

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

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

Official School Name St. Cyril Catholic School (As it should appear in the official records)

School Mailing Address 4725 E. Pima Street (If address is P.O. Box, also include street address)

Tucson AZ 85712-3520 City State Zip Code+4 (9 digits total)

Tel. (520) 881-4240 Fax (520) 795-0325

Website/URL www.stcyril.com E-mail azeches@stcyril.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 Pastor Father Jim McCauley (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

Parish Name St. Cyril Tel. (520) 795-1633

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.

(Pastor's Signature) Date

Name of School Board President/Chairperson Larry Brauer (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ 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. 1 Number of years the principal has been in her/his position at this school.
 4 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	17	20	37	7	18	22	40
1	23	18	41	8	18	24	42
2	24	19	43	9			
3	16	25	41	10			
4	23	22	45	11			
5	18	28	46	12			
6	21	17	38	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							374

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 68 | % White |
| .01 | % Black or African American |
| 30 | % Hispanic or Latino |
| .02 | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| .02 | % Multi-racial |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 1.59 %

(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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	374
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.0

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

9. Students eligible for free/reduced-priced meals: .02 %
7 Total Number Students Who Qualify

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

10. Students receiving special education services: .04 %

___15___ Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	___ 3 Other Health Impaired
___ Deaf-Blindness	___ 2 Specific Learning Disability
___ Hearing Impairment	___ 10 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)	___ 2 ___	_____
Classroom teachers	___ 14 ___	_____
Special resource teachers/specialists	___ 4 ___	___ 9 ___
Paraprofessionals	___ 1 ___	___ 9 ___
Support staff	___ 1 ___	___ 4 ___
Total number	___ 22 ___	___ 22 ___

12. Average school student-“classroom teacher” ratio: 26.78:1

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1	95.5	97.5	95.9	93.8
Daily teacher attendance	93.0	97.4	98.0	96.0	No Data
Teacher turnover rate	18.0	14.0	18.0	9.0	9.0
Student dropout rate					
Student drop-off rate					

PART VI - PRIVATE SCHOOL ADDENDUM

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

Private school association(s): Diocese of Tucson, Western Catholic Education Association, North Central
(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2895</u>	\$ <u>2270</u>	\$ <u>2270</u>	\$ <u>2270</u>	\$ <u>2270</u>	\$ <u>2270</u>
<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
\$ <u>2270</u>	\$ <u>2270</u>	\$ <u>2270</u>	\$ _____	\$ _____	\$ _____
<u>6th</u>	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>
\$ _____	\$ _____				
<u>12th</u>	<u>Other</u>				

2. What is the educational cost per student? \$K 3970 1-8 2835
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 1321
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 07 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 16 %

Part III
Summary
St. Cyril School

St. Cyril School opened its doors in September, 1952 to 152 students. Having just celebrated its fifty anniversary, St. Cyril School is still a center for quality learning in a vibrant Catholic community. Our mission statement states: St. Cyril School, with the support of parents and St. Cyril Parish prepares students academically, spiritually and socially to take personal responsibility for a lifetime of learning, service, faith and leadership.

To achieve our Mission, the school is made up of four departments: Primary (K-2), Intermediate (3-4), Advanced Intermediate (5-6) and Junior High (7-8). Within each department, students rotate classes. This allows for the teachers to become experts in the subject area they teach. Each department has three core teachers: language arts, math/science and social studies. Students rotate between these teachers twice daily. During the week, classes are also held for religion, physical education, Spanish, music, art and computers. Students stay in each department for two years. The departmentalized system was designed to develop organizational skills and responsibility for students' own learning. This learning structure provides students with the tools necessary to become responsible citizens, as well as life long learners.

St. Cyril School uses the Discipline with Purpose (DWP) program to teach kindergartners through eighth graders how to become self-disciplined. This program uses fifteen self-discipline skills to provide daily opportunities for students to think and make decisions and to take appropriate actions modeling self-directed behavior.

Religious values and beliefs permeate all that is taught and done within the school. Each week students study the tenets of the Catholic religion. All students attend mass and community prayer service once a week. Service projects such as visiting nursing homes, writing letters to the homebound, making sandwiches for the homeless, collecting money for the "Nuestros Pequeños" organization, coat drives and each and every week, canned food is collected for the St. Vincent de Paul Organization. Students leave our school as service-minded members of society.

Parental involvement is of the utmost importance. We believe parents are the primary educators of their children; therefore, we ask that all parents model our mission statement by committing their time and talents in service to the school community. All parents are members of our parents' organization, PALS (Persons Active in Learning Situations). Parents are actively involved in the classroom, members of the school board, foundation board and fundraising activities.

With the teachings of the Catholic Church as our guide and reflected in our Mission Statement, St. Cyril School is an incredible educational institution. Our partnership between parents, students, faculty and staff has resulted in helping young people meet the challenges of a turbulent society. Our students leave St. Cyril School with a well grounded education allowing them to take personal responsibility for a lifetime of learning, service, faith and leadership.

