

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary X Middle __ High __ K-12

Name of Principal Mr. Joey M. Scaffidi

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Christian Brothers School

(As it should appear in the official records)

School Mailing Address 8 Friederichs Avenue – City Park

(If address is P.O. Box, also include street address)

New Orleans Louisiana 70124-4602
City State Zip Code+4 (9 digits total)

County Orleans School Code Number* LA-506013

Telephone (504) 486-6770 Fax (504) 486-1053

Website/URL www.cbs-no.org E-mail school@cbs-no.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* Fr. William Maestri

(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 Mr. Joseph Landry

(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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
 _____ 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. 6 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	107		107
K				8			
1				9			
2				10			
3				11			
4				12			
5	85		85	Other			
6	88		88				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							280

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 97 | % White |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0 %

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

(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.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	280
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	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: 0 %
 Total number students who qualify: 0

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

10. Students receiving special education services: 0 %
 1 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 1 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 12 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 18 </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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	99%	99%	97%	99%	96%
Teacher turnover rate	0%	11%	11%	6%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	- %	- %	- %	- %	- %

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

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school’s mission or vision in the statement.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.
2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

Part III - Summary

Christian Brothers School is a unique educational institution as it is the only all-male middle school in New Orleans. Christian Brothers School seeks to meet the needs of the academically capable middle school boy. As a result, the school attracts students from approximately 40 different elementary schools and every school system of the greater New Orleans area.

The curriculum is grade-level accelerated in that students are appropriately challenged to master concepts which are more difficult than those typically encountered by students of similar ages. Many Christian Brothers graduates inform us that their first year of high school honors courses are, for the most part, a review of material which they covered while in middle school at Christian Brothers. Furthermore, instructional methodologies are best suited for the learning styles of middle school boys. Students actively engage themselves in learning, and their daily schedules allow for the physical release of energy throughout the day (including an organized intramural league during recess and daily physical education class).

When the school first opened in 1960, the faculty consisted entirely of Christian Brothers. As the Brothers aged and younger Brothers were not available to replace retiring Brothers, the Brothers hired lay men to work with them. This unintended tradition of an all-male faculty has become a successful feature to the program. The male teachers represent various vocations, ages, hobbies and personalities. Consequently, every student is able to identify with a least one member of the faculty such that the rapport between teacher and student is the hallmark of the school's reputation. In fact, this rapport between the teachers and students outside of the classroom most influences the learning which takes place inside of the classroom.

At the end of each day, students have over twenty different extracurricular choices before them. These choices include programs in athletics, academics, service, and the arts. Every student in the school participates in at least one extracurricular activity each school year. Numerous extracurricular programs afford students the opportunity to explore interests and discover talents they are not aware they have. As part of this participation, every student "belongs" to a club or team. This sense of fraternity enhances a student's self-esteem which contributes to his development within the Christian Brothers program.

Lastly, the school subscribes to the motto: "Your sons into young men, young men into Christian gentlemen." This motto serves as a constant reminder to students and teachers permeating all that is done. The school mission calls for the provision of opportunities for the total development of the child in an atmosphere of mutual respect among teachers and students such that students are prepared for a challenging secondary program. As a result, Christian Brothers students are taught how to be good people as well as learned individuals.

Part IV – (1) Meaning of the School’s Assessment Results

Christian Brothers School administers the Stanford Achievement Test, Ninth Edition to all members of the student body. The purposes for administering this test are to evaluate the strengths and weaknesses of the program, to track the performance of students over several school years including the years just before entering Christian Brothers School as well as each year they are students of Christian Brothers, and to compare the performance of students to others on a national and local level.

Test results are reported in various ways including a national percentile ranking. The national percentile ranking indicates the relative standing of a student in comparison with students in the same grade in the norm reference group who took the test at a comparable time. For example, a score of the 50th percentile is average in that a student with a 50 outscored 50% of the students who took the same test. The 99th percentile represents the highest possible score while the 1st percentile represents the lowest possible score.

At Christian Brothers School, students’ scores are analyzed in many subject areas. Of these areas, much attention is devoted to the areas of mathematics and reading. For the past few years, Christian Brothers students have consistently scored well on these tests. In the most recent administration of the standardized test, the aggregate scores for the fifth graders were 87 and 91 in reading and math respectively. For the sixth graders the scores were 92 and 91. The seventh graders aggregate scores were 88 in each area. The total reading score is inclusive of vocabulary and comprehension; and, the total mathematics score is inclusive of problem solving and procedures.

In addition to percentile scores, an analysis of results indicates the number of students who perform at, above, or below the average performance according to national norms. At Christian Brothers School, 70% of the students perform above the average range of scores. Another 28% perform in the average range while only 2% perform below the average range of scores.

