

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Sister Mary de Lourdes Charbonnet, SLW (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Edward the Confessor School (As it should appear in the official records)

School Mailing Address 4901 West Metairie Avenue

Metairie LA 70001-4496 City State Zip Code+4 (9 digits total)

Tel. ( 504 ) 888-6353 Fax ( 504 ) 456-0960

Website/URL www.steddy.org Email stedschool@steddy.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

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

Name of Superintendent Dr. J. Rene' Coman (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. ( 504 ) 861-6227

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. Debi Dempsey (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 II - DEMOGRAPHIC DATA

**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  
 \_\_\_\_\_ 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  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 37 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK - 3	11	18	29	5	28	26	54
PreK - 4	17	27	44	6	26	33	59
K	36	31	67	7	28	29	57
1	35	28	63	8	13	21	34
2	26	21	47				
3	24	29	53				
4	24	37	61				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>568</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>88.6</u> | % White                          |
| <u>1.0</u>  | % Black or African American      |
| <u>6.7</u>  | % Hispanic or Latino             |
| <u>3.5</u>  | % Asian/Pacific Islander         |
| <u>.2</u>   | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 2.49% (2001-2002)

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
<b>(3)</b>	Subtotal 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	563
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.0249
<b>(6)</b>	Amount in row (5) multiplied by 100	2.49

8. Limited English Proficient students in the school: 0.88%  
5 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: Vietnamese, Chinese

9. Students eligible for free/reduced-priced meals: 8.5%  
48 Total Number Students Who Qualify

If this method is not a reasonably 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: 11.4 %  
65 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>3</u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
	<u>43</u> Other (ADD/ADHD)

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>1</u>	<u>1</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>8</u>	<u>3</u>
Support staff	<u>1</u>	<u>6</u>
Total number	<u>38</u>	<u>12</u>

Three members of the church parish staff also handle administrative services when needed, such as registration and payroll, on a part time basis.

12. Student-“classroom teacher” ratio: 27:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.7%	97.4%	97.7%	97.2%	97.2%
Daily teacher attendance	98.6%	98.7%	97.8%	98.1%	98.9%
Teacher turnover rate	14.3%	7.4%	14.8%	7.4%	7%
Student dropout rate	-----	-----	-----	-----	-----
Student drop-off rate	-----	-----	-----	-----	-----

**Turnover due to: Job transfer of spouse, childbirth, retirement, financial constraints, and in 2001-2002, the death of a faculty member.**

## **PART III - SUMMARY**

St. Edward the Confessor School, located in Metairie, Louisiana, is a Catholic parochial elementary school, under the jurisdiction of the Archdiocese of New Orleans. It was established in 1965 to meet the spiritual and educational needs of a rapidly expanding suburban area. During the past 38 years, the civil parish (county) of Jefferson, Louisiana, has grown from a rural area to a New Orleans suburb of nearly half a million people. St. Edward, now Prek-3 to 8<sup>th</sup> grade, has grown with the community, expanding facilities every few years. The school plant now has grown to include a 20 classroom two-story building with a Science lab, a Pre-K3 building, a 4 classroom addition housing extracurriculars, a new administration building including a library, a multi-media studio used for school-wide student broadcasts on the closed circuit television system in place in each classroom, an on-line weather station, and a computer lab linked with the classrooms via a network of computers with Internet access.

The parish neighborhood consists primarily of middle class homeowner families. The student body of 568, representing 410 families, is a reflection of a vibrant Catholic community, and is predominantly Caucasian with Hispanic, Asian, and African American diversity. The school empowers these families through frequent communications and involvement in school activities. School families, teachers, and church parishioners interact through such organizations as the St. Edward Association of Men, and the Ladies Council, creating a unique community partnership. Community continuity is further strengthened by the teaching staff containing 5 graduates of the school, and a student body comprised of second and third generation students.

The mission of St. Edward the Confessor School is to foster the spiritual, intellectual, physical, and social development of each child, guiding each to practice Christian values in a challenging and complex society. St. Edward the Confessor hopes to accomplish this mission by establishing several key purposes of the St. Edward community including extending the highest degree of excellence possible, spiritually and academically, to all students, communication between parents, administrators, faculty, students, the church, and the community, promoting within the student body the ideals of helping others, and meeting the special needs of all students and families.

