

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

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

Official School Name Antonian College Preparatory High School
(As it should appear in the official records)

School Mailing Address 6425 West Avenue
(If address is P.O. Box, also include street address)

San Antonio, Texas 78213-2317
City State Zip Code+4 (9 digits total)

Tel. (210) 344-9265 Fax (210) 344-9267

Website/URL www.antonian.org Email glsaenz@aol.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 February 20, 2003

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

Name of Superintendent Mr. Dale R. Hoyt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of San Antonio Tel. (210) 734-2620

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 February 20, 2003

Name of School Board
President/Chairperson Dr. George Gisin
(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 February 20, 2003

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
				9	80	83	163
				10	79	87	166
				11	75	76	151
				12	68	67	135
				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							615

6. Racial/ethnic composition of the students in the school:
- | | | |
|-------|-------------|----------------------------------|
| _____ | 45 | % White |
| _____ | 02 | % Black or African American |
| _____ | 53 | % Hispanic or Latino |
| _____ | | % Asian/Pacific Islander |
| _____ | | % American Indian/Alaskan Native |
| | 100% | Total |

7. Student turnover, or mobility rate, during the past year: 5.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	625
(5)	Subtotal in row (3) divided by total in row (4)	.041
(6)	Amount in row (5) multiplied by 100	4.1%

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

Total Number Limited English Proficient: 0
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 20 %

Total Number Students Who Qualify 123

The number of students above are the number of students who applied for financial assistance and for which we have income tax forms. We do not participate in the free lunch program.

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

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

- | | |
|---------------------------|---|
| ___ Autism | ___ Orthopedic Impairment |
| ___ Deafness | ___ Other Health Impaired |
| ___ Deaf-Blindness | ___ Specific Learning Disability |
| ___ Hearing Impairment | ___ Speech or Language Impairment |
| ___ Mental Retardation | ___ Traumatic Brain Injury |
| ___ Multiple Disabilities | ___ Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	6	0
Classroom teachers	31	3
Special resource teachers/specialists	1	0
Paraprofessionals	1	0
Support staff	6	0
Total number	45	3

12. Student-“classroom teacher” ratio: 17:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>98%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>
Daily teacher attendance	<u>97%</u>	<u>97%</u>	<u>97%</u>	<u>97%</u>	<u>97%</u>
Teacher turnover rate	<u>7%</u>	<u>10%</u>	<u>12%</u>	<u>38%</u>	<u>19%</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	2%	2%	3%	2%	2%

We had no drop-out rate and minimal drop-off rate

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	104
Enrolled in a 4-year college or university	75 %
Enrolled in a community college	20 %
Enrolled in vocational training	00 %
Found employment	02 %
Military service	01 %
Other (travel, staying home, etc.)	00 %
Unknown	03 %
Total	100 %

PART III - SUMMARY

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

Antonian College Preparatory High School, located in San Antonio, Texas is the Premier Catholic high school in San Antonio. It is a school where students, parents, and teachers form a unique partnership that allows for the sharing and teaching of the Catholic faith, and the pursuit of educational excellence where high expectations form the thrust of a challenging and supportive instructional program.

Antonian is an Archdiocesan high school and part of the Archdiocese of San Antonio. Founded by the Order of Christian Brothers in 1964 as an all-male Catholic high school, Antonian now serves a diverse co-educational student body of six hundred fifteen (615). As its mission, Antonian is committed to providing a co-educational college preparatory education, integrated with the teaching and sharing of the Catholic faith in partnership with parents and students.

Located within Castle Hills, a suburb of San Antonio, Antonian is accredited by the Texas Catholic Conference Education Department, the Texas Education Agency and the Southern Association of Colleges and Schools.

Students at Antonian come from various socioeconomic levels, from single as well as two-parent households and from two predominantly racial backgrounds – white and Hispanic. The average family income is approximately \$45,000.00, with twenty five percent (25%) earning below \$25,000.00. One hundred twenty three (123) students are receiving financial assistance this year.

Enrollment at Antonian has been growing over the last seven years, which is dramatically different from the prior ten years when enrollment had been as low as one hundred twenty five (125) students. In 1989 the school became co-educational which led to its resurgence and an increase in enrollment. Over the last three years enrollment has increased by one hundred fifty (150) students to the present level of six hundred fifteen (615).

