

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

## U.S. Department of Education

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

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

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

School Mailing Address 2120 Westheimer  
(If address is P.O. Box, also include street address)

Houston TX 77098-1419  
City State Zip Code+4 (9 digits total)

County Harris State School Code  
Number\* N/A

Telephone (713) 526-3279 Fax ( 713) 526-8025

Website/URL www.saintanne.org E-mail kbarnosky@saintanne.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Sally Landram  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Galveston-Houston Tel. ( 713) 741-8704

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Laura Jahn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

- Number of schools in the district:
  - \_\_\_\_\_ Elementary schools
  - \_\_\_\_\_ Middle schools
  - \_\_\_\_\_ Junior high schools
  - \_\_\_\_\_ High schools
  - \_\_\_\_\_ Other
  - \_\_\_\_\_ TOTAL
- District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

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

- Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
- 5   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?
- 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   | 34         | 27           | 61          | 7     | 23         | 16           | 39          |
| K  | 25         | 22           | 47          | 8     | 19         | 21           | 40          |
| 1  | 21         | 24           | 45          | 9     |            |              |             |
| 2  | 25         | 19           | 44          | 10    |            |              |             |
| 3  | 21         | 24           | 45          | 11    |            |              |             |
| 4  | 16         | 18           | 34          | 12    |            |              |             |
| 5  | 25         | 19           | 44          | Other |            |              |             |
| 6  | 20         | 24           | 44          |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>443</b>  |

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 47                | % White                          |
| 12                | % Black or African American      |
| 30                | % Hispanic or Latino             |
| 11                | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 3 %

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

|            |  |       |
|------------|--|-------|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 6     |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 8     |
| <b>(3)</b> | Total of all transferred students [sum of rows (1) and (2)]  | 14    |
| <b>(4)</b> | Total number of students in the school as of October 1   | 438   |
| <b>(5)</b> | Total transferred students in row (3) divided by total students in row (4)                           | .0319 |
| <b>(6)</b> | Amount in row (5) multiplied by 100  | 3.19  |

8. Limited English Proficient students in the school: 1 %  
6 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Korean, Spanish, German

9. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 8

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

10. Students receiving special education services:  $\frac{4}{10}$  % Total Number of Students Served

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

|                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>15</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>7</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities |  |

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

**Number of Staff**

|                                       | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s)                      | <u>2</u>         | <u>0</u>         |
| Classroom teachers                    | <u>30</u>        | <u>3</u>         |
| Special resource teachers/specialists | <u>0</u>         | <u>1</u>         |
| Paraprofessionals                     | <u>7</u>         | <u>0</u>         |
| Support staff                         | <u>5</u>         | <u>1</u>         |
| Total number                          | <u>44</u>        | <u>5</u>         |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 1:14

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

|                                     | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 97 %      | 96 %      | 96 %      | 97 %      | 96 %      |
| Daily teacher attendance            | 97 %      | 98 %      | 97 %      | 97 %      | 98 %      |
| Teacher turnover rate               | 16 %      | 18 %      | 3 %       | 22 %      | 14 %      |
| Student dropout rate (middle/high)  | 0 %       | 0 %       | 0 %       | 0 %       | 0 %       |
| Student drop-off rate (high school) | %         | %         | %         | %         | %         |

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

|  |              |
|--|--------------|
| Graduating class size                      | _____        |
| Enrolled in a 4-year college or university | _____ %      |
| Enrolled in a community college            | _____ %      |
| Enrolled in vocational training            | _____ %      |
| Found employment                           | _____ %      |
| Military service                           | _____ %      |
| Other (travel, staying home, etc.)         | _____ %      |
| Unknown                                    | _____ %      |
| <b>Total</b>                               | <b>100 %</b> |

### **Part III- Summary**

The mission of St. Anne Catholic School is to develop each student academically, spiritually, culturally, and physically in a Catholic environment. This mission statement is the grounding force of the dedicated teachers and staff that honors the call to develop students.

St. Anne Catholic School, as a ministry of St. Anne Catholic Community, is committed to offering our students academic excellence in a nurturing environment. St. Anne embraces the uniqueness of each child and celebrates the diversity of the student body. We consider the family as a partner in the endeavor to provide an opportunity for the optimal growth of each child. We provide a Catholic atmosphere in which students have the opportunity to grow into responsible members of the Body of Christ. Our philosophy is built upon the Basilian Fathers' cornerstone: "Teach me Goodness, Discipline and Knowledge".