The school's principal, Sister Mary de Lourdes, has guided the school from humble beginnings on reclaimed swampland to current excellence, including recognition as a 2000 Blue Ribbon School of Excellence by the United States Department of Education. St. Edward the Confessor was also recently accredited by the Southern Association of Colleges and Schools in December, 2002. Sister Mary de Lourdes was honored in April, 1999, as a National Catholic Educational Association Regional Distinguished Principal, and again in October, 1999, as a National Distinguished Principal by the National Association of Elementary School Principals.

A highly competent staff, over one-third possessing or attaining Master's Degrees, consisting of 21 homeroom teachers, teacher specialists in library, art, music, physical education, computer education, a Writing to Read coordinator, a Challenge coordinator, a counselor, 10 teacher aides, a school secretary, and a part time vice-principal, assists the principal in providing the best education possible in an environment conducive to learning infused with strong moral values. The strong commitment of this faculty assures St. Edward the Confessor school of continuing its tradition of excellence.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

### **1. School's assessment results narrative**

St. Edward the Confessor School is in the top 10% of schools in the nation in reading and math in the last grade tested, which is the seventh grade, as measured by the Stanford9 Achievement Test. Test data is attached at the end of this application.

The Archdiocese of New Orleans mandates that students in grades 3 through 7 take the Stanford Achievement Test, ninth (formerly eighth) edition, each year. St. Edward routinely tested all grades K-7. In 1999 the school experimented and only tested grades 3-7. However, the teachers in grades 1-2 expressed a need for access to testing data. Therefore, beginning in 2000, grades 1-7 are now routinely tested.

Eighth grade students take Archdiocesan Catholic High Schools' placement tests, and because the high schools value our students, it is commonplace for area Catholic high schools to accept St. Edward eighth grade elementary students for their high school eighth grade programs.

All students are tested. There are no ethnic/racial or socioeconomic groups that comprise 10% or more of the student body. Students certified as Learning Disabled by the State of Louisiana take the same test in the same classroom setting as do the other students. However, their test scores are reported separately and are not included with the scores of the rest of the student body. Last year, there were 7 students certified as Learning Disabled. In prior years there were 7, 9, 10, and 8 students.

### **2. How the school uses assessment data to understand and improve student and school performance.**

Assessing student achievement is necessary to ascertain whether the school has fulfilled its educational responsibility to the students. Formal, informal, and standardized assessment provide meaningful feedback for improving student learning and instructional methods. Informal assessments are done through daily teacher observation of student performance including homework, journals, projects, and parental feedback. Formal assessments include diagnostic and teacher-made tests, and criterion-based tests provided by the textbook series. Emphasis is placed on formal forms of assessment to assure mastery at each level before advancement.

Students may be referred for remedial assistance, 504 intervention, or counseling when their work does not consistently correspond to testing assessment. Academically gifted students may be placed in the Challenge program or honors programs. Assessment data is used to place the students into these programs.

The faculty uses test data analysis to help drive curriculum improvement decisions, such as updating textbooks and subject content. During subject and grade level meetings, assessment concerns are shared with information being exchanged on how to redirect methods and teaching procedures when necessary. Standardized test results are reviewed to determine general strengths and weaknesses. Test results are passed on to the next year's teacher after scores are checked to make sure the student is making continuous progress. Ongoing remediation and interventions are available whenever a problem is identified. As part of the Southern Association of Colleges and Schools accreditation process, the school has formulated an action plan to utilize computer software to more intricately examine standardized test results with the aim being curriculum gap eradication.

### **3. How the school communicates student performance, including assessment data to parents, students, and the community.**

Student performance is formally reported to students and parents through report cards issued every nine week period. Informal reports of student performance are communicated by way of weekly folders, parent- teacher conferences held whenever needed, as well as formally scheduled conferences, graded tests sent home, teacher notes, e-mails and telephone calls to parents, and interim progress reports.

A copy of each child's Stanford9 Achievement Test score is sent home, with teachers available to discuss and interpret the scores for the parents. Group/school results are kept on file in the school office and composite scores are available for any community inquiry. Final grades and achievement test scores are recorded in a cumulative file for each student. Test results are forwarded to the Archdiocesan central office, and are available to the community at that level. Students' academic records, including the achievement test scores, are sent to the high schools seeking to enroll St. Edward seventh or eighth graders.

