

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

Name of Principal **Mr. Michael S. Bailey**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **St. Timothy’s School, Inc.**
(As it should appear in the official records)

School Mailing Address **4523 Six Forks Road**
(If address is P.O. Box, also include street address)

Raleigh **NC** **27609-5709**
City State Zip Code+4 (9 digits total)

Tel. **(919) 787-3011** Fax **(919) 787-1131**

Website/URL **www.sttimothys.org** E-mail **mbailey@sttimothys.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.

(Principal’s Signature) Date _____

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

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

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 **The Reverend Jay C. James**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. **8 years** 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	28	48	76	7			
1	40	39	79	8			
2	40	38	78	9			
3	35	46	81	10			
4	45	39	84	11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							398

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|--|
| _____ | 92 % White |
| _____ | 3 % Black or African American |
| _____ | 1% Hispanic or Latino |
| _____ | 4% Asian/Pacific Islander |
| _____ | 0% American Indian/Alaskan Native |
| | 100% Total |

7. Student turnover, or mobility rate, during the past year: **2.3%**

(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.	6
(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)]	9
(4)	Total number of students in the school as of October 1	384
(5)	Subtotal in row (3) divided by total in row (4)	.023
(6)	Amount in row (5) multiplied by 100	2.3

8. Limited English Proficient students in the school: **1%**
_____ 1 Total Number Limited English Proficient

Number of languages represented: **1**
Specify languages: **Dutch**

9. Students eligible for free/reduced-priced meals: **N/A**
_____ 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: N/A%
12 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> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 7 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </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)	<u> 5 </u>	<u> 2 </u>
Classroom teachers	<u> 25 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 1 </u>
Paraprofessionals	<u> 4 </u>	<u> 2 </u>
Support staff	<u> 7 </u>	<u> 2 </u>
Total number	<u> 48 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: **16:1**

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.6%	96.8%	96.5%	96.7%	96.6%
Daily teacher attendance	97.1%	97.5%	97.9%	97.2%	96.6%
Teacher turnover rate	3%	18%	24%	12%	6%
Student dropout rate					
Student drop-off rate					

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

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement.

St. Timothy’s School is committed to excellence in academics, emotional, physical, and spiritual growth in an atmosphere that emphasizes traditional Christian values. A safe, caring and nurturing atmosphere surrounds children as they explore their world, develop independence and learn to relate to others. The low student-teacher ratio creates opportunities for discussion and helps teachers understand the unique abilities, talents and needs of each student. The school is committed to providing an environment where students have the opportunity to achieve excellence.

The faculty strives to instill the self-confidence and responsibility needed to help each student reach his or her full potential. They constantly review and update the curriculum to ensure an outstanding academic environment. Each faculty member has an extensive educational background and almost half of the faculty members have advanced degrees. Professional development for the faculty and staff is on-going during the school year and graduate work is encouraged and funded by the school.

The core curriculum includes reading, math, social studies, science/science lab and foreign language. Enrichment subjects include visual and performing arts, physical education, and music. Media and technology are integrated throughout the curriculum. The importance of reading is evident throughout the school. Reading fluency is encouraged by the school’s mascot mice, FRED (Fun ReadinE Every Day) and TERESA (Try and Enjoy ReadinE Every Summer Day). Students who complete the Honors Reading Program are recognized with special t-shirts they wear on Fridays. The Summer Reading Program encourages students to read as many books as possible over the summer. Students reading their required number of books over the summer celebrate at an ice cream social in the fall. The Summer Math Program focuses on problem-solving. Students completing this program are recognized at a bagel breakfast in the fall.

In addition to attending weekly chapel, the school has a character education program that reflects the long-standing traditions and history of the school in the development of the children. *At the Heart of St. Timothy’s: Faith, Love and Hope* remain constant with nine character traits selected each year. Through the program, children at every grade level participate in annual service projects, such as food drives, toy drives, cards for the elderly and support of the neighborhood fire fighters. The Student Council promotes school spirit and community service through a variety of activities. Using the theme

“Kids Helping Kids” the student council selects local non-profit agencies to receive gifts from their fund-raisers. Last year the council funded eight community projects, including a Boys and Girls Club after school program and a new playground at the Ronald McDonald House.

