structured writing program begins with basic instruction in the lower grades and progresses to a literature-based writing program in the upper grades.

The math curriculum is enriched to meet the needs of students with a variety of learning abilities. Problem-solving techniques, logical thinking, and real-world application are enhanced by hands-on activities. The incorporation of technology reinforces basic and advanced math skills school wide.

The science program incorporates use of technology and lab experiences to help students acquire scientific knowledge of the world. Students progress in knowledge of the inquiry process and scientific method through a variety of hands-on activities.

Knowledge of local, national, and international cultures and customs is developed in the social studies program. Students start close to home with a walking tour of historical Farmers Branch and trips to the Texas State Capitol and San Antonio for an understanding of the rich cultural diversity in Texas. The study of geography culminates with the eighth-grade students mapping the world from memory and sharing researched information on various nations and cultures with the entire school.

The Spanish program begins in kindergarten and progresses through eighth grade, meeting the NCLB-BRS program requirements. The curriculum focuses on conversation proficiency in conjunction with reading and writing fundamentals. Instruction for native speakers is enhanced by the study of Latin American cultures and history.

All students participate in a fine arts program consisting of art, speech and drama, and music. In addition, an art appreciation curriculum is taught school wide, and a newly renovated art room allows for creative expression through a variety of art mediums. School and community performances occur in all grades. Speech and drama classes in grades 5-8 focus on development of oral communication skills and creative performance. The music program includes band, choir, and classes in which students learn the fundamentals of reading, composing and performing music. All students participate in liturgical celebrations, seasonal and cultural activities, and dramatic performances.

Physical education is intended to meet immediate needs for healthy student activity as well as to promote life-long fitness. Good sportsmanship and a cooperative spirit are emphasized in all athletic endeavors, both competitive and noncompetitive. An outdoor education program includes canoeing, nature walks, and camp activities—all of which help to build strong bodies and self-esteem.

The basic curriculum is enhanced with academic activities offered both inside and outside the classroom. Activities include Continental Math League, spelling and geography bees, essay and poetry contests, various art contests, Destination Imagination, DECATS, and participation in the St. Patrick Academic Fair and the diocesan speech tournaments. Eighth-grade students have the opportunity to be members of a technology team which supports technology school wide.

**2a. Reading:**

The reading curriculum is designed to develop life-long learners by integrating both reading and writing components. The end goal is a greater understanding of and appreciation for literature. In addition, the reading curriculum develops critical thinking, comprehension, and problem solving skills across the curriculum. At Mary Immaculate Catholic School, reading is an integral part of knowledge acquisition in all discipline areas. It is our belief that reading across the curriculum develops reading skills, comprehension, and higher-level thinking and processing related to other disciplines.

Literacy training begins in kindergarten and remains literature based through eighth grade. In kindergarten and primary grades, effective phonics-based reading instruction develops word attack, fluency, and comprehension skills. Student skills continue to develop through the use of interesting and challenging literature. Alphabetic Phonics, taught in small group instruction, accommodates different learning styles. Fluency and comprehension skills are enhanced with the Accelerated Reader Program.

Writing instruction is often literature based and develops incrementally. Knowledge of the Six Traits of Writing enables students to demonstrate focus, clarity, organization, elaboration, and voice in written expression. Cooperative learning activities such as peer tutoring and oral presentation encourage students with different learning styles. With the implementation of the reading curriculum, students are individually challenged and motivated to become life-long readers and writers.

**3. Additional Curriculum Area:**

The mission of Mary Immaculate Catholic School is to provide academic excellence in a Catholic and Christ-centered environment. Religious education supports this mission by developing students academically and spiritually. Through religious education, teachers are able to reinforce core curriculum such as reading, research, writing, oral presentation, and music. The religion curriculum also includes a web-based component, which students and their families can access to enhance faith formation at home and at school.

Community service is also an integral part of the religion curriculum. All students participate in monthly service projects such as food, clothing, and gift collections for local families in need. These student-led service opportunities not only build a strong sense of community, but also develop self-esteem, leadership skills, sensitivity to cultural and economic differences, and an enhanced social awareness.