Student performance is also communicated to the school and community through postings of honor roll recipients in the local newspaper. A bulletin board in the school cafeteria also extols the academic performance of these students. Academic awards, as well as subject fair and contest winners, are also published in the newspaper and the parish bulletin to communicate to the overall community the impressive performance of St. Edward students.

### **4. Describe how the school will share its successes with other schools.**

It is very important that schools develop a mutually beneficial partnership that involves the exchange of ideas that leads to the growth of all the schools in the community. St. Edward the Confessor regularly participates in area workshops and meetings where this exchange of successful ideas takes place.

Teachers from St. Edward recently attended several Standards Based Education workshops sponsored by the Archdiocese of New Orleans. These teachers were able to share information on the programs that have been successfully implemented at St. Edward such as Accelerated Reader. One of St. Edward's teachers recently made a presentation at the Regional Administrator's Conference about the successful operation of the Middle School. Another teacher was the 2002 Fall Conference Coordinator for the Louisiana Art Education Association (L.A.E.A.), which provided a venue to share St. Edward students' success in this area.

St. Edward is frequently asked to host observers from local universities, as well as other elementary schools, and the teachers discuss with these observers what contributes to the success of the students at St. Edward. St. Edward is often asked to participate on evaluation teams for other schools. Here the team members are able to give input on what works at St. Edward, and how it might help the school being reviewed. Also, St. Edward's academic success is shared with the other schools when the standardized test scores are posted and disseminated among the Archdiocese.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe the school's curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards**

St. Edward developed its own curriculum guide, which exceeds the mandated standards of both the Louisiana Board of Elementary and Secondary Education Program of Studies for Nonpublic Elementary Schools and the Archdiocese of New Orleans. The purpose of the curriculum is to outline the skills, objectives and opportunities for varied educational experiences while acknowledging individual differences, and to produce students who excel as they become educated, productive, and caring members of society.

The language arts program (English, reading, spelling, and penmanship) has the collective goal of producing proficient oral and written communicators. A sequential writing program and sequential basal series in grades K-5 strengthens development and prepares the students for the Middle School Literature program. Reading and writing skills are integrated throughout the curriculum.

The mathematics curriculum uses a sequential textbook series, computation skills, problem solving techniques, and integrated life skills to encourage the student to achieve the goals of understanding complex problem solving, developing thinking skills, and understanding the integration of mathematics into life experiences.

A progressive Spanish language program for all students, PreK – 8, introduces Spanish culture by lecture, visual aids, music and audio-visuals. Methods instill a foundation and basic understanding of concepts necessary for both oral and written communication and comprehension of the Spanish language.

The science curricula, incorporates national Science Standards and using, whenever possible, a hand-on approach to stimulate interest, introduce concepts, and master skills, offers each student an opportunity to explore, question, research, and appreciate the wonders of our natural world and universe.

In social studies students learn to appreciate their own heritage and traditions while respecting the beliefs, customs, and values of other cultures. There is continuity of curriculum through all the grades, with special emphasis on learning projects and inter-disciplinary programs in the Middle School.

The art curriculum, offered to all grades once a week, provides a learning environment to introduce, develop, and master different techniques as students progress through the grades, and is designed to awaken and develop talent, to build self-esteem, and give an experience of accomplishment.

The music program, provided two periods a week, enables students to develop sensitivities to life and culture through response to music, and incorporates Spanish and African music into the curriculum. Each student learns to appreciate the power of music through singing, instrument playing and dancing.

Computer literacy, using a state of the art computer lab, begins in PreK-4 with keyboard skills and expands with each grade, allowing students to achieve proficiency in the use of contemporary computer software and Internet access.

Grades PreK – 8 participate in a comprehensive sequential physical education program two periods a week. The program begins with gross motor skills, advances through games of low organization and culminates in team sports and competitions. Students participate in the President's Physical Fitness Program. A strong, age appropriate drug education program is in place.

Religion is an integral part of our Catholic school curriculum. St. Edward uses a school wide sequential religion textbook series, and encourages the students to not only learn their faith, but also live it.



