

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

Name of Principal : **Mr.Edward J. Doherty**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name : **Holy Trinity Catholic School**  
(As it should appear in the official records)

School Mailing Address: **3750 William D. Tate Avenue**  
(If address is P.O. Box, also include street address)

City **Grapevine** State **Texas** **76051-7106** Zip  
Code+4 (9 digits total)

Tel. **(817)421-8000** Fax **(817)421-4468**

Website/URL **www.holytrinity.airweb.net** Email **HTCS2@airmail.net**

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; **Sister Marguerite Connors, SHSp**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Diocese of Ft. Worth** Tel. **(817)560-3300**

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. Janice Gentsch**  
(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 **3/17/03**

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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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### 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. \_\_\_\_\_ 9 \_\_\_\_\_ 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
<b>K</b>	31	41	<b>72</b>	<b>7</b>	25	22	47
<b>1</b>	29	31	<b>60</b>	<b>8</b>	14	31	45
<b>2</b>	41	25	<b>66</b>	<b>9</b>			
<b>3</b>	23	36	<b>59</b>	<b>10</b>			
<b>4</b>	26	27	<b>53</b>	<b>11</b>			
<b>5</b>	23	31	<b>54</b>	<b>12</b>			
<b>6</b>	13	35	48	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>504</b>

6. Racial/ethnic composition of the students in the school: \_\_\_\_\_ 82 % White  
 \_\_\_\_\_ 1% Black or African American  
 \_\_\_\_\_ 8% Hispanic or Latino  
 \_\_\_\_\_ 4% Asian/Pacific Islander  
 \_\_\_\_\_ 1% American Indian/Alaskan Native  
 \_\_\_\_\_ 4 % Multi Racial

**100% Total**

7. Student turnover, or mobility rate, during the past year: 2%

(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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	541
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.00

8. Limited English Proficient students in the school: \_\_\_0\_\_\_%  
 \_\_\_0\_\_\_ Total Number Limited English Proficient  
 Number of languages represented: \_\_\_3\_\_\_  
 Specify languages: Spanish, Italian, Vietnamese

9. Students eligible for free/reduced-priced meals: \_\_\_1 \_\_\_%  
 \_\_\_4\_\_\_ 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  % \***See notation**  
  57  Total Number of Students Served

\*“Even though only a few students receive minimal direct services, all of our students with learning differences are being served. Most are performing on grade level with minimal classroom accommodations. Accommodations are continually monitored for effectiveness and revised when requested by therapists, doctors, or diagnosticians.”

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

<u>  3  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u> 31  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability
<u>  1  </u> Hearing Impairment	<u> 14  </u> Speech or Language Impairment
<u>  0  </u> Mental Retardation	<u>  0  </u> Traumatic Brain Injury
<u>  0  </u> Multiple Disabilities	<u>  0  </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**

	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>      </u>
Classroom teachers	<u> 25  </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  6  </u>	<u>  2  </u>
Paraprofessionals	<u>  1  </u>	<u>      </u>
Support staff	<u>  5  </u>	<u>  2  </u>
Total number	<u> 39  </u>	<u>  6  </u>

12. Student-“classroom teacher” ratio:   20:1

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	98%	98%	98%	98%	98%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	11%	18%	19%	18%	19%
Student dropout rate	n/a	n/a	n/a	n/a	n/a

Student drop-off rate	n/a	n/a	n/a	n/a	n/a
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14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

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**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Holy Trinity Catholic School in Grapevine, Texas, has as its mission to nurture and empower learners for lives of commitment to the pursuit of knowledge, leadership and service to our neighbors, to the global community and to God.

The School began operation in August, 1994, in five modular classroom buildings on the property of St. Michael's parish. The school began with a morning pre-kindergarten program for 4 year olds, three sections of kindergarten and one first grade class. Before and after school care (the Extended Day Program) was also offered to school families. A total of 87 students were enrolled with a faculty of nine. The school grew by adding one grade level each year until the grade range included pre-kindergarten through eighth grade. Holy Trinity's first graduation ceremony took place on May 24, 2002.

57 of our students have diagnosed learning differences. An additional 30 students are being monitored as possibly "at risk". Our instructional philosophy emphasizes inclusion and support to ensure every child has what is needed to be successful. The Diocese of Fort Worth school system has a curriculum with clear objective criteria.