This is the philosophy of St. Anne Catholic School, a 75 year old Catholic school located in the heart of Houston, Texas. It is the only elementary school operated under the auspices of the Basilian Fathers. The school opened in 1930, under the direction of five sisters of Divine Providence from Our Lady of the Lake Convent. The school was the first Catholic school in the Diocese of Galveston-Houston to be accredited and has remained accredited ever since. The school recently completed its sixth accreditation cycle. In the past seventy-five years, the area around St. Anne Catholic School has changed drastically. It is no longer an area of farmers and immigrant families. It is now a bustling street corner in the heart of a major metropolitan city. The school is a microcosm of the city of Houston. The school is fortunate to experience a diverse group of students racially, culturally, and economically. Students come to St. Anne from all areas of Houston and the outlying suburbs. Most students who attend have one or both parents who work in the area as opposed to living in the area. Students at St. Anne Catholic School come from approximately 85 different zip codes.

Today, the school consists of over twenty-five classrooms and 443 students with the teaching staff equally as diverse as the students who attend the school.

Academically, students excel in core subjects as well as enrichment classes. At every grade level students study Spanish so that by graduation they have completed the equivalent of High School Spanish I. Students also attend regularly scheduled computer classes and fine arts classes.

The school prides itself on its Catholic identity. Although a primary goal is to provide a Catholic atmosphere for all students, children of different faiths are welcome into the community. The students attend religion class daily and learn the faith through studying the history, sacraments, and teachings of the church. Students attend weekly Mass and are encouraged to participate in the liturgy.

Culturally, the school is one of the most diverse schools in the Archdiocese. The student body is proud to have students from several faiths, cultures, and socio-economic levels. Students are exposed to different cultures through music classes, liturgies, International Day and classroom activities.

St. Anne Catholic School strives to give all students a well-rounded Catholic education. The school uses the Basilian Fathers' motto to ensure an excellent education for all who enter the gates.

### **Part IV- Indicators of Academic Success**

#### **Assessment Results**

St. Anne Catholic School utilizes assessment results to better understand student and school performance. The Stanford Achievement Test is given to students in grades one through eight each spring to determine the individual student's progress, the grade-level progress, and the school progress as a whole.

Depending on the grade level, the Total Reading Score can include subgroup scores from *Word Study Skills*, *Word Reading*, *Sentence Reading*, *Reading Vocabulary*, or *Reading Comprehension*. The subgroup of *Word Study Skills* is used to assess pre-reading skills. The subcluster of *Word Reading* places emphasis on appropriate word recognition development, such as decoding skills. The *Sentence Reading* subgroup assesses a student's ability to understand simple sentences and two related sentences. The three previous subclusters are assessed in the lower primary grades to check reading development. *Reading Vocabulary* is examined in the upper primary grades through the junior high levels. *Reading Vocabulary* focuses on the reading vocabulary development at each level. Synonyms, understanding of multiple-meaning words, and the ability to use context clues are assessed in *Reading Vocabulary*. *Reading Comprehension* is assessed throughout all levels. This subtest includes various sentences, stories, poems, and other age-appropriate reading selections. This area tests students' abilities to use their thinking skills and reading skills to understand what they are reading.

The Mathematics sections for all grade levels include *Mathematics Problem Solving* and *Mathematics Procedures*. In the primary grades, the *Mathematics Problem Solving* area includes the understanding of number sense, patterns, probability, measurement, estimation, communication, connections, and reasoning. The intermediate and advanced grades include various number sense and operations, patterns, relationships, algebra, data, probability and statistics, and geometry and measurement in *Mathematics Problem Solving*. The overall goal of *Mathematics Problem Solving* is to assess students' understanding of the mathematical foundation found in every day life.

The thought process behind assessment in *Mathematics Procedures* is that there are three major components that aid in creative student problem solving. The first component is the ability to integrate knowledge of mathematical facts. Secondly, one must be able to show proficiency in math procedures. The third component is the ability to have a fundamental understanding of mathematical concepts. Students are assessed in their understanding of being able to combine these concepts and apply them to math. The subgroups of *Mathematics Procedures* include: computation with whole numbers, decimals, fractions, and integers, number facts, and both computation in context and with symbolic notation. The above subgroups are tested age-appropriately.

