

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

Name of Principal Mrs. Marycarol C. Gentile  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address Ten Waldron Avenue  
(If address is P.O. Box, also include street address)

Barrington RI 02806-1412  
City State Zip Code+4 (9 digits total)

Tel. (401) 246-0990 Fax (401) 246-2120

Website/URL www.catholicschools.org Email smcgentile@aol.com

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 Brother William Dygert C.S.C.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Providence Tel. ( ) \_\_\_\_\_

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 Rev. William R. Jenkinson  
(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. 14 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
K	12	13	25		7	16	12	28
1	15	11	26		8	18	12	30
2	12	13	25		9			
3	16	14	30		10			
4	14	15	29		11			
5	16	14	30		12			
6	20	9	29		Other			

**TOTAL STUDENTS IN THE APPLYING SCHOOL      252**

6. Racial/ethnic composition of the students in the school: 98.8 % White  
 \_\_\_\_\_ .8 % Black or African American  
 \_\_\_\_\_ % Hispanic or Lantino

\_\_\_\_\_ .4 % Asian/Pacific Islander  
 \_\_\_\_\_ % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: .4 %

(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.)

(1)	Number of Students who Transferred <i>to</i> the school After October 1 until the End of the year.	0
(2)	Number of students who Transferred <i>from</i> the School after October 1 Until the end of the year.	1
(3)	Subtotal of all Transferred students (sum Of rows (1) and (2)	1
(4)	Total number of students In the school as of October 1	252
(5)	Subtotal in row (3) Divided by total in row (4)	.004
(6)	Amount in row (5) Multiplied by 100	.4

8. Limited English Proficient students in the school: 0 %  
0 % Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %  
0 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, pecify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %  
15 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>  1  </u> Autism                 | <u>  1  </u> Orthopedic Impairment                  |
| <u>      </u> Deafness              | <u>  1  </u> Other Health Impaired                  |
| <u>      </u> Deaf-Blindness        | <u>  4  </u> Specific Learning Disability           |
| <u>  1  </u> Hearing Impairment     | <u>  7  </u> Speech or Language Impairment          |
| <u>      </u> Mental Retardation    | <u>      </u> Traumatic Brain Injury                |
| <u>      </u> Multiple Disabilities | <u>      </u> Visual Impairment Including Blindness |

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>      </u>
Classroom teachers	<u> 12  </u>	<u>  2  </u>
Special resource teachers/specialists	<u>      </u>	<u>  1  </u>
Paraprofessionals	<u>  3  </u>	<u>      </u>
Support Staff	<u>      </u>	<u>      </u>
Total Number	<u> 16  </u>	<u>  3  </u>

12. Student-“classroom teacher” ratio:   21  

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	243 – 96%	241 – 95%	232 – 95%	238 – 97%	238 – 94%
Daily teacher attendance	14 – 93%	14.5 – 96%	14.5 – 96%	14.5 – 96%	14.5 – 96%
Teacher turnover rate	(3) 20%	(1) 6%	(1) 6%	0	0
Student dropout rate					
Student drop-off rate					

### **PART III NARRATIVE SUMMARY**

St. Luke School, Barrington, Rhode Island has provided quality Catholic education for students since its founding in 1958. A fully accredited parish school for students in preschool through eighth grade, it has maintained a tradition of excellence for nearly fifty years. The school's mission is to prepare exemplary Christian leaders for the 21<sup>st</sup> century. St. Luke students are expected to become tomorrow's leaders and opinion makers, not only in areas of government, business and the arts, but also in the faith. Faculty and staff are dedicated to helping them achieve that aim.

The students attending St. Luke School come from Barrington and surrounding areas. Barrington, a picturesque, New England community bordering Narragansett Bay, is an affluent town providing students with many advantages including an excellent school system. The fact that so many Barrington families choose to send their children to St. Luke School is a testament to the quality of education it provides. The current capacity enrollment of approximately 300 students attests to the excellence of the programs. Considering that many of the school families are upwardly mobile, the student population remains amazingly stable, as does an excellent faculty. For many families, education at St. Luke's has become a valued tradition.