## **2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

The goals and objectives of the school's reading program go beyond the minimal requirement of knowing how to read. It is also important that the students increase their vocabulary, understand what they read, be able to use higher order thinking skills, such as application and evaluation from Bloom's taxonomy, and show good interpretation and appreciation of literature. St. Edward has a well-balanced reading program for the school that includes all the components necessary to create lifelong readers.

A basal program is used in grades K-5, while PreK-4 uses a readiness program. Comprehension skills, such as main idea, sequencing, and cause/effect, are taught using the basal reader and practice workbook, and supplemental materials are utilized as needed. Phonics is taught in the primary grades to help students decode words on their own. Sight word knowledge is also stressed through vocabulary exercises, and oral reading is practiced to encourage fluency and expression. The intermediate grades move away from phonics and concentrate on the higher level comprehension skills such as analogies and compare and contrast. Trade books supplement the basal and are used to enrich the curriculum, as exposure to quality literature is a paramount concern. Middle School uses a Literature program instead of a basal, and several novels are read in each grade. These novels are frequently tied in with the interdisciplinary units done in Middle School. The Accelerated Reader Program has been an invaluable complement to the entire reading program, and has increased the depth of the students' reading experience. Additional activities and programs, such as Book It, Read-A-Thon, and required summer reading are used to enhance an already well-rounded reading curriculum.

St. Edward students are meeting with success in the chosen reading program as evidenced by standardized test scores. 84% of St. Edward students scored above the 50<sup>th</sup> percentile in reading on the Stanford9 Achievement Test for 2001-2002.

## **3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Although academic success is an important priority at St. Edward, religion is the reason for the very existence of the school. St. Edward not only teaches the specific doctrines of the Catholic faith, but also practices these religious values. In keeping with the mission and philosophy of the school, the faculty sets a curriculum that not only imparts the knowledge needed to be a productive, caring member of the Catholic community, but also an active participant.

The early grades at St. Edward are introduced to our loving God and the world He created, Bible stories, the Saints, and simple prayers. They learn to follow Jesus' loving example. The joyful celebrations of the sacraments of Reconciliation and the Eucharist are the focal points of the second grade religion classes. Religious education continues with the study of the Mass, theology, the Commandments, and the Sacraments. Middle School curriculum includes extensive study of Scripture in sixth grade, morality in seventh grade, and culminates with the Sacrament of Confirmation in eighth grade. All grades learn age appropriate prayers listed in the school's prayer book.

Students and faculty pray daily. The students celebrate together in weekly Mass, on feast days, and during other ritual observances. Religion at St. Edward is not just rote learning. Thinking skills come into play often, and the students must learn to deal morally with the difficult choices posed by the modern world. Problem solving using an ethical Christian base is achieved through discussion of moral issues in class. Younger students may discuss prejudice, while older students may explore business ethics. Students are encouraged to practice their religious values both during and after the school day. Opportunities such as altar servers, Clown Ministry, Walk for the Hungry, weekly mission collections, and clothing and food drives help the students actively practice their Christian values of service, compassion and generosity.

#### **4. Describe the different instructional methods the school uses to improve student learning.**

Instructional strategies and practices encompass a multi-faceted spectrum designed to address the diverse abilities, motivational levels, and differing learning styles of the students. Different instructional opportunities such as the Resource room for students with learning disabilities, the Challenge program for gifted students, Builder's Club which offers peer tutoring, and 504 interventions provide an ambitious curriculum for diverse learners. Instruction is planned to encompass the visual, auditory, and kinesthetic learners. Both heterogeneous and homogeneous groupings are employed. Teachers' instructions include lecture, board work, the use of manipulatives or demonstrations where applicable, workbooks and worksheets, flashcards, games, videos, and the extensive use of the computers, including appropriate software, games, and the Internet. Classroom discussions, student-initiated learning, student-led classes, and guest speakers enhance the total learning experience of the students. An extraordinary library facility provides endless opportunities for research and expansion of both the knowledge and the imagination of the students, as do the Science Lab, Computer Lab, Writing to Read lab, and Multi-media studio with closed circuit TV in every classroom. After-school care offers a homework room with teacher assistance, and feedback from the teachers staffing the room helps influence instructional material and methods.