St. Anne Catholic School uses the assessment results, including subgroups, to better understand the students' achievements. Subgroups are helpful because they allow the school to pinpoint a specific area in which an individual student may be struggling or an area in which the majority of the class excels. This knowledge allows for better time management in the classroom and in curriculum planning.

### **Using Assessment Results**

St. Anne Catholic School uses assessment data as one tool in understanding the whole child. When standardized testing results are first received in May, the administration reviews each student's performance, each classroom's performance, each grade's performance, and finally the school's performance as an entirety. Results are then shared and discussed in detail at a faculty meeting or in-service. The results are then sent home to the families.

When the school resumes in-services in August, several hours are dedicated to better understanding the assessment data. National scores, Archdiocesan scores, and comparisons of the previous year's scores are noted. Explanations in interpreting scores are also given. Teachers also complete Instructional Worksheets that break down the larger areas into subtests. These worksheets show the percentage of students who fall in the below average, average, or above average range on a bell curve in regards to each subtest. After the Instructional Worksheets are completed, teachers are better able to understand the strengths and areas of improvement in their own instruction and in their students. These helpful notes are then passed on to the next grade to be used in conjunction with the current year's teacher and students to increase student performance and knowledge in specific areas.

Teachers always have access to two helpful items. One, the *Compendium of Instructional Standards*, aids in understanding the subtests. Teachers may find detailed explanations of subject matters. Also, the school holds copies of *Guides for Classroom Planning*, which teachers may use to further their knowledge in sample descriptions. All materials are held under lock and key and must be checked out.

St. Anne Catholic School strongly encourages cross-curriculum teaching. The faculty relies on one another to share their gifts with the students. This also ensures that students from different learning backgrounds benefit from the school, which ultimately increases student and school performance.

### **Communicating Assessment Results**

St. Anne Catholic School communicates student performance in regards to assessment data in several ways. Parents are informed in three ways. First, student assessment results from standardized testing are sent home in May. The report St. Anne chooses to send home is a comprehensive analysis of test scores. This report demonstrates a student's performance in specific areas, including subtests. Second, to aid families in understanding their child's test results, the school purchases booklets from the test publisher, which accompany the assessment report. Third, in August of each year, a well-publicized parent meeting is held to discuss in detail the results of individual scores and descriptions. This is also a time when St. Anne's scores are compared to the National standards and to the Archdiocesan standards.

Standardized assessment scores are shared with the community in a few ways as well. In May, the principal shares the school's scores with the School Board at an open meeting. National and Archdiocesan scores are also compared at this time. Additionally, when tours are given of the school, and visitors or potential families inquire about standardized testing scores, no information is held back. Finally, the pastor of the school is always informed of school performance.

Students and parents are notified that they may seek further explanations by requesting a visit with the administration.

### **Curriculum**

Students at St. Anne Catholic School are engaged in a diverse curriculum. Beginning in Pre-Kindergarten, students receive formal religious education daily. Additionally, the students attend the Liturgy of the Eucharist one time a week. The guidelines for catechesis are set by Archbishop Joseph Fiorenza, of the Archdiocese of Galveston-Houston. The students are introduced to the year's doctrinal theme and the pedagogical objective of the year. The catechesis is rounded out by teaching faith concepts and how these concepts are to be lived out by Catholics.

The Language Arts curriculum establishes a framework for teachers that correlate with current state and national standards. The curriculum equips students with the necessary skills and tools to interpret and express themselves proficiently in both written and verbal communication. Lastly, the curriculum provides students with an awareness of the constantly evolving nature of technology in such a way that it is integrated into the area of language arts.

The Mathematics curriculum was developed using the standards based on the National Council of Teachers of Mathematics Principals and Standards for Mathematics, the Texas Essential Elements of Knowledge and Skills (TEEKS), and the Stanford Achievement Test (SAT). The standards also include descriptions of what mathematics instruction should enable students to know and do and what is valued in mathematics education. The curriculum also includes a focus on technology that encourages all students and teachers to incorporate the use of technology into the mathematics instruction.