Antonian enjoys one of the finest reputations as the Premier Catholic School in the San Antonio. Its alumni enjoy a 100% graduation rate and also enjoy a 98% college admissions statistic. Over the last four years, the graduating classes have been accepted by a variety of colleges and universities, including many prominent schools such as Harvard, Yale, MIT, Boston University, Notre Dame, Columbia, Rice, DePaul, Cornell, and the like. Additionally, students have been blessed with the acquisition of millions of dollars in scholarships. The 2002 graduating class of one hundred four (104) students was awarded over four million three hundred thousand dollars (\$4,300,000.00) worth of scholarships. Additionally, the 2002 graduating class had nine (9) students recognized in the National Merit Scholarship Program.

Students at Antonian also enjoy a curriculum that assists in their intellectual development. The curriculum teaches a very basic discipline of mental habits and a meticulous examination of subject matter. The academic requirements are as follow: 4 credits of theology, 4 credits of English, 4 credits of mathematics, 4 credits of science, 4 credits of social studies, 3 credits of foreign language, 1 credit of computer science, 1 credit of fine arts, 2 credits of physical education, ½ credit of health and ½ credit of speech. An analysis of testing data shows that students are achieving in the top 10% of students in the National when compared to the National Norm.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

Regardless of the school's demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school.

1a. Antonian uses the Stanford Achievement Test to assess its curricular objectives and the mastery of its content. From a review of the data, Antonian students surpass the national norm both in scale scores and percentiles, and in particular, in the highest grade tested. (See Table for 2002-2003, 2001-2002 and 2000-2001 Scores)

In 2002, students in the 09th grade scored 77% and 76% in English and math respectively. These percentiles are higher than the National Percentiles of 70% and 73% that place schools in the top 10% of schools nationally.

In 2002, students in the 10th grade scored 80% and 72% in English and math respectively. These percentiles are higher than the National Percentiles of 69% and 69% that place schools in the top 10% of schools nationally.

In 2002, students in the 11th grade scored 80% and 77% in English and math respectively. These percentiles are higher than the National Percentiles of 69% and 71% that place schools in the top 10% of schools nationally.

In 2002, students in the 12th grade scored 83% and 71% in English and math respectively. These percentiles are generally higher than the National Percentiles of 69% and 71% that place schools in the top 10% of schools nationally.

- 1b. Disaggregated data for any group that comprise sufficient numbers to be statistically significant.

There were fourteen (14) students who did not take the test due to being absent or who did not complete the test.

The data gleaned from the Stanford Achievement Test for 2002-2003 presented overall statistics that showed the school-wide cohort of Hispanic and white students performing with some variance not statistically significant. The twelfth grade Hispanic students however, scored better in English and mathematics than their white counterparts. This may be due to a higher number of Hispanic students in the senior class. Overall, there is slight scale score and percentile evidence which shows white students did better than their Hispanic counterparts in Mathematics while the Hispanic students did as well as their white counterparts in English. (See Table at End of Application)

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

2. Assessment of curricular goals and learning objectives is a top priority goal at Antonian. The Parent-Student Handbook describes the grading system for parents and progress reports are distributed to parents each four and one-half week period. Additionally, teachers monitor both learning and academic progress for the classes they teach and also for their department. Lastly, various testing data is analyzed in order to assist teachers in knowing how their students are achieving and areas where some modification may be needed.

Antonian enjoys a solid reputation as a school whose students achieve and whose curriculum prepares students for college. Antonian has developed a system of curricular assessment that compliments other data such as, teacher experiences and student grades, for statistics do not often tell the complete story. Additionally, results of the Stanford Achievement Test, the Scholastic Aptitude Test (SAT), the American College Testing Service Test (ACT), and the Advance Placement Tests (AP) all promote the understanding that Antonian students are achieving and succeeding.

Students who enter the ninth grade do so as a result of scores from the High School Placement Test. Students admitted into the ninth grade generally score above the seventieth percentile (70%). This is the benchmark score upon which we base initial curricular decisions. Additionally, students take the Stanford Achievement Test each year. Student progress and curricular objectives are measured using data from this test. Lastly, results from the SAT and ACT indicate that students are succeeding. The average scores are well above the national norm.