St. Timothy’s is fortunate to have “Friends,” a parent organization, whose support is generous and far-reaching. Their activities include: classroom support, event planning and fundraising projects. They have contributed thousands of volunteer hours and hundreds of thousands of dollars to the school. Their Cultural Arts Committee sponsors special programs such as: Native American speakers, weaving workshops, puppet making workshops, writers-in-residence and storytellers.

St. Timothy’s strives to educate the whole child and create a caring, supportive environment where students can experience success and the joy of learning. St. Timothy’s is pleased to have continued a tradition of Excellence in Education for over 46 years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

St. Timothy’s students have consistently excelled in their Reading and Math scores on the Stanford 9 Achievement Test. In 1995 the school set two goals it wanted to achieve with regards to standardized testing. In 2000 St. Timothy’s added a third goal in comparison with other private schools

Goal #1: 90 % of St. Timothy’s students will achieve a core battery score in reading and mathematics which places them in the top 50% of the nation. The subtest score in Reading includes a student’s average of Word Skills, Reading Comprehension, and Vocabulary. The subtest scores in mathematics includes a student’s average in Math Problem-Solving and Math Computation. St. Timothy’s has reached Goal #1 for the past five years.

	2002-03	2001-02	2000-01	1999-2000	1998-99
Grade 4					
Reading	99 %	94 %	96 %	95 %	96 %
Mathematics	98 %	93 %	97 %	99 %	100 %
Grade 3					
Reading	95 %	98 %	96 %	97 %	93 %
Mathematics	94 %	98 %	93 %	99 %	93 %
Grade 2					
Reading	92 %	94 %	100 %	94 %	95 %
Mathematics	86 %	88 %	94 %	90 %	87 %

Goal #2: St. Timothy’s students will achieve a Basic Battery score which places them at or above the 80th National Percentile Rank for public schools. The Basic Battery scores includes a student’s average of Reading, Mathematics, Language and Spelling. St. Timothy’s has reached Goal #2 for the past 5 years.

	2002-03	2001-02	2000-01	1999-2000	1998-99
4 th Grade	88	83	85	83	86
3 rd Grade	86	90	86	85	85
2 nd Grade	83	86	91	83	86

Goal #3: St. Timothy's students will achieve a Basic Battery score which places them at or above the 70th National Percentile Rank for private schools. St. Timothy's has reached Goal #3 for the past 3 years.

	2002-03	2001-02	2000-01	1999-2000	1998-99
4 th Grade	83	76	78	NA	NA
3 rd Grade	75	82	75	NA	NA
2 nd Grade	70	75	83	NA	NA

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

Testing and assessment data are among the greatest sources of information reflecting the academic performance of our students. As stated in our mission statement, we are committed to "excellence in academic growth." Assessment data is one tool used to strive toward academic excellence.

Each spring St. Timothy's administers the Stanford 9 to students in grades 2 – 4 and in the fall we administer the OLSAT to students in second grade. We collect and analyze aggregated, as well as individual, data to set our academic goals for the school year.

The admissions staff uses entrance exams (i.e. K-SEALS, WIAT, Stanford 7, and OLSAT) to place children in the appropriate grade when they enter St. Timothy's School. On an individual basis, we use test data as one criterion for grouping students in reading and mathematics. This data also helps us to identify learning issues to be addressed with specific students.

School-wide, testing data is used as an accountability tool by which to evaluate our academic program. Student academic performance can be improved by using test results to examine the strengths and weaknesses of the academic program. For example, this past year we used the data to identify that our rising third graders lacked certain comprehension and vocabulary skills in reading. Subsequently we altered our daily schedule to accommodate more time to teach these specific skills. We also use these results to help us determine potential areas for staff development.

Nationally norm-referenced tests show us how our students compare with other students at the same grade level. Analyzing this data helps our teachers decide how they will develop a scope and sequence that is useful in setting goals for the information taught, tested and mastered at each grade level.