The Social Studies curriculum's design is fundamentally based on the standards set by Sharing Catholic Social Teaching, the National Council on Social Studies, TEEKS and SAT. The social studies program

is designed to produce socially conscious citizens. The topics of Geography, Economics, Government, Culture, Technology, History and Current Events are all taken from the basic theme of Catholic Social Teaching.

The Science curriculum is an inquiry based, hands-on approach based on the National Science Content Standards. The curriculum further incorporates the expectations of the state standards. Students are instructed in life, earth, and physical science. The science curriculum allows the teachers and students to view science as a physical, hands-on discipline as opposed to a theoretical course of study.

The Spanish curriculum is taught to all students beginning in Pre-Kindergarten. Students receive weekly instruction in the younger grades and daily instruction in grades six through eight. The Spanish curriculum utilizes TEEKS as a baseline.

The Fine Arts curriculum uses the standards of TEEKS. Students in grades PK-six receive weekly instruction in both art and music. In the middle school years, students choose art, music, journalism or speech and drama and take an intensive, four day a week course of study in that fine art for one year. The Fine Arts curriculum in the early years, gives students the basis to make their choice and receive specialized instruction in the junior high years.

The Physical Education curriculum spans the Kindergarten years through eighth grade. Students receive instruction in both team sports and recreational and leisure games. The goal is for students to explore activities that will assist them in keeping physically fit and active their entire life. Students also receive instruction in nutrition and dietary choices. Students in all grades receive instruction at least three times a week.

## **Reading**

The reading curriculum in the elementary levels of our school is based on a blend of several disciplines including Reading, Spelling, Handwriting, and English. In the early childhood years, students are exposed to the sights and sounds of letters through the Letter People and the Rice University Early Childhood Literacy Project. The students study a new letter each week. All of the studies for that week are tied in a cross curriculum fashion so that students may explore several disciplines while learning the letters. In Kindergarten, students are encouraged to try reading through techniques such as Stretch 'n Spell, journal writing, and literacy through culture. Students are encouraged to use the verbal word to tell stories that are transformed into written stories. At all grades, students are required to read for at least 15 minutes daily with a parent and complete weekly reading logs. In the early elementary grades, students are broken into small reading groups for instruction. The students use basal readers as their formal base of instruction. Students also attend weekly library instruction where they are encouraged to check out books that challenge their reading level. Students also receive instruction in Spelling using the Neihaus method. The method encourages students to use phonics based skills to decode words and to learn spelling rules. Beginning in grade three, students participate in novel studies in addition to their basal reader. The students read novels, develop comprehension skills and increase vocabulary. In the fourth and fifth grades, students are expected to participate in book reviews and book talks. The students are assigned a specific genre of literature, select a novel and present their book to the class. Students have been known to present dioramas, finger puppet shows and reenactments of literature. Recently, we began using the Accelerated Reader program as a way to increase leisure reading and to help students improve their comprehension. The added benefit of the Accelerated Reader program is that teachers are able to view point in time testing, notice deficiencies in reading sooner, and take steps to assist students.

St. Anne chose this approach to reading as a way of incorporating the best practices and skills of instruction that ensure students are successful at reading and achieve a life long love of learning. Beginning with the Early Childhood Literacy Project, the school incorporates the importance of diversity and the experiences students bring to the classroom with the diverse genres and authors of literature and basic reading. We believe that when students are able to learn about others through reading and vocabulary they are more accepting of cultural differences.

## **English**

Beginning in sixth grade, the English and Reading classes are taught separately. Students receive 300 minutes/week of instruction in the Language Arts. In English, students continue to focus on spelling and writing and a comprehensive understanding of the English language. Teachers expect students to learn the concepts of grammar which allow them to become exceptional writers. They are encouraged to try their hands at poetry, prose, and creative writing. The students are further encouraged by the opportunities to compete in area and national competitions for writing. By the end of the junior high years, students have created a comprehensive notebook of rules for both grammar and writing. The students continue to use the Neihaus approach for decoding, comprehension and spelling skills.

Although, Neihaus was originally designed for students with dyslexia; using the tools with all students ensures that all students have the opportunity to succeed at reading and writing. Students are tested weekly in the areas of vocabulary to ensure a wide and deep word base before leaving for high school.

Reading classes continue to use basal readers to help ensure that students receive exposure to a wide array of literature and writing styles. Additionally, the students read various novels of both adolescent and young adult literature. This varied approach with novels helps ensure that students with all types of interests find a way to enjoy reading. Students work collaboratively to present their understanding of the novels and of the elements of story.

