

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

Name of Principal Dr. Nancy O’Neill Dowdle
Official School Name St. Augustin School
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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature) Date _____

Name of Superintendent Dr. Luvern Gubbels
District Name Des Moines Diocese
Tel. (515) 237-5013

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

(Superintendent’s Signature) Date _____

Name of School Board
President/Chairperson Mrs. Rosemary Schira

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 _____

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

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: (N/A) _____
 Average State Per Pupil Expenditure: (N/A) _____

SCHOOL : ST. AUGUSTIN SCHOOL

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. 17 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	18	12	30	7	15	15	30
1	10	18	28	8	14	16	30
2	11	12	23	9			
3	7	15	22	10			
4	15	9	24	11			
5	12	12	24	12			
6	11	14	25	Other: Preschool	20	26	46
TOTAL STUDENTS IN THE APPLYING SCHOOL →							282

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>94.7</u> | % White |
| <u>1.4</u> | % Black or African American |
| <u>1.8</u> | % Hispanic or Latino |
| <u>2.1</u> | % Asian/Pacific Islander |
| <u>0.0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 3 %
 (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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	282
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Russian (Students are conversant in English when they come to school.)

9. Students eligible for free/reduced-priced meals: .003 %
1 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: .007 %
2 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> 1</u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </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> 1</u>	<u> -</u>
Classroom teachers	<u> 15</u>	<u> 4</u>
Special resource teachers/specialists	<u> 3</u>	<u> -</u>
Paraprofessionals	<u> 3</u>	<u> 5</u>
Support staff	<u> 3</u>	<u> 4</u>
Total number	<u> 25</u>	<u> 13</u>

12. Average school student/ classroom teacher ratio: 12.4/1 (counting teachers only)

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	95.2%	95.8%	96.2%	96.5%	96.1%
Daily teacher attendance	95.3%	93.4%	93.7%	94.6%	95.7%
Teacher turnover rate	26% *	8%	4%	0%	4%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

* Four teachers retired.

PART III - SUMMARY

St. Augustin School, in Des Moines, Iowa, is committed to academic excellence in a Catholic environment. We have been educating students since 1926, when construction of a two-story school, consisting of seven classrooms, was completed. One student observes, *“When the school was built behind the convent, a new era of education began, as St. Augustin graduates forever retained a special recognition by other schools of their well-founded educational basis.”* That reputation lives on today, even stronger than in the late 1920’s. Our students have the privilege of attending classes in a new state-of-the-art building, featuring many amenities for this technological age. Located on two acres, three miles west of downtown Des Moines, the school has 47,241 square feet. This educational center includes twelve classrooms and a gymnasium that boasts a full-size, regulation basketball court, movable bleachers, basketball hoops, and volleyball set-up. It is adjacent to the music center, which has folding doors, allowing the room to become a stage that opens up to the gym for concerts and programs. In addition, the school has a cafeteria, an art room with natural lighting, and expansive work tables, a computer lab, a guidance suite, and a media center featuring over 11,000 titles, many of which are Accelerated Reading texts. Our science lab, located in the middle school wing, is fully equipped with sinks and lab tables, perfect for students to complete a variety of individual and group experiments. A new playground is nestled in the back portion of the grounds near artists’ panels featuring life in Iowa. An enclosed grotto, constructed and landscaped in 1998, allows the students the opportunity to meditate, reflect, and enjoy nature.

The mission of our Catholic School is to provide meaningful educational experiences for students in an environment integrated by Gospel values which nurture faith, community, prayer, and service. Our students leave the school with the ability to access and use information effectively, apply technology competently, think critically, solve problems independently and cooperatively, and reason scientifically, mathematically, and historically. They accept church, civic and personal responsibility, anticipate and constructively react to change, communicating their ideas and feelings effectively in various ways. The students also demonstrate global awareness, cross - cultural understanding and social justice principles, personal wellness practices, and an understanding of, and appreciation for the arts. Over \$100,000 has been awarded in scholarships. Reaching out to others through service is an important component of our school.

We are not sheep herders, expecting each of our students to move and learn in the exact same fashion - we are strong professionals providing the necessary tools for each student to emerge from the St. Augustin walls into the world prepared to handle all that will be presented to them.

