

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Janet B. Buras (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Our Lady of the Lake School (As it should appear in the official records)

School Mailing Address 316 Lafitte Street (If address is P.O. Box, also include street address)

Mandeville LA 70448-5827 City State Zip Code+4 (9 digits total)

Tel. (985) 626-5678 Fax (985) 626-1088

Website/URL www.ourladyofthelakeschool.org E-mail jburas@ourladyofthelakeschool.org

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

(Principal's Signature) Date

Name of Superintendent* Mr. Vincent Scozzari, Assistant Superintendent (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. (504) 861-9521

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. Susan Loveland (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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
- _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A
 Average State Per Pupil Expenditure: _____ N/A

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. 4 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 | 36 | 47 | 83 | 7 | 35 | 42 | 77 |
| 1 | 33 | 40 | 73 | 8 | | | |
| 2 | 38 | 46 | 84 | 9 | | | |
| 3 | 50 | 36 | 86 | 10 | | | |
| 4 | 36 | 41 | 77 | 11 | | | |
| 5 | 38 | 48 | 86 | 12 | | | |
| 6 | 31 | 46 | 77 | Other | 38 | 51 | 89 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 732 |

6. Racial/ethnic composition of the students in the school: 99.99 % White
.001 % Black or African American
N/A % Hispanic or Latino
N/A % Asian/Pacific Islander
N/A % 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. | 12 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 16 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 28 |
| (4) | Total number of students in the school as of October 1 | 697 |
| (5) | Subtotal in row (3) divided by total in row (4) | .04 |
| (6) | Amount in row (5) multiplied by 100 | 4.0 |

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

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: .005 %

4 Total Number Students Who Qualify

If this method does not produce 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: 8 %

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

| | |
|----------------------------------|--|
| <u>N/A</u> Autism | <u>N/A</u> Orthopedic Impairment |
| <u>N/A</u> Deafness | <u>N/A</u> Other Health Impaired |
| <u>N/A</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>N/A</u> Hearing Impairment | <u>48</u> Speech or Language Impairment |
| <u>N/A</u> Mental Retardation | <u>N/A</u> Traumatic Brain Injury |
| <u>N/A</u> Multiple Disabilities | <u>N/A</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>1</u> |
| Classroom teachers | <u>38</u> | <u>1</u> |
| Special resource teachers/specialists | <u>1</u> | <u>1</u> |
| Paraprofessionals | <u>N/A</u> | <u>N/A</u> |
| Support staff | <u>15</u> | <u>N/A</u> |
| Total number | <u>55</u> | <u>3</u> |

12. Average school student-“classroom teacher” ratio: 18:1

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

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 96% | 97% | 97% |
| Daily teacher attendance | 95% | 96% | 97% | 96% | 96% |
| Teacher turnover rate | 4% | 6% | 11% | 9% | 6% |
| 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 |

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

| | |
|--|--------------|
| 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 | <u>N/A</u> % |
| Total | <u>100</u> % |

PART III - SUMMARY

“In a nurturing Christ-centered environment, Our Lady of the Lake Catholic School provides a strong moral and academic foundation for all students to achieve excellence in their education, confidence in their efforts, and responsibility for their actions as they face the challenges of the ever-changing world.”

Our Lady of the Lake School, located in Mandeville, Louisiana, is part of Our Lady of the Lake Parish. State approved as an archdiocesan elementary school and SACS (Southern Association of Colleges and Schools) accredited, the school serves over 500 families by providing over 700 students in Pre-school through Grade 7 with a quality education grounded in Catholic tradition and values. The average of our most recent standardized test scores is at the 78th percentile. In addition to our regular education program and with the assistance of the St. Tammany Parish School System, the school is able to offer resource, speech, gifted and talented instruction. A strong and consistent discipline policy, which includes a discipline board, is in place to ensure the proper environment for learning in all areas.

Our Lady of the Lake School covers two city blocks encompassing a church, nine classroom buildings for students, a cafeteria and a multipurpose building. The multipurpose building includes a gym, library, computer lab, teacher workroom and lounge, and administrative offices.