Antonian takes assessment one step further in that it aligns the areas of poor performance with new learning objectives that departments then integrate into instruction and learning. Once results from the Stanford Achievement Test are received, the Academic Council, through the various department chairs, assesses the results, examines individual student growth, and makes appropriate adjustments to curricular objectives. Once results are returned, there is a fuller examination made in relation to the amount of growth that individual students, as well as the whole class, have made during the ensuing year. In conclusion, there is an assessment made in relation to the curriculum, and, thus, goals and objectives are set for the following year. These processes and procedures contribute toward better teaching and learning.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

3. Antonian communicates assessment data to its parents and students through the generation of progress reports, report cards, and testing data. Parents receive a progress report of their son's/daughter's progress, every four and one-half weeks. The report indicates the student's grade and conduct. Every nine-weeks, parents also receive report cards. This report indicates grades, conduct and attendance. They are generally given to parents during an afternoon of parent-teacher conferences. Parents also have the opportunity to visit with teachers via Voice Mail and by appointment. Each teacher has two conference periods that can be dedicated to parent-teacher conferences.

Additionally, results from the Stanford Achievement Test are sent to parents upon arrival. A cover sheet is developed explaining the test and how to interpret the data. The school counselor is also available to assist parents in the understanding of their children's progress. Parents and students also receive data from the SAT and ACT Testing services.

4. Describe in one-half page how the school will share its successes with other schools.

4. In 1999, Antonian earned Blue Ribbon Status. Since then the school has been at the forefront of assisting other schools to apply for Blue Ribbon status and to improve its program through continuous improvement and is seen as the benchmark school for them to attain. Antonian hosted the District Academic Meet for the last two years and has promoted service projects and stewardship with its sister schools – St. Mary's by the Riverwalk and St. Gerard's High School. Antonian students have also taken leads in other academic competitions such as Regional and State Latin Competitions. The school is also promoting alignment of national standards and is involved in alignment of student outcomes in technology. Lastly, Antonian is seeking a grant to assist in the development of a Fine Arts Program to support low-income students within the Archdiocese of San Antonio. We will continue to promote continuous improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

1. The Antonian curriculum serves the broad goals for student learning and development in a variety of ways. These include, but are not limited to, the following objectives: to insure that Christian truths and values are integrated into the student's total development, to provide a curriculum that allows students to gain proficiency in advanced mathematics, sciences, social sciences, arts, English and foreign languages; to provide opportunities for students to experience the development of skills in the use of a logical process of search, analysis, evaluation, and problem solving; to provide a curriculum that assists students to gain knowledge of our religious, cultural, and economic heritage and develop an appreciation of the influence it has on the students' lives; to prepare the students as social beings to assume their roles in society; to teach students to appreciate the richness and variety of our cultural heritage, to promote an understanding of the importance of personal physical and mental health and of environmental and ecological concerns; and to impart knowledge of the democratic process and prepare the student to participate in civic and governmental affairs.

The Antonian curriculum has been developed utilizing *The Correlates of Effective School*. The Correlates of Effective Schools are defined as follows: A Clearly Articulated School Mission, High Expectations for Student Success, Strong Instructional Leadership, Frequent Monitoring of Student Progress, Opportunity to Learn and Student Time on Task, Safe and Orderly Environment, and Parent Involved Home - School Relations.

In order to assure that students succeed and do well in college, all students wishing to graduate from Antonian are expected to complete the Antonian Graduation Requirements. (See Below)

GRADUATION REQUIREMENTS IN ACADEMIC YEARS

State Requirements	Subjects	Antonian Requirements
0	Theology	4
10 - Electives	Health/Speech	1
2	Science	4
2.5	Social Studies/Economics	4
0	Foreign Language	3
0	Fine Arts	1
1.5	Physical Education	2
1	Computer Education	1
0	Religion	4
24	TOTAL CREDITS	28

GRADUATION REQUIREMENTS IN ACADEMIC YEARS

At Antonian foreign language begins in the sophomore year with offerings in either Spanish or Latin. Three years of foreign language are required, and a fourth year is strongly encouraged. Students are given a solid grammatical base in both foreign languages. A traditional approach to the learning of grammatical concepts and their application has proved effective over the years. The primary goal is developing competency in reading and writing in the target language and the ability to handle the challenging of original texts in the target language. Newer approaches to language acquisition are also employed.