At St. Luke School a high priority is placed on positive school climate, ongoing curriculum development, attention to individual needs, involvement in community service and the development of a strong religious faith. The staff, the parents and the students work cooperatively to plan and implement exciting programs that help children prepare for tomorrow's world. A varied curriculum exposes students to religion, French, algebra, computer literacy, process writing, laboratory science, art, music and a rich heritage of traditional literature. All staff members engage in curriculum planning and monitor the continuity of programs to assure that students transition successfully from grade to grade. A five-year-plan crafted by parents, staff and parishioners serves as a guide for continued excellence.

Creative scheduling in areas of reading and math allows students to realize their potential in small instructional groups providing challenging material at their level of proficiency. Art and music are taught in semester blocks providing small classes for optimum student participation. Independent study time at the middle school level permits student's flexible use of the library, the computer room and the student-counseling program. Cooperation between grades for peer tutoring, shared reading and cooperative learning are examples of a child-centered approach to learning.

The Scripture quote "from those to whom much is given much will be required" is the foundation of the school's mission. With this in mind, the school delivers more than just superb academic programs. Through the Student Council, the Adopt a Grandparent Program, the student mentoring programs and a variety of service projects the school carries out its mission to prepare students to be effective and caring leaders in tomorrow's world.

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

### **SCHOOL’S ASSESSMENT RESULTS: DATA ANALYSIS**

An analysis of the assessment data indicate that St. Luke School students achieve at the highest levels in reading and mathematics placing the school in the top 10% of all schools nationally. The reading and mathematics scores for St. Luke School students in Grades 3-8 meet or exceed the standards set in the *No Child Left Behind-Blue Ribbon Schools Program* guidelines.

In March, 2002 all students in Grades 3-8 (no student was excluded from testing) were assessed using the CTB McGraw Hill Terra Nova-CAT Complete Battery test. In the previous two years, the students were assessed using the CTB MacMillan/McGraw Hill California Achievement Test-CAT 5. All test results were referenced against national norms for spring. The analysis is based on the average (mean) scores in reading and mathematics from the Terra Nova and California Achievement Tests for Grades 3-8.

The assessment data for March 2002 indicate that both the reading and mathematics average (mean) scores for Grade 8, the highest grade tested, exceed the average scale score that corresponds to the 90<sup>th</sup> percentile in the national school norms. The average (mean) reading score for Grade 8 is 73.1 compared to 65.8 at the 90<sup>th</sup> percentile nationally and the average (mean) mathematics score for Grade 8 is 68.3 compared to 65.5 at the 90<sup>th</sup> percentile nationally. Therefore, these results constitute sufficient evidence that the school is in the top 10% of all schools nationally.

In addition, an analysis of the Grades 3-7 assessment data for March 2002 indicate that the average (mean) reading scores for all these grades individually exceed the average (mean) scale score that corresponds to the 90<sup>th</sup> percentile in the national school norms. An evaluation of the average (mean) mathematics score for Grades 7 indicates that they, too, exceed the average scale score that corresponds to the 90<sup>th</sup> percentile in the national school norms. In Grades 3-6 the students are achieving at high levels in mathematics, but the average (mean) mathematics scores for these grades fall just short of the national norm cutoff at the 90<sup>th</sup> percentile. We are well aware of this fact and consistently seek to improve our mathematics instruction in these grades. As evidenced by the data, this does not hold back our students from achieving at the highest levels by Grades 7 and 8 with mathematics scores exceeding the national norm cutoff at the 90<sup>th</sup> percentile.