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

St. Timothy's values the relationship between student, teacher and parents. To that end, communication is of utmost importance. The school communicates its achievements and successes with parents and the community through newsletters, special events, open houses and the local media. We are proud of our students and we share their talents with the community by participating in local art exhibits, musical programs, and science fairs. Each quarter we hold an Awards Chapel to recognize achievements within our student body. Special announcements, such as 81% of fourth graders in 2002 qualifying for the Duke University Talent Identification Program, are shared with the local media through press releases.

Individual achievement is communicated weekly and quarterly directly to parents. Teachers send home a weekly report to keep parents abreast of academic progress, as well as developmental progress, on a regular basis. At the mid-point of each quarter an interim report is sent home which includes a child's grade and comments by each of their teachers to that point in the grading period. A quarterly report card

includes a numerical grade signifying a child's academic progress for the past nine weeks in each subject. Conduct grades and written comments are put on the child's quarterly report, as well. Every parent has a conference with the teachers at the end of the first nine-weeks. Additional conferences are scheduled as needed.

Following any standardized testing, the guidance counselor provides parents with a guide for evaluating their child's scores. Every effort is made to "de-mystify" the technical and statistical data provided by the testing companies. The administration helps explain the relationship between a student's grades and his/her achievement scores in a way that is meaningful to the student and parent, useful to the teacher in the classroom and significant to the school in setting goals.

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

St. Timothy's School is accredited by the Southern Association of Colleges and Schools and is active in assisting other schools during the renewal process by providing faculty and administrative staff to serve on visitation committees. A significant part of this process involves making recommendations and suggestions to be included in the visiting committee report. As in the past, those serving on these committees share successful programs and strategies as a part of the recommendations and suggestions.

Additionally, St. Timothy's School is actively involved in the North Carolina Association of Independent Schools (NCAIS). The Teacher Services Committee of NCAIS plans and executes statewide teacher conferences. The school has a representative on this committee and St. Timothy's continues to provide presenters from the faculty and staff to conduct information sessions and workshops at these conferences to share ideas and programs. Members of the school staff also submit articles concerning exemplary programs for the NCAIS Newsletter.

The headmaster of the school frequently meets with other heads of school in the local area and throughout the state. By participating in sharing sessions, administrators garner ideas from other school heads to take to their respective schools. Being located in an area with numerous colleges and universities the school is often asked to allow teachers in training to visit with teachers or do internships in the school. This interaction allows the seasoned faculty the opportunity to demonstrate techniques to those entering the profession.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The curriculum of St. Timothy's School is designed to ensure a continuum both horizontally and vertically; throughout the grade level and between the grade levels. Goals are articulated for each grade level and an assessment of the progress of each class toward the attainment of the goals is done twice yearly.

The language arts curriculum encompasses reading, spelling, and grammar and writing. In reading, goals are established in the areas of decoding (phonics), structural analysis, vocabulary, sequencing, inference,

and meaning. Grammar and writing includes parts of speech, punctuation, sentence structure, research skills, and the various types of writing (i.e. creative, narrative, research papers, expository). In grades kindergarten through three, spelling is taught as a separate subject. In grades four through six, spelling and vocabulary are combined. Oral presentation is addressed through the use of projects and book reports. Homogeneous grouping in grades kindergarten through four is used to address learning and ability differences within the grade level.

The mathematics curriculum goals are established in the areas of development of an understanding the number system, computation, data collection and interpretation, selected topics in geometry, systems of measurements, and mathematical reasoning and problems solving. Instruction at all levels includes the use of manipulatives as tools for developing an understanding of concepts. Homogeneous ability grouping is used at first grade and above.

Goals for the social studies curriculum are formulated in the areas of history, cultural and physical geography and civic responsibility and authority. Projects, field trips, and guest presenters are incorporated into the curriculum at each grade level. The science curriculum consists of goals related to physical, life, and earth science. Students at all grade levels have weekly lab experiences with a science specialist in addition to classroom instruction. The scientific method is taught at all grade levels with emphasis on predicting results, gathering and interpreting data, and the importance of replication in the scientific process. An annual science fair with participation by students in every grade level provides an opportunity for individual investigation.

