

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ ] Middle [X] High [ ] K-12 [ ] Charter

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

Official School Name Lexington Catholic High School  
(As it should appear in the official records)

School Mailing Address 2250 Clays Mill Road Lexington Kentucky 40503-1797  
County Fayette State School Code Number\* \_\_\_\_\_

Telephone ( 859 ) 277-7183 Fax (859) 276-5086

Web site/URL www.lexingtoncatholic.com E-mail sstevens@lexingtoncatholic.com

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Sr. Bernadette McManigal, B.V.M.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Lexington, Kentucky Tel. ( 859 ) 253-1993

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 Ms. Martha Jones  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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

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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. 10 \_\_\_\_\_ 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			
K				8			
1				9	121	105	226
2				10	101	123	224
3				11	126	91	217
4				12	106	99	205
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>872</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>91</u>         | % White                          |
| <u>3</u>          | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>3</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 3%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	14
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	14
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	28
<b>(4)</b>	Total number of students in the school as of October 1	867
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.03
<b>(6)</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2%  
18 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Chinese, Creole, French, Hungarian, Korean, Spanish

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 45

No students receive free or reduced meals as we do not participate in the federal program. The calculations were made using the income chart for the program and information submitted on tuition assistance applications.

10. Students receiving special education services: 0 %  
0 Total Number of Students Served

All students have mild disabilities which can be accommodated in the regular classroom setting. Thus no students receive special education services from the local public schools.

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>2</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>4</u>	<u>0</u>
Classroom teachers	<u>54</u>	<u>8</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>24</u>	<u>6</u>
Total number	<u>88</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	94%	95%	93%
Daily teacher attendance	97%	98%	97%	97%	98%

Teacher turnover rate	10%	13%	21%	17%	19%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	1%	0%	4%	1%	0%

**13. (High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>208</u>
Enrolled in a 4-year college or university	<u>92</u> %
Enrolled in a community college	<u>7</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>.5</u> %
Military service	<u>.5</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b>100</b> %

## **PART III - SUMMARY**

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“We, Lexington Catholic High School, serve as an integral part of the educational mission of the Roman Catholic Diocese of Lexington. We serve Catholic students and students of other faith traditions by providing a high quality secondary education that emphasizes the spiritual ideals and moral values of the Gospel. In this faith community, we form and develop the mind, spirit, and body of our students.”

This mission statement permeates every activity at Lexington Catholic. The school was formed in 1951 through the merger of Saint Catherine’s Academy, founded in 1823, and Lexington Latin School, founded in 1924. It is the only Catholic high school in the central Kentucky area, with at least seventy miles separating it from the closest Catholic high school; thus, the school serves students from thirteen counties. The faculty and staff of Lexington Catholic, in partnership with parents and guardians, the diocese, and the community, strive to provide the best atmosphere in which students can grow spiritually, intellectually, physically, emotionally, and socially. In short, the school views each student as a total person, encouraging each one to discover his or her own potential through a challenging curriculum and diverse extracurricular activities.

As the school opened for the 1991-92 year, Lexington Catholic had three hundred twenty-one students with twenty-nine cocurricular and extracurricular activities from which the students could choose. The physical plant was a building opened in 1957 with slightly under fifty thousand square feet. As the 2006-07 academic year began, we have eight hundred seventy-two students who can choose from forty-five teams, clubs, and activities, on a campus with over one hundred thirty-seven thousand square feet. This growth has allowed the school to broaden its curriculum and better meet the needs of the twenty-first century student. While the school offers no specific special education programs, many students with learning differences can thrive in the school’s classrooms because of the well-structured environment and an average class size of twenty-two students.

Lexington Catholic strives to prepare every student for postsecondary education. The school’s curriculum requires that all students take the most rigorous courses appropriate for them in order to be well prepared for the challenges of career preparation. The emphasis on “mind, spirit, and body” enables the school to promote personal and institutional integrity as core values of Lexington Catholic High School. All students are required to engage in community service, with last year’s seniors providing over six thousand clock hours to our community. Lexington Catholic promotes honor in all matters, especially academics. The Student Council wrote an honor code for all students and all students signed a banner bearing a copy of the pledge to be persons of academic integrity. The students elected representatives from each class to serve on an Honor Council. This group conducts hearings on violations of the honor code and recommends consequences for violations to the school’s administration. Lexington Catholic’s strong academic reputation is enhanced by reflecting the three “r’s” of reverence, respect, and

responsibility in every aspect of the school's programs.

The true measure of success of Lexington Catholic's programs rests with its people. The faculty and staff are highly qualified professionals who are dedicated both to the school's mission and to the students and families they serve. Many of the current families are sending second and third generation students to the school, and are committed to the goals of developing quality young women and men to serve their communities, their churches, and their world. It is this extraordinary dedication that makes Lexington Catholic's successes possible.

