

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

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

Official School Name Saint Mary’s Catholic School
(As it should appear in the official records)

School Mailing Address 420 East Eighth Street
(If address is P.O. Box, also include street address)

New Albany Indiana 47150-3200
City State Zip Code+4 (9 digits total)

Tel. (812) 944-0888 Fax (812) 945-4770

Website/URL www.smcsonline.com E-mail principal@smcsonline.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 Superintendent* Mrs. Annette “Mickey” Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (800) 382-9836

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 Ms. Dawn Brodfehrer
(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)

N/A TOTAL

2. District Per Pupil Expenditure: N/A
 Average State Per Pupil Expenditure: N/A

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. 3 _____ 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	10	12	22	7	3	10	13
1	9	8	17	8	8	13	21
2	9	9	18	9			
3	9	12	21	10			
4	13	11	24	11			
5	10	8	18	12			
6	7	5	12	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							166

6. Racial/ethnic composition of the students in the school: 93.13 % White
3.12 % Black or African American
2.50 % Hispanic or Latino
1.25 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 1.88 %

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	160
(5)	Subtotal in row (3) divided by total in row (4)	.01875
(6)	Amount in row (5) multiplied by 100	1.875

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: 3.75 %

6 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: 10 %
16 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> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 11</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 3</u> Multiple Disabilities	<u> </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)	1 _____	0 _____
Classroom teachers	9 _____	0 _____
Special resource teachers/specialists	2 _____	3 _____
Paraprofessionals	2 _____	1 _____
Support staff	4 _____	2 _____
Total number	18 _____	6 _____

12. Average school student-“classroom teacher” ratio: 18

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	97.7 %	97.3%	96.8 %	97.3 %	97.7 %
Daily teacher attendance	95 %	96 %	97 %	97 %	98 %
Teacher turnover rate	14 %	0 %	8 %	17 %	17 %
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Saint Mary's Catholic School is an inner-city elementary building which serves students in grades kindergarten through 8 located in the southern part of the state in New Albany, Indiana. Saint Mary's Catholic School is a member of the New Albany Deanery and in the Archdiocese of Indianapolis. Our parish has supported Catholic school education dating back to 1854. Saint Mary's Church was established in 1852 and the first school was built in 1854.

In 1867, a five story Girls' Academy was built which also served as the living quarters for the Sisters of St. Francis. In the year 1872, the St. Joseph's Hall School building was erected and the lower floors served as the boys' school. In 1949, in what was formerly a residential area, the present school building was built. The school was dedicated and occupied in 1950. Between 1969 and 1970 Saint Mary's consolidated with Holy Trinity School (Holy Trinity parish and school were located one city block south of Saint Mary's) to become Catholic Central School. After Holy Trinity Church burned in 1975, the current Saint Mary's building was completely renovated and modernized and was occupied in 1978. The history of Saint Mary's is a testimony of its concern, commitment, and dedication to education as well as being a cornerstone of the community.

Saint Mary's is State accredited and participates in an ongoing school improvement process driven by the Indiana Department of Education. Our faculty and staff uphold the highest levels of professionalism to stay abreast of current instructional strategies to provide optimal learning for our students. Our school motto is SMCS – Successfully Motivating Champion Students. We launch a school-wide child friendly yearlong theme annually to enhance our Catholic identity and to build a sense of collaboration and enthusiasm among the school community. Our mission and vision statements are as follows:

SAINT MARY'S CATHOLIC SCHOOL MISSION STATEMENT

Saint Mary's Catholic School, rich in tradition since 1854, exists to provide a safe, spiritual, and stimulating environment conducive to lifelong learning.

As an extension of the family, Saint Mary's seeks to strengthen and nurture the total person by instilling feelings of self-worth and confidence in our students. We challenge a diverse population of students to meet their full potential by emphasizing academic excellence, strong moral values, and dedication to community service.

Our school family is bound together by the common thread of Catholic character, which includes mutual respect, personal dignity, and individual responsibility. We believe in education and faith for life.