The data for the previous two years were based on the California Achievement Test using a different national norm. To date, data at the 90<sup>th</sup> percentile in national school norms has not been released for the California Achievement Test. Therefore, the data for St. Luke School cannot be compared to national school norms at the 90<sup>th</sup> percentile. However, a review of this data does indicate that the students at St. Luke School consistently achieve at high levels in reading and mathematics. In the previous two years, the average (mean) score for reading in Grades 3-8 is 70.8 and the average (mean) score in mathematics in these same grades is 68.6. While we cannot say with absolute certainty (in absence of the norms as supplied by the publisher) that these scores equal or exceed the average scale score at the 90<sup>th</sup> percentile nationally, we can infer that students with a national average (mean) score of 70.8 in reading and 68.6 in mathematics are achieving at high levels nationally.

The analysis of the St. Luke School test data for Grade 8, the highest grade tested in the most recent year administered, indicate that the average score for these students in both reading and mathematics exceeds the average scale score that corresponds to the 90<sup>th</sup> percentile in the national school norms. These results constitute sufficient evidence that the school is in the top 10% of all schools nationally. St. Luke School students have achieved at the highest levels as evidenced in the data and meet the requirements to be recognized as a *Blue Ribbon School*.

### **USE OF ASSESSMENT DATA:**

St. Luke School uses its assessment data in a variety of ways. Using rubrics, criterion referenced tests, standardized test scores, and teacher observation, the faculty continuously prioritizes instructional goals and adjusts curriculum to improve student performance.

When faculty members meet in the spring of each year for program review, standardized test scores are a significant factor in the evaluation and development of curriculum. Individual student profiles from the Terra Nova tests highlight student strengths and weaknesses allowing teachers to target specific areas for improvement during the coming school year. The recent decision to administer the standardized tests in November rather than March allows faculty members to address areas of weakness both in the program and for individual students, during the current academic year. Teachers use standardized test scores in conjunction with student performance and other assessment data to form multi-grade groups in instructional areas such as reading, writing and math.

Criterion-referenced tests, rubrics and portfolio conferences are used to assess student performance in specialized areas such as Drug Education, creative writing and interdisciplinary units. All students have a writing portfolio that provides samples of student growth from year to year. Along with traditional report cards, our standardized test scores are shared with the parents for a better understanding of student progress and more meaningful dialogue at parent/teacher conferences.

### **COMMUNICATION:**

Curriculum goals and long-range plans are communicated to the school community at the first open house of the school year. Individual test results and student grades are shared with parents during our annual parent/teacher conferences in November. Teachers also provide parents with an informal assessment of student progress at that time. Individual notes are sent home as needed. Throughout the school year the faculty continues to be very responsive to parent concerns, even occasionally sending fax reports on a child's progress. Report cards are sent home for students each quarter, and between quarters progress reports are issued. Informal conferences are encouraged and parents feel free to approach teachers when there is a question or a concern. All teachers are encouraged to telephone parents to share information about student progress, and records of these calls are kept in teacher telephone logs. In grades kindergarten through grade five our teachers use "Friday Folders" to send home the important work of the week. Parents look for these folders, which also include a brief commentary by the teacher regarding the student's progress. Student awards are recognized through weekly parish bulletins, monthly school newsletters, local media and PTO meetings. The principal reports student progress to members of the Parish Council, and the community flocks to the annual Christmas pageant to enjoy the students' talents. Classroom work is showcased at monthly PTO meetings, and the students' artwork is permanently displayed throughout the school.

### **SHARING SUCCESSES:**

It has been a St. Luke tradition to share successful ideas at educational conferences throughout New England. Teachers have shared their expertise in the Diocese of Providence, at the National Conference of Geography Educators, the Children's Museum of Boston and the New England League of Middle Schools. In addition, they serve on statewide committees for curriculum development, technology support, and program planning.

The 4th grade teacher traveled on a Fulbright scholarship abroad, and established an ongoing relationship with a school in Nishinomiya, Japan. Students have exchanged friendship dolls, toys, artwork and letters promoting a better understanding between the Japanese and American students.