Our school provides a trilogy of experiences: 1) Academics - We take pride in the results of the annual ITBS scores. 2) Discipline/character – We guide our students to understand consequences and the strength and confidence that come with making the right decisions. 3) Spiritual - We realize the gift we have that we may openly celebrate God and His mystery. Having a blend of these three ensures that our students emerge with their “life survival kit” well intact. This is the fabric of our existence, a fabric made possible due to the partnership of administration, faculty, staff, parents, and students working together as one cohesive unit. Every human being is blessed with individual talents. We focus on those talents, and collectively advance, doing whatever it takes to develop well-rounded scholars that move forward to be successful leaders in society. St. Augustin has a dedicated and experienced faculty. 30% of the teachers have advanced degrees and 60% of the teachers have taught for more than eight years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private School

1. Reporting of Assessment Results

Tables A and B on pages 14-17 at the end of this report summarize three years of Iowa Tests of Basic Skills assessment results in reading and math for grades 3-8.

The Iowa Tests of Basic Skills has three achievement levels for math, reading, and science. Low Performance (Basic) is 1-40%, Intermediate Performance (Proficient) is 41-89% and High Performance (Advanced) is 90-99%.

- A. St. Augustin School does not have any ethnic/racial or socio-economic subgroup that comprises sufficient numbers to be statistically significant (“10% or more of the student body”-guidelines in NCLB-BRS application).
- B. No students are excluded from testing. Students who have IEP’s are given additional time as part of their accommodation plan, but are not excluded.
- C. Test data supporting the tables A and B on pages 18-19 are attached to the end of this application.

2. Using Assessment Data

St. Augustin faculty uses assessment data to improve student achievement and to make informed decisions. Annual improvement goals are written in reading, math, and science, based on the data from our formal assessment - ITBS. The faculty meets approximately ninety minutes each week, and specific assessment information is discussed. Time for analysis by individual teachers and units (K-2, 3-5 and 6-8) is provided, so instructional goals can be focused around desired improvements in student performance. ITBS results, along with Constructed Reading Supplement (Reading), Exemplars (Math), and SCASS (Science), are provided to the Iowa Department of Education annually. Results are also included in the *St. Augustin Annual Report to the Community*.

St. Augustin School has a School Improvement Advisory Committee comprised of administration, teachers, students, parents, and members of the Des Moines community. Assessment results are analyzed and discussed, and recommendations are made to increase student performance.

In the years 2001-2002 through 2002-3003, staff development has focused on expanding the assessments used to include both norm-referenced and criterion-referenced tests. In the spring of 2001, the faculty was given a survey asking what they needed in terms of training to become more proficient at analyzing data - both formal and informal. Specific training in analyzing data to inform decision making began for faculty and administration last spring 2003 and will continue this school year 2003-2004. On January 19, 2004, Deborah Wahlstrom (Using Data to Drive Decisions) will provide teachers with new knowledge for use in looking at their individual classroom data, in addition to the school-wide data already collected.

3. Communicating Student Performance

St. Augustin School uses a variety of methods to communicate student performance to parents, students and the community. Individual student performance is communicated to parents by a report card distributed four times a year, in addition to student-led conferences in the fall and winter. Parents of students in grades six, seven, and eight have access to Edline (a link to the school's web page) and can view their child's progress as often as they wish. In grades kindergarten through five, a "Friday Packet" of student grades and student work goes home each week for parents. Parents are encouraged to communicate with teachers as often as the need arises.

Formal test results (ITBS and Cogat) are given to parents during conferences and discussed with the teacher and the counselor. The scores are also posted on student records. Individual student progress is monitored by all of the teachers with input from the school counselor and student services. The Diocese of Des Moines has an Ad-Hoc Reporting Committee that is studying the best methods for communicating results of "reportable" assessments (ITBS, CRS, Exemplar, and SCASS), specifically with parents and students in mind. The timeline for this work is June 2005, and is expected to include a redesigned report card to include progress on standards and benchmarks as well as progress with all of our assessments.

All formal (ITBS) and informal assessment data is communicated to the School Improvement Advisory Committee, as well as the St. Augustin Board of Education. Community members, Board of Education members, students, and parents are included in the School Improvement Advisory Committee.