## **Science**

The Science curriculum is an inquiry-based, hands-on approach to learning. Students are exposed to Science in all grades. They learn the scientific method by participating in the scientific method. The science curriculum is based on the 5-E Learning Cycle Model which incorporates constructivism in science teaching. Students Engage, Explore, Explain, Extend and Evaluate each unit of study. In the first stage, the teacher uses the Hook to engage and stimulate students' interest in the inquiry. This sets a direction for the lesson and helps students make a connection with what they already know about the new concept. In the explore stage, students engage in hands-on, inquiry-based learning. In the third stage, the teacher asks specific questions or provides additional information so students can make the connection from the exploration and data to scientific concepts and terminology. Students and teachers work directly with materials and cooperatively explore ideas addressing a specific problem or phenomena to build an understanding of the concept. In the extend stage, students use the scientific knowledge gained to this point and apply it to a new or novel situation. They are expanding on the concept learned and internalizing it by applying it to what they already know. Finally, the teacher administers both formative and summative assessments to determine students' knowledge, skills, and abilities. Learners build their own understanding of science concepts by challenging their prior experiences through interaction with the real world. This active process of learning allows students to transform existing knowledge, create hypotheses, and form solutions on their own. As the philosophy states, the school is committed to offering students academic excellence in a nurturing environment. The science curriculum gives students the academic freedom and support needed to further question scientific beliefs and draw their own conclusions.

## **Instructional Methods**

St. Anne employs various forms of differentiated instruction to assist student learners. In the early childhood years, almost all learning takes place in a hands-on setting. All grades use manipulatives and other teaching tools to serve students of all learning styles. Math teachers employ several types of tools to assist students in learning, such as touch math, white boards, and fantasy football leagues to teach the understanding of statistics. Teachers are required to incorporate technology into lesson plans. Beginning in first grade, teachers use SMART boards and document cameras. This allows for students to take an active role in their learning. Many classes have cross-curriculum ties which enable students to take knowledge learned in one discipline and apply it in another. Students who are writing stories in English

class will illustrate their stories in Art, and type and print them in Computer class. In the upper elementary and junior high classes, students have use of mobile lap-top carts. Each student is able to use their computer to do independent research, practice writing skills, and work in the field of mathematics. Field trips are an integral part of the instructional curriculum. To learn the American Justice system, eighth grade students take part in a Mock Trial at the family courthouse. Students in the fifth grade create a Black History Museum to showcase the contributions African-Americans have made to the city of Houston. The students act as docents for the visitors who come to the museum. Students are encouraged to participate in contests to strengthen their academic skills. The students participate in written exams or travel to other schools to compete in categories such as Spanish poetry, on-site Art and drawing, and speech. The school provides after-school tutoring daily to assist those students who are struggling in their core academic classes.

### **Professional Development**

The school's professional development program is based on the needs of teachers and the needs of the children. Each fall, teachers are asked to complete a professional goal sheet. On this sheet, the teachers write the areas of teaching, professional growth, and faith development that they need. After the administration reviews the sheets, they determine the common strands and arrange for speakers or workshops in these areas. Teachers are also directed to these areas for individual professional development. Currently, several teachers are seeking a graduate degree in the field of education. The school pays for these classes through the professional development budget. The school also pays for all early childhood teachers to attend the Rice University Early Childhood Literacy Program. Teachers attend a summer intensive program, monthly seminars, and are paired with a mentor for an entire school year. Additionally, teachers of different disciplines are encouraged to attend local, state, and national conferences in their teaching area. When a teacher returns from a conference, he or she is expected to share their knowledge with the rest of the faculty at a weekly faculty meeting. Further, teachers are expected to include the new skills in their lesson plans and are evaluated on the use of this knowledge. School wide, the counselor examines standardized test scores annually and notes the areas of weakness in the school. The school brings in professionals or teachers attend workshops that will help remedy the problems in these areas. In addition to this, the Archdiocese prepares two inservice days for the teachers. Teachers are able to attend workshops or listen to speakers in a variety of areas. Teachers are required to attend these two days and are to obtain an additional eight hours of professional development on their own time.