Part IV
Indicators of Academic Success

1. Our school uses the CTBS Terra Nova Standardized tests which are administered in March to grades 4, 5, 6, 7 and 8. St. Cyril School reports grade equivalent scores (GE) and median national percentile scores (MNPS). The GE indicates the year and month of school for which a student's level of performance is typical. MDNP is the middle score in a set of ranked scores. St. Cyril's GE's, at all grade levels are relatively high, but we are more interested in the MDNP's. If a group of students has a Median National Percentile (MDNP) of 50, it is an "average" group. If the MDNP is higher than 50, the group is considered above average. An MDNP of less than 50 represents "below average" in relation to the sample of students upon which the test was standardized. The St. Cyril MDNP range for reading is from 74.7 to 87.7. For math, the range is from 81.0-85.0. It is evident that the student scored well above average in both areas. These tests scores are not the only assessment instrument used at St. Cyril. However, it is the only assessment that is nationally norm referenced.

2. Teachers analyze and compare results of different assessment measures to provide insight into what teaching strategies and testing strategies work best with individual students. The faculty further uses results of standardized testing to assess specific needs of classes and individuals and to determine strengths and weaknesses in the curriculum.

Student assessment data is used as a determinant for curriculum planning and resource allocation. Results of standardized testing are used to decide allocation of resources such as the purchase of math manipulatives, computers, software, teacher professional development, selection of textbooks and supplemental supplies to meet curriculum needs.

Each August teachers analyze student assessment data to create heterogeneous groupings of students within a department. This heterogeneous grouping allows for high achieving students to help the low achieving students in all the curricular areas. By grouping students this way, St. Cyril School has found it increases student performance, thus increasing school performance.

As a school, we use the assessment data to set overall school target goals. These target goals become the focus of a school wide initiative. For instance, our scores indicated we have weaknesses in spelling. We have set-up specific objectives to take place in each classroom at each grade level to meet the school wide curricular goal. The school has seen an increase in scores since implementing school wide target goals.

3. Student performance is communicated to students on a continuous basis. Individual feedback in the classroom happens daily through writing conferences, quizzes, discussions, teacher interaction, class assignments and tests. Parents are informed of their students' progress on a regular basis. This includes but is not limited to: notes home, phone calls, mid-trimester progress reports, bi-weekly progress reports (junior high only), trimester-evaluations and one-on-one conferences with parents. Parent review and signature is required on various papers, quizzes, tests, unit covers and contracts. The larger community is informed of student performance through articles, student accolades and student work samples in the weekly School Express, our school-wide communication tool. Communication outside of our school community is developed through highlighting our activities to newspapers, television and radio stations. Our Development Director is the catalyst for getting information to the community in a timely and efficient manner.

4. St. Cyril School would share its success with the entire community including schools. As a

member of the Diocese of Tucson, we would help and have helped other diocesan schools create a school foundation for success. Information concerning our school structure is readily available for those who desire it. We have shared with schools how we formulated plans through analyzing assessment data for school improvement, professional development and increase student achievement. Our master teachers are available for mentoring purpose and presenting workshops. Instructional strategies would be shared during diocesan in-services held two-four times per year.

Faculty and staff will volunteer to be a part of accreditation teams for other diocesan schools. As part of our belief statement, we believe in service to one another, therefore, we would continually help schools whenever the need arises. Success is something meant to be shared; after all, we did not become successful without help of others.

Part V Curriculum and Instruction

1. The language arts curriculum goal is to encourage and enable all students to use language effectively by developing a mastery of literacy skills to ensure success in school, as well as various domains of life. Our curriculum develops active, critical, reflective and creative language skills by advocating a diverse approach to the curricular area.

The mathematics curriculum is based on the national standards and follows the Arizona Standards for Mathematics. Students learn at their individual level. Many manipulatives are used to enhance the learning environment.

The science curriculum is based on the Arizona Science Education Standards. We provide them opportunities to understand and apply basic scientific concepts in three major areas: physics, geology and biology.

The social studies curriculum is designed for students to learn the responsibilities of citizenship, develop a global awareness, acquire an understanding of government and the value of the nation and world's political structure.

The religion curriculum follows the teachings of the Catholic Church. Students are skillfully guided on their spiritual journey by the modeling of teachers, religious observations such as regular weekly mass attendance and inclusion of the Catholic Church's beliefs in all curricular areas.

The computer curriculum introduces students to the computers' role in society, familiarizes students with programming languages, computer operations and terminology; develops a working knowledge of software programs; prepares students for future technological challenges and enhances problem solving skills.

The Spanish curriculum focuses on the development of the various uses of the written and spoken language. The areas emphasized are: oral language skills, written language skills, recreational reading and reflection about the language and how it integrates with the Southwestern culture.

