

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

Name of Principal Sister Margaret Johnson, osu  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Mary's Catholic Elementary School  
(As it should appear in the official records)

School Mailing Address 412 N. Monroe  
(If address is P.O. Box, also include street address)

Moscow Idaho 83843-3252  
City State Zip Code+4 (9 digits total)

County Latah School Code Number\* 637

Telephone ( 208 )882-2121 Fax ( 208 )882-0970

Website/URL www.stmarysmoscow.com e-mail grade2@stmarysmoscow.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\* Mr. Dan Makley  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Boise Tel. (208) 342-1311

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 Mr. Jim Boudreau  
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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**

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All data are the most recent year available.

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

1. Number of schools in the district: NA Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: NA  
 Average State Per Pupil Expenditure: NA

**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. 9 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	15	30	7	NA	NA	NA
K	12	9	21	8	NA	NA	NA
1	6	7	13	9	NA	NA	NA
2	9	10	19	10	NA	NA	NA
3	8	12	20	11	NA	NA	NA
4	9	9	18	12	NA	NA	NA
5	9	8	17	Other	NA	NA	NA
6	10	9	19				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>157</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>84%</u> White                          |
| <u>3 %</u> Black or African American      |
| <u>6 %</u> Hispanic or Latino             |
| <u>4 %</u> Asian/Pacific Islander         |
| <u>3 %</u> American Indian/Alaskan Native |
| <b>100% Total</b>                         |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>  <b>3</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
<b>(2)</b>  <b>0</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
<b>(3)</b>  <b>3</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	
<b>(4)</b>  <b>157</b>	Total number of students in the school as of October 1 (same as in #5 above)	
<b>(5)</b>  <b>.02</b>	Subtotal in row (3) divided by total in row (4)	
<b>(6)</b>  <b>2</b>	Amount in row (5) multiplied by 100	

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: 12 %

Total number students who qualify: 19

If this method does not produce an 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.  
*The free/reduced lunch program is only offered to grades 1-6. Grades pre-k and k have lunch provided within the program. The percentage for grades 1-6 would be 18%.*

10. Students receiving special education services:   1   %  
  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>  </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>  </u>
Classroom teachers	<u>  8  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  </u>	<u>  4  </u>
Paraprofessionals	<u>  5  </u>	<u>  </u>
Support staff	<u>  </u>	<u>  </u>
Total number	<u> 13 </u>	<u>  5 </u>

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	93%	94%	94%	94%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	0%	10%	10%	10%

Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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	_____%
<b>Total</b>	100 %

## PART III - SUMMARY

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### Part III

St. Mary's School is a cornerstone of education in Moscow, Idaho. The Ursuline Sisters founded St. Mary's School in 1908. Being the second oldest school in Moscow, St. Mary's School has had years of experience to evaluate how effectively we are doing our job. We believe our mission is to educate the whole person. "St. Mary's School exists as a vital part of our St. Mary's Parish ministry to support families in the total education of their children. We encourage students to grow spiritually, to develop a lifelong love of learning and to strive to achieve their highest personal and academic potential." This mission statement is published in our handbook and our parents sign an agreement at the beginning of each school year to demonstrate that they understand and concur with the mission of our school.

St. Mary's School makes a commitment to the students and families to provide a learning environment where each student is given the needed attention to be as successful as possible. We have well-trained, professional and accredited teachers and numerous volunteers (including parents, people from the community of Moscow and St. Mary's Parish) that give their time and talent so that the students can have the needed individual and group instruction to learn more effectively.

Due to the number of persons involved in our educational program (teachers, aides, volunteers) we have many choices for our students to work independently and in small groups. These groups are based on interest, ability, leadership skills, and cooperative learning. These groups are flexible and change frequently.

Our expectations for students are high. Our staff works hard to ensure that students are accomplished in basic skills, have enough time to practice and improve these skills, and move ahead at their own rate of speed, especially in math and reading. We also expect our students to not be satisfied with the status quo but to work to the best of their ability beyond these expectations.