SAINT MARY'S CATHOLIC SCHOOL VISION STATEMENT

Saint Mary's Catholic School affords progressive educational and spiritual opportunities to achieve excellence in learning for each child.

We provide an array of services and programs to develop the multiple intelligences of our students. The following programs are supported to allow our students opportunities to discover his/her penchant for different ways of exploring our world: technology, orchestra, choir, foreign language, Speech Team, hand chime instrumental program, Peer Mediation Team, a State Honored Student Council, Academic Olympic Team, Physics Day, Science Fair, Art Fair, travel experiences, Stock Market Simulation, Thinking Cap Quiz Bowl, Family Friday Assemblies, athletics, student retreats, and a rosary program.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Each year students in grades 3, 6, 8, and 10 participate in the state mandated ISTEP + standardized test. This test is administered during a two – week testing window in September and is a criterion –referenced test. The decision was made to test in the fall to allow schools to implement instructional approaches and programs to remediate students during the year in which ISTEP + is administered. The criterion-referenced questions have been designed specifically to match Indiana’s curriculum as defined by the Indiana Academic Standards in English/language arts and mathematics. They measure material that Indiana students should have been taught and should have mastered from previous grades. The Indiana Academic Standards defined three categories of student achievement in English/language arts and mathematics. New scale scores were set in January 2003. These levels were defined by the State Board of Education as follows in Feb.2003:

Pass+	Meets the passing standard and demonstrates high achievement in the knowledge and skills of the content area.
Pass	Meets the passing standard
Did Not Pass	Fails to meet the passing standard and in all likelihood will need remedial assistance.

The ISTEP+ is comprised of a basic skills assessment containing multiple choice questions and an applied skills assessment containing short answer or essay questions and the solving of arithmetic or mathematical problems. Student achievement levels relative to the Indiana Academic Standards are reported by ISTEP+ as scale scores. These three-digit, equal interval scores are expressed on unique scales by subject. ISTEP+ scale scores typically range from about 300 to 850. Scoring rubrics are used to assign scores to students’ responses to short answer, essay questions, and performance tasks.

Grade 3 Scale Scores (2003)	English/language arts	Math
Pass+	510-690	491-620
Pass	404-509	393-490
Did Not Pass	100-403	100-392
Grade 3 Standards (prior to 2003)		
Above Standard	475	479
Below Standard	474	478
Grade 6 Scale Scores (2003)		
Pass+	570 – 740	559-760
Pass	472-569	464-558
Did Not Pass	135-471	220-463
Grade 6 Standards (prior to 2003)		
Above standard	480	479
Below Standard	479	478
Grade 8 Scale Scores (2003)		
Pass+	611-770	629-870
Pass	516-610	517-628
Did Not Pass	175-515	260-516
Grade 8 Standards (prior to 2003)		
Above Standard	466	486
Below Standard	465	485

2. Multiple assessment procedures and instruments, both formal and informal, are used in monitoring student progress. Individual and collective achievement results are systematically reviewed over time to improve curriculum, instructional materials, methodologies, and organizational arrangements. The faculty and staff devote many hours to interpret and analyze assessment data to enhance student progress. Collaboration time is built in to our professional development days to align the curriculum and explore and share new programs to meet the needs of our student population. Teachers work as a whole group, as well as in grade level clusters, to develop strategies to address curriculum and instructional approaches. We work collaboratively to examine student work and evaluate the instructional relationships with students. The purpose of this collective work is to create a professional community that fosters lifelong learning among the faculty and students in pursuit of school reform and student progress. We implement consistent grading strategies and rubrics to clearly communicate expectations to our school community. As educators, we support that we are responsible for teaching the material, but hold an even greater precedence for the quality of learning that occurs among our students. Every effort is made to perfect this process. Teachers are encouraged to attend various workshops, seminars, and participate in classroom observations to provide support for skills and strategies that have been targeted through the review of assessment data.