As reflected in a table included at the end of this report, Christian Brothers School aggregate scores have been increasing each of the last few years. In conclusion, these test scores suggest that the Christian Brothers School student body has performed in the top ten percent nationally – specifically and especially in the areas listed above.

Part IV – (2) Use of Assessment Data to Understand and Improve Performance

The assessment data is first reviewed by the principal. A summary report is prepared for the faculty using the assessment data. Each teacher receives several reports in order to evaluate group and individual performance.

School aggregates are computed and reported in comparison to aggregates from the previous three years. Attention is given to the areas of *Total Reading, Total Mathematics, Language, Science, Social Science, and Complete Battery*. Areas of strength are noted when scores show increases over a period of three years. Areas for improvement are noted when scores remain stagnant or decrease over a period of three years.

Similarly, aggregate scores are noted for each of the grade levels. Teachers are able to compare the scores of their classes in comparison to performances in other subject areas. They may also analyze their class's performance in comparison to the performance of previous classes. Lastly, the scores are reported so that teachers may take note of the progress of a class as they move from teacher to teacher within a subject area over a three-year period.

A teacher also receives a report noting individual performances as being average, above average, or below average in designated content clusters. From these reports, teachers can determine specific learning needs and identify areas where instructional change may need to take place. Likewise, they can identify successful methodologies already in place.

All reports are reviewed by staff members individually, by grade level, and as an entire faculty. Goals and objectives are revised and re-written based upon annual review of these test results and other evaluative measures.

Part IV – (3) Communication of Student Performance

Student performance is communicated to parents at Christian Brothers School in a variety of ways. The most frequent means of communication occurs each time a test is corrected and returned to a student. The student must have a parent sign the document to indicate an awareness of the evaluation. In addition, teachers and parents often communicate informally. Teachers are accessible and return phone calls quickly. It is not uncommon for a teacher to initiate contact with a parent. At Christian Brothers, teachers often get to know families on a personal level. This personal relationship enhances the partnership between school and home.

Each quarterly grading period, a parent receives a mid-quarter report and a quarterly report card. At the conclusion of each quarterly term, a day is designated for formal conferences between students, parents and teachers. The emphasis of the conference is centered around the presence of the student at the conference. In addition, teachers will meet for conferences with parents and students on an as-needed basis.

Lastly, formal standardized testing results are communicated with parents as soon as they are received by the school each year. The school orders detailed reports from the testing company for the parents to review. Furthermore, the results are sent home with an accompanying letter from the principal to add insight to the results so that parents are able to compare their child's performance against that of other students in the same school. In some cases, faculty members or the principal will meet with concerned parents for a deeper analysis of these results.

Part IV – (4) Sharing of Successes with Other Schools

The students of Christian Brothers School represent approximately 40 different elementary feeder schools from across the New Orleans area. As a result, the school has a familiar relationship with representatives from most of these schools. That relationship is developed during the time for admissions each school year when administrators from Christian Brothers seek information from elementary school administrators regarding applicants.

Many of the applicants to Christian Brothers are bright students seeking to be more effectively challenged academically. Therefore, administrators of the elementary schools looking to retain their brightest students might comparatively analyze their own programs with the program at Christian Brothers School. Teachers and administrators of feeder schools are welcome to observe, interview, or join members of the Christian Brothers School community engaged in educational endeavors. The outcome is often beneficial to both parties as educational ideas are exchanged and learning is enhanced at both institutions.

If success is not limited to academic success, then Christian Brothers School students uniquely share their “successes” and good fortune with other schools. For example, students recently generated \$10,000 to donate to a fellow Lasallian school whose students cannot afford tuition. The donation made it possible for several students to receive a Lasallian education. The school sponsors a student service club whose members share their time for the benefit of others.

In addition to working with administrative teams from elementary schools, Christian Brothers Schools opens its doors to parents who wish to learn more about the program. The school sponsors a formal open house annually. Furthermore, the principal will conduct a personal tour and appointment to educate anyone in the community who wishes to know more of the successes of Christian Brothers School.

Part V – (1) School Curriculum

The content of each course of the core curriculum is both challenging and engaging for students as the program is grade-level accelerated. Organizational and study skills are integrated as a component of instruction. Students are made aware of the expectations for achievement in each subject area. Evaluations suggest to the students (and teachers) the degree to which they have attained those goals and expectations.

English courses emphasize the study of grammar and language by diagramming sentences. Students learn the parts of speech, clauses, phrases, sentences, structure, agreement, usage, and mechanics. In addition, the courses address skills using the dictionary, library, conducting research, and writing paragraphs, essays, compositions, and letters. In the Literature classes, instruction is centered upon the reading of various novels. As novels are read, teachers focus upon literary forms, techniques, and styles. Courses also include a study of vocabulary, comprehension, listening skills, and spelling. An impressive component of the Literature program at CBS is the emphasis on elocution and interpretive readings in prose and poetry.

