

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

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

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

School Mailing Address 32451 Bear Brand Road
(If address is P.O. Box, also include street address)

Laguna Niguel CA 92677-9384
City State Zip Code+4 (9 digits total)

Tel. (949) 487-2663 Fax (949) 487-2137

Website/URL www.st-anne.org (to access student/parent website, click on Knights Online. Your
temporary I.D. and password is “blueribbon.” Unclick the student box. E-mail lkiefner@st-anne.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.

Date
(Principal’s Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () N/A

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.

N/A _____
Date
(Superintendent’s Signature)

Name of School Board President/Chairperson Mr. Timothy R. Busch
(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.

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

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.

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. 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
K	30	42	72	7	45	48	93
1	49	42	91	8	52	41	93
2	39	35	74	9			
3	33	42	75	10			
4	37	39	76	11			
5	33	40	73	12			
6	45	48	93	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							740

6. Racial/ethnic composition of the students in the school: 85% White
6% Black or African American
4% Hispanic or Latino
5% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 3.2 %

(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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	740
(5)	Subtotal in row (3) divided by total in row (4)	0.032
(6)	Amount in row (5) multiplied by 100	3.2

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

Number of languages represented: N/A

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %
0 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: $\frac{1.7\%}{13}$ Total Number of Students Served

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

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>5</u> Hearing Impairment	<u>5</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> 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)	<u>3</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>17</u>	<u>0</u>
Total number	<u>67</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 1: 25
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	95%	93%	93%		
Daily teacher attendance	<u>98%</u>	<u>97%</u>	<u>98%</u>		
Teacher turnover rate	<u>17%</u>	<u>17%</u>	4%		
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	0	0

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

PART III - SUMMARY

A Narrative Snapshot of St. Anne School

St. Anne School is an independent, WASC accredited (Western Association of Schools and Colleges) Kindergarten through 8th grade Christian School founded in 1992 by a group of parents and community leaders from South Orange County, California. Located in Laguna Niguel, California and occupying 7.1 acres of land, St. Anne School is comprised of 3 buildings, housing a preschool, a childcare center, and 36 classrooms for Kindergarten through 8th grade. A covered outdoor lunch area is adjacent to a kitchen, where hot lunches are available for students to purchase. The campus has a Chapel, Gymnasium, two state-of-the-art Computer Labs, an Art Room, Music Room, Science Lab, Foreign Language Lab, a Resource Department, and a Library with over 12,000 holdings. St. Anne has consistently operated at or near enrollment capacity. Class size is capped at 25 students per teacher. Full-time aides are hired to assist Kindergarten and 1st grade teachers.

St. Anne School encourages a balance of students' experiences, recognizing that education is a life-long process, and acknowledging that formal schooling is an essential part of this process. The school's mission is to provide students with a cohesive academic program and extra-curricular activities that support their academic and spiritual growth, promote their physical well-being, involve their family, and encourage service to church and community. Curricular and extra-curricular activities are grounded in four Expected School-Wide Learning Results. Students become effective communicators, academic achievers, and lifelong learners. They are expected to display personal characteristics that reflect the character of Jesus Christ in their lives.

The faculty is the heart of the school. The teachers are not only skilled in their subject matter, but possess a genuine love of children and a desire to be involved in their lives. Each child is challenged to strive toward individual academic excellence, as well as to deepen their spiritual growth. The spiritual program is designed to preserve, enhance, and supplement the students' religious upbringing in their homes and churches. St. Anne helps all students identify their God-given talents and encourages them to broaden and strengthen those gifts and interests. The goal for all students is to become educated, thoughtful, wise, compassionate, and humble individuals. We seek to instill in students an awareness of themselves and others as well as their civic responsibility to both community and country.

St. Anne School emanates a positive feeling as exemplified by staff, students, and the community. Children work and play in a structured, yet nurturing setting that allows them to learn, grow, and take risks. It is a place where the mind is challenged and the spirit is nourished.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. Anne’s Assessment Results in Reading/Language Arts and Mathematics

Second through eighth grade students take the Complete Battery Stanford Achievement Test, edition 9 (SAT9), a nationally-normed test, on an annual basis during the spring trimester. No students are excluded from this test; however, accommodations are made for those students who are enrolled in the Resource Program. These students are provided extra time or portions of the test are read-aloud to them. All students are assessed in Reading, Language, Spelling, Mathematics, Social Studies, Science and Listening Skills. Grade level results from the SAT9 are reported as the percentage of tested students scoring at or above the 50th percentile (the national average). These same grade level results are also reported as content-referenced scores that reflect what students know and should be able to do in a given subject area. Content-referenced scores are placed into one of four categories: Level 1, indicating little or no mastery of the key skills in that subject area; Level 2, denoting partial mastery of skills and knowledge; Level 3, representing solid academic performance and indicating students are prepared for the next grade; and Level 4 which signifies superior performance beyond grade-level mastery.