The School is committed to providing an appropriate educational setting for the children of all parish families who desire to attend, insofar as this is possible. We have a dedicated faculty with strong leadership that values the talents of the whole group. The staff recognizes the importance of the work they do. Not only the classroom teachers, but the special subject teachers for Music, Spanish, P.E., Computer Education, Library and Art work together to make sure everyone of our children is served. Beginning in the fourth grade the classes are departmentalized.

We believe a strong cooperative partnership between home and school is an essential ingredient in effective education. When all partners in the process work together, the student is assured the best possible educational experience. It is our philosophy that every child can learn and we are committed to make every effort to offer that opportunity to each of our students.

## **How the School Uses Assessment Data**

At the beginning of each school year all the students in Grades 2-8 are given the OLSAT (Otis-Lennon School Ability Test) and the SAT (Stanford Achievement Test). Over the years, the reports on individual students are useful because they help us to recognize a pattern of the child's ability and achievement and to discover a student's strengths and weaknesses, along with any possible educational needs and learning differences. However, the most important reason these tests are given is that they provide important information helpful in evaluating our programs by comparing what the children in our school have learned to the results of thousands of children nationwide who have taken this test.

Sometimes we note that our students do not do well on a certain area of the test. This may be because we have chosen to emphasize that area at a later time, or it may indicate a need to strengthen our curriculum in that particular area. It is in the interpretation of the test results that we as educators make decisions and plan our program. The grade level staff then develops goals for the area they feel the students need supplemental instruction. These skills are practiced periodically during that same school year. The targeted area of the curriculum is then checked the following year to determine if a deficit still exists.

Our curriculum is not driven by these test scores, nor are we pressured to teach so that our children do well on these tests. All children, even those with diagnosed learning differences, are included in our composite score reports.

## Communication of the Data Assessed

Report cards are issued four times a year after each nine-week grading period. Generally, report cards for Pre-Kindergarten and Kindergarten are designed to inform parents of specific skills and concepts mastered. Students in Grades 1 and above receive letter grades based on the following scale:

A	94-100	Excellent	D	70-75	Needs Improvement
B	86-93	Good	F	below 70	Unsatisfactory
C	76-85	Satisfactory			

Teachers explain specific grading procedures each fall at parent orientation meetings.

Report cards, students' graded daily work, and tests are the primary means used to communicate the student's progress to parents. Parents whose children are achieving below average or failing grades are sent a written mid-term progress report.

Parent/Teacher conferences for all students are scheduled after the first grading period. The individual results of the Stanford Achievement Test, Ninth Edition and the Otis-Lennon Test of Ability are shared with the parents at conferences. There, the parent is given an overview of the assessments which is published by Harcourt Brace Educational Measurement (Copyright 1996). The teachers briefly discuss the child's strengths and weaknesses with the parent based on the child's achievement versus their ability. Any additional information that the parent may request can be obtained from the school's learning support coordinator.

The diocesan school office monitors the test results and plans in-service programs which address the areas of the curriculum which require attention.

## **How Reading and Math Assessments Are Shared**

Results of our school's reading and math assessments are always shared with the other schools in our system. We consider our school to be unique in that we give no entrance exam or placement test prior to acceptance into the school. We do ask parents to fill out a questionnaire and provide information regarding any special academic testing, diagnosis, or services which the student either has received or is eligible to receive. No students' results are ever excluded from our score reports.

Holy Trinity Catholic School has been a catalyst among the 19 schools in the Diocese of Fort Worth for the inclusion of students with mild to moderate learning differences in the regular classroom settings. We have freely shared information about our successes and areas where we have struggled with the other schools in the system. We were the first school to employ a full time Learning Support Coordinator and the other schools have followed the development of that position with great interest.

Through our efforts to obtain the most appropriate learning environments for several of our students, we have formed some very productive working relationships with local public school districts where those students would attend. Our professional contacts with area diagnosticians and therapists offer other avenues for sharing both our successes and deepening our understanding of how to better serve such students.

Finally, we make periodic attempts to explain our philosophy to the parents of all our students. By increasing their awareness of our efforts and successes, we hope to build support and acceptance within our own school community for meeting the needs of every student enrolled at Holy Trinity.