The school is staffed with lay administration, religious and lay faculty and staff. The school employs 38 full time teachers, one part-time teacher, a librarian, five aides, a counselor, a bookkeeper, three office personnel, and two administrators. Teachers and staff average seven years at Our Lady of the Lake School and eleven point nine years of overall experience.

Pre-kindergarten through third grade are self-contained, averaging 23 students per class. Fourth through seventh grade are departmentalized with an average of 26 students per class. All classes receive music, physical education, computer, and library. Art is added to the Kindergarten – fourth grade curriculum and Spanish to the fifth – seventh grade curriculum. Classes are taught within heterogeneous grouping. This allows for effective peer tutoring and cooperative learning.

Our Lady of the Lake School is committed to the education of the whole child, therefore a wide variety of extracurricular/sports activities are available to the students including the following: yearbook, school newspaper, cheerleading, dance team, service organizations, student council, choir, scouting, sports, and academic teams.

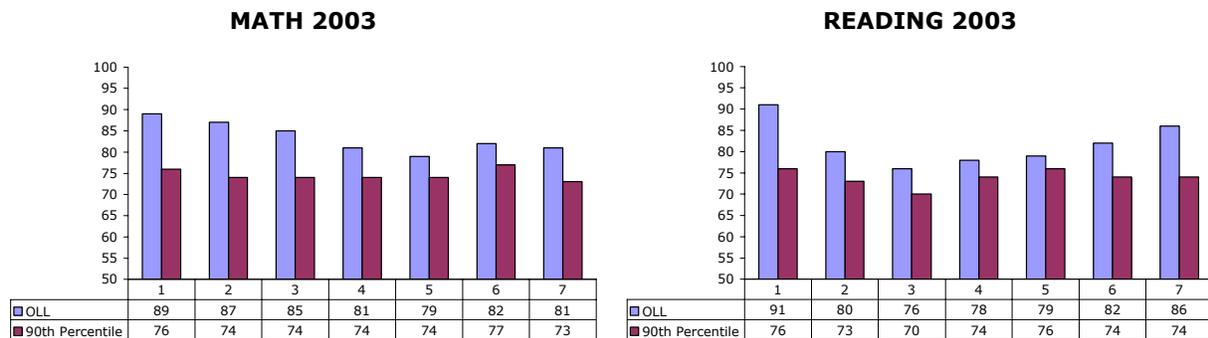
In conclusion, a strong curriculum, dedicated teachers, ongoing assessment, effective discipline and communication have contributed to the overall success of Our Lady of the Lake School. Administrative leadership, involved families, excellent academic ratings, and good public relations have played a significant role in establishing Our Lady of the Lake School as a school of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS – No. 1

All students at Our Lady of the Lake School (OLL) take the Stanford Achievement Test Series, Ninth Edition as required by the Archdiocese of New Orleans. The SAT is a norm-referenced test, which indicates how students of similar characteristics will do when confronted with the same test items as those taken by students in a norm group.

One of the assessment requirements for Blue Ribbon is that a school, regardless of its demographics, performs at the highest level, scoring in the top 10% of schools in the nation in reading and math on the last graded test.

The graph below reflects OLL’s 2002–2003 scores in comparison to the 90th percentile guidelines provided by the Council of American Private Education (CAPE). OLL exceeds these minimum standard guidelines in Math and Reading in all grade levels. For more detailed information, please see test data attachments.



PART IV – INDICATORS OF ACADEMIC SUCCESS – No. 2

Our Lady of the Lake School implements the use of the Stanford Achievement Test Series, Ninth Edition. In using the results of this test, the faculty is able to obtain objective, valid evidence of what students know and are able capable of, as well as helping the faculty make data-driven decisions.