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

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### **1. Assessment Results:**

Every student at Lexington Catholic takes at least one national norm-referenced test. Before enrolling, all prospective students take the High School Placement Test. This allows the school to plan a program of studies which will place a student in courses that will be academically challenging but not overwhelming. In October the freshmen take the Explore test from ACT. The sophomores take ACT's Plan test and the PSAT test. The juniors take the PSAT in October and begin to take ACT and SAT tests in the spring of this year. Many seniors will also take either the ACT or SAT in the fall, although the school encourages them to take each of these college entrance exams. Over ninety percent of the seniors take the ACT and approximately eighty percent take the SAT. All seniors will be required to take the ACT beginning with the class of 2008. Because students are taking the three successive tests from ACT, the school can begin to collect the longitudinal data derived from the Explore, Plan, and ACT to evaluate curriculum for the school. The series measure mathematics, science, reading, and social studies so that specific changes in those areas will be measured on each individual student. As the state of Kentucky has also adopted this testing series, the school will be able to compare its students as a group to state and national norms. Teachers can adjust curriculum to meet the needs of individual students or groups of students as they progress through their high school experience.

Lexington Catholic offers Advanced Placement courses in world languages, science, mathematics, social studies, fine arts, and English. All students who take the classes are required to complete the exam in these courses in May. In the spring of 2006, one hundred thirty-six students took two hundred seventy-three AP exams with sixty-nine percent earning a score of "3" or higher. This allows the school to compare its performance to other college preparatory institutions as well as to predict the potential success of its students in college level coursework. Lexington Catholic uses both AP results and standardized test scores to compare student performance from year to year and across academic departments.

Lexington Catholic administers comprehensive common semester exams in every course in December and in May. The tests are constructed by a team of teachers who teach the classes and at least seventy-five percent of the tests must be used by all instructors. This means that the same curriculum will be assessed in each class regardless of teacher. While this provides a method of monitoring curriculum delivery, it also allows the academic departments to receive feedback on scope and sequence.

Using the combination of norm referenced standardized test data and teacher constructed common exams allows the faculty of Lexington Catholic to review and revise curriculum annually to improve classroom instruction.

### **2. Using Assessment Results:**

The grade-level guidance counselors review all standardized test results with the students individually. They use these results to help guide the students in course selections for the next year, selecting classes which will improve the students' knowledge in all curricular areas. Each academic department reviews item analyses from the PSAT to suggest changes in curriculum in mathematics and English. The English department has implemented a vocabulary unit in every course as a result of our score analysis.

In addition to standardized tests, the school administers comprehensive semester exams in every subject at the end of each semester. These tests are common exams in each course, with at least seventy-five percent of the questions being core to the exam regardless of instructor. These results are used to assure quality within every instructional area. The department utilizes the results of the item analysis on exams to modify the curriculum for the next instructional unit based on student performance. Every student also completes an annual teacher assessment survey in each class. The data is collected and analyzed and returned to the instructors to allow teaching techniques to be refined to meet the expressed needs of the students.

Lexington Catholic administers tests that monitor values and ethical decision making. We have participated in the University of Michigan's "Monitoring the Future" study to assess student opinions on school experiences and attitudes toward learning. The Josephson Institute of Ethics provides us with data from the "Report Card on the Ethics of American Youth." We administer this survey annually to measure our growth toward achieving our integrity initiatives. Periodically we also participate in pilot programs for new tests for NAEP or GED programs.

### **3. Communicating Assessment Results:**

The school communicates with parents and guardians consistently to monitor student performance. Each student receives a written progress report in the mail every six weeks containing both academic and conduct grades in each course. The school utilizes "EdLine," an online service for students and parents to check grades and assignments at any time via the internet. Each student and parent has a password to access the grades and to check assignments and due dates that are posted in the classes. At the end of each semester the student receives a numeric grade which is posted to the transcript.

The school prepares a profile sheet in order to communicate its results with colleges and the community at large. The sheet contains standardized test results for our school, the state of Kentucky, and the nation, along with AP test results. It contains a brief history of the school, a suggested four-year program of study, and a college acceptance report for the last graduating class. At the end of each academic year, the school runs an advertisement in the local newspaper outlining the accomplishments of our graduating senior class. This ad includes information on college acceptances, merit scholarships earned by the graduates, and the number of community service hours the members of the class have provided.

The school maintains a website, [www.lexingtoncatholic.com](http://www.lexingtoncatholic.com), which showcases the student activities and allows us to update the calendar, inform the reader of events in which our students have participated, and provide a line of communication with staff members for both internal and external constituents.