## **School Curriculum and Foreign Language Program**

Holy Trinity Catholic School is accredited by the Texas Catholic Conference Education Department, one of the associations recognized by the Texas Education Agency for accrediting non-public schools in Texas.

The Diocese of Fort Worth has adopted a written curriculum, which guides our instructional objectives in the classroom. This enriched curriculum exceeds the minimum standards established by the State of Texas and includes Religion, Reading, Phonics, Spelling, English, Handwriting, Mathematics, Social Studies, Science, Spanish, Music, Art, and Physical Education. Middle School (grades 6-8) electives include Ceramics, Drama, Public Speaking, Journalism, Choir, and Computer Skills. Computer Education is taught in a lab setting and computers in the classroom provide an opportunity for computer-assisted instruction.

The reading and phonics programs in the primary classes emphasize phonological awareness. With exposure to print and the benefits from good phonics instruction, students are better equipped to improve their phonological memory and hopefully be successful readers.

Our school's Pre-Kindergarten curriculum seeks to provide the transition from home to a school atmosphere. The early learning years provide the basis for future learning. Learning experiences and play activities encourage spiritual, intellectual, social, physical and sensor motor growth in a spirit of Gospel values. The Pre-Kindergarten curriculum is concerned with all aspects of the child's development.

Students are introduced to Spanish as a second language beginning in Kindergarten. Instruction in speaking, reading and writing the Spanish language is presented together with an appreciation of the cultures of Spanish speaking nations. Methods used include music and vocabulary, practice in listening, speaking, reading and writing, and grammar, punctuation and composition. The goal is to enable students to understand, enjoy and retain their knowledge of the language.

## **The School's Reading Curriculum**

Our reading program is well-structured, but also represents an effort to meet the individual needs of both high and low-end readers by providing a rich variety of materials and activities. We have also attempted to infuse a series of assessment options, both formal and informal, for all of the skills being taught.

In the primary grades Holy Trinity's reading curriculum primarily emphasizes phonological awareness. At the same time, it involves whole group guided reading, controlled vocabulary for skills mastery, and individual writing journals for interpretation and comprehension opportunities. The reading program is integrated with skills covering the related areas of listening, speaking, writing, language arts and spelling. The Harcourt Brace texts are anthologies filled with excerpts of familiar children's literature by noted authors. Student progress is assessed through running records, reading/writing portfolios, diagnostic tests for skills mastery along with literal, inferential and critical thinking skills.

At the intermediate level, the program further develops the students' interest in literature by providing background information on the authors' lives. Skills already mastered are reviewed as more advanced reading skills are introduced and students are given opportunities to further explore and practice these skills.

Finally, there is greater emphasis on expanding vocabulary and creative writing activities.

The middle school reading curriculum exposes students to selections of literature that come from both classic and modern time periods. A supplemental vocabulary program is used to provide additional understanding of word meanings. Students are introduced to a wide variety of literary genres, including novel studies and drama.

## The School's Math Curriculum

In accord with our school's mission, we have a Math program which is challenging and provides for the needs of all students.

In the primary grades, Holy Trinity's math curriculum is hands-on and utilizes manipulatives with multiple activity options to present concepts. Concepts and skills are introduced in whole class presentations, after which children work cooperatively in small groups and large groups. The program spirals so that skills previously taught are reviewed during daily lessons.

In the upper grades, the students' basic understanding is expanded with the use of word problems, multi-step applications, and some beginning algebraic formulas. New concepts, particularly in the areas of geometry and statistics are introduced and applied in group and individual activities. The staff has collaborated to make certain our math curriculum is vertically aligned through the grades so that students continue to reinforce the basics while applying them to problem-solving and algebraic processes.

7<sup>th</sup> and 8<sup>th</sup> grade students are placed according to ability and interest level into different sections:

- A math/pre-algebra program which enables the average student to apply algebraic reasoning and symbols to previously-studied concepts. The goal is to deepen their understanding of the concepts through practice of a variety of methods to achieve the same solution.
- Accelerated 7<sup>th</sup> graders and regular 8<sup>th</sup> graders study an in-depth pre-algebra program that includes proportional reasoning, functions and graphing, and solving equations and inequalities. This program serves as a smooth transition to Algebra 1 and allows for the mastery of skills needed for their 9<sup>th</sup> grade algebra course.
- 8<sup>th</sup> grade algebra is offered to students successful in 7<sup>th</sup> grade pre-algebra. In addition to all high school level Algebra 1 concepts, a deeper understanding of statistics is presented. The use of graphing calculator technology enables students to participate in algebra unit extensions.