A school newsletter, *The Royals*, which includes an update on school improvement, is written by the principal and sent home monthly. A curriculum specialist for the Diocese of Des Moines also writes a quarterly publication called *School Improvement Newsletter* which is distributed to teachers and parents. During the 2001-2002, 2002-2003, and 2003-2004 school years, these news and notes have been devoted to understanding Diocesan standards and benchmarks, assessment, and data. Annual progress toward achievement goals gathered for reading, math, and science is reported to the Department of Education in the APR (Annual Progress Report.) The Annual Report to the Community includes summary data on assessment results of the ITBS in reading, math, and science. These form the Annual Improvement goals and action plans for increased student achievement and the methods that will be used by the teachers. This report is sent to all parents, is distributed in the parish bulletin, and is given to community organizations and the Board of Education.

4. Sharing Success with Other Schools

St. Augustin School, if chosen to be a Blue Ribbon School, would be honored to share its success. The "successes" accomplished are due to the time, resources, and commitment to "continuous school improvement" through research - referenced study. The "continuous school improvement" model used in the last five years keeps student improvement, student achievement, and student excellence as the foci. The teachers' professional development has stressed continuous improvement centered around the curriculum, instruction, and assessment. Teachers use curriculum mapping for their lesson plans, and Diocesan lesson plan books which focus their attention on student learning and assessment. Efforts are also directed to meeting the needs of the individual child. If chosen, St. Augustin School would be willing to share its successes with other schools through the use of a national data base, personal communication, and access to the school's already existing web-site. St. Augustin School's successes are communicated to parents, other schools, and our community through an annual report that could also be distributed to any other interested parties.

PART V – CURRICULUM AND INSTRUCTION

1. St. Augustin School Curriculum and Instruction

In 1998-2002, all Diocesan faculty, guided by a research consultant, met several times in grade bands K-2, 3-5, 6-8, and 9-12 to complete a set of curriculum standards and benchmarks. These standards and benchmarks were formulated from using ‘best practices’ findings for a challenging curriculum and ten “essential learnings” adopted by the diocese after parental, teacher, and administrator feedback.

In the year 2002-2003, fourteen sets of standards, with accompanying benchmarks, were completed and adopted for a “standards-driven system”. Four developmental levels - expert, practitioner, apprentice and novice - were chosen to provide the targets for student achievement across all ability levels with “3” “practitioner”, as the desired outcome for all students. These standards and benchmarks form the content of the Lesson Map/Plan Book provided to all the teachers for use in 2002-2003. A template showing tight alignment of content, skills, and assessment formats the pages of the planning book. Individual teachers are required to set annual goals which, at least in part, address the “high challenge - low threat” brain-friendly approach to improving student achievement.

High expectations and challenging goals are part of the St. Augustin School culture. St. Augustin attempts to instill in its students a love of learning by giving students challenging course work to expand their capabilities and natural talents. The school has designed its curriculum to encourage students to become life-long learners, capable of mastering new and more difficult material.

Student subjects include mathematics (process as well as content, STAR Math), language arts, reading, science (hands-on), social studies, religion, physical education, music (concerts and musicals), art, and foreign language. The students in grades six, seven and eight take Spanish during the day, while grades Kindergarten through five have the option of taking it after school. The students in grades seven and eight take art classes at the Des Moines Art Center where they can learn art history, ceramics, sculpture, painting, and drawing. Grades kindergarten through six are taught at the school. “Talking Canvas” is also utilized. Students attend weekly technology classes, and the use of technology and resource material for individual and group projects is available.

St. Augustin School has provided a variety of resources and programs to assist diverse learners. The teachers work with the Student Services Director to brainstorm strategies to help the child who is having difficulty experiencing success. Activities are planned focusing on modifications, adaptations, and interventions. A reading resource teacher helps individual students improve in reading comprehension and vocabulary. Physically - challenged students are provided with student volunteers, and instructional materials designed to meet the needs of students with disabilities are secured and used to support curriculum goals.