## **PART VI – PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Education Agency, Texas Catholic Conference on Education, National Association for the Education of Young Children  
 (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©(3)) status?      Yes XX    No \_\_\_\_\_

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

|                                     |  |                                   |                                    |                                     |                                     |
|-------------------------------------|--|-----------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| <u>\$ 6950</u><br>K                 | <u>\$ 6950</u><br>1 <sup>st</sup>          | <u>\$ 6950</u><br>2 <sup>nd</sup> | <u>\$ 6950</u><br>3 <sup>rd</sup>  | <u>\$ 6950</u><br>4 <sup>th</sup>   | <u>\$ 6950</u><br>5 <sup>th</sup>   |
| <u>\$ 7150</u><br>6 <sup>th</sup>   | <u>\$ 7150</u><br>7 <sup>th</sup>          | <u>\$ 7150</u><br>8 <sup>th</sup> | <u>\$ _____</u><br>9 <sup>th</sup> | <u>\$ _____</u><br>10 <sup>th</sup> | <u>\$ _____</u><br>11 <sup>th</sup> |
| <u>\$ _____</u><br>12 <sup>th</sup> | <u>\$ 7250 (Pre Kindergarten)</u><br>Other |                                   |                                    |                                     |                                     |

4. What is the educational cost per student?      \$ 8294.11  
 (School budget divided by enrollment)
5. What is the average financial aid per student?      \$ 1304.00
6. What percentage of the annual budget is devoted to      16 %  
 scholarship assistance and/or tuition reduction?
7. What percentage of the student body receives      71 %  
 scholarship assistance, including tuition reduction?

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 1 Test: Stanford Achievement Test

Edition/Publication Year 10<sup>th</sup> Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles  XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 65        | 71        | 81        |           |           |
| Number of students tested                  | 50        | 42        | 44        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 52        | 58        | 72        |           |           |
| Number of students tested                  | 14        | 14        | 18        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 559       | 561       | 579       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 37        | 49        | 40        |           |           |

\*\* Although the entire school population consists of more than 10% Asian and African-American students, this grade level has less than 10 students of this sub-group.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Math Grade 1 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 71        | 65        | 68        |           |           |
| Number of students tested                  | 50        | 41        | 44        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 54        | 51        | 58        |           |           |
| Number of students tested                  | 14        | 14        | 18        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 549       | 545       | 549       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 33        | 33        | 35        |           |           |

\*\* Although the entire school population consists of more than 10% Asian and African-American students, this grade level has less than 10 students of this sub-group.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 2 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 75        | 78        | 78        |           |           |
| Number of students tested                  | 39        | 40        | 43        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 73        | 68        | 66        |           |           |
| Number of students tested                  | 13        | 17        | 13        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 622       | 620       | 618       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 34        | 35        | 30        |           |           |

\*\* Although the entire school population consists of more than 10% Asian and African-American students, this grade level has less than 10 students of this sub-group.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 2 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 81        | 85        | 81        |           |           |
| Number of students tested                  | 39        | 40        | 43        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 74        | 76        | 63        |           |           |
| Number of students tested                  | 13        | 17        | 13        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 605       | 613       | 608       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 29        | 28        | 37        |           |           |

\*\* Although the entire school population consists of more than 10% Asian and African-American students, this grade level has less than 10 students of this sub-group.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 3 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|   | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month                                 | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                          |           |           |           |           |           |
| Total Score                                   | 76        | 78        | 84        |           |           |
| Number of students tested                     | 32        | 43        | 38        |           |           |
| Percent of total students tested              | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed     | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed    | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                        |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)         | 74        | 68        | 81        |           |           |
| Number of students tested                     | 11        | 14        | 10        |           |           |
| 2. <u>African-American</u> (specify subgroup) |           | 73        |           |           |           |
| Number of students tested                     |           | 9         |           |           |           |
| 3. _____ (specify subgroup)                   |           |           |           |           |           |
| Number of students tested                     |           |           |           |           |           |
| 4. _____ (specify subgroup)                   |           |           |           |           |           |
| Number of students tested                     |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 647       | 651       | 661       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 25        | 28        | 25        |           |           |

