

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 High K-12 Charter

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

Official School Name St. Francis de Sales School
(As it should appear in the official records)

School Mailing Address 11 South Buesching Road
(If address is P.O. Box, also include street address.)

Lake Zurich Illinois 60047-2596
City State Zip Code+4 (9 digits total)

County Lake State School Code Number* N/A

Telephone (847) 438-7921 Fax (847) 438-7114

Web site/URL <http://www.stfrancislz.org/SFSchool/mainschool.htm>

E-mail elem.stfrancis-desales@archchicago.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. Nicholas M. Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. (312) 751-5210

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. Marty Bush
(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

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

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. 16 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	0	0	0	7	32	29	61
K	12	19	31	8	28	26	54
1	18	21	39	9			
2	22	14	36	10			
3	35	28	63	11			
4	24	26	50	12			
5	29	26	55	Other			
6	25	34	59				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							448

[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:
- | | |
|-------------------|----------------------------------|
| 94 | % White |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| | % 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: 0.4 %

[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	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	483
(5)	Total transferred students in row (3) divided by total students in row (4)	.004
(6)	Amount in row (5) multiplied by 100	0.4%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Polish

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: 8%
35 Total Number of Students Served

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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 12 </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> 1 </u>	_____
Classroom teachers	<u> 22 </u>	_____
Special resource teachers/specialists	_____	<u> 4 </u>
Paraprofessionals	<u> 3 </u>	<u> 4 </u>
Support staff	<u> 2 </u>	<u> 1 </u>
Total number	<u> 28 </u>	<u> 9 </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 20:1

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	90%	90%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	18%	4%	9%	4%	4%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

St. Francis de Sales Catholic School is an educational community that is a vibrant ministry of the parish. Our mission is to create a community of faith in which students, teachers and parents live the message of the Gospel, share knowledge in a spirit of freedom and love and cultivate service to God and neighbor. At St. Francis de Sales, a spirit of love and faith is the foundation of all we do.

Two years ago, a new addition was built, and the old edifice was completely modernized. The building is a symbol of faith for the entire parish.

St. Francis de Sales' curriculum is based on the Illinois State Standards. In addition, each curriculum area sets a goal for the year, and each curriculum committee meets four times a year. Twice a year, all chairs of the curriculum committees meet together with the Principal and coordinate efforts toward whole school implementation. Textbooks and curriculum materials follow an updating cycle. All curriculum areas are updated every six years. The entire computer lab is also updated on a continual basis. In addition to core-curriculum areas, Spanish is taught in grades two through eight. Curriculum competitions are held in geography, spelling and speech. Fourth grade hosts an annual state fair. Fifth grade participates in an invention convention. St. Francis has had three national winners in the last four years. Fifth and sixth grades spend three days in an outdoor education center sponsored by Northern Illinois University. Eighth grade participates in a history fair, as well as travels to Washington D.C. for four days.

To assist those students with special needs, there are four aides, two special needs teachers, and two resource aides. In addition, District 95 provides learning disability and speech services after school hours.

Recognizing development of the whole child is of paramount importance, St. Francis de Sales School offers a wide array of extra-curricular activities. Basketball, volleyball, track and cross country are offered for grades five through eight. A spring musical is presented for the school and community. The Beta Club is a service organization that coordinates the St. Jude Math-A-Thon and works directly with seniors of the parish. The Spanish Club sponsors Hispanic Week, raises funds for the needy and works with Our Lady of Tepeyac, an inner city parish. The National Junior Honor Society tutors students, staffs the soup kitchen and attends cultural activities. The Student Council sponsors Red Ribbon Week, Spirit Week and several dances. Math Counts Club prepares students for math competitions, and the Academic Club coaches students on general academic contests. Two ski trips are planned annually for grades five through eight. Four or five dances are held for grades six through eight. Students can learn to cantor for our weekly liturgies. Students in grades six through eight can be altar servers. At St. Francis de Sales, students have a variety of learning experiences and can achieve success at all levels.

Teachers receive annual professional growth funds. An in-service program is planned every year. Technology advancement has been a major emphasis. Many of the teachers have master's degrees. All teachers attend various conferences, workshops, and belong to many professional organizations.