St. Luke students have received recognition and awards for their achievements in art, writing, science, geography, spelling and French. These achievements are publicized in the school newsletter and the local newspaper and national achievements have been aired on TV, even the Jay Leno Show. The school web

site informs the public about what is happening at St. Luke School and serves as a showcase for student work.

The school principal serves as a mentor to new principals and several times during the year hosts a principal visit, sharing effective practices with new administrators. Serving on the board of the New England Association of Schools and Colleges for six years allowed her to share her expertise with independent schools throughout the area. The librarian is active in sharing ideas with media specialists and classroom teachers supervise college students who observe and teach in their classrooms. As a result of the school's 1994 Blue Ribbon Award, "The Sky's the Limit" was published in *BEST IDEAS FROM AMERICA'S BLUE RIBBON SCHOOLS, VOLUME 2*. The article describes the school's commitment to an integrated curriculum. As a Blue Ribbon School, St. Luke's would remain committed to sharing expertise with other schools. It would be both a responsibility and a privilege to do so.



## **PART V CURRICULUM AND INSTRUCTION:**

St. Luke School provides a rich and challenging curriculum for students preparing them to take a leadership role in their world. Curriculum development is ongoing; teachers create, refine and evaluate programs with students in mind. When planning programs, Gardner's theory of Multiple Intelligences serves as a guide and every effort is made to address the different learning styles of all students. The unifying thread that runs through all disciplines is the Catholic faith, the foundation of the school community, and the reason for its existence.

All curriculum guides and texts used meet or exceed national standards. The school is accredited by the New England Association of Schools and Colleges and meets the 86 standards for accreditation that are benchmarks for that organization. Goals and objectives set at the beginning of each academic year reflect the national standards in various subject areas.

An integrated approach to learning emphasizes hands-on activities and on-site experiences for students. The connection between reading and writing begins in the preschool. All faculty members teach reading and the reading/writing block is synchronized in grade 4-8 allowing for small group instruction and flexible grouping. While grammar and usage are integrated into the reading/writing block, those skills are reinforced with additional instruction in spelling, and vocabulary.

The mathematics curriculum also utilizes flexible grouping allowing students to realize their potential; some taking time to fully master eighth grade math and others accepting the challenge to complete Algebra I. Students are grouped heterogeneously for the remaining content areas. Teachers with special training in computers, library skills, foreign language, art, music and physical education provide instruction in these areas for all students.

At St. Luke's, the fine arts are considered essential to a well-rounded education. The art department uses an interdisciplinary approach working closely with the classroom teachers to enhance what students are learning in the classroom. Student artwork is framed and displayed throughout the school emphasizing the value placed on that effort. The music program serves as an artistic outlet for the self-expression of each student. It provides an opportunity for students to develop their own personal talents and allows all students to perform in our popular Christmas pageant. Through the arts the school uncovers the unique gifts of its students.

The French language is taught in grades K through 8. The goal of the French program is to help students appreciate a language and culture other than their own. In the primary grades we begin in earnest to communicate in the French language. In the upper grades, more attention is paid to grammar and usage, and the French language becomes reinforcement for English. French is a cross discipline enrichment at all levels.

The social studies program is rich in content and provides a thorough study of all areas of the world. At the primary level, history is taught as part of thematic units and is tied closely to the literature the students are reading. As students reach middle grades, historical and geographical curriculum is more directed, covering the United States, the Eastern and Western Hemisphere, as well as American History. Geography and current events are integrated into all areas of the curriculum.

At the primary level, science is integrated into thematic units. In addition, the KITES Program, (Kits in Teaching Elementary Science), is used from kindergarten through grade 5 emphasizing not only a hands-on approach but the scientific method as well. Ecological and environmental issues are a major focus and older students are immersed in on-site education for these areas of the curriculum. Fourth and fifth-graders participate in the Invention Convention while middle school students all participate in the school-wide Science Fair

The library program supports all areas of the curriculum. Each student visits the school library on a regular basis. The library/media teacher reads a variety of literature and supplies the classroom teachers with books from the collection that relate to or supplement their units, creating a cohesive and comprehensive program for all students.