Older students are encouraged to mentor younger students in faith formation, thereby strengthening cross grade level cooperation. For example, each fall eighth-grade students collaborate with second-grade students, becoming yearlong prayer partners. The drama department involves seventh-grade students in weekly reenactments of the Stations of the Cross.

The religion program includes guidance lessons to teach students strategies to make good decisions and develop confidence and self-esteem. A facilitator in grades one through three guides students in dealing with life skills such as effective social interaction and building positive self image. Class meetings in the intermediate grades give students a voice in classroom governance and in managing social issues. An advisory period in the upper grades affords teachers and students time to interact and build community.

**4. Instructional Methods:**

The teachers at Mary Immaculate Catholic School employ a variety of instructional techniques to ensure the success of each student. Teachers consider individual learning styles and varied development levels when choosing instructional methods. Active and involved learning takes place in all subject areas through the use of manipulatives, cooperative exercises, learning centers, and other visual, auditory, and kinesthetic components. A strong emphasis is placed on cross grade level and cross curriculum cooperative learning and interaction, which develop leadership, self-esteem, cooperative skills, and team building.

Students gain an understanding of curriculum through real-world experiences. Scientific study of animals is followed by an instructional trip to the zoo in the primary grades. Fifth-grade students learning about city government and local economy in social studies travel to Enterprise City, a mock city complete with opportunities for students to participate in running city government and local enterprise. Collaboration between the English and social studies departments provides an opportunity for eighth-grade students who are studying WWII to read the Holocaust memoir *Night* and visit the Dallas Holocaust Museum.

A thirty-station computer lab, along with computer stations in individual classrooms, is available for teachers and students. Teachers use the computer lab and classroom computers to enhance instruction. Classrooms are equipped with portable laptops and projectors, enabling teachers and students to access the Internet and United Streaming and use programs such as Power Point and Inspiration for instruction and presentation. Fifteen library computers provide full access to research materials under the guidance of classroom teachers and the librarian. The faculty and staff remain current in technology innovations and instructional techniques through professional development. The administration encourages and regularly assesses instructional methods utilizing technology.

**5. Professional Development:**

There is a direct relationship between professional development and high student achievement at Mary Immaculate Catholic School. Faculty and staff are required to participate in ongoing professional development. A variety of opportunities are provided through the school, the Diocese of Dallas, and Region 10, the local Texas Education Service Center.

A portion of the school's annual budget is designated for continuing education. The school invites local and national speakers to give topical addresses to parents and teachers. During monthly faculty meetings, training is provided in areas such as technology, literacy and writing, and classroom management. The Diocese of Dallas provides an annual in-service session addressing relevant and innovative advances in education. Mary Immaculate Catholic School teachers attend classes through Region 10 and local community colleges and universities. Recent classes attended by the faculty and staff include Open Court Phonics, Intel *Teach for the Future,* The Annual Dyslexia Summer Institute, The Literacy Institute, Six Traits of Writing, and others. Current emphasis is placed on continuing education dealing with inclusion, classroom management, and prevention of bullying.

It is our belief at Mary Immaculate Catholic School that staff development affords teachers the tools necessary to use effective teaching strategies to meet the needs of the individual student and continue our legacy of academic excellence.

# PART VI - PRIVATE SCHOOL ADDENDUM

1.  Private school association(s): _____ NCEA _____
    (Identify the religious or independent associations, if any, to which the school belongs.  List the
    primary association first.)

2.  Does the school have nonprofit, tax exempt (501(c)(3)) status?       Yes ___X___  No _____

3.  What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

    $4,160.     $4,160.     $4,160.     $4,160      $4,160      $4,160.
    K           1st         2nd         3rd         4th         5th

    $4,160.     $4,160.     $4,160.     $_ N/A_     $_ N/A_     $_N/A__
    6th         7th         8th         9th         10th        11th

    $_N/A__     $_____
    12th        Other

4.  What is the educational cost per student?                            $6,470.00_
    (School budget divided by enrollment)

5.  What is the average financial aid per student?                       $_2,000.00

6.  What percentage of the annual budget is devoted to                   ___4_%
    scholarship assistance and/or tuition reduction?