Saint Mary's acquires a wealth of information concerning the progress of each of the students through various assessments and task performances. The information gathered is reviewed and utilized to initiate instruction, special services, and communication required to assist students in mastering the essential skills and to experience academic success. Saint Mary's has continued to demonstrate student progress on standardized test scores over the past three years. Student progress is monitored regularly by analyzing standardized and unit/chapter tests, writing samples, quarterly progress reports and report cards, oral and technological projects and presentations, formal evaluations, teacher observations, homework completion, and classroom participation. Student writing portfolios and daily assignments are evaluated regularly. Confidential files, permanent records, and anecdotal records are organized for easy access to faculty members to monitor student performance.

3. Student performance is effectively communicated to students, staff, parents, parish members, and community members. Information about student progress is used to broaden community understanding and to engage participants in collaborative efforts to improve the schooling process. Student progress is communicated to the school community through the school's website, Home and School Association meetings, school and local newspapers, weekly school newsletters, church bulletins, Board of Total Catholic Education, church newsletters, marquee sign, staff notes, E-mail, student assemblies, bulletin board displays of student work, science fair, art fair, community performances, weekly classroom communication from the teacher, quarterly awards and recognition assemblies, daily announcements, Family Fridays, and the Principal's Board. Progress is communicated through report cards, mid-term reports, General Education Intervention (GEI) Team meetings, GEI summary letters, parent/teacher conferences, and assignment notebooks.

The General Education Intervention (GEI) Team is a group of teachers, Special Needs Coordinator, and the Principal, whose purpose is to support teachers and parents and to ensure the success of all students. The team identifies and recommends strategies and/or community resources as necessary. Both teachers and parents may refer students to the GEI team. The team suggests possible interventions and strategies to be implemented by the parents and the classroom teacher at home and school. A summary letter of issues discussed at the meeting is sent home to parents. The local public school corporation is extremely supportive of Saint Mary's efforts to serve students with special needs. Students in grades k – 3 benefit from the Title I program which we provide in our building after school to students who are eligible. A monthly letter is sent home to parents describing the skills and strategies that have been practiced and reinforced.

4. Saint Mary's faculty and staff have been instrumental in hosting grade level team meetings with other deanery schools to promote networking and to allow for collaboration among neighboring Archdiocesan schools. Saint Mary's faculty members have coordinated these efforts to present new approaches in learning as well as created agendas and developed activities to provide for a well organized learning opportunity. We have hosted classroom observations for other buildings in our deanery to come and share in new instructional approaches and strategies that are supported by current research. Invitations are sent to neighboring schools to attend an array of assemblies and guest speakers. The principal serves as a sound board to other principals in the New Albany Deanery to offer advice and to reflect upon experiences in grant writing, curriculum alignment, special education, and school improvement processes. Saint Mary's is an advocate for deanery level events that serve as opportunities to showcase student learning.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum at Saint Mary's Catholic School addresses the major concepts, themes, and skills identified in the Indiana Academic Standards. Each curricular and program area provides for the unique learning needs, personal interests, and capabilities of each student to develop lifelong learning skills. Textbook selection, scope and sequence charts, and an array of instructional materials and programs assure alignment with Indiana's Academic Standards and support current research on how students learn best.

It is our goal to implement consistent approaches to reading, writing, speaking, and listening across all curricular areas. The following effective programs and strategies are the foundation to strong curricular mapping in English/language arts: Technology is utilized to accommodate various learning styles, special needs, and to reinforce essential skills. The Four-Blocks Literacy Framework, Daily Oral Language, Daily Oral Analogies, Stevenson Approach, and Tucker Signing Strategies are implemented to enhance spelling, phonics instruction, expressive writing, language mechanics, and reading comprehension. The Shurley Method language arts program provides improved grammar and sentence structure through brain compatible teaching methods. Writing skills are enhanced through the use of scoring rubrics, research papers, journaling, expository, expressive, informational, persuasive, and descriptive writing. Students are consistently challenged with inferential, interpretive, cause and effect questioning, and sequencing in the language arts curriculum with quality pieces of children's literature and trade books. Word walls, word skills, etymology and vocabulary building activities are resources to enhance phonemic awareness and word attack skills.