The faculty and school administration also set annual goals for improvement. These goals are assessed at the conclusion of each year. A report on the staff's success toward meeting the goals is presented to the school's Board of Trustees and to the Superintendent of Schools for the Diocese of Lexington.

### **4. Sharing Success:**

The teachers of Lexington Catholic collaborate with teachers in the diocesan feeder schools in an annual professional development day and serve on committees responsible for curriculum design and textbook selection. We are members of the Kentucky Non-Public School Commission, the Southern Association of Colleges and Schools (SACS/CASI), and the National Catholic Education Association. We serve on peer review teams for other schools within these organizations, attend and present at conferences, and work with peers at our local feeder schools. All classroom teachers use a software package, "Curriculum Mapper," to write course maps which can be shared with other schools in our diocese. The tool records curriculum taught on a monthly basis, reflects standards of the Kentucky Core Content and national professional organizations in order to strengthen the K-12 academic programs and provide smooth transitions between schools.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Lexington Catholic students must earn twenty four (twenty-five beginning with the class of 2010) credits in order to graduate. The courses include all the classes listed as minimum requirements of the Commonwealth of Kentucky pre-college preparation curriculum. Course work is offered on remedial, standard, honors, and Advanced Placement levels. The courses include nine curricular areas.

Religious Studies – Four credits are required, one for each semester of enrollment at Lexington Catholic. The courses include ethics and decision making, scripture studies, church history, comparative religions, and social teachings.

English – Four credits are required for graduation. Students study surveys of literature and read both anthologies and whole text works by major authors. Writing is required in every course. The students study literature by genre and by country of origin. Elective courses are also offered in speech, film criticism, journalism, and creative writing. The department offers Advanced Placement English to seniors.

Social Studies – Three credits are required. No social studies class is required in the freshman course of studies. All sophomores take World History, juniors take United States History, and seniors take American Government. The department offers elective classes in Sociology, Psychology, Kentucky Studies, Economics, and Geography. Advanced Placement classes are offered in United States History and American Government.

Science – Students are required to complete three credits, although ninety-seven percent of the student body earns four or more credits. All students must complete Biology, Chemistry, and Geophysical Science. A student may substitute a higher level, more rigorous course if he or she obtains permission from the department and school administration. Elective classes are offered in Physics, Anatomy and Physiology, Environmental Geology, Marine Geology, Astronomy, Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics, and Advanced Placement Environmental Science.

Mathematics – Three credits are required with four credits necessary beginning with the class of 2010. All students must complete Algebra I before or during enrollment, Geometry, and Algebra II. The department offers additional courses in Trigonometry & Precalculus, Topics in Mathematics, Statistics, Calculus, Advanced Placement Calculus AB, and Advanced Placement Calculus BC.

World Languages - All students must earn two credits in the same world language. The students may place into a higher level class by demonstrating proficiency. The students may choose from Spanish, French, or Latin, with Advanced Placement offerings in all three languages. While only two credits are required for graduation, many students pursue their study of languages beyond the minimum requirement by taking higher levels of the same language or studying a second language as a junior or senior. This year two hundred eighty three students are enrolled in language classes at levels three, four, or five.

Business and Computers – All students must earn .5 credit in Computer Applications. The course teaches students to use computers for word processing, data management, and presentations. The department offers elective classes in Computer Programming, Accounting, Business Marketing, and Personal Finance.

Health and Physical Education – All students must successfully complete .5 credit in Health and .5 credit in Physical Education. The department offers an elective class in Fitness and Conditioning which is open to sophomores through seniors to encourage wellness and exercise.

Fine Arts – One credit is required. The student may select from semester classes in Introduction to (visual) Art, Introduction to Choir, Band, Drama, or Arts & Humanities. Elective courses are offered in performing Choirs, Photography, Sculpture, Graphic Design, Painting, Drawing, Printmaking, Ceramics, Technical Theater, Advanced Acting, and Musical Theater. The department offers Advanced Placement Studio Art and Advanced Placement Music Theory.

Additionally the school offers a year-long course in Study Skills for entering freshmen who are identified on the High School Placement Test as needing remediation in one or more areas. The class teaches study techniques and time management skills along with providing personal academic coaching.

2b. **(Secondary Schools) English:**

Based on the results of the High School Placement Test, students are placed in one of three levels of Survey of Literature for their freshman year. The curriculum is tailored to address the reading, writing, and communication skills of entering students. All students study prose, poetry, drama, and the short story. Each level selects reading assignments appropriate to the ability of the students. The writing program emphasizes the development of well crafted paragraphs including topic sentences. The level one students continue the study of the survey course through sophomore year and take American Literature as juniors. Level two and three students take American Literature as sophomores and British Literature as juniors. All seniors study World Literature. During the sophomore year every student develops the ability to write a five paragraph essay which consists of an introductory paragraph including a thesis statement, three supporting paragraphs, and a conclusion. These writing skills are developed and expanded during the last two years to address writing for purpose and for specific audiences. Every student is expected to complete at least one research paper in English class using MLA format. Every student must submit at least one graded major writing assignment during every six-week grading period. All other curricular departments use MLA format for all research projects and writing assignments to support the school wide writing initiative.