## **Instructional Methods**

Holy Trinity Catholic School is committed to providing an appropriate educational environment for all our students. In order to facilitate this, our teachers respect the diverse needs of our students and recognize the learning styles unique to them. We respect that not everyone processes or learns in exactly the same way.

We believe the classroom teacher is in the best position to acknowledge and respond to the student's differences in learning. Whenever possible, a multi-sensory approach is adopted. Teachers utilize visual, auditory and tactile instructional methods to ensure all students have an opportunity to receive the information and to learn. Often there needs to be a change in the method of presentation instead of adjusting the level or pace of instruction.

When necessary, classroom accommodations are implemented for students with specific, diagnosed learning differences. These accommodations are not meant to reinforce the disability, but rather, reinforce the student's strengths and work around the particular learning difference to produce the best results. This allows all our students the opportunity to feel successful.

Computers are available in every classroom. Students with a specific diagnosis of dysgraphia may use keyboards to help with written work. A wireless mobile computer lab with internet access is used in grades 4-8 as an instructional tool. Teachers utilize multimedia presentation stations integrating technology with instruction to reinforce our multisensory approach to learning.

By utilizing different instructional methods, we can increase the success of our students and honor the potential of every child.

## **Professional Development Program**

Quality professional development is essential for overall student success. Holy Trinity Catholic School's professional development program allows the staff many opportunities to be challenged and introduce innovative techniques in the classroom. Each teacher is given a budget of \$250.00 to be used for professional development. In addition to that, several Diocesan in-services are provided each school year. The public school district in which Holy Trinity resides also offers some training in specific academic areas under ECEA Title II Part A (Eisenhower Funds).

The Diocese of Fort Worth also has a summer scholarship fund. Here, teachers can request financial assistance to complete specific training programs over the summer vacation.

It is important that we understand how children learn. By understanding this we have a better likelihood of narrowing gaps in achievement and are better able to help all students reach high standards. Our teachers possess both the interest and the skill to construct new knowledge from the existing knowledge of their students.

**Part II - Demographics**

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

\$3,750	\$3,750	\$3,750	\$ 3,750	\$ 3,750	\$ 3,750
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ 3,750	\$ 3,750	\$ 3,750	\$_____	\$_____	\$_____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$_____	\$_____				
12 <sup>th</sup>	Other				

2. What is the educational cost per student? \$ 4,500  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 1,000
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_5\_\_\_%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? \_\_\_5.5\_\_\_%

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **2**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996** Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	74	72	71		
Total Score Math	68	68	71		
Number of students tested	64	62	61		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **3**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996** Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	74	71	75		
Total Score Math	69	61	71		
Number of students tested	60	60	55		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **4**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996**

Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	66	77	70		
Total Score Math	76	79	73		
Number of students tested	51	59	55		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **5**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996** Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	77	76	76		
Total Score Math	66	65	63		
Number of students tested	55	51	57		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **6**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996** Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	71	80	76		
Total Score Math	70	73	72		
Number of students tested	45	48	51		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Grade: **7**

Test: **Stanford Achievement Series**

Edition/publication year: **9<sup>th</sup> ed/1996**

Publisher: **Harcourt Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	79	78	85		
Total Score Math	80	71	85		
Number of students tested	47	48	18		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **8**

Test: **Stanford Achievement Series**

Edition/publication year: **9th ed./1996** Publisher: **Harcourt, Inc.**

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.'02	Sept. '01	Sept.'00		
Total Score Reading	77	85	N/A		
Total Score Math	80	88	N/A		
Number of students tested	44	16	N/A		
Percent of total students tested	100%	100%	N/A		
Number of students excluded	0	0	N/A		
Percent of students excluded	0	0	N/A		

**For Public and Private Schools**

1. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
3. Describe in one-half page how the school will share its successes with other schools.

**PART V – CURRICULUM AND INSTRUCTION**

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1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.
2. **(Elementary Schools)** Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.  
  
**(Secondary Schools)** Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. Describe in one-half page 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.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

**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.*

Private school association(s): National Catholic Education Association/Texas Catholic Conference Education Department

Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes X

No