7.  What percentage of the student body receives
    scholarship assistance, including tuition reduction?                 ___3.5_%

# ASSESSMENT RESULTS
## Mary Immaculate Catholic School

Stanford Achievement Test
10th 2002 Norms/9th 1995 Norms
Harcourt, Inc.

Scores are reported as percentiles.

| | 10th Edition | | | | 9th Edition |
|---|---|---|---|---|---|
| | 2006 | 2005 | 2004 | 2003 | 2002/03 |
| Testing month | September | September | September | September | February |
| **Grade 8** | | | | | |
| Reading | 80 | 75 | 73 | 76 | 82 |
| Math | 84 | 80 | 83 | 88 | 87 |
| Number of students tested | 46 | 52 | 60 | 52 | 54 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | 64 | 65 | 71 | | |
| Mathematics | 64 | 73 | 75 | | |
| Number of students tested | 18 | 16 | 16 | | |
| **Grade 7** | | | | | |
| Reading | 85 | 82 | 74 | 75 | 82 |
| Math | 91 | 84 | 80 | 80 | 90 |
| Number of students tested | 53 | 48 | 49 | 58 | 55 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | 84 | 72 | 82 | | |
| Mathematics | 86 | 84 | 84 | | |
| Number of students tested | 15 | 15 | 14 | | |
| **Grade 6** | | | | | |
| Reading | 74 | 81 | 78 | 71 | 78 |
| Math | 84 | 88 | 84 | 79 | 89 |
| Number of students tested | 61 | 54 | 50 | 52 | 58 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | 69 | 66 | 60 | | |
| Mathematics | 82 | 74 | 64 | | |
| Number of students tested | 18 | 17 | 16 | | |
| **Grade 5** | | | | | |
| Reading | 78 | 74 | 79 | 82 | 79 |
| Math | 84 | 77 | 82 | 78 | 87 |
| Number of students tested | 61 | 62 | 56 | 49 | 58 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | 75 | 63 | 52 | | |
| Mathematics | 79 | 51 | 68 | | |
| Number of students tested | 17 | 16 | 16 | | |

# ASSESSMENT RESULTS
## Mary Immaculate Catholic School

Stanford Achievement Test
10th 2002 Norms/9th 1995 Norms
Harcourt, Inc.

Scores are reported as percentiles.

| | 10th Edition | | | | 9th Edition |
|---|---|---|---|---|---|
| | 2006 | 2005 | 2004 | 2003 | 2002/03 |
| Testing month | September | September | September | September | February |
| **Grade 4** | | | | | |
|   Reading | 75 | 69 | 66 | 71 | 83 |
|   Math | 80 | 71 | 67 | 67 | 81 |
|   Number of students tested | 58 | 61 | 59 | 57 | 51 |
|   Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
|   Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
|   Reading | 67 | 64 | 61 | | |
|   Mathematics | 84 | 64 | 49 | | |
|   Number of students tested | 16 | 16 | 16 | | |
| **Grade 3** | | | | | |
|   Reading | 69 | 70 | 65 | 67 | 82 |
|   Math | 66 | 72 | 71 | 60 | 60 |
|   Number of students tested | 65 | 59 | 63 | 59 | 61 |
|   Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
|   Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
|   Reading | 57 | 73 | 71 | | |
|   Mathematics | 64 | 49 | 68 | | |
|   Number of students tested | 14 | 15 | 13 | | |
| **Grade 2** | | | | | |
|   Reading | 80 | 78 | 77 | 74 | 80 |
|   Math | 81 | 77 | 80 | 76 | 74 |
|   Number of students tested | 52 | 65 | 61 | 63 | 63 |
|   Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
|   Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
|   SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
|   Reading | 80 | 81 | 78 | | |
|   Mathematics | 88 | 86 | 87 | | |
|   Number of students tested | 13 | 14 | 13 | | |