3. **Additional Curriculum Area:**

The fine arts department supports the “spirit” of Lexington Catholic High School. In 2000, we added a fine arts complex including a band room, choir room, art studio, photographic darkroom, ceramics studio, and 440-seat theater. The number of students participating in these programs has tripled during this same period. This year’s joint Christmas concert for both band and choirs involved almost two hundred students. Students are encouraged to take a fine arts class every semester of enrollment in order to develop their kinesthetic and creative abilities through visual art, music, or drama. The program places students in leadership positions through directing performances and affording them opportunities to develop critical thinking and communication skills. Throughout the year we have concerts by both the instrumental and vocal musicians and four drama productions, thus utilizing the space as much as possible while affording the community an opportunity to visit our facility for excellent entertainment. Students participate in adjudicated contests and concerts. The department has placed students in honor bands and choirs throughout Kentucky, with the numbers of qualifying students increasing every year.

4. **Instructional Methods:**

Lexington Catholic uses school-wide initiatives to provide consistency for the students and to be able to better measure learning results. All students receive instruction in the Cornell method of note taking and use it in every class. Every teacher requires MLA format for writing assignments. English

teachers and Computer Applications teachers instruct students and faculty in MLA and provide support when needed. Every classroom is equipped with a LCD projector so that students and teachers can make power point presentations and access the Internet and World Wide Web for instructional purposes. The entire school has a summer reading assignment. For 2006, all teachers and students read Affluenza: the All Consuming Epidemic. Every class incorporated at least one assignment to relate the text to each curricular area. We used the content of the book to spark debate on social issues and to show connections across academic departments. Engaging the students in active learning is a hallmark in the classrooms of Lexington Catholic.

**5. Professional Development:**

The professional development program reflects our mission of “mind, spirit, and body” for the adults in the school community. The school opens the year with a retreat for all staff members to build community and to reflect on our mission. All faculty members are learning technological tools to improve communication within the constituents of the school. The addition of “EdLine” for home-school communication on student progress and “Curriculum Mapper” for internal communication between teachers in our building and in our K-8 feeder schools has made each teacher and administrator learn new technologies. The teachers have researched the concept of professional learning communities and have created faculty committees to address our school goals based on these principles. Every teacher chooses from one of six areas (campus ministry, school performance, honors, integrity, technology, or learning differences) and works with others to measure performance and to research ways to better meet the needs of our students. Teachers are encouraged to join professional organizations in their specific disciplines and to attend conferences which support both content development and committee initiatives for school improvement.

**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 tables. Delete if not used.*

1. Private school association(s): National Catholic Education Association  
 (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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ _____	\$ _____	\$ _____	\$ * _____	\$ * _____	\$ * _____
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				

\* \$5630 for a Catholic student from a supporting parish, \$7080 for any other student

4. What is the educational cost per student? \$ 7468

(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 3000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8 %

## PART VII - ASSESSMENT RESULTS

Subject Mathematics Grade 12 Test ACT

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

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

\* Note: Highest sub score method used to compute this score – see attached documentation.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	23.8	23.8	23.1	22.4	22.8
Number of students tested	198	203	204	201	179
Percent of total students tested	95%	94%	98%	100%	93%
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	20.8	20.7	20.7	20.6	20.6
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Reading Grade 12 Test ACT

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	25.1	25.3	24.3	23.6	23.7
Number of students tested	198	203	204	201	179
Percent of total students tested	95%	94%	98%	100%	93%
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	21.4	21.3	21.3	21.2	21.1
<b>NATIONAL STANDARD DEVIATION</b>					

Subject Mathematics Grade 10 Test PLAN

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October		
<b>SCHOOL SCORES</b>					
Total Score	20.8	20.8	20.0		
Number of students tested	209	195	213		
Percent of total students tested	93%	92%	98%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	16.3	16.3	16.3		
<b>NATIONAL STANDARD DEVIATION</b>	3.8	3.8	3.8		

Subject Reading Grade 10 Test PLAN

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	October	October		
<b>SCHOOL SCORES</b>					
Total Score	23.4	19.4	19.9		
Number of students tested	198	195	213		
Percent of total students tested	93%	92%	98%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>NATIONAL MEAN SCORE</b>	15.8	15.8	15.8		
<b>NATIONAL STANDARD DEVIATION</b>	4.5	4.5	4.5		