Because of the aides provided for each classroom, students who have a hard time focusing are helped immediately and those that complete tasks early are encouraged to work on other projects and skills. Enrichment days are offered for all students during the year. These include days for "Destination Imagination", Theatre, Sports, Art, and Math/Design.

Our Fine Arts Program helps our students excel in a variety of areas, including Art, Band, and Vocal Music. St. Mary's School has an outstanding music program. Our band and choir rehearses before school and over 75 % of our students participate in these programs. Our Choir, Band and Jazz Band took top honors at the 2004 Lionel Hampton Jazz Festival. We do music concerts twice a year plus participate in the University of Idaho Homecoming parade and game.

Art classes teach art concepts, encourage creativity as well as practicing skills in different mediums. The Second and Third grade won a prize at the Latah County Fair last year for recycled art.

Journalism Club uses the writing and creative talents of the students. Our yearbook is totally student generated, using on-site technological tools (scanner, computers, Page Maker, etc.). Our first grade teacher is on staff for the Northwest Inland Writing Project. She is currently running a program for teachers in Northern Idaho and will teach our staff in the coming year. She is also an advisor for our new drama club, which started in 2004.

We cultivate leadership in our students via student council, which plans activities and programs during the school year. Our students are prayer leaders at Mass and comfortable speaking and performing before audiences of different sizes. We encourage our students to use their specific gifts in working with other students, and have older students buddy with younger students on activities and field trips. We are a school that works together for the support of all.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Part IV-1

For the past two and a half years, St. Mary's School has participated in Idaho Standards Achievement Tests (ISAT) administered through Northwest Evaluation Association (NWEA). Students are tested in mathematics, reading, and language. Students in all Idaho public schools and in all Idaho Diocesan schools take these. Our students (Grades 2-6) test over the Internet. This allows the program to branch each student according to his or her response. Correct answers keep advancing levels; incorrect answers either signal the program to try another question at that level and/or drop down a level. Exact levels are pinpointed. Achievement reports are available within twenty-four hours of testing; thus, quick feedback enables teachers/students to set individual goals and plans.

The achievement reports show percentile scores (comparing a student to a large group of students of similar age or grade) and RIT (Rausch Units) scale scores (showing a student's current achievement level). Based on the RIT score, student needs are identified via a learning continuum provided by NWEA. As an example, a Math RIT score in Number Sense that falls between 151 and 160 would indicate that a student is able to match sets of objects to numerals, identify and count numbers 0-20, identify and order ordinal numbers first through tenth, in addition to others too numerous to mention. The teacher then sets up lesson plans and strategies to move through these areas quickly and spend more constructive time on the next level—the student's actual instructional level. In accordance with our motto, "St. Mary's School...a way of life," student learning becomes quite individualized and a way of being—all students working at their unique level.

Please notice on the test table accompanying this document that Iowa Testing of Basic Skills (ITBS) was administered spring of 2002. The following year Idaho replaced that test with ISAT. The state average RIT is provided, and other than third grade language (2004) all St. Mary's School's scores exceed Idaho's. (Idaho State data available at [www.sde.state.id.us/admin/statistics/](http://www.sde.state.id.us/admin/statistics/)) To make the data more easily understood, we have marked each test with A (advanced) or P (proficient) meaning that in all areas we meet or exceed standard scoring as provided by NWEA. We have also included a table that shows St. Mary's exact ranking in the state for fifth and sixth grades. We included fifth because of the size of our school. The students placed third in the state in two areas of sixth grade, and in the top 10% in all tests in fifth and sixth grade.

Students also participate in state required testing—Idaho Reading Indicator (K-3rd), Direct Writing Assessment (5<sup>th</sup>), Direct Math Assessment (4<sup>th</sup> + 6<sup>th</sup>). National Catholic Education Association requests Religious Education Outcomes (5<sup>th</sup>). In-house at age appropriate levels, Star Reading and Star Math (Renaissance Learning), My Reading Coach (MindPlay), Cross Trainer (Lexia), SRA Reading Laboratories.