Diagnostic testing is often used to establish the level of learning so that the instruction can be planned to insure appropriate student progress. Informal assessments such as journals, quizzes, and homework allow teachers to verify progress and mastery of individual concepts so that review and reinforcement can be implemented before final testing. Formal tests are one tool used to determine if students have mastered the skills and fundamentals covered and to see if instructional methods need to be altered.

#### **5. Describe the school's professional development program and its impact on improving student achievement.**

St. Edward strongly supports professional development of its staff. During the last school term \$7,932.00 was spent on staff development which represents .4% of the school budget. This amount reflects just how extensive the participation is in ongoing professional development. The topics for professional development range from cutting-edge technology to current societal concerns. Seminar and workshop information, received either by the principal or other teachers, is posted on a bulletin board in the teachers' lounge for all to review. The administration encourages participation in outside professional activities, and hires substitute teachers to allow flexibility in attending workshops. The school allots days for faculty and staff to attend seminars, workshops and conventions. The members of the faculty belong to numerous professional organizations which offer professional development activities. The principal, along with input from the teachers, plans any staff development programs that might be of specific interest to the school site. The school also subscribes to several professional publications for the teachers' use. The teachers make the most of these professional development opportunities to increase their knowledge of current educational theories and methods. Teachers are encouraged to share any learned knowledge with colleagues at departmental meetings. This knowledge translates into better classroom practices and content, thus improving student achievement.

St. Edward recently chose to apply for, and received, accreditation from the Southern Association of Colleges and Schools. One component of this accreditation was the emphasis put on continuing education. Each member of the faculty must earn 6 college credit hours through courses and/or workshops in a 5 year period. This will help ensure that the faculty remains updated on the latest educational trends, and keeps moving forward with regard to the students' education. Over one-third of the faculty possesses Master's Degrees, or is in the process of attaining an advanced degree, thus increasing the knowledge base for the entire faculty.



Grade 1st Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	86%	76%	77%	Not	85%
Number of students tested	49	55	66	tested	60
Percent of total students tested	100%	100%	100%	this	100%
Number of students excluded	0	0	0	year	0
Percent of students excluded	0%	0%	0%		0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 2nd Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	78%	75%	75%	Not	75%
Number of students tested	50	62	66	tested	59
Percent of total students tested	100%	100%	100%	this	100%
Number of students excluded	0	0	0	year	0
Percent of students excluded	0%	0%	0%		0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 3rd Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	72%	72%	71%	75%	74%
Number of students tested	60	67	59	55	63
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 4th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	71%	70%	68%	71%	67%
Number of students tested	56	58	57	60	67
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 5th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	71%	68%	71%	66%	63%
Number of students tested	55	59	63	60	56
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 6th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	76%	77%	80%	76%	72%
Number of students tested	58	63	61	55	54
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 7th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Reading</b>	74%	76%	72%	74%	65%
Number of students tested	62	62	54	56	65
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 1st Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	82%	68%	70%	Not	72%
Number of students tested	49	55	64	tested	58
Percent of total students tested	100%	100%	100%	this	100%
Number of students excluded	0	0	0	year	0
Percent of students excluded	0%	0%	0%		0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 2nd Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	86%	82%	77%	Not	76%
Number of students tested	50	63	66	tested	59
Percent of total students tested	100%	100%	100%	this	100%
Number of students excluded	0	0	0	year	0
Percent of students excluded	0%	0%	0%		0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 3rd Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	79%	77%	78%	80%	82%
Number of students tested	58	67	59	54	63
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					



Grade 4th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	73%	72%	68%	81%	71%
Number of students tested	58	58	57	60	67
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 5th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were  
excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	71%	67%	75%	73%	71%
Number of students tested	55	61	64	60	54
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

Grade 6th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	71%	78%	82%	83%	74%
Number of students tested	58	63	61	55	54
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA

Grade 7th Test Stanford Achievement Test

Edition/publication year 4th/ 1996 Publisher Harcourt Brace & Company

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total Score <b>Math</b>	73%	74%	75%	70%	69%
Number of students tested	62	60	54	56	65
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

St. Edward the Confessor School, Metairie, LA