The mathematics curriculum fosters continuous development of the student by expanding the concepts and level of difficulty as the student progresses through the school's program. Students are challenged to incorporate problem solving skills and thinking strategies in multi-disciplinary experiences particularly in the area of technology and mathematics. Students demonstrate problem solving strategies through oral and/ or written explanations as well as technological presentations and evaluations of strategies and processes they have utilized. Creative scheduling is developed to provide for accelerated math opportunities with a small teacher-student ratio of approximately 10 to 1 in grades seven and eight. A high school algebra course is offered to students in grade 8 and a pre-algebra course in grade 7. We utilize the Saxon Math Program, Glencoe Algebra, Marcy Cook Math, Touch Math, Mastering Math Facts, Daily Oral Math, Hands-On Equations, and various computer software programs and online math sites to teach and present math skills and concepts. We host a Mathematics/Physics Day and Science Fair to integrate the development and maintenance of the scientific theory.

Students at the elementary level take Spanish. Our junior high students take Latin in the seventh and eighth grades as part of the core curriculum. Students read, understand, and interpret Latin. Students interact with speaking, writing, and listening skills as part of the language learning process. Our Latin curriculum is based on the following standards: Communicate in a classical language, Gain knowledge and understanding of Greco-Roman Culture, Connect with other disciplines and expand knowledge, develop insight into own language and culture, participate in wider communities of language and culture. We

utilize the Glencoe, Latin for Americans Textbook.

The visual art curriculum incorporates media such as drawing, painting, and sculpture. Students utilize a variety of tools, techniques, and elements of art for self-expression, communication, and to obtain cultural and religious perceptions. Elements of design such as line, shape, form, texture, movement, color, perspectives, balance, and proportion are focused on in the art curriculum. Several units are taught showcasing the following famous artists: Picasso, Matisse, Cassatt, O'Keefe, and Frank Lloyd Wright.

The music curriculum includes creative movement, rhythmic activities, and singing to songs from different cultures and eras. We provide orchestra and hand chime instrumental opportunities for our students. Students learn to sing on pitch and read music through ear training and basic music theory activities. Students hear, discuss, compare, and critique music from every genre of music history to gain an understanding of the importance of music in our society.

The physical education program is designed to assist students to learn the basic motor skills in a variety of physical activities and to gain an awareness of the importance of wellness and being physically fit. We implement a variety of activities which involve teamwork, competition, sportsmanship, as well as physical and social skills.

The social studies curriculum provides opportunities for students to become active learners by participating in hands-on experiences, role playing, debates, and projects to reinforce continuous development by promoting life skills, patriotism, and an awareness of cultural diversity. Black History Month, Red Ribbon Week, Disability Awareness, Student Council, and the Peer Mediation Program are a few highlights of our social studies curriculum.

Opportunities are provided in the science curriculum for inquiry-based learning, project based learning, experimentation, collection and interpretation of data, microscope usage, and the use of technology. We celebrate our focus on science through the Science Fair and Physics Day learning opportunities.

Teachers at each grade level focus on the major themes of Creed, Sacraments, Christian Living, and Prayer addressed in the Archdiocesan Religion Curriculum Guide. Religious instruction includes moral development and ethical behavior. Spirituality is developed through daily prayer, study, and weekly rosary and liturgical celebrations. Global awareness is taught through missionary guest speakers and service projects.