We continually test and challenge students as individuals, yet build ourselves into community. We each have a place in God's plan. We have unique gifts and talents, which we develop to share. This adds to a harmonious workplace where learning is both fun and challenging.

### Part IV-2

As mentioned above, a variety of testing is used. Data is used for fine-tuning students' needs. Following are examples of how this information is used:

- ISAT—based on RIT scores, teachers refer to learning continuum for goals and objectives at

appropriate levels, often grouping students with similar needs.

- IRI—used as a quick reference to refer students for reading intervention.
- Star Math—used to place individuals in the math library most instructional for them. (Accelerated Math libraries grades 1-algebra available on-site)
- Star Reader—develops individualized reading range which students use as a guide to choosing literature (fiction/non-fiction). (Accelerated Reading provides tests of which approximately 4,500 books available on-site)
- My Reading Coach—provides detailed phonics, grammar, and comprehension diagnosis. Afterwards seventy-five percent of the instruction/practice is done via computer program; twenty-five percent practice one-on-one with teacher.
- Cross Trainer—provides the teacher with a profile of students' level of development in visual-spatial skills, recognizing strengths and weaknesses. These skills are linked with math and science success, but during research, an apparent added benefit is improved social interactions.
- SRA Reading Laboratories—places each student at independent reading range from which students proceed independently in reading and grammar.
- Classroom Reading Inventory (Silvaroli)—tests basic vocabulary, fluency, and comprehension and is used to develop reading groups in third grade and as a source of measurement for students' growth.
- In addition to the above, the reading specialist uses a variety of resources to get the most accurate picture available.
- Classroom tests/Projects/Portfolios—allow teachers to gather information about student's learning on a daily basis. From this almost constant evaluation, teachers and students can make goals and take responsibility for furthering their education.

#### Part IV-3

St. Mary's School receives tremendous support from our parents. Teachers are in contact with parents weekly via e-mail, letters, and phone calls to keep them up to date on what is happening in the classroom and school. Parents volunteer regularly in all classrooms and in our library. If a child needs extra help or support, parents are called in for a meeting to set goals and help the student in whatever area is needed. Our students keep track of their own goals and benchmarks in the classroom and are aware of their own progress.

Our reading specialist uses a variety of tests and observations to help her gauge student achievement. She works on basic skills with students who are behind in reading skills and takes groups of students that are above grade level to challenge them with literature, plays and other enrichment activities. Our staff meets with the reading specialist to get advice, work with students who are below expectations and push students that are achieving above grade level to advance further. Parents are notified at the beginning of the year if their child will attend some of these extra classes. A progress report and meeting with the reading specialist happens at least once per quarter.

Our administrative team, composed of our principal and two assistants principals, goes over policies and communicates expectations to the faculty, staff and parents at the beginning of the school year. Goals are set with the students to help them track their own achievement.

St. Mary's School follows the Idaho State Department guidelines to track student achievement. Our children are tested twice a year with the ISAT (Idaho Standards Achievement Tests). Student achievement is also tracked with IRI (Idaho Reading Indicator) tests, STAR, Accelerated Reader, Accelerated Math, Direct Writing, and Direct Math Assessments. We use these tests to help place students at appropriate levels. Each teacher uses multiple assessments such as work samples, skills checks, teacher-created tests, norm and criterion-referenced tests, STAR tests and other tests to evaluate and monitor student achievement during the year. Parents are notified of scores at conferences at least twice a year and more often, if necessary. We place notices in the local paper, our church bulletin and in the Idaho Catholic Register citing our testing achievements.

Our ISAT scores and our IRI scores show that we are one of the top schools in the state of Idaho. Of our 72 students in grades K-3, only one student tested below grade level (level 1). This child was a first grader in the 2003-2004 school year. There were no students who tested at this level in kindergarten, second, and third grade. The student who tested below grade level is in Title I reading services for this school year and receives extra help before school starts each day. Our 6<sup>th</sup> grade is in the 98th percentile for reading (first in the state) and language arts (2nd in the state) and in the top 10% (20<sup>th</sup> in the state) in math. This information will be placed in our parish bulletin and also go home to parents in a monthly newsletter from the principal.