The Discovery Program offers enrichment opportunities and serves talented and gifted students. All students in grades kindergarten through five are scheduled into a Discovery class to explore additional areas of inquiry and further exercise their intellectual skills. Beginning in grade three, identified talented and gifted students are offered the opportunity to join others of similar abilities in a separate “pull-out” Discovery session focusing on additional enrichment activities.

All teachers are working on Grade Level Expectations (GLE’s) to ensure that the standards and benchmarks in each subject have been developed, and that continuity exists from grade-level to grade-level, and that all topics are covered in a developmentally - appropriate way. This work has been refined through the use of curriculum mapping. Teachers map instructional methodology in subject and topic

areas using multiple methods of teaching practices, thus avoiding overuse of popular methods. As a standards-driven school, concise content is important. The map gives the teachers targets, with alignment to high standards as the ultimate goal. Faculty members document the appropriate standards and benchmarks in their lesson plans and align their texts, resources, and assessments to the standards. Standards are posted in all of the hallways and in the classrooms. Students are aware of the standards on which they are working, and the standards are written on syllabi and assignments. Annual goals are written to increase student achievement, and all faculty are analyzing student data to make instructional decisions which they found has increased student achievement at every level.

2. Reading Curriculum

St. Augustin's reading program is a balanced, comprehensive program that is aligned with seven standards. The Diocese of Des Moines has two reading standards, three writing standards, one standard for listening and speaking, and one standard that deals with the collection, interpretation, and use of information from a variety of sources. These seven standards guide the selection of content and lesson design for all teachers who teach reading and language arts. The teachers deliver effective and powerful instruction providing all children with opportunities to master concepts of the written word, acquire word recognition skills, develop phonemic awareness, and engage in and sustain an interest in reading. In K-5, the Houghton Mifflin series is the primary materials support for our school. This series provides instructional activities to promote oral language and vocabulary development, with opportunities to work on readiness skills, such as directionality, concept of print, and recognition of letters. In kindergarten, children are instructed in large groups for activities such as reading from Big Books and in small groups for alphabetic and phonemic activities. By the end of each year, the small-group activities vary as children's readiness for reading varies. In first and second grade, students are divided into groups for literary rotation. During each rotation, each group receives concentrated direct instruction on specific reading skills. The other groups focus on developing phonemic awareness and vocabulary development as students begin to work with basal readers. In grades K-5, running records are used, and teachers keep portfolios for each child providing information on their understanding of the basal text. Trade books are also used throughout the year. "Drop Everything and Read" (DEAR) provides opportunities for students to read for pleasure, and the Accelerated Reading program has developed the students' personal reading. In the middle school, grades 6-8, the students continue the process of reading as a lifelong skill. A literature anthology text is used in all three grades, and skills at each level spiral. The students analyze the short stories, poems, essays, epics, plays, and novels through class discussion and independent homework assignments. The writing component is key at this level. Using specific guidelines, the students write expository essays focusing on such topics as characterization, setting, conflict, point of view, and theme. The balance of classroom discussion, independent reading and the in-depth analysis provided by the writing assignments give the students the opportunity to truly understand the selection they are reading. In addition to the anthology text, the students read in-class novels. Through the use of literary circles, students are given the opportunity to share what they have read with other students. In addition, all students are required to read an assigned number of points per quarter in the Accelerated Reading program. Special projects focusing on the multiple intelligences also allow the students to interpret chosen reading selections in a way unique to their individual talents. Reading is assessed informally in all of the grades K-8 through homework, quizzes, and tests. Students are tested formally each year with DIBELS, CBM's, and STAR reading, a component of Accelerated Reading. These tests target students who need additional help in reading. They are assigned to work with the reading resource teacher. Additionally, the ITBS scores and the CRS (Constructed Response Supplement) provide information on students in the "less than proficient" range (scores 0-40%). The faculty study the data of these two reading assessments and make recommendations and strategies to help students who are performing below grade level. During 2003-2004, the teachers implemented interventions in reading, and after administering the CRS and ITBS again this year, they will assess whether classes as a whole or individual students experienced growth.