2. **(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. **(ENGLISH)**

2. The English curriculum is multi-faceted encompassing literature, writing and vocabulary. Curriculum requirements are sequenced so that both literature and writing progress from the basic to the analytical. At the freshman level, the literature studied is genre-based, and the writing is tied to the analysis of those genres. Sophomore literature is multicultural which ties in well with the students' exploration of world history in the social studies curriculum. The students are encouraged to write not only about the genre of the literary piece but also to incorporate their knowledge of the history of the story, the culture of the author, and the subject matter. The coupling of history and literature is continued in the junior year's study of the American scene. The writing curriculum stresses concise use of the English language. The senior course focuses on British literature and the evolution of the English language. Senior level writing takes a more in-depth approach to the various types of essays and the function of each. A research paper is required each year. The freshmen and sophomores are taught not only the mechanics of the research paper but also the time management skills necessary to complete a long-term assignment. The junior and senior research paper stresses analytical writing. At least twenty novels are studied in either the independent or class project method. Vocabulary is studied all four years. Study skills, along with test-taking techniques, are part of the entire four-year curriculum. Students are also expected to do intensive reading of literature and other subject-specific content. Few students are reading 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. **(THEOLOGY)**

3. The Theology Curriculum is designed to challenge and maximize the growth of the students in a variety of ways. It begins by helping students to develop into fully integrated persons from a spiritual point of view with Christ as the cornerstone. The whole theological program is formulated on a progressive buildup of knowledge that culminates in a comprehensive review before graduation. In the beginning of their studies, students are immersed in the Word Hebrew Scriptures, which gives them an appreciation of God's saving action throughout Salvation History and of their own importance as children of God. In seeing the Old Testament as a foreshadowing of Christ, they will come to understand His life of love in the New Testament and the cost of discipleship. In Theology II students come to appreciate the Church, its origins, and the many difficulties it faced from the beginning. They will also develop a greater love of the Sacraments as sources of grace. As students continue to grow and mature, they will study Morality at the commencement of the third year. In essence, the teaching and focus of Moral Theology, as a science, is to educate the students on how God, through His Church, wants us to order our lives in the practical living out of the Gospel message of love and responsibility. The student will also be able to understand the tools necessary for the development of Conscience. In their senior year, students learn about justice and interpersonal relationships. The first semester deals with marriage, personal commitment, dating, friendship, and love. The final semester relates faith, justice, and peace to the self and the various lifestyles and careers. It also provides insight to global issues and conflicts relating to faith, justice and peace.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

4. Antonian's teachers assist and support students in becoming self-initiated learners in a variety of ways. Some of these ways are teacher-enhanced and others self-driven. Student-initiated learning is maximized when the Antonian teacher employs effective classroom management and organizational strategies, establishes a positive learning climate, and emphasizes essential knowledge and skills for

student learning and higher order thinking.

To help students become self-initiated learners, teachers employ such teaching strategies as role-playing, cooperative learning, group projects, student presentations and exhibits, oral reports, group sharing of research, Internet access, and student-led instruction. At times various departments will share in the development of a project or research paper.

Additionally, Antonian seeks to hold students accountable for their learning by insisting that they do their own work and that they take pride of produced work.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

5. The Antonian Faculty is composed of highly professional individuals who are well prepared in their specific area of expertise and, also, are dedicated to assisting Antonian in the execution of its major mission statement pillars – to teach and share the faith and to provide a college preparatory curriculum.

The faculty has been involved in a variety of professional growth opportunities that impact students in a variety of ways. These include technology development and understanding, development of a Catholic culture, interaction with faculty from the eight other Catholic high schools, classroom management, and retreats. The culture among the faculty is one of professionalism and love. The motto “Antonian – a Place Called Home,” is lived out through the interaction of the faculty. Their support for and of each other, is a true witness of the Christian community that our mission statement expects. The faculty also embraces a deep respect for learning. Teachers guard the instructional time with a high degree of protectiveness, not wanting anything to interrupt their opportunity to impact student learning. Additionally, the faculty meets once a month for faculty meetings and gatherings. There are also monthly meetings of the Academic Council, composed of the various department chairpersons. Lastly, there are monthly department meetings. Via the interaction of the faculty through these various media, a sense of collective responsibility is evident. In terms of professional growth, the Texas Catholic Conference Education Department, an agency that also accredits Antonian, calls for teachers to develop a professional growth plan. Each teacher is expected to attend seminars and workshops and/or take college courses to expand and support his/her learning and teaching. Antonian commits \$10,000 each year to pay for professional growth of its teachers. All these various professional growth activities and opportunities express a profound dedication to the Antonian students. The Antonian faculty is dedicated enough to give of their own time, and some treasure, to enhance their growth and thus impact student learning.