#### Part IV-4

St. Mary's School has a strong and cooperative relationship with the Moscow School District. Our teachers do workshops for public school teachers and we are invited to meetings and to share information with the Moscow Curriculum Director on successes we have had (especially with computer technology that helps students grow in basic skills). Since our school only goes to grade 6, our children usually go on in the public school system. The Moscow School District also services our school with Title I services (as needed), Title II-A, Title V-A, gifted and talented, special education and speech, and free and reduced lunches. The Title I teachers from the public school always comment on how much they enjoy working at our school with our children.

St. Mary's students have a good reputation among public school teachers for their work ethic, study skills, responsibility, and good citizenship. We find that their accomplishments are high and they are good managers of their time and talents. Former St. Mary's students are nominated regularly for leadership positions among their peers, earn academic awards and participate in many extra-curricular activities (drama, sports, and music to name a few).

We participate in, and sponsor, several programs with the Moscow School District. Some of these are a track and field day for 5<sup>th</sup> and 6<sup>th</sup> graders, special swim classes for 4<sup>th</sup> and 5<sup>th</sup> graders, Moscow All-City Band (which is directed by our music teacher) and our school joins with the public schools to participate in the University of Idaho Homecoming Parade and the Lionel Hampton Jazz Festival at the University of Idaho. We are invited to participate in the Science Fair put on by the Moscow School District in March each year. The 6<sup>th</sup> graders go to a Science Camp in the fall and an environmental day with other Moscow 6<sup>th</sup> graders in the spring each year. We also participate in the Dare Program, which is for all the 5<sup>th</sup> and 6<sup>th</sup> graders in Moscow.

We also connect with other Catholic Schools in our region, which is spread out over a 100-mile radius. Our principal meets regularly with the Catholic School principals and one or two teachers meet with other teachers at their grade level. They go over curriculum and share ideas.

## **PART V – CURRICULUM AND INSTRUCTION**

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### Part V-1

When students enter St. Mary's School, they come in with a variety of knowledge and abilities. Our academic programs allow each child to grow at his or her own pace and progress as quickly as they are able. Our core curriculum, reading, language arts and math is supported by excellent materials from Harcourt- Brace (language), Modern Curriculum Press (phonics), Zaner Bloser (spelling), Scott Foresman (math) as well as supplemental support from Accelerated Math and Reader, SRA reading laboratories and an extensive collection of trade books within the classrooms and our library. We have programs to improve basic skills such as Lexia's Phonics (K-3), Strategies for Older Learners (4-6), Cross Trainer, and Mindplay's Reading Coach. A reading specialist works with both children that are ahead and children that need extra practice. Using Accelerated Math and tutors, children are allowed to progress above grade level. We have had children complete two or three Accelerated Math libraries a year. We also have pullout math programs in the upper grades that help children go faster or catch up on a missing skill. Some of our 6<sup>th</sup> graders make it through the 9<sup>th</sup> grade Algebra library. Daily Oral Language, Daily Oral Math, Daily Oral Geography are other supplements to our regular texts.

We have experienced teachers who work well together collaboratively and are very flexible and open to new ideas without discarding those ideas that work. Second and Third grade do a weekly Young Astronaut program, and with class buddies we do many combined projects during the academic year.

Homework is an essential part of our curriculum. Each grade requires a certain amount of homework each week appropriate to the child's skills and abilities. Besides homework, students are expected to complete daily assigned work (whether reading a book or specific assignments) in class and if it is not completed, it may be sent home to finish.

We believe that children learn in different styles and ways. Because our mission is to teach to the whole child, we address the auditory, kinesthetic, and visual modalities. Recognizing this, our teachers attended a workshop on multiple intelligences, which focused on several distinct learning styles. We use varied teaching styles and tools to support these needs. Hands on projects, practice on computer and at desks, discussion, games and manipulatives are some of