The 2001, 2002, and 2003 SAT9 scores are quite similar in their reflection of 2nd through 8th grade student performance. The 2003 SAT9 results indicate that, on average, 77% of students performed at either a Level 3 or Level 4 in Reading. For Math, 70% of students scored within the same levels. In 2002, 77% of the students achieved a Level 3 or Level 4 in Reading and 68% achieved a Level 3 or Level 4 in Math. The 2001 SAT9 scores show that 73% of the students performed at Level 3 or 4 in Reading and 61% of the students scored a Level 3 or Level 4 proficiency in Math.

SAT9 results are evaluated and referred to when developing our school improvement plan and making changes in the curriculum and instructional practices. It is the hope that the recent implementation of a new 1st through 4th grade Reading/Language Arts program will positively affect our already solid Reading scores. We are pleased with the consistent improvement in the Math scores and continue to review and improve the Math program as we identify areas of strength and areas in need of improvement.

2. The Use of Assessment Data to Understand and Improve Student and School Performance

On a daily basis, teachers use a variety of assessment tools to gauge their students’ performance. These include, but are not limited to, quizzes, tests, and reports. Rubrics have been designed to guide a teacher’s evaluation of student projects, oral presentations, cooperative learning activities, group discussions, study habits, and adherence to the values stated in our Expected School-Wide Learning Results.

Teachers use assessment data to: (1) tailor their curriculum to address any specific individual needs of their students; (2) hone in on areas of strength and areas in need of improvement within their curriculum; (3) use in conjunction with teacher recommendations and daily student performance to determine grouping within classes and placement in advanced classes; and (4) share data with staff to determine if the curricular programs are aligned across the grade levels. Assessment data are also shared with the Principals and Curriculum Director in order to accurately allocate resources and schedule appropriate staff development sessions.

The staff has been making a concentrated effort to align formal assessment tools with the California State Board of Education’s Content Standards for Kindergarten through 8th grade. We have recently revised the mid-trimester progress reports and trimester report cards to more accurately reflect a student’s performance according to the academic content standards on which we build the curriculum.

St. Anne refers to SAT9 scores when identifying how to improve student and school performance. The Curriculum Director previews the results and disseminates key data to teachers at school-wide faculty meetings, grade level meetings, and cross grade level meetings. Copies of students' results are given to teachers to analyze for areas of improvement and strength, and to use for grade level and individual planning purposes. School-wide curricular goals are developed from identifying areas of improvement based on SAT9 data. The SAT9 scores are used as a reference when reviewing textbooks for adoption in an attempt to discern if a textbook clearly addresses areas identified for improvement.

St. Anne's Board of Directors, administration, faculty and parents, wholeheartedly believe the faculty should not "teach to the test." However, test taking strategies and test formats similar to the SAT9 are incorporated into the general student assessment methods to better prepare the students for the formal delivery and structure of the SAT9.

3. Parent, Student and Community Communication on Student Performance

St. Anne School goes to great lengths to communicate to students and parents how teachers monitor and measure student performance. Teachers address individual student assessment and progress through a multitude of instructional materials, progress reports, report cards, and parent-student-teacher conferences. In Kindergarten through 5th grade, classwork and homework, including quizzes and tests, are sent home with students on a daily and weekly basis in student folders for parental review. Parents and students in 4th through 8th grades have immediate on-line access to grades on classwork, homework, quizzes and tests through a web-based grade reporting system. Upon entering St. Anne's website, students and parents are able to use a unique password to gain access to their grades. Teachers maintain this site on an almost daily basis, recognizing its value in delivering instant feedback to students and parents on their child's progress.

St. Anne faculty and staff recognize parents as the primary educators of their children. Parental participation is encouraged and welcomed. Parents are regularly seen on campus volunteering in the classroom, organizing events, and supporting teachers with lesson preparations. The strong parental involvement fosters a comfortable rapport between teachers and parents. The staff's use of email, voicemail, faculty websites, and weekly on-line newsletters also keeps the lines of communication open between teachers and parents so that further concerns from either party can be immediately addressed.