St. Francis de Sales has a very active Parent Teacher Organization, School Board and Athletic Board. Parents volunteer for a multitude of tasks from room moms to athletic coaches. Parents assist students, coordinate artwork program, and provide chaperones. Teachers and parents work together to facilitate the learning of the children.

St. Francis de Sales School is more than a building. St. Francis de Sales School is a community of people who are building a future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

Every spring, St. Francis de Sales School tests students in grades 1-7, as mandated by the Archdiocese. The Terra Nova is used in grades 3, 5, and 7. The CAT is used in grades 1, 2, 4, and 6. The 8th graders take their tests at the high school they will be attending: Lake Zurich, Stevenson, Barrington, Carmel and St. Viator.

The results printed on the following pages are NCE National Percentile Scores. The reading test measures students in the following skills: basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies.

The skills test on the mathematics section include: numbering and numerical relations, computation and estimation, measurement, geometry, algebra, problem solving and reasoning.

For 2005-06 the seventh grade scored in the 82% for reading (qualifying is 77) and 76 in math (qualifying is 75). For 2005-06, in reading, the highest score was 83 in grade five (qualifying was 75) and in math, the highest was 86 in grade one (qualifying was not listed).

Using Assessment Results:

Test results for the Terra Nova and CAT assessments are scrutinized by the staff to identify overall weaknesses and strengths. The teachers are divided into various curriculum committees that meet for times a year. Using the data from the test and staff input, goals are formulated yearly in each of the curriculum areas. These goals are reviewed throughout the year. These goals are communicated to the parents through our Thursday folder system.

The test results help us track individual achievement and are used for placement in our advanced programming in science, math and reading. The results are also used to determine eligibility in the Northwestern, National-Louis and District 95 Gifted Programs.

Communicating Assessment Results:

Report cards are issued four times a year, which indicate academic, effort and behavioral strengths and weaknesses. Mid term reports are issued quarterly to communicate concerns in grades five through eight. Homework reports are issued every week for late or missing work. All below average tests must be signed by the parents. In addition, parents and teachers are encouraged to contact each other with concerns. Teachers are required to be in the building before and after the school day for individual help and parent consultation.

Parent-Teacher conferences are held in the fall. In the spring, student Terra Nova /CAT test results are sent home to parents. These results indicate to the parents how the child performed in the general curriculum areas and a composite score. A compilation of the median national percentile for each grade level is made available both to parents and the public. The Lake Zurich Explore test results have also been published.

Sharing Success:

The school will share its successes by producing a brochure with the results and dispensing it to its school families and the parish. Copies of the brochure will be available in the parish office and local real estate offices. The school and parish also participate in the Chamber of Commerce Fair, and the results will be distributed there.

Through the PTO, an individual has been designated as a liaison to the local newspapers. Publicity for the school is transmitted through this person.

Articulation meetings are held with St. Viator and Carmel High schools. The school's successes are presented.

Through principal council meetings and the Archdiocesan Principals' Association news of the school's success will be spread. The Archdiocesan newspaper, The New World, prints articles on the successes of the schools of the Archdiocese.

PART V – CURRICULUM AND INSTRUCTION

Description of St. Francis de Sales School curriculum

Religion: Religious education is taught daily to all students. Daily prayer, weekly mass preparation and participation, sacramental study, service projects, church history along with the study of scripture are all part of the religion curriculum.

Language Arts: Subject areas include reading, writing, listening, speaking and grammar. Focus is on the fundamentals of the English language and development for an appreciation of literature. Emphasis on comprehension with vocabulary development, writing including daily journaling, spelling and oral presentations are incorporated in all subject areas.

Mathematics: Numerous and varied experiences, including use of manipulatives, increase students understanding of the relationship of mathematics to life situations requiring problem solving. Estimation and reasoning are used in both computation and word problems. Pre-algebra and algebra are offered for middle school students.

Science: Areas covered include life, physical, earth sciences. Processing skills are developed with emphasis on the scientific method of research. Students participate in an invention fair at the elementary level for parents and the entire school.