### **READING PROGRAM:**

The school's reading program aims to help students understand, evaluate, and respond to the written word, instilling a love of reading and an appreciation of literature. At St. Luke's reading and writing are taught as a cohesive unit and are central to all aspects of the curriculum. Students see the literature they read as a model for their own writing and response journals are used in most classes. Textbooks are literature-based, and teachers supplement with trade books and novels. At the primary level a strong foundation in phonics and whole language assures success for all students. A reading specialist works with children who need an extra "boost", providing small classes and alternative approaches such as Orton Gillingham.

For grades 4 through 8, a minimum of one hour per day is devoted to reading and writing. Students are grouped by ability and across grades. This cross-graded reading program was chosen to provide a rigorous and challenging program for all students. Grammar and language mechanics are taught as they relate to the literature being covered, but a second class was added several years ago to provide students with a sequential background in grammar and more exposure to vocabulary. Parents surveyed as part of the school's Five Year Plan requested more emphasis on writing, and teachers responded by adopting the *Write Traits* program, placing more emphasis on writing across the curriculum.

A well-equipped library functions as a source for quality books. The librarian conducts reading incentive programs and "booktalks" new books weekly to motivate and inform young readers. Summer reading lists are provided and students are required to read specific books during the summer months.

### **RELIGION:**

St. Luke School students are expected to become Christian leaders in tomorrow's world. To achieve that promise the school provides the students with a strong background in faith and morals. This religious instruction provides the students with a moral compass for use in every facet of their lives. Therefore the Christian education is not just 45 minutes of dogma scheduled between math and reading, but teaching a way of life that permeates every discipline in the curriculum. The students study the Old Testament, the Sacraments and the life of Christ so that as tomorrow's leaders they may follow His example. The religion program is threefold including education, participation and service. Students learn the rich traditions of the faith, the history of the church and the tenants of the Creed. They plan and participate in liturgical celebrations, prayer services and the sacraments. They volunteer at soup kitchens, collect food and clothing for the needy and assist in community based service whenever possible. The religion program articulates and reinforces the Catholic faith. All staff members and volunteers serve as faith witnesses for our students, teaching by example.

### **INSTRUCTIONAL METHODS:**

At St. Luke School no student is left behind. Authentic learning, on-site education, and hands-on investigation are the hallmarks of the educative process. Students regularly participate in shared reading, cooperative learning and peer tutoring. Art and music are integrated into all disciplines addressing a variety of learning styles. The KITES Program, (Kits in the Teaching of Elementary Science), provides

hands-on investigative activities for younger students while older students apply research and the scientific process in their Science Fair and Invention Convention projects. From kindergarten on, our students use software to reinforce curriculum. In addition, word processing, Internet research, and interactive simulations reinforce learning.

For many students, the highlights of the curriculum are the on-site experiences provided at different grade levels. Each year our students travel to Narragansett Bay, to the Alton Jones Campus of the University of Rhode Island, and to the shores of Cape Cod for overnight environmental studies. Field trips to museums and theaters are scheduled on a regular basis. These varied instructional methods ignite students' interest and improve their understanding of important concepts.

### **PROFESSIONAL DEVELOPMENT:**

Professional development programs at St. Luke School are focused on school-wide goals.

Goals for improving student achievement and growth in each student's personal development are established at in-service workshops attended by the entire faculty. In an effort to reach these goals, teachers are encouraged to attend workshops and conferences throughout the year. As models of life-long learning, the willingness of teachers to attend professional development sessions allows them to stay current in their fields. The impact of on-going training is evident in the school's consistently high standardized test scores. The variety of workshops chosen reflect the diversity of approaches teachers take to improve student performance. In the past two years teachers have attended workshops on:

Strategies for Meeting High Mathematical Standards, The Court System, Computer Training from The Learning Edge, Understanding the Christian Creed, Watercolor Painting, Creative Strategies for First Grade, New Books Presentation and KITES training, just to mention a few.