Student performance on the SAT9 is communicated to parents several ways. Parents receive a document outlining their child's test scores in each topic and subtopic of the test. Included with this document is a narrative report of their child's performance in comparison to a nationwide sample of students who are the same age and in the same grade. As a follow-up, the Curriculum Director sends to parents an "Understanding Test Results" booklet, a letter addressing frequently asked questions, and offers the opportunity to set up an appointment to discuss individual student scores if further information is desired. Finally, a representative from Harcourt Educational Measurement is scheduled to speak at a parent association meeting on how to interpret standardized test scores.

Since St. Anne is a private school, we do not publish our SAT9 scores in local newspapers. We prefer, instead, that the community seek out information on St. Anne not just because of its excellent standardized test scores, but rather because of the reputation St. Anne has earned for providing children with a strong, well-rounded education, and a positive school experience.

4. SOCAPS: Sharing Successes with Other Schools

During the 2000-2001 school year, St. Anne's Elementary and Middle School Principals identified a need for a consortium to address the needs and programs unique to private and parochial schools in southern Orange County. After contacting several other private and parochial schools, the South Orange County Association of Private/Parochial Schools (SOCAPS) was established. Currently,

nine members strong, the mission of SOCAPS is to provide in-service opportunities and facilitate grade level and subject area articulation among local private and parochial school teachers. The goal is for teachers to share and observe best classroom practices and strategies. Monthly meetings attended by the school principals, allows the consortium to identify and target key curricular areas to address during the upcoming school year through an annual keynote address and a series of staff gatherings throughout the year.

SOCAPS provides an opportunity for St. Anne to share its successes with other schools. This past August, St. Anne hosted 400 educators for SOCAPS' annual keynote address which focused on ways for educators to manage their stress and workload. A goal of St. Anne's this year is to strengthen our ties with other SOCAPS schools. In October we invited two parochial schools to a half-day in-service, providing teachers the chance to meet in small groups and discuss subjects pertinent to their grade or subject area. An outcome of this in-service was the arrangement among teachers to visit each other throughout the year, observe one another in the classroom, and explore each other's best teaching practices.

SOCAPS has also allowed schools to pool resources when hosting and attending workshops. The majority of SOCAPS schools are small; therefore, it can be cost prohibitive to host teacher workshops. However, with an open invitation between SOCAPS schools to attend on-site workshops, costs are lowered due to an increase in attendance. St. Anne's Middle School teachers recently benefited from this arrangement and were able to attend a Jane Schaffer Writing Program workshop for a nominal fee.

SOCAPS administrators truly value the camaraderie established through monthly meetings. Although the standardized assessments used among the SOCAPS schools vary, the consortium provides the valuable opportunity for members to share how they prepare their students to take a standardized test, and how each school effectively uses the test results when evaluating their curriculum. As we strive to align our schools with the tenets expressed in the "No Child Left Behind" legislation, and determine how to best use designated "No Child Left Behind" Title Funds, it is a relief to have peers we can rely on for advice and assistance. It is a pleasure to work with other schools that are not in competition with one another, but rather seek to work together for the benefit of all students.

PART V – CURRICULUM AND INSTRUCTION

1. St. Anne's Curriculum

St. Anne's current set of courses is relevant, challenging, integrated across content areas, and grounded in the California State Subject Frameworks and Academic Content Standards:

Language Arts: Students acquire the skills necessary to be competent readers, writers, listeners, spellers, and communicators. Phonics, spelling, and vocabulary development are integral parts of the curriculum at all grade levels, but are heavily emphasized in the primary grades.

Mathematics: The Math program moves students steadily from what they already know to mastery of skills. Students stretch beyond merely explaining what they are doing to justifying how and why they are doing it and deriving formal proofs for their operations.

Social Studies: Students learn about their immediate communities and the larger communities of their country and world. Students gain an appreciation and acceptance of a variety of cultures. Grade level appropriate field trips and field studies are important elements of the Social Studies program.

Science: The Science program strives to promote academic achievement of scientific literacy and the use of the scientific method for inquiry. Students participate in many "hands-on" activities and scientific experiments to hone in on proper scientific protocol and techniques.

Spanish: The Spanish program emphasizes communication, beginning with listening and speaking skills and progressing to reading and writing skills in the upper grades. Weekly visits to the Foreign Language

Lab provide students the opportunity to practice listening, reading, speaking and writing a foreign language through the use of a multimedia software program. Students gain a deeper awareness and appreciation of the influence of Hispanic culture in their local environment and the world.