Social Studies: The primary years emphasize good citizenship, community and geography. In the elementary grades, the curriculum is based on U. S. geographical regions and world history. The junior high level researches U. S. history, studies state and federal constitutions, and presents a history fair project for parents and the school community. Excursions to Chicago and Washington D.C. give first hand experiences.

Spanish: Knowledge and appreciation of the Spanish language and cultures are introduced in all grade levels two through eight. The development of vocabulary, grammar, conversation and the written language are all emphasized from grades four through eight.

Art: Various media forms are experienced by students from kindergarten to eighth grade. Students use creativity to express and appreciate many forms of art. Famous artists are profiled each month for grades kindergarten through eighth grades.

Music: Musical rhythm, instruments, styles, history and performance are all covered in the curriculum. Band is offered for grades four through eighth at the beginning, intermediate and advanced levels.

Computer and technology: In the primary levels students are instructed through various learning software. Keyboarding is emphasized in the elementary levels. Word processing, power point applications and spreadsheet knowledge are skills covered in the junior high level.

Physical Education: Health, physical fitness and safety are encouraged at all levels of instruction. Students learn good sportsmanship. Physical exercise emphasizes cardiovascular health. In grades four through eight, basketball, volleyball, cross country and track and field are offered for boys and girls.

Elementary schools - Reading:

Reading is at the heart of St. Francis de Sales' curriculum. The teachers are dedicated to using best practices to develop the students into strategic readers. This goal is accomplished by modeling, direct instruction, guided practice, and encouraging independent application by the students. The importance of reading is emphasized as a conduit to lifelong learning as independent readers. Opportunities for silent sustained reading are considered vital for the students to develop understanding, comprehension and fluency. Further, St. Francis de Sales' goal is to provide students with an appreciation and understanding of the value of literature.

In order for students to strengthen and increase vocabulary, as well as, develop skills for mastery of material in various individual content areas, the teachers provide the students with learning experiences in diverse literary forms and genres. The classrooms, in addition to the school's library, are continuously enriched and replenished with books of all genres. The library is well-managed by librarians who help match books to students' needs. The reading curriculum also embraces book talks, literature circles, read alouds, an annual speech contest, reading contests (summer reading programs) and The Junior Great Books Program. Furthermore, students benefit from the opportunity to participate in two theater productions each year. When the students graduate, not only can they read, but they DO read.

Scott Foresman reading program was chosen for many reasons. Not only is it aligned to Illinois State Standards, but its teaching plan includes multiple exposures to critical skills and strategies and instructional techniques to meet diverse needs and learning styles. This is important to St. Francis de Sales in order to meet all the students' needs. Choosing this program facilitates St. Francis de Sales in incorporating phonics and word study, writing, oral language, cross-curricular and critical thinking routines into the reading curriculum. This reading program is enhanced with the use of tapes-audio and video, CD's, novels, short stories and trade books.

Description of Additional Curriculum Area – Mathematics:

St. Francis de Sales mathematics instruction includes a unique math program that focuses on helping students make sense of mathematics in meaningful ways. Using mathematics in everyday activities appears throughout the program to generate interest and show relevance.

The driving force of the program is number sense, including estimation, mental math, as well as the use of manipulatives. Manipulatives and pictorial models play an important role in connecting numbers with physical representations, which leads to confidence that children need to succeed in mathematics.

Each grade level curriculum builds upon prior knowledge and experience from the previous year. The primary students learn basic number facts and operations, while in the middle grades, focus is on more advanced mathematical challenges. Using the Scott Foresman math series, connections from mathematics to algebra are developed. By the end of eighth grade, students will be able to use and understand algebraic representations numerically, graphically, and symbolically, use a variety of problem solving strategies, and understand apply geometric relationships. Everyday use of mathematics is a focus, wherein students use mathematics in a variety of disciplines, such as science and social studies.

Cross curricular implementation of mathematics skill is an integral part of the curriculum. Technology is also interwoven through the use of computers to practice and reinforce number skills.