The school receives individual student reports, group reports, and a master list of test results by class. These reports are distributed to all faculty members. Each grade level coordinator meets with their respective teachers and discusses test results. Subsequently, coordinators report back to the entire faculty for discussions and suggestions regarding the strengths and weaknesses demonstrated in the testing. Based upon this discussion of assessment examination, the faculty has implemented into the language arts curriculum: journal writing, diagramming sentences, proof reading, Daily Oral Language, and Correct-A-Sentence. To strengthen the math curriculum and enhance students mastery, teachers have integrated into the subject area: timed multiplication tables along with the use of flash cards, varied the testing format (using Scantron multiple choice assessments), provided critical thinking with a “problem of the day”, usage of manipulatives to enhance understanding of number sense, algebra, and geometry, and practice in the area of word problems that require more than a simple routine operation to solve.

PART IV – INDICATORS OF ACADEMIC SUCCESS – No. 3

To insure effective communication of student performance, OLL has adopted a computerized grading and recording program. The school now has the ability to track and report a student's progress on a current basis. Parents and students each receive a confidential access code to visit the web site outside of school. Email for each faculty and staff member is easily accessed through the web site. Progress reports, weekly newsletters and class cards also keep parents current regarding school news and students' progress. SAT results are published annually through the school newsletter. Honor roll students are recognized through the local newspaper. An honor roll prayer service is also given in their honor and is open to the public.

PART IV – INDICATORS OF ACADEMIC SUCCESS – No. 4

Our Lady of the Lake School continues to inform other schools in the area about its successes. The school's web page provides general information on the school as well as important information for each grade level. Discussions are held with other principals at Region meetings and faculty members attend SBE (Standard Based Education) meetings to share ideas and information. The school also provides continuing education for faculty where teachers can meet and share ideas with other professionals. The school meets periodically with local high schools to insure continuity and communicate critical information for graduating students. In addition, the school is exploring the possibility of expanding the school's current CD presentation to include OLL's blue print for success. This CD would then be offered to other schools as part of their testing library.

PART V – CURRICULUM AND INSTRUCTION – No. 1

The curriculum at Our Lady of the Lake School is designed to meet all requirements as outlined in the state of Louisiana's Bulletin 741. The schools' curriculum is comprehensive and challenging. While the traditional method of teaching is the norm, teachers utilize a wide variety of methods and activities in teaching. Games, maps, experiments, videos, newspapers, computers, and manipulatives are just a few of the tools used to teach, reinforce, and promote the mastery of skills and information. The core curriculum is enriched by the inclusion of music, art, computer, library, and physical education. These enrichment classes provide other avenues for all students to achieve success.

The schools language arts program is designed to provide students at all levels opportunities to become proficient in reading, writing, listening and speaking. Correlation and integration of the language arts program extends across the entire curriculum. Students are taught the basic skills and how to apply them to everyday life. Phonics, grammar, daily oral language, vocabulary, spelling, comprehension, characterization, story mapping, context clues, predicting outcomes, comparison, connotation/denotation, summarizing, analogies, drawing conclusions, outlining, and point of view are some of the skills taught as part of the language arts curriculum.

PART V – CURRICULUM AND INSTRUCTION – No. 1 (Continued)

In addition, the school uses diverse methods and strategies for mathematical instruction. Students employ hands-on activities, use of manipulatives, computer programs, and calculators to learn and sustain concepts. Computer software and academic competition are used to enhance students' critical thinking skills. Textbooks used emphasize the NCTM and Louisiana standards. All concepts and skills are taught through the use of mental math exercises, oral drills, problem solving through cooperative learning and mathematical communication.

The school uses a hands-on approach to science. Emphasis is placed on learning and applying the scientific method. Through the participation in many experiments and a wide variety of labs, students develop a critical thought process to the approach of science. Nutrition, health, weather, space, and oceanography are the areas of focus at the elementary level. General, earth, and life sciences are taught throughout the rest of the school.

The social studies curriculum is geared toward increasing students' understanding of the world historically and geographically. Students learn about culture, history, animal life, land forms, etc. Various teaching tools are utilized to help students learn. When available, web lessons are incorporated into the curriculum. Several hands-on projects are assigned to further enhance the lecture material. Guest speakers and field trips also broaden students' knowledge and understanding of social studies throughout the grade levels.