Computer: Students receive formal instruction in the computer lab on a weekly basis. Guided learning in the computer lab is divided into three phases: awareness, instruction, and mastery. General technology awareness, network awareness, keyboarding, word processing, spreadsheets, graphics, electronics presentation, proper Internet usage and desktop publishing are taught at appropriate grade levels. Computer technology is also integrated into classroom instruction to foster both independence and high achievement as effective communicators.

Physical Education: The Physical Education curriculum places an emphasis on safety, sportsmanship, motor development, physical fitness, health, and self and team discipline through student participation in a variety of sports, games, and teacher facilitated discussions. The curriculum includes the use of “Fitness Gram” a program that allows the P. E. staff to measure and evaluate the 4th through 8th grade students’ physical fitness, providing detailed feedback to them and to their parents. Middle School students participate in the Presidential Fitness program.

Music: The Music program relies heavily on student participation. Students sing, move, interact, and play percussion and other instruments. They learn basic music theory and history. Middle School classes descend deeper into music theory, acoustic theory, and the digital revolution. The emotions that music evokes are studied through listening exercises. Discussions are held on topics related to music, such as the legalities and ethics of downloading “free” music from the Internet. The hope is by the end of their music experience at St. Anne, students will have their music knowledge base expanded and their curiosity peaked.

Art: The Art curriculum utilizes a hands-on approach as students experience the different methods and processes of creating art. Student projects are based on the principals and elements of design. Pertinent art related current events and cross-curriculum subject matter are incorporated in the lessons as well. Students gain an appreciation for the visual arts encountered in their everyday lives.

Religion: The Religion program provides knowledge of the teachings of Christianity in light of a catholic (universal) tradition. The curriculum is designed to preserve, enhance, and supplement the students’ religious upbringing in their homes and churches. The School's goal for students is that they become educated, thoughtful, wise, compassionate, and humble by living out the teachings of Jesus Christ.

Woven into the curriculum are the four Expected School-Wide Learning Results (ESLRS). First, St. Anne students are expected to be effective communicators through speech, writing, foreign language, the arts, and with the assistance of technology. They are to become objective and critical listeners who will be able to express opinions intelligently. These skills are taught at all grade levels throughout the curriculum utilizing role playing, public speaking, current events, reading aloud and presentations. Students are provided ample opportunities to express their opinions in an intelligent manner via morning assembly, student council, Chapel and performances. Second, students are expected to be academic achievers. They are to think critically, solve problems, and approach situations from several viewpoints, analyzing, interpreting, and applying new information to master concepts and skills. The curriculum teaches appropriate skills in note taking, research, time management, and organization through a study skills course, science labs, computer labs, and research projects. Third, students are expected to become lifelong learners, committed to their personal development. Students should enjoy the arts as an audience and as participants. Appreciation of cultural differences in all people and responding with understanding, consideration, and acceptance is a goal at St. Anne. Fourth, students are expected to develop personal characteristics that reflect the character of Jesus Christ in their lives. The school and its curriculum emphasizes that students be responsible contributors, giving back to the school and the community time, energy, talents, and resources through the arts, student council, big/little buddies and community service. The school and its curriculum emphasizes the understanding that ours is a spirit of gratitude and love as we prepare for the challenges of life through participating in many giving programs, such as Thanksgiving food baskets, Operation Christmas Child, Adopt-a-Family, Bink-a-thon, and St. Anne’s Community Service Program.

2. St. Anne's Reading Curriculum

Kindergarten teachers use *Beginning to Read, Write and Listen*, a comprehensive reading-language arts program delivered through a series of letterbooks. The major reading/language skills are stressed in each letterbook: handwriting, auditory training, oral language and linguistic skills. Students learn about the alphabet: the letter names, how to write the letters, what sounds the letters represent, and what function the letters serve as their sounds are blended to form words. Each letterbook has numerous activities and exercises that relate to the reading/language skills and letter being emphasized. These activities provide valuable opportunities to develop manual dexterity and small muscle coordination. The series is structured in such a way that the children's cumulative knowledge is reviewed and built on in each succeeding letterbook. The program does an excellent job of laying the foundation for the students' transition into the Houghton Mifflin *Reading Series* in 1st grade.