Special funding is available to teachers for these educational opportunities. In-service days held during the school year often include workshops or speakers on specific areas related to student need. The school also subscribes to a wide selection of professional publications in all subject areas for teacher growth.

**PART VI – PRIVATE SCHOOL ADDENDUM**

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Private school association(s): National Catholic Educational Association

Does the school have nonprofit, tax exempt (501(c ) (3) status?       Yes   X    
  No         

**PART II – Demographics**

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$3,500}{\text{K}}$	$\frac{\$3,500}{1^{\text{st}}}$	$\frac{\$3,500}{2^{\text{nd}}}$	$\frac{\$3,500}{3^{\text{rd}}}$	$\frac{\$3,500}{4^{\text{th}}}$	$\frac{\$3,500}{5^{\text{th}}}$
$\frac{\$3,500}{6^{\text{th}}}$	$\frac{\$3,500}{7^{\text{th}}}$	$\frac{\$3,500}{8^{\text{th}}}$	$\frac{\$}{9^{\text{th}}}$	$\frac{\$}{10^{\text{th}}}$	$\frac{\$}{11^{\text{th}}}$
$\frac{\$}{12^{\text{th}}}$	$\frac{\$}{\text{Other}}$				

- 2. What is the educational cost per student? \$4,976
  
- 3. What is the average financial aid per student? \$241
  
- 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
  
- 5. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

ST. LUKE SCHOOL

REFERENCED AGAINST NATIONAL NORMS

Grade: 8

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	71.1				
Number of students tested	28				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	73.1				
2. Math Composite	68.3				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 8

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		73.1	76.8		
Number of students tested		30	28		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		70.3	75.9		
2. Math Composite		68.2	66.3		
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 7

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	66.3				
Number of students tested	28				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	66.5				
2. Math Composite	66.9				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 7

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		72.9	78.5		
Number of students tested		30	28		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		71	74		
2. Math Composite		70.4	75.6		
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					



ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 6

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	66				
Number of students tested	28				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	66				
2. Math Composite	64.4				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 6

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		67.6	73.4		
Number of students tested		30	30		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		64.2	68.4		
2. Math Composite		67.9	72.6		
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	65.2				
Number of students tested	30				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	70.1				
2. Math Composite	58.9				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		68.6	73.5		
Number of students tested		30	23		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		66.5	72.6		
2. Math Composite		63.9	68		
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	66.8				
Number of students tested	28				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	70				
2. Math Composite	59.5				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		70.3	70.1		
Number of students tested		28	30		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		69.8	71.2		
2. Math Composite		67.4	68		
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: Terra Nova (CAT Complete Battery)

Edition/Publication Year: 2/2001

Publisher: CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
<b>SCHOOL SCORES</b>					
Total Score	66.5				
Number of students tested	30				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
<b>SUBGROUP SCORES</b>					
1. Reading Composite	67.2				
2. Math Composite	62.8				
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ST. LUKE SCHOOL  
REFERENCED AGAINST NATIONAL NORMS

Grade: 3

Test: California Achievement Test – CAT5

Edition/Publication Year: 5/1992

Publisher: CTB MacMillan/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?: None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month		March	March		
<b>SCHOOL SCORES</b>					
Total Score		75.1	67.6		
Number of students etested		27	25		
Percent of total students tested		100	100		
Number of students excluded		0	0		
Percent of students excluded		0	0		
<b>SUBGROUP SCORES</b>					
1. Reading Composite		76	69.1		
2. Math Composite		68.1	67.2		
3. _____(specify subgroup)					
4. _____(specify subgroup)					
5. _____(specify subgroup)					