The schools Spanish curriculum is designed to broaden students' knowledge and awareness of the various Hispanic cultures. Students learn the customs of different Spanish speaking countries. Students also learn how to pronounce the sounds of the Spanish alphabet and how to pronounce Spanish words. In addition, students learn to conjugate regular and irregular verbs. Books, games, videos, music, and projects are used to stimulate interest in and enthusiasm for the exposure and learning of a new language. The Spanish curriculum culminates with a school-wide Cinco de Mayo celebration each year.

Since the school is a parochial school, religion is taught as part of the core curriculum. A further explanation of this curriculum will be discussed in question three of PART V.

PART V – CURRICULUM AND INSTRUCTION – No. 2

After educational research by the curriculum committee, it was decided that a phonics-based curriculum would best meet the needs of the students. Our Lady of the Lake School has selected the 2001 edition of Macmillan/McGraw-Hill as the basal series for the schools reading curriculum. This series continues and expands on the concept of a phonics-based approach to reading that is initiated at the kindergarten level with the Macmillan/McGraw-Hill "Beginning to Read, Write, and Listen" program. This approach correlates and integrates with the rest of the language arts curriculum in the school. Additionally, this program includes a wide range of teacher resources including current correlations to the Louisiana Content Standards. Resource materials included focus on instruction, assessment, student profile booklets, and technology.

Primary grades focus on phonics, grammar, silent reading, story time, making class books, book reports, and basic reading skills. The curriculum includes reading skills, vocabulary, poetry, book reports, plays, and novels. Middle school focuses on a literature-based curriculum. Some areas of concentration include: comprehension, characterization, context clues, predicting outcome, skimming and scanning, comparison, summarizing, inferencing, cause and effect, drawing conclusions, and main idea/details.

PART V – CURRICULUM AND INSTRUCTION – No. 3

Religion is an integral part of the curriculum at Our Lady of the Lake School. The religion curriculum is the primary reason for the school's existence. It is this curriculum that sets the school apart from other public or private institutions. The school's mission is to provide, in a nurturing Christ-centered environment, a strong moral and academic foundation for all students to achieve excellence in their education, confidence in their efforts, and responsibility for their actions as they face the challenges of the ever-changing world.

The school educates the whole person by promoting the spiritual, intellectual, emotional, social and physical development of each student in a nurturing Catholic setting. The school challenges each student to attain their fullest academic potential and to develop a true sense of self-esteem founded in a solid Catholic curriculum. Our Lady of the Lake School motivates students to live as part of a Catholic faith community serving the needs of society and fostering the love of life, family, and country. In addition, the school enhances the students' appreciation of the plurality of cultures and creeds. All aspects of the Catholic faith are taught in language and content which is appropriate to the grade level of the student. The material taught concerns the Liturgical form of Mass, scriptures, sacraments, lives of the Saints, morality, sexuality and church history. Various methods are utilized to teach this material. Students and faculty attend weekly and monthly Mass. Students and faculty celebrate Holy Days, many Feast Days of the Saints, a Living Rosary, an enactment of the Stations of the Cross, Prayer Services, Easter Liturgies and Saints Alive, to mention a few. Each grade level also has a retreat each year. The school commits itself to concerned leadership, caring teachers, parental involvement, and cooperative endeavors with society in light of the Gospel values of the Catholic faith.

PART V – CURRICULUM AND INSTRUCTION – No. 4

Student learning is the chief priority of the school. The school also feels that every child can learn and reach their fullest academic potential. Administration and teachers realize that not all students learn in the same way. Teachers use a variety of teaching methods that appeal to the visual, auditory, and tactile learner. Computers, videos, white boards, games, overhead transparencies, show and tell, and field trips are some methods used to assist the visual learner. Listening centers, music, guest speakers, and oral drills help the auditory learner master the necessary skills. Projects, manipulatives, lab work, and a multitude of hands-on activities appeal to the tactile learner.