St. Anne School recently adopted Houghton Mifflin's *Reading series* for 1st through 4th grade in order to better align our Reading/Language Arts programs with California's English/Language Arts Subject Standards. The series is a research-based program that corresponded with federal and state initiatives that have focused on reading instruction, as well as the recommendations made by the National Reading Panel in regards to skills and methods critical to reading success. This program provides systematic instruction in the five areas of reading, a variety of assessment tools, resources to meet the needs of all learners, and classroom management tools that support the teachers' planning and teaching. The series meshes with the teachers' preference to use a variety of instructional methods, and supports the Expected School-Wide Learning Results.

The 5th grade students transition from the reading series to a more novel-based Reading/Language Arts program; this approach to teaching Reading and Language Arts is carried through to the 8th grade. This program is grounded in the California subject standards, using a more advanced method of delivery. The 5th through 8th reading program seeks to have students apply their skills within the context of an entire piece of literature, whether it is a novel, historical fiction, classic, diary, journal, speech, play, mythology, fable, or poetry. Spelling, grammar, vocabulary, literary terms, elements of writing, comprehension skills, and oral presentation skills continue to be taught in the 5th through 8th grades, building upon prior learning experiences.

3. St. Anne's Technology Curriculum

St. Anne's recently revised K-8 technology curriculum includes general technology awareness, network awareness, keyboarding, word processing, spreadsheets, graphics, electronics presentation, Internet skills, and desktop publishing. This past year was capped with the Middle School students learning to create web pages with programs such as FrontPage and basic HTML introduction. This was a fantastic learning advancement which resulted in students delivering animated web pages.

Elementary and Middle School teachers have made a concentrated effort to incorporate technology into the core curriculum subjects. Digital microscopes and stereoscopes are used in the Middle School Science curriculum. Multimedia software programs are used in the Foreign Language Lab to complement the Foreign Language Program. The installation of LCD projection systems and Smartboards in the classrooms allows teacher and students to present lessons and presentations to a large audience.

The upper elementary students and middle school students use technology for the purpose of research, project compilation, and the delivery of reports. The younger students learn word processing skills that allow them to publish short stories and poems and edit their work. The most touching implementation that linked the highest and lowest grades was captured when the Middle School students were assigned a "buddy" in Preschool. They interviewed their buddy and incorporated their buddy's

interests into an imaginative tale that was created and delivered in a PowerPoint presentation.

The technology teachers have published a document that accurately reflects the scope and sequence of the program and aligns with the National Education Technology Standards. The products created by the students reflect their ability to use technology as a means of communication. Their willingness to adapt to new technology aligns with our third ESLR that students become lifelong learners.

It is the goal of St. Anne School that students are knowledgeable of the technological tools that will be a foundational component of their world. However, it is important that students not have access to dangerous parts of the Internet while working on technology projects. Therefore, a firewall has been installed between all St. Anne's computers and the Internet so that students are not exposed to inappropriate websites on the Internet.

4. Instructional Methods Used to Improve Student Learning

St. Anne teachers understand that children learn at different rates and through different modalities, whether auditorily, visually, or kinetically. Additional research on multiple intelligences has heightened the teachers' awareness that different subjects may captivate their students' interests and therefore, all subjects must incorporate a variety of instructional techniques in the hope of sparking a child's curiosity in the subject matter and enhancing student learning. St. Anne has made it a school-wide goal to provide for differing academic needs, therefore, the curriculum is designed to augment student grouping and scheduling. A variety of instructional methods also allows teachers to more accurately gauge student performance and tailor the curriculum to meet individual needs. Additionally, the Resource Program provides students with the extra assistance they may need to complete projects and hone their organizational or academic skills.

Teachers use classroom demonstrations and field trips to inspire students' higher levels of thinking and to increase comprehension in many difficult areas. Textbooks are selected that provide a wealth of learning opportunities; however, textbooks are supplemented with novels, phonics materials, teacher-created projects, and other resources to meet the needs of the students. Math manipulatives, science experiments, dramatic and oral presentations address multiple learning styles, as well as foster a positive learning environment. St. Anne recently implemented STAR Reading and Accelerated Reader as tools for assessing the students' reading practice, literacy skills development, and performance on classroom assignments.

Some aspects of our instructional program occur outside the classroom setting. The students' involvement in St. Anne's Community Service Program, Science Camp, Science Fair, Year Book, graphic arts, and subject-specific PowerPoint presentations allows students a chance to demonstrate their unique talents, and provides faculty members with more "teachable moments." In 2003, 62 students were eligible to take advantage of the academic opportunities offered through the Center for Talented Youth (CTY) program at John Hopkins University. Students who scored at or above the 97 percentile in Reading or Math on the SAT9 test were eligible to participate in this prestigious program.