The visual arts and general music are required of all students. The music program incorporates voice, instrumentation, music theory, music appreciation, and performance. Visual arts use a variety of media including clay, printing, various paints, and paper sculpture. Art history is an integral part of the program in grades kindergarten through four.

Students at all grade levels receive regular instruction in Spanish language. Classroom instruction is supplemented by periods scheduled for Spanish lab. Exploration of cultures of certain Spanish speaking countries is an integral part of the curriculum.

Physical education is required of all students. The goals of the physical education curriculum are to develop motor skills and skills for individual and team sports and to instill in students the attitude that exercise is fun in addition to being beneficial to ones health. The activities for kindergarten, first, and second grades involve games of low organization in a noncompetitive atmosphere. Students in grades three and four learn skills relating to team sports. The concepts of good sportsmanship and cooperation are essential goals of the program.

Integration of curriculum has been a major focus for the past few years. Examples include a fourth grade animal project that integrates science, art, technology, and language arts. The Lewis and Clark project integrates social studies, a writer's workshop, technology, and research skills.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Reading and language arts are at the heart of St. Timothy's curriculum. We teach these subjects each day at a challenging level for students in kindergarten through fourth grade.

Students are grouped for reading at an appropriately challenging level in grades kindergarten through fourth grade. Reading groups are formed in kindergarten based on the skills the children have when they enter our school. Periodically our teachers at each grade level review student daily performance and

diagnostic testing to ensure that their students are sufficiently challenged.

The school chose the Harcourt Brace reading series because of its strong emphasis on phonics, enhanced by good literature and emphasis on beginning grammar skills. St. Timothy's reading curriculum takes a traditional phonics approach to reading with daily phonics instruction in the lower grades.

The Harcourt Brace series provides a variety of authentic literature, including fantasy and realistic fiction as well as content-rich nonfiction. These easily decodable stories promote early reading success. Leveled books encourage reading growth while meeting individual needs. Guided instruction is provided to develop our students' reading fluency and reading comprehension skills.

As our children transition from "learning to read" to "reading to learn" this series integrates writing, grammar, and penmanship. Through shared or interactive writing with the teachers students are taught the writing process and grammar. Teachers use interactive writing, logs, and journals to further develop reading and writing skills.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

At St. Timothy's School we approach technology as a tool to enhance the student comprehension of curricular material. Technology objectives are not met in the absence of classroom content but in conjunction with it. In primary grades students become familiar with computer use through such applications as the Jump Start series and various other titles that build and reinforce letter/word recognition, sorting, matching, fine motor, reading and other critical skills. Students in first and second grades use digital cameras as well as age appropriate presentation and word processing software to write biographies of community members and tell stories while building a foundation of technical ability. Progressing to third and fourth grades, students utilize electronic resources such as encyclopedias and atlases and further identify Internet resources using both prepared and student driven searches. Students also use databases to find books in the library. Keyboarding skills become a major focus in third and fourth grades as a gateway skill necessary to demonstrate synthesis of information gathered independently.

Equitable technology access on our campus is achieved through a combination of low-key classroom installations, two 20-station technology workspaces and internet-based applications such as email and the Edline class information system. Every classroom has filtered access to the internet, color printing, the library catalog and an electronic encyclopedia, in addition to such productivity/creativity applications as Microsoft Office, Inspiration, Adobe PhotoShop and Netscape Composer. All students have weekly scheduled lab times with the school's technology specialists.

St. Timothy's School approaches technology at three levels. In the primary grades, students gain exposure with technology based activities that both build and reinforce the skills of early learners. In the second level students begin the transition from exposure to technology to using the technology to communicate ideas. It is at this level that students acquire the fundamental skills of most productivity applications (word processing, spreadsheets, presentations, etc). In third and fourth grades, students begin using the tools of technology to gather, interpret and present information pertaining to themselves and their curricular studies.