The study of Science is comprehensive at CBS. In the first year of the program, students study the nature of science and ecology. The next year, students focus upon physical science including chemistry and physics. In their third and final year, students engage in the study of earth and life science. In Mathematics, courses begin with a review of numeration and the four basic operations involving whole numbers, fractions, and decimals. Over the course of the 3-year program, students will also study all number systems, consumer mathematics, geometric concepts, pre-algebra, and algebra. Computer Science classes address the hardware of the computer, keyboarding skills, and using the internet for research. In addition, all students learn the skills associated with the Microsoft Office Suite for use across the curriculum.

In Social Studies, fifth graders study United States History through the U.S. Civil War. As seventh graders, students resume their study of United States History from the Civil War through the Modern Era. In the interim year – sixth grade - students study World History and Geography focusing upon each of the continents of the world. All social studies courses include an integration of map skills and attention to current events.

Spanish is introduced in the fifth grade. By the time a student graduates, he has completed an official Spanish I course with 45 minutes of daily instruction in sixth and seventh grade. Students study the language by conjugating verbs, learning vocabulary, and conversing. Teachers also introduce students to the rich culture and conduct fiestas with pinatas.

Physical Education classes include daily exercise, instruction in athletic skills, and team sports. Teachers also address health education topics including first aid, personal hygiene, and current events in sports. Religion is taught as part of the core curriculum since CBS is a Catholic school. In Religion, students study the Bible and Catholic doctrine. The arts are also integrated in the curriculum via projects including the design of posters and projects. Students are also encouraged to utilize technology in their designs. Furthermore, all students participate in a music appreciation and introductory choral course.

Part V – (2a) Reading Curriculum

The approach to the reading curriculum at Christian Brothers School is that students will read many novels in order to be exposed to quality literature. On each of the three grade levels, three selected novels are required reading for all students. In addition, reading teachers are able to select - from an approved list - another one to three novels to be read. In the reading of a novel, teachers are able to teach the meaning of literary terms. The author, including his/her literary style and technique, is studied. Students are also afforded the opportunity to study vocabulary in context as they read the novel.

In addition to novels, students are required to read numerous short stories which further develop their understanding of literature. Teachers also supplement their programs with a traditional basal text – used, in this case, as a supplemental text to enhance comprehension skills.

The teachers at Christian Brothers School believe that reading should not be limited to the classroom experience. As a result, students are rewarded for independent “outside” reading. Weekly visits to the library make it possible for students to acquire material other than required reading materials. Some teachers request that their students spend 15 minutes nightly reading orally to their parents as part of their homework.

Elocution is an objective of all reading classes. Each year, students prepare to “perform” selected pieces of prose or poetry in interpretive reading. In their preparation of the pieces, the skill of public speaking is developed. The culminating activity for this aspect of the curriculum is the annual week of Speech Nights which involve the entire student and parent bodies as well as the school’s alumni association and local community.

Part V – (3) Mathematics Curriculum and the Mission

According to the mission of the school, Christian Brothers is committed to preparing its students for the most challenging secondary environments. The school considers mathematics an integral aspect of the curriculum and that mission. Upon completion of the study of mathematics at Christian Brothers School, students are adequately prepared to engage in an accelerated track of study in secondary schools from any system in the New Orleans area and beyond.

When students enter in the fifth grade, they are introduced to a sixth grade program. When they finish seventh grade mathematics at CBS, they have completed a comprehensive eighth grade pre-algebra / algebra class. Specifically, students have studied all aspects of the real number system, polynomials, rational expressions, linear and quadratic equations, and graphing on the coordinate plane. As a result, CBS students score very high on standardized tests in mathematics and are eligible for many college-sponsored programs for the advanced study of mathematics. Furthermore, CBS graduates report during their frequent return visits to CBS that their first-year math courses in high school are nothing more than a review of material studied when they attended CBS.

Another aspect of the school's mission includes the commitment to instill the values of the gospels within the students. To that end, students participate in the St. Jude Math-a-Thon annually. Students study and prepare for a math test. At the same time, they also solicit sponsors for donations based upon their performance on the test. The project usually yields about \$2000 for charity. In their study of math, students are also learning to help others.

Part V – (4) Instructional Methods

The instructional methodologies and the dynamic relationship between students and teachers are the most significant reasons for the success experienced at Christian Brothers School. Because the students are middle school boys, teachers do not expect these “bundles of energy” to be passive learners. Instead, lessons including - but not limited to - academic games, cooperative learning experiences, research projects employing the scientific method, and exercises in public speaking are planned to actively engage students in learning. Furthermore, the variety of activities also increases the level of interest on behalf of the students. Many classes are taught within the context of healthy competition among students. The middle school boys are quite motivated to learn in such situations.