A driving force behind all instructional methods is the desire to intertwine our Expected School-Wide Learning Results throughout all curricular and extracurricular activities. The best way to ensure that students are academic achievers, effective communicators, exemplify Christian values, and become lifelong learners is to expose them to a variety of experiences that allow them to consider ideas from different vantage points, share their learning experiences with their peers, and use higher order thinking skills to demonstrate their mastery of a particular subject.

5. St. Anne's Professional Development Program

The St. Anne faculty participates in various conferences, workshops, and seminars through monies provided by the school budget. The teachers select these workshops with approval by his or her Principal. In return, teachers are expected to share with appropriate staff members any new findings and best practices learned from their professional growth experience, and to incorporate these new methods into their classroom or grade level as appropriate. Over the past several years the teachers have participated in programs such as Designing Curriculum for Gifted Students, Layered Curriculum, Differentiated Instruction, Guided Reading the Four Blocks Way, Bully-Free Classrooms, Empowered Discipline, and grade level conferences and subject matter conferences. We encourage teachers to attend conferences in pairs or groups in order to maximize the opportunity to share ideas and develop practices that best meet the needs of the students.

The area our professional development program has most heavily focused on these past two years has been in technology. After several years of incremental gains, there is finally a commonality of the school's PCs resulting from extensive work and investment. St. Anne School now has two state-of-the-art Computer Labs, and a new Foreign Language Lab. An increase in the PCs has also occurred in every classroom. For the first time, a wireless mobile lab is now available giving teachers the ability to engage their entire class using technology as a tool. However, a result of these technological acquisitions has been the need for staff development so that teachers use their personal computer to better manage and design their curricular programs, keep their class web pages current and relevant, and better integrate the available school-wide technology into their core subjects.

During the 2002/2003 school year, a half-day each month was dedicated towards staff development in the area of technology. As a result, teachers have participated in staff development in the areas of word processing, Excel spreadsheets, PowerPoint presentations, webpage development, and electronic gradebook. Teachers are becoming more confident with using technology in the classroom. To this end, we have recently adopted the Accelerated Reader and Criterion Online Writing Evaluation programs. Teachers are eagerly participating in learning both of these programs, recognizing their value in providing prompt and personalized feedback on student progress in Language Arts and Reading. Through weekly staff meetings and daily grade level planning times the school strives to provide teachers the opportunity to collaborate and coordinate their areas of study, and share areas of expertise.

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): South Orange County Association of Private and Parochial Schools
(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 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6,400</u> K	<u>\$6,400</u> 1 st	<u>\$6,400</u> 2 nd	<u>\$6,400</u> 3 rd	<u>\$6,400</u> 4 th	<u>\$6,400</u> 5 th
<u>\$6,700</u> 6 th	<u>\$6,700</u> 7 th	<u>\$6,700</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$6,198
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ 5,631
(Dollars per student receiving financial aid)

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 8.6 %

PART VII - ASSESSMENT RESULTS

ST. ANNE SCHOOL ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS (Without Subgroups)

Stanford Achievement Test
9th Edition, Form S
Harcourt, Inc.

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

	2002-2003	2001-2002	2000-2001
Testing month	April	April	March
Grade 8*			
Reading	<u>76</u>	71	69
Mean Scaled Score	<u>723</u>	717	710
Mathematics	74	68	72
Mean Scaled Score	718	711	703
Number of students tested	64	73	37
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	<u>64</u>	76	80
Mathematics	70	77	81
Number of students tested	94	74	64
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	<u>77</u>	77	80
Mathematics	80	74	86
Number of students tested	88	87	69
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	<u>77</u>	81	77
Mathematics	79	85	83
Number of students tested	92	74	67
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	<u>83</u>	79	82
Mathematics	83	82	82
Number of students tested	73	74	67
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 3			
Reading	<u>76</u>	74	74
Mathematics	80	71	85
Number of students tested	75	75	74
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	<u>73</u>	77	78
Mathematics	60	67	72
Number of students tested	73	73	67
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

* The 8th grade class has a Mean Scaled Score of 723 in Reading and a Mean Scaled Score of 718 in Math. These scores exceed the cutoff scaled score of 718 (Reading) and 707 (Mathematics), posted on the U.S. Department of Education’s table of cutoff scores for SAT 9th Ed (Form S), Harcourt Educational Measurement. Due to the fact that it is these scores that qualified St. Anne to apply for the Blue Ribbon Program, it was recommended we publish these scores along with the percentiles for the 8th grade.