2. Saint Mary's Catholic School has adopted Scholastic Literacy Place to be implemented in kindergarten through fifth grade. This series is complete with the spelling and writing components that integrate with quality children's literature selections that are provided in the series. Prentice Hall is the literature book in grades 6-8, and Holt, Rinehart, and Winston is the grammar series for grades 6 – 8. Vocabulary and spelling books are also utilized in the junior high grades. All grade levels supplement the adopted texts with trade books that are representative of high quality children's literature. The entire faculty in grades k-5 has been trained and implements the Four-Blocks Literacy Framework with the adopted texts and supplementary materials. The junior high does a modified version that possesses the same philosophy of the Four- Blocks. We selected these programs because we believe in providing different approaches to reading on a daily basis. The adopted texts are structured to go hand – in – hand with this philosophy. The four different blocks – Guided Reading, Self Selected Reading, Working with Words, and Writing – represent four different approaches to teaching children to read. We recognize that all students do not learn the same way, and by implementing this program, we provide numerous and varied instruction on a daily basis for all children to learn to read and write. This approach provides substantial instruction to support whatever learning modality a child possesses. Each block can easily be adjusted to address multiple levels of ability, thus providing support for children who struggle and challenges for a more advanced reader.

3. In keeping with the Mission Statement of providing a stimulating environment conducive to lifelong learning, St. Mary's Catholic School has an established technology curriculum in which all grades participate. All students attend regularly scheduled technology classes, in a fully equipped lab, in which all students have their own computer for their designated class time. There is a technology specific curriculum in place, as well as collaboration between the Technology Coordinator and general education teachers, to make technology connections that relate to the students' general curriculum to enhance and reinforce this learning. All curriculum areas are included in these lessons to make technology connections including math, language arts, science, social studies, and other special area curriculum. Technology specific topics include, but are not limited to: hardware, peripherals, software, Internet research, and e-mail. An array of software is used to develop multi-faceted projects and lessons. By taking the lead in establishing a technology curriculum and integrating technology into the general curriculum, Saint Mary's Catholic School is committed to preparing our students for their next level of education, and to better compete in a global economy.

4. The entire faculty and staff at Saint Mary's Catholic School have received training in brain based learning, multiple intelligences, and differentiated instructional strategies. We strive to deliver lessons that represent many instructional innovations that comprise current understandings of pedagogy and best practice. Our scheduling provides for small group work that allows more individualized attention to learners. The use of manipulatives during daily lessons is provided and demonstrated to illustrate comprehension of abstract concepts in a concrete method. We work to apply various skills and concepts in co-curricular settings to increase synthesis and analysis abilities. Presentations from outside resources foster and enhance meaningful application of everyday skills and ideas. Technology is used as a vehicle to deliver lessons and assign tasks to accommodate various learning styles, special needs, and to expose students to a wealth of resources. Scoring rubrics are used in projects and writing activities to provide a framework for student expectations and allow student choice in the chosen tasks. Learning experiences are planned to provide a variety of student grouping arrangements that include, whole group, cooperative groups, study buddies, and partner shares. As mentioned above, the Four-Blocks Literacy Framework is the foundation to our reading/language arts instruction.

5. Saint Mary's Catholic School's teachers and staff members are expected and encouraged to participate in various professional development opportunities. The faculty and staff realize the importance of continuing education and its impact on our students' abilities to learn and make meaningful connections with the curriculum. Faculty members set goals at the beginning of the school year that assist in guiding the workshops that they attend throughout the year. Literature describing upcoming professional development opportunities is distributed to faculty members encouraging their participation. The principal is creative in making arrangements to fund and to provide substitutes to allow teachers to attend workshops. A waiver request is submitted each year to the state department of education by the principal to allow for additional in-service days to be built into our calendar. Arrangements are made for faculty members to visit other buildings to do classroom observations and to network with other teachers at the same grade level. Professional development in current educational trends supported by research is considered and focused upon when planning in-service training. Our updated technology lab provides an excellent environment to facilitate professional development in the area of technology as well as the integration of curriculum. The principal frequently provides articles from professional journals for required reading and discussed as a "study group" among faculty members. Student data is utilized to determine areas of focus that need to be implemented. The faculty and staff have spent a great deal of time interpreting and analyzing student data to adjust and align the curriculum and instruction, standards, and assessments as exhibited by student performance.