3. Middle School Science Curriculum and Mission

The mission of St. Augustin School is to provide a meaningful educational experience for the students. In the middle school science curriculum, the students are challenged to access and use information effectively, to think critically and creatively, to solve problems independently and cooperatively, and to reason scientifically. The science program is an inquiry-oriented approach that engages student interest in science and provides opportunities for students to employ hands-on approaches for collecting evidence. Students are assigned to groups in order to discuss and solve problems using logic and evidence, and learning logs are written to explain scientific explanations on the basis of evidence. Approximately 5 - 10% of the class is lecture – based and 90 – 95% hands – on laboratory activities in cooperative groups to reinforce the concepts that the National Science Standards have encouraged science teachers to follow. The cooperative “hands-on” groups are used to increase student achievement, develop peer interactions, increase individual student accountability, and help students think critically and retain facts. The groups are comprised of a leader, recorder, materials person, and encourager. They are given a laboratory sheet which contains the standards, benchmarks, purpose of lab, materials, and essential question. The students then proceed with the project (experiment), comparison (general statement), self-reflection, and group evaluation. While guiding students through this planning process and the hands-on activity, the teacher provides instruction on the nature of science. Students use important process skills which include observing, measuring, classifying, communicating, making predictions and inferences, representing data, controlling variables, and experimenting. The science room is filled with charts, diagrams, and projects that are made by the students throughout the year. Some of these projects include learning DNA by designing their own genetic code, doing research on the benefits and concerns of biotechnology, geologic timeline data, building habitats in the solar system, and simulating a rocket launch to Mars. The final science product is the learning log which has three main parts: a laboratory summary, laboratory learning, and real life applications. The learning log shows how well students have learned the concepts and the areas in need of additional reinforcement. It also provides an avenue for teacher/ student feedback. The above science methodologies have resulted in 100% performance at the proficiency level for the ITBS for the last three years.

4. School Improvement

The faculty involvement in school improvement has focused on curriculum, instruction, and assessment. The importance of strong alignment of these three instructional parts has been incorporated in all staff development and in study groups. In the years 2000-2003, the faculty has been exposed to, and trained in instructional strategies that could improve student learning based on research and best practices. Some of these strategies used are “The Six Traits of Writing”, *A Different Kind of Classroom-Nine Categories of Instructional Strategies* (Marzano), *Curriculum Mapping* (Heidi Hayes Jacobs), the use of rubrics for specific tasks or situations, performance tasks, multiple intelligences linked to our standards and benchmarks, learning centers in grades PK-2, writing portfolios, learning logs, group investigation, and graphic organizers.

The principal also works with the faculty, and through the use of study groups, uses a “train the trainer” approach. Faculty is provided with research findings, readings on best practices, and examples of strategies that “work”. The faculty has moved from teacher - directed instruction to more performance - based activities and interdisciplinary projects. More student - centered lessons using cooperative learning models can be seen in all classrooms. Faculty is encouraged to report back and to try out new and different methods and techniques following various workshops/conventions they have attended.

The school year, 2003-2004, will be spent expanding the teachers’ assessment base (*Using Data to*

Improve Student Achievement (Deborah Wahlstrom). Instead of just unit and paper/pencil tests, we hope to move toward student-focused, varied assessment (both norm - referenced and criterion - referenced). The faculty will become more knowledgeable and will expand their expertise in instructional and assessment strategies using *Student-Involved Classroom Assessment* (Stiggins); *Assessing Student Outcome; Performance Assessment Using the Dimensions of Learning Model* (Marzano and Pickering) and *Results: The Key to Continuous Improvement* (Schmoker) during the 2003-2004 school year.

5. Professional Development

So that the school can improve student achievement, the focus of staff development has centered around school improvement topics. The formal professional development program is diocesan - principal –led. Topics are agreed upon, and specific speakers are chosen for the K-12 teachers. Additionally, the faculty has one “early dismissal” each month and several “local” days that are used for professional growth and development. Typically, we have twenty staff development days per year and eight early dismissals. The diocese provides release time on a regular basis to ensure the success of staff development.

Teacher goals and annual improvement goals are aligned to student achievement. Staff development helps prepare teachers to use research - based teaching strategies appropriate to their instructional objectives and their students. In the last five years, staff development has prepared teachers to use various types of performance assessment in their classrooms and different strategies to increase student achievement. We have developed teacher study teams that look at data, write goals and expectations, implement the delivery of instruction, evaluate (assessment), and then report to parents, the state and Board of Education. Using this student-centered school improvement plan, staff decisions about staff development are based on the premise “what’s best for kids.” This approach has led to increased scores on the ITBS in reading, math, and science over the last five years. In order to have a successful staff development program, monies are included in the budget to support and maintain these efforts. Informal assessment is ongoing, and teachers are working hard to maximize student learning.