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

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

Grade: Ninth Test: Stanford Test of Academic Skills

Edition/publication year: 9th, 2001 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None.

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

NINTH GRADE

		2002-2003	2001-2002	2000-2001
Testing month		September	September	April
SCHOOL SCORES	90 th	National	National	National
	Mean %	Mean %	Mean %	Mean %
Total Reading Score	70	77	77	78
Total Mathematics Scores	73	76	80	86
Number of students tested	-	159	170	136
Percent of total students tested	-	100	100	100
Number of students excluded	-	0	0	0
Percent of total students excluded	-	0	0	0
SUBGROUP SCORES				
Hispanic – Reading		73	76	79
White – Reading		75	78	78
Hispanic – Math		78	80	85
White – Math		75	79	85

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NATIONAL SCORES				
Total Score for Reading				
Total Score for Mathematics				
STANDARD DEVIATIONS				
Total Standard Deviation				

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

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

Grade: Tenth Test: Stanford Test of Academic Skills

Edition/publication year: 9th, 2001 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None.

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

TENTH GRADE

		2002-2003	2001-2002	2000-2001
Testing month		September	September	April
SCHOOL SCORES	90 th	National	National	National
	Mean %	Mean %	Mean %	Mean %
Total Reading Score	69	80	72	82
Total Mathematics Scores	69	72	69	88
Number of students tested	-	161	157	113
Percent of total students tested	-	100	100	100
Number of students excluded	-	0	0	0
Percent of students excluded	-	0	0	0
SUBGROUP SCORES				
Hispanic – Reading		79	70	82
White – Reading		82	73	81
Hispanic – Math		72	69	88
White – Math		75	68	87

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NATIONAL SCORES				
Total Score for Reading				
Total Score for Mathematics				
STANDARD DEVIATIONS				
Total Standard Deviation				

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

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

Grade: Eleventh Test: Stanford Test of Academic Skills

Edition/publication year: 9th, 2001 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None.

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

ELEVENTH GRADE

		2002-2003	2001-2002	2000-2001
Testing month		September	September	April
SCHOOL SCORES	90 th	National	National	National
	Mean %	Mean %	Mean %	Mean %
Total Reading Score	69	74	80	79
Total Mathematics Scores	71	56	77	78
Number of students tested	-	149	118	130
Percent of total students tested	-	100	100	100
Number of students excluded	-	0	0	0
Percent of students excluded	-	0	0	0
SUBGROUP SCORES				
Hispanic – Reading		70	80	78
White – Reading		76	80	76
Hispanic – Math		66	78	77
White – Math		50	77	78

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NATIONAL SCORES				
Total Score for Reading				
Total Score for Mathematics				
STANDARD DEVIATIONS				
Total Standard Deviation				

STANFORD ACHIEVEMENT TEST
REFERENCED AGAINST NATIONAL NORMS

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

Grade: Twelfth Test: Stanford Test of Academic Skills

Edition/publication year: 9th, 2001 Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed? None.

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

TWELFTH GRADE

		2002-2003	2001-2002	2000-2001
Testing month		September	September	April
SCHOOL SCORES	90 th	National	National	National
	Mean %	%	%	%
Total Reading Score	69	83	77	77
Total Mathematics Scores	71	71	84	78
Number of students tested		134	120	120
Percent of total students tested		100	100	100
Number of students excluded		0	0	0
Percent of students excluded		0	0	0
SUBGROUP SCORES				
Hispanic – Reading		84	78	70
White – Reading		82	77	82
Hispanic – Math		73	84	72
White – Math		70	83	81

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NATIONAL SCORES				
Total Score for Reading				
Total Score for Mathematics				
STANDARD DEVIATIONS				
Total Standard Deviation				