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

St. Timothy's mission statement begins, "St. Timothy's school is committed to excellence in academics..." This pursuit of excellence in instructing children involves strategy and commitment. Through various means, our goal is to equip the students for their future. At St. Timothy's, students will pursue an accelerated program of academic study led by excellent teachers who map out an individual learning program for each student.

Adhering to Howard Gardner's theory of Multiple Intelligences that children learn in a variety of ways, our teachers use a variety of methods to teach their concepts. In math you find a kinesthetic approach as students use math manipulatives. In science lab our students are isolating DNA from peas. Personal websites are created by students in the computer lab. Cooperative learning is promoted through "Biggles and Littles" activities and the "Study Buddy" program. Visual and performing arts, as well as physical education, are valued and encouraged at St. Timothy's. We teach responsibility in a hands-on approach by giving students jobs, such as traffic duty, chapel acolytes, class ushers, and the morning announcement team.

Classroom expectations are met in various ways. The use of a common set of rules for all enrichment teachers provides the students with responsible decision-making. Second through sixth graders are taught to use a daily planner. Each student is given age-appropriate responsibilities in the use of these planners. Our committed faculty offer tutoring and extra help sessions after school to ensure that their students understand the concepts. Other tutoring and special services are also offered to children whose skills or abilities are below grade level.

Differentiated instruction is used throughout the classes to meet individual academic needs. For our students with test anxiety, tests are split up and distributed one section at a time. For students with fine motor skill problems, allowances are made for typing a writing project on the computer. Students demonstrate mastery of their academic goals through a variety of methods – projects, writing samples, demonstration, discussions and oral presentations. Students may change their "track," depending on their own style, but all students are "kept in the race."

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

As life-long learners St. Timothy's faculty members are committed to personal growth. St. Timothy's School supports and encourages professional growth by offering teachers a variety of classes to introduce and further develop ideas and skills. Our teachers write an annual personal growth plan with their educational goals, which are then linked to student achievement. The administration then seeks opportunities for teachers to meet those professional goals. Our parent organization contributes financially to a fund that covers professional development expenses. Together, the entire faculty attends the bi-annual North Carolina Association of Independent School's conference. This staff development process creates better teachers by strengthening the effectiveness and quality of our teaching methodology.

Last year our staff identified Mel Levine's "All Kinds of Minds" video series as an area of professional interest in order to continue to offer individual attention to different types of students. Our faculty worked in grade levels to watch each of the videos and then met in discussion groups to assess what they had learned. After trying out new techniques, the teachers met again to discuss what was working and what was not working. After trying a new technique called "think time" one teacher noted, "I have discovered that students generally have more insightful answers and this method also allows students who

need a little more time to process information to participate in our class discussions. Insightful answers and increased classroom participation has led to a better grasp of the material and subsequently improved student achievement.”

Another area of interest to our teachers is technology and they have taken a number of courses to improve their computer proficiencies. In-service courses on Power Point and using digital cameras in the classrooms have led to more creative presentations by our students. In striving to have truly integrated technology throughout the campus, our faculty has worked across grade levels and subject matters to learn unique and hands-on methods of using technology in the classroom.

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): **NAES, NCAIS, SAIS**
 (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.)

\$7,200	\$7,000	\$7,000	\$7,000	\$7,000	_____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

- | | |
|--|-----------------|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | \$7,180 |
| 3. What is the average financial aid per student? | \$281.75 |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | 7% |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction? | 15% |

St. Timothy's School
Stanford Achievement Test
Form S, (9th Edition)
Psychological Corporation

Scores are reported as National Percentile Rank
No students are excluded from the test

	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	May	April	April	April	April
Grade 4					
Reading	93	87	89	87	90
Mathematics	91	86	88	86	87
# of Students Tested	82	80	74	81	71
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	86	90	85	84	83
Mathematics	84	91	86	86	88
Number of students tested	80	86	80	71	83
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 2					
Reading	83	85	90	84	86
Mathematics	82	86	91	83	86
Number of students tested	76	84	82	81	82
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