This school year, 2003-2004, as part of the *No Child Left Behind Act*, a Comprehensive School Improvement Plan (CSIP) will be written to include a “constant conversation over time.” The following focus questions provide the CSIP framework: 1) What does the data tell us about our students’ learning needs? 2) What do/will we do to meet student learning needs? 3) How do/will we know student learning has changed? 4) How will we evaluate our progress and services to ensure improved student learning.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): NATIONAL CATHOLIC EDUCATION ASSOCIATION

(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.)

\$ 1975 \$ 1975 \$ 1975 \$ 1975 \$ 1975 \$ 1975
K 1st 2nd 3rd 4th 5th

\$ 1975 \$ 1975 \$ 1975 \$ \$ \$
6th 7th 8th 9th 10th 11th

\$ \$ 990-1125
12th Other (Preschool- 3's and 4's)

2. What is the educational cost per student? **\$ 4,472**
(School budget divided by enrollment)
3. What is the average financial aid per student? **\$ 350**
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **15 %**
5. What percentage of the student body receives scholarship assistance, including tuition reduction? **8 %**

PART VII - ASSESSMENT RESULTS

ST. AUGUSTIN SCHOOL (READING) REFERENCED AGAINST NATIONAL NORMS

Test: Iowa Tests of Basic Skills

Publisher: Riverside Publishing Company

Edition: Forms A, B and L 2001 Publication

What groups were excluded from the testing? No students in any of the grades 3-8 were excluded.

Scores are reported here as NCE's _____ Scaled Scores _____ Percentiles X

Table A: Reading

Grade 3- Level 9

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	89	88	68
Number of students tested	22	25	28
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 4- Level 10

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	89	86	71
Number of students tested	24	27	28
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 5- Level 11

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	84	83	82
Number of students tested	24	25	33
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

**ST. AUGUSTIN SCHOOL (READING)
REFERENCED AGAINST NATIONAL NORMS**

Grade 6- Level 12

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	69	76	78
Number of students tested	25	29	26
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 7- Level 13

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	80	89	82
Number of students tested	30	27	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 8 – Level 14

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	89	88	88
Number of students tested	29*	23	23
Percent of total students tested	100%	100%	100%
Number of students tested	0	0	0

* One visually-impaired student's scores were Braille-normed and not included in the class composite.

St. Augustin does not have any ethnic/racial or socio-economic subgroup that comprises sufficient numbers to be statistically significant ("10 % or more of the student body – guidelines in NCLB-BRS application.")

**ST. AUGUSTIN SCHOOL (MATH)
REFERENCED AGAINST NATIONAL NORMS**

Test: Iowa Tests of Basic Skills Publisher: Riverside Publishing Company
Edition: Forms A, B and L 2001 Publication

What groups were excluded from the testing? No students in any of the grades 3-8 were excluded.

Scores are reported here as NCE's ____ Scaled Scores ____ Percentiles __X__

Table B: Math

Grade 3- Level 9

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Score	77	76	76
Number of students tested	22	25	27
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 4- Level 10

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Scores	87	79	73
Number of students tested	24	27	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 5- Level 11

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Scores	77	72	78
Number of students tested	24	25	33
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

**ST. AUGUSTIN SCHOOL (MATH)
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Grade 6- Level 12

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Scores	69	69	74
Number of students tested	25	29	23
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 7- Level 13

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Scores	75	80	75
Number of students tested	30	27	25
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

Grade 8- Level 14

	2003-2004	2002-2003	2001-2002
Testing Month	October	September	January
Total Scores	83	86	82
Number of students tested	29*	23	23
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0

* One visually-impaired student's scores were Braille-normed and not included in the class composite.

St. Augustin does not have any ethnic/racial or socio-economic subgroup that comprises sufficient numbers to be statistically significant ("10% or more of the student body-guidelines in NCLB-BRS application.")