Description of the different instructional methods used:

St. Francis de Sales staff uses a variety of instructional methods with the focus on best practice for student learning. A balance of direct teaching and cooperative learning ensures students are exposed to multiple opportunities to learn strategies and skills for higher thinking. Problem based learning experiences help to prepare students for critical thinking and assists in developing problem solving strategies.

Differentiated instruction, crafted to suit the needs of child centered classrooms, enriches the educational experience for each student. Assessment is ongoing and authentic. Lessons are taught to the whole class, as well as small groups and individual students. Adjustments are made based on student need.

Teacher aides for grade levels/classrooms assist with the students' academic program, as well as social skills development. Working closely with the classroom teacher, the teacher aide reinforces classroom learning with small groups as well as individual students.

Professional Development:

The administration and teachers work collaboratively to develop the goals for professional development for the year. A plan for professional development based on common concerns and strengths is devised. Realizing that educators can learn from each other and because of St. Francis de Sales' emphasis on higher student learning, the teachers make time to meet to share ideas and pool resources. St. Francis de Sales' goal is to make professional development part of everyday life. Workshops have been scheduled for differentiated instruction, backward design, bullying, cooperative learning, technology and computer skill development and team building to name a few. Bi-weekly meetings afford the staff the opportunity to reflect on, broaden and develop these new approaches to working successfully with the students. Individual teachers who have attended workshops on topics such as math, science, writing or reading are given the opportunity to present highlights from the workshop to the faculty. This allows all teachers to adapt the information for their individual classrooms as needed. St Francis de Sales is committed to providing continuous learning opportunities for its teachers and staff that are focused, insightful, and founded on sound, best practices.

Teachers are required to prepare an annual professional growth record which includes their personal growth goals each year. This is reviewed by the principal and becomes part of their annual performance appraisal.

The school provides an annual allotment for each teacher's professional development including relevant coursework, institutes, workshops and memberships in a variety of professional organizations, such as IRA, NCEA, IAHPERD, NCTM, MECL.

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. Delete if not used.

1. Private school association(s): NCEA
 (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.)

<u>\$3902</u> K	<u>\$ 3302</u> 1 st	<u>\$ 3302</u> 2 nd	<u>\$ 3302</u> 3 rd	<u>\$ 3302</u> 4 th	<u>\$ 3302</u> 5 th
<u>\$ 3302</u> 6 th	<u>\$ 3302</u> 7 th	<u>\$ 3302</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ 3946
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1500

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 2 %

St. Francis de Sales School
Assessments Referenced Against National Norms

Subject Reading Grade 1 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	76	72	73	73	80
Number of students tested	36	67	48	62	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 1 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	86	83	81	86	85
Number of students tested	36	67	45	62	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading Grade 2 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	75	78	79	82	82
Number of students tested	63	49	65	62	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 2 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	73	76	71	78	77
Number of students tested	63	49	65	62	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

St. Francis de Sales School
Assessments Referenced Against National Norms

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	78	83	80	80	75
Number of students tested	49	55	59	63	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 3 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	79	82	75	76	75
Number of students tested	49	55	59	63	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading Grade 4 Test CAT

Edition/Publication Year 2001 Publisher CTB McGraw Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	81	83	81	77	79
Number of students tested	59	59	57	56	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 4 Test CAT

Edition/Publication Year 2001 Publisher CTB McGraw Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	72	77	71	70	70
Number of students tested	59	59	57	56	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

St. Francis de Sales School
Assessments Referenced Against National Norms

Subject Reading Grade 5 Test Terra Nova
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	83	84	82	77	81
Number of students tested	59	50	55	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 5 Test Terra Nova
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	77	74	79	68	73
Number of students tested	58	59	55	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Reading Grade 6 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	80	77	79	76	70
Number of students tested	61	53	55	45	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 6 Test CAT
 Edition/Publication Year 2001 Publisher CTB McGraw Hill
 Scores are reported here as (check one): NCEs Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	78	73	69	72	61
Number of students tested	61	53	55	45	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

St. Francis de Sales School
Assessments Referenced Against National Norms

Subject Reading Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	82	82	79	76	81
Number of students tested	57	53	44	62	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

Subject Math Grade 7 Test Terra Nova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	76	75	71	62	76
Number of students tested	57	53	44	62	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0