The physical education curriculum allows for: the development and maintenance of physical efficiency of both fine and gross motor skills; the development of useful lifelong, wholesome physical recreation skills; the development of useful social interaction skills; and the development of mental and emotional disciplines which contribute to a positive self-image.

Music and Art fall under our Fine Arts curriculum. The Arts balance the curriculum to develop the whole person. The Arts foster and enhance the perceptual awareness, creativity, aesthetic valuing, self-motivation, self-discipline, understanding of past and present cultures and experiences in understanding one's self cognitively, spiritually and emotionally.

The diverse needs of all students are addressed through innovative and developmental appropriate methodologies to find success. The ultimate goal at St. Cyril School is the formation of the whole child; individuals, who grow in their faith and who, by developing a strong understanding of language arts, mathematics, science, social studies, computers, religion, physical education, Spanish, art and music, enrich their own lives and are able to graduate academically, spiritually and socially prepared to take personal responsibility for a lifetime of learning service, faith and leadership.

2. The kindergarten reading program is a balanced multi-sensory curriculum providing instruction in phonemic awareness, phonics, letter recognition and writing. The first and second grade program (Total Reading) offers a systematic introduction, phonics, dictation, creative writing, and controlled vocabulary readers with comprehension and vocabulary enrichment. This program was chosen because it includes both phonics instruction and whole language activities to promote independent reading with good comprehension.

Grades three through eight use a literature-based program. Third and fourth graders read daily (partners, small groups or individually). Class discussions and follow-up writing in reading logs develop higher levels of comprehension and critical thinking skills. Sixth through eighth grade students choose three approved books to read and a variety of closure activities follow after completing each book. Summaries, discussions, posters, plays, dioramas, and power point presentations are examples of creative assignments. This program fosters appreciation for quality literary genres, integration of literature with other subject areas and use of technology.

3. St Cyril School science curriculum is based on the Arizona Science Education Standards. Our mission statement addresses the uniqueness of every child and prepares students to take personal responsibility for a lifetime of learning, service, faith and leadership. Our program emphasizes hands-on and minds-on experiences which help to develop higher order thinking skills. This activity-based program can sweep students up in the excitement of wonder and discovery. An inquiry-based science instruction prepares students to function and compete in a rapidly changing technological world.

Opportunities are provided to apply basic concepts in Physics, Biology, and Geology. Critical thinking skills and problem solving strategies can be applied to real life situations and other curricular areas. Students are expected to effectively communicate in oral and written forms to share their knowledge and appreciation of natural phenomena and God's awesome creation.

4. The professional staff at St. Cyril School designs and implements a variety of learning and formational experiences that actively engage students. Instructional strategies and methods meet learning styles, cultural diversity and different ability levels. Among them are individual, small group, and large group instruction, cooperative learning assignments, peer tutoring and review, use of manipulatives, audio-visual aids, and technology. Other effective learning experiences are role-playing, debates and participation in competitions (spelling bee, geography bee, essay and poetry contests). Community resources constantly enrich the curriculum (invited speakers and field trips). We take great pride in regularly participating in regional science fairs and Spanish language fair. There is great emphasis on community service projects, liturgy preparations, and leadership opportunities.

5. The school calendar includes teacher in-service days throughout the year. There are also mandatory diocesan workshops and special religious education seminars every year. The school has a budget for approved professional development fees. The parent organization contributes money to cover some expenses for the annual NCEA convention. All new teachers are required to attend an orientation program that includes Discipline With a Purpose and Essential Elements of Instruction training. Continuing education units factor into the salary matrix. Teachers are affiliated with various educational organizations. There are subscriptions to professional journals. Upgrading technology skills is an ongoing target school goal. The principal's evaluation of teachers includes personal and professional goals. Teachers are asked to volunteer to serve on accreditation visiting teams and diocesan curriculum projects. All of these increase teachers' knowledge and teaching skills that are applied to the classrooms and result in more effective teaching-learning experiences.

ST. CYRIL CATHOLIC SCHOOL

TerraNova
 CTBS Complete Battery
 McGraw-Hill
 Form/LevelA-18
 1996

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

	2002-2003	2001-2002	2000-2003
Testing Month	March	March	March
Grade 8			
Reading	86.3	79.0	78.5
Mathematics	78.0	79.3	77.3
Number of students tested	41	38	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	83.3	90.0	84.3
Mathematics	78.6	82.0	72.3
Number of students tested	47	39	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	82.0	80.3	78.0
Mathematics	82.4	83.0	81.0
Number of students tested	44	43	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	76.0	74.7	78.7
Mathematics	72.7	71.7	76.0
Number of students tested	39	43	42
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	81.7	87.7	75.2
Mathematics	77.7	83.0	68.0
Number of students tested	43	35	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