Teachers are always looking to positively reinforce appropriate learning behaviors. Students receive *good marks* when they do something right. These *good marks* are a prized possession as students may redeem them for privileges. Teachers also employ a “badge” system in their classes. Badges are earned for various levels of academic success. The more badges a student has, the more privileges he may earn with his *good marks*. With a high degree of accountability in place in the classrooms, this focus upon proper behavior and achievement works especially well.

The most profound effect on learning in the classroom is the connection that the students and teachers share. This connection is very different from that experienced in most schools. Teachers share recess and/or lunch with their students every day. They get to know each other outside of the classroom. Many teachers will visit their students after school or on the weekends by attending their extracurricular activities (related to school or otherwise). Since most of the teachers are men, the middle school boys see them as role models. In turn, the men have lived the same life experiences as many of their students allowing them to uniquely relate to their students. As a result of this special relationship between student and teacher, learning in the classroom is increased one-hundred fold regardless of the instructional method employed.

Part V – (5) Professional Development

Professional development at Christian Brothers School takes many different forms. Teachers are afforded opportunities to participate in national conferences, hear from guest speakers brought to the school, and in-service one another. The objectives of professional development are meant to advance the personal and professional growth of each teacher, the mission of the school and the worldwide Lasallian community and, most importantly, the learning of the students of Christian Brothers School.

Over the past few years, almost every faculty member has participated in a Lasallian formation program. Because these programs are national ones, travel is required to participate. The school is financially committed to this form of professional development. The Lasallian programs guide a teacher's understanding of his vocation as an educator. This understanding causes a teacher to focus upon the relationship he has with his students and how that relationship directly enhances learning in the classroom.

In addition to national conferences, school administrators have invited experts to in-service members of the faculty at Christian Brothers School. The topics of these in-services have included understanding boys, multiple intelligences, integrating technology in the classroom (particularly with laptop computers), and United Streaming. As a result, teachers are more in touch with the culture of the middle school boy, implement various teaching methods to accommodate different learning styles, and utilize technology more frequently in their classrooms.

Lastly, teachers share "best practices" with each other at faculty meetings. They find this form of in-service effective as the suggestions are practical. Furthermore, they have the option of learning more about the "best practice" by discussing it further with the presenting teacher or observing the practice in the colleague's classroom. Also, because the suggestion comes "from the ranks," teachers are open to the ideas. When teachers collaborate regarding instructional best practices, learning is impacted and students are the beneficiaries.

- 2a. **(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.
- 2b. **(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

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

1. Private school association(s): NCEA, CEF (LA), LMSA
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u> </u>	\$ <u>4,450</u>				
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>4,450</u>	\$ <u>4,450</u>	\$ <u> </u>	\$ <u> </u>	\$ <u> </u>	\$ <u> </u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u> </u>	\$ <u> </u>				
12 th	Other				
4. What is the educational cost per student? \$ 5,255
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 175
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS
(Without Subgroups)

CHRISTIAN BROTHERS SCHOOL

READING

Stanford Achievement Test
 Ninth Edition
 Form S, 1995 – Spring Norms
 Harcourt, Inc.

Scores are reported as percentiles.
 No students are excluded from the test.

	03-04	02-03	01-02	00-01	99-00
Testing Month	April	April	April	April	April
Grade 7					
Reading	88	85	87	83	84
Number of Students Tested	86	86	104	86	77
Percent of Total Students Tested	100	100	100	100	100
Grade 6					
Reading	92	91	87	90	85
Number of Students Tested	108	86	86	104	81
Percent of Total Students Tested	100	100	100	100	100
Grade 5					
Reading	87	85	83	83	86
Number of Students Tested	85	104	87	83	100
Percent of Total Students Tested	100	100	100	100	100

ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS
(Without Subgroups)

CHRISTIAN BROTHERS SCHOOL

MATHEMATICS

Stanford Achievement Test
 Ninth Edition
 Form S, 1995 – Spring Norms
 Harcourt, Inc.

Scores are reported as percentiles.
 No students are excluded from the test.

	03-04	02-03	01-02	00-01	99-00
Testing Month	April	April	April	April	April
Grade 7					
Mathematics	88	86	88	82	86
Number of Students Tested	86	86	104	86	77
Percent of Total Students Tested	100	100	100	100	100
Grade 6					
Mathematics	91	93	90	89	84
Number of Students Tested	108	86	86	104	81
Percent of Total Students Tested	100	100	100	100	100
Grade 5					
Mathematics	91	88	88	87	89
Number of Students Tested	85	104	87	83	100
Percent of Total Students Tested	100	100	100	100	100