\*\* Although the entire school population consists of more than 10% Asian and African-American students, this grade level has less than 10 students of this sub-group.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 3 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|   | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month                                 | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                          |           |           |           |           |           |
| Total Score                                   | 75        | 87        | 83        |           |           |
| Number of students tested                     | 32        | 48        | 38        |           |           |
| Percent of total students tested              | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed     | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed    | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                        |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)         | 69        | 80        | 79        |           |           |
| Number of students tested                     | 11        | 14        | 10        |           |           |
| 2. <u>African-American</u> (specify subgroup) |           | 78        |           |           |           |
| Number of students tested                     |           | 9         |           |           |           |
| 3. _____ (specify subgroup)                   |           |           |           |           |           |
| Number of students tested                     |           |           |           |           |           |
| 4. _____ (specify subgroup)                   |           |           |           |           |           |
| Number of students tested                     |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 631       | 647       | 640       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 32        | 32        | 34        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 4 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 84        | 81        | 73        |           |           |
| Number of students tested                  | 44        | 34        | 37        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 81        | 81        | 69        |           |           |
| Number of students tested                  | 12        | 9         | 15        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 671       | 677       | 665       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 28        | 35        | 29        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 4 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 77        | 74        | 69        |           |           |
| Number of students tested                  | 44        | 34        | 37        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 73        | 78        | 68        |           |           |
| Number of students tested                  | 12        | 9         | 15        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 649       | 651       | 645       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 31        | 32        | 25        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 5 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 82        | 78        | 76        |           |           |
| Number of students tested                  | 35        | 38        | 33        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      |           | 74        | 72        |           |           |
| Number of students tested                  |           | 16        | 13        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 678       | 684       | 683       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 24        | 31        | 28        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 5 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                |           | 70        | 73        |           |           |
| Number of students tested                  |           | 38        | 33        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      |           | 65        | 62        |           |           |
| Number of students tested                  |           | 16        | 14        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 668       | 665       | 672       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 28        | 32        | 33        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 6 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 76        | 79        | 77        |           |           |
| Number of students tested                  | 38        | 43        | 39        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      |           | 70        | 67        |           |           |
| Number of students tested                  |           | 14        | 14        |           |           |
| 2. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 685       | 693       | 692       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 32        | 31        | 30        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 6 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 72        | 76        | 75        |           |           |
| Number of students tested                  | 38        | 43        | 39        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      |           | 70        | 64        |           |           |
| Number of students tested                  |           | 14        | 14        |           |           |
| 2. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 676       | 687       | 684       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 24        | 32        | 26        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 7 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 76        | 81        | 80        |           |           |
| Number of students tested                  | 42        | 39        | 36        |           |           |
| Percent of total students tested           |           |           |           |           |           |
| Number of students alternatively assessed  |           |           |           |           |           |
| Percent of students alternatively assessed |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanics</u> (specify subgroup)     | 62        | 70        | 69        |           |           |
| Number of students tested                  | 11        | 15        | 12        |           |           |
| 2. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____(specify subgroup)                 |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 695       | 715       | 713       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 29        | 27        | 24        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 7 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 80        | 67        | 71        |           |           |
| Number of students tested                  | 42        | 41        | 36        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 74        | 59        | 65        |           |           |
| Number of students tested                  | 11        | 16        | 12        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 699       | 689       | 692       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 29        | 31        | 26        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Reading Grade 8 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 74        | 80        | 84        |           |           |
| Number of students tested                  | 44        | 33        | 45        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 76        | 70        | 80        |           |           |
| Number of students tested                  | 13        | 11        | 19        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 703       | 724       | 730       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 26        | 24        | 21        |           |           |

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Subject: Math Grade 8 Test: Stanford Achievement Test

Edition/Publication Year 10 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles  XX

|  | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | March     | March     | March     |           |           |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Total Score                                | 79        | 77        | 80        |           |           |
| Number of students tested                  | 44        | 33        | 47        |           |           |
| Percent of total students tested           | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed  | 0         | 0         | 0         |           |           |
| Percent of students alternatively assessed | 0         | 0         | 0         |           |           |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| 1. <u>Hispanic</u> (specify subgroup)      | 68        | 67        | 71        |           |           |
| Number of students tested                  | 13        | 11        | 19        |           |           |
| 2. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 3. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| 4. _____ (specify subgroup)                |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

|                                    | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>NATIONAL MEAN SCORE</b>         | 709       | 710       | 715       |           |           |
| <b>NATIONAL STANDARD DEVIATION</b> | 33        | 29        | 31        |           |           |