A shared vision reflecting the philosophy of education at Saint Mary's exists among members of the school community to ensure the realization of school improvement. The data received from various means of testing, both formal and informal, is used to review the curriculum and instruction and to improve student performance. The faculty and staff are required to utilize current research, technology, continued

education, workshops, conferences, study groups, collaborative team planning, and seminars to improve current programming and to support school improvement initiatives. Faculty and staff are expected to present and share new insights and ideas with colleagues as a follow-up to professional development opportunities. Improvement efforts are implemented through communication of teachers and principal. Teacher evaluation closely mirrors the standards set by the mission statement of the school. Evaluation procedures are intended to assist teachers in working toward personal and professional goals to improve instruction and student performance. Teachers are held accountable for student learning through annual evaluation and the facilitation of state and local standards on formal and informal assessments.

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): Catholic
 (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.)

Kindergarten – Grade 8		
Parishioner	1 child	\$2,600.00
	Family	\$3,150.00
Non-Parishioner	1 child	\$3,450.00
	Family	\$4,000.00

- | | |
|--|---|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | <u>\$3,904.00</u> |
| 3. What is the average financial aid per student? | Aid is awarded on an individual basis determined by need. |
| 4. What percentage of the annual budget is devoted to Scholarship assistance and/or tuition reduction? | Parish subsidy approx. 48% of school budget |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction? | 100% receives tuition reduction

.03% receives scholarship assistance in addition to parish subsidy |

PART VII - ASSESSMENT RESULTS

Data Display Table for Reading (language arts or English) and Mathematics

English/ Language Arts – grade 3	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	0	N/A	N/A
% At or Above Pass	91	95	78
% Did Not Pass	9	5	22
Number of students tested	23	20	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	10	N/A	N/A
% At or Above Pass	72	67	65
% Did not pass	27	33	35
State Mean Score	436.7	513.85	511.3
Undetermined	1	0	0

Mathematics– grade 3	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	0	N/A	N/A
% At or Above Pass	70	90	78
% Did Not Pass	30	10	22
Number of students tested	23	20	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	9	N/A	N/A
% At or Above Pass	67	71	71
% Did not pass	33	29	29
State Mean Score	416.2	513.10	516.2
Undetermined	1	0	0

Data Display Table for Reading (language arts or English) and Mathematics

English/ Language Arts – grade 6	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	14	N/A	N/A
% At or Above Pass	86	73	88
% Did Not Pass	14	27	13
Number of students tested	14	22	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	7	0	0
% At or Above Pass	69	54	53
% Did not pass	30	46	47
State Mean Score	494.8	499.25	499.4
Undetermined	1	0	0

Mathematics – grade 6	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	7	N/A	N/A
% At or Above Pass	93	86	94
% Did Not Pass	7	14	6
Number of students tested	14	22	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	11	N/A	N/A
% At or Above Pass	67	62	64
% Did not pass	31	38	36
State Mean Score	487.6	505.6	510.1
Undetermined	1	0	0

Data Display Table for Reading (language arts or English) and Mathematics

English /Language Arts- grade 8	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	36	N/A	N/A
% At or Above Pass	100	94	90
% Did Not Pass	0	6	10
Number of students tested	14	18	20
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	11	0	0
% At or Above Pass	64	69	69
% Did not pass	35	31	31
State Mean Score	533.6	512.40	511.9
Undetermined	2		

Mathematics – grade 8	2002-2003	2001-2002	2000-2001
Testing month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Edition/Publication Year	2002	2001	2000
Publisher	CTB McGraw- Hill	CTB McGraw- Hill	CTB McGraw- Hill
SCHOOL SCORES			
% At or Above Pass+	29	N/A	N/A
% At or Above Pass	100	83	90
% Did Not Pass	0	17	10
Number of students tested	14	18	20
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
STATE SCORES			
% At or Above Pass+	11	0	0
% At or Above Pass	66	67	65
% Did not pass	32	32	35
State Mean Score	543.7	512.65	516.5
Undetermined	2		