The school also feels that learning should be fun and that students learn best when they are actively involved in the learning process. Several activities are in place to help students learn while enjoying themselves. Some of these activities include: poetry picnic, density dunk, charity dinner theatre, use of the weather station, Earth Day celebration, Louisiana Day, Colonial Day, and Cinco de Mayo.

Students also learn by example. Teachers will go to great lengths to get a concept across to their students. Teachers are always aware that a student's self-esteem is enhanced by positive relationships and mutual respect between students and staff.

The school's extra-curricular and co-curricular activities are designed to help students expand their horizons, learn responsibility, and prepare for a successful future.

PART V – CURRICULUM AND INSTRUCTION – No. 5

The school realizes that setting higher goals and expanding the curriculum is an ongoing process of self-improvement. Over the past few years the school has engaged in both the National Catholic Educators Association (SIP) and The Association of Colleges and School's (SACS) school improvement processes. The result of these self-studies has assisted the school in setting new long and short-term goals. One continuous goal is professional staff development.

The school participates in professional development programs that focus on formation, offer feedback, and provide skill development. The teachers are involved in the selection of workshops most appropriate to facilitate successful student learning. The school allocates a percentage of its yearly budget to staff development. Examples of topics from recently attended workshops and classes are: storytelling, standard based education, grant writing, use of technology in the classroom, Power Grade, classroom management, early childhood education, conflict resolution, and working with the middle school student. Monthly faculty meetings are held where teachers share knowledge and ideas learned in class and workshops. Professional publications, magazines, and videos are also available in the school library.

Faculty members routinely discuss and collaborate regarding student outcome and activities that best support student learning. Each teacher also meets with their colleagues above and below his/her own grade level to discuss what is expected of students for the following year in order to facilitate a smooth transition.

It is felt that the increase in standardized test scores is directly related to the success of the schools professional development program.

PART VI - PRIVATE SCHOOL ADDENDUM

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

Private school association(s): Archdiocese of New Orleans
 (Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2003-2004 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <u>\$ 3,264</u> K | <u>\$ 3,264</u> 1 st | <u>\$ 3,264</u> 2 nd | <u>\$ 3,264</u> 3 rd | <u>\$ 3,264</u> 4 th | <u>\$ 3,264</u> 5 th |
| <u>\$ 3,264</u> 6 th | <u>\$ 3,264</u> 7 th | <u>\$ N/A</u> 8 th | <u>\$ N/A</u> 9 th | <u>\$ N/A</u> 10 th | <u>\$ N/A</u> 11 th |
| <u>\$ N/A</u> 12 th | <u>\$ N/A</u> Other | | | | |

2. What is the educational cost per student? \$ 3,264
 (School budget divided by enrollment)

3. What is the average financial aid per student? \$ 1,389.23

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? .034%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? .08%

PART VII - ASSESSMENT RESULTS

Assessment Data Referenced Against National Norms

Our Lady of the Lake School
Mandeville, Louisiana

Grades: 1, 2, & 3

Test: Stanford Achievement Test Series

Edition/Publication Year: 9th Edition, 1996

Publisher: Harcourt, Inc.

Scores are reported here as: Percentiles

What groups are excluded from testing? Why, and how were they assessed?

The number of students excluded represent Resource students and students absent for the specific test. Resource students are tested, however; these scores are not included in the overall test score. Students absent on test days do not make up tests.

| | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|
| Testing Month | April | April | April |
| Grade 1 (Total number of 1 st graders) | 79 | 86 | 78 |
| Reading | 91 | 88 | 91 |
| Math | 89 | 85 | 92 |
| Number of students tested* | 72/72 | 85/85 | 74/76 |
| Percent of total students tested** | 91%/91% | 99%/99% | 95%/97% |
| Number of students excluded*** | 7/7 | 1/1 | 4/2 |
| Percentage of students excluded**** | 9%/9% | 1%/1% | 5%/3% |
| Grade 2 (Total number of 2 nd graders) | 91 | 71 | 90 |
| Reading | 80 | 83 | 79 |
| Math | 87 | 88 | 82 |
| Number of students tested* | 85/85 | 68/68 | 80/80 |
| Percent of total students tested** | 93% | 96%/96% | 89%/89% |
| Number of students excluded*** | 6 | 3/3 | 10/10 |
| Percentage of students excluded**** | 7% | 4%/4% | 11%/11% |
| Grade 3 (Total number of 3 rd graders) | 72 | 82 | 89 |
| Reading | 76 | 79 | 74 |
| Math | 85 | 87 | 77 |
| Number of students tested* | 72/71 | 76/76 | 80/81 |
| Percent of total students tested** | 100%/99% | 93%/93% | 90%/91% |
| Number of students excluded*** | 0/1 | 6/6 | 9/8 |
| Percentage of students excluded**** | 0%/1% | 7%/7% | 10%/9% |
| *Reflects number of students tested in Reading/Math | | | |
| **Reflects percentage of total students tested in Reading/Math | | | |
| ***Reflects number of students excluded in Reading/Math | | | |
| ****Reflects percentage of students excluded in Reading/Math | | | |

Assessment Data Referenced Against National Norms
Our Lady of the Lake School
Mandeville, Louisiana

Grades: 4, 5, 6 & 7

Test: Stanford Achievement Test Series

Edition/Publication Year: 9th Edition, 1996

Publisher: Harcourt, Inc.

Scores are reported here as: Percentiles

What groups are excluded from testing? Why, and how were they assessed?

The number of students excluded represent Resource students and students absent for the specific test. Resource students are tested, however; these scores are not included in the overall test score. Students absent on test days do not make up tests.

| | 2002-2003 | 2001-2002 | 2000-2001 |
|--|------------------|------------------|------------------|
| Testing Month | April | April | April |
| Grade 4 (Total number of 4 th graders) | 82 | 78 | 87 |
| Reading | 78 | 78 | 74 |
| Math | 81 | 79 | 71 |
| Number of students tested* | 76/75 | 68/68 | 82/82 |
| Percent of total students tested** | 93%/91% | 87%/87% | 94%/94% |
| Number of students excluded*** | 6/7 | 10/10 | 5/5 |
| Percentage of students excluded**** | 7%/9% | 13%/13% | 6%/6% |
| Grade 5 (Total number of 5 th graders) | 78 | 84 | 83 |
| Reading | 79 | 79 | 81 |
| Math | 79 | 69 | 72 |
| Number of students tested* | 68/69 | 75/76 | 77/79 |
| Percent of total students tested** | 87%/88% | 89%/90% | 93%/95% |
| Number of students excluded*** | 10/9 | 9/8 | 6/4 |
| Percentage of students excluded**** | 13%/12% | 11%/10% | 7%/5% |
| Grade 6 (Total number of 6 th graders) | 86 | 84 | 86 |
| Reading | 82 | 87 | 80 |
| Math | 82 | 86 | 84 |
| Number of students tested* | 79/79 | 77/79 | 81/82 |
| Percent of total students tested** | 92%/92% | 92%/94% | 94%/95% |
| Number of students excluded*** | 7/7 | 7/5 | 5/4 |
| Percentage of students excluded**** | 8%/8% | 8%/6% | 6%/5% |
| Grade 7 (Total number of 7 th graders) | 81 | 74 | 85 |
| Reading | 86 | 82 | 80 |
| Math | 81 | 75 | 80 |
| Number of students tested* | 78/78 | 67/65 | 80/79 |
| Percent of total students tested** | 96%/96% | 91%/88% | 94%/93% |
| Number of students excluded*** | 3/3 | 7/9 | 5/6 |
| Percentage of students excluded**** | 4%/4% | 9%/12% | 6%/7% |
| *Reflects number of students tested in Reading/Math | | | |
| **Reflects percentage of total students tested in Reading/Math | | | |
| ***Reflects number of students excluded in Reading/Math | | | |
| ****Reflects percentage of students excluded in Reading/Math | | | |

Page 16

Page 16 included in this package was a copy of the latest Stanford scores for the seventh grade in April 2003 per CAPE's request. All other scores for the last (3) years were reflected in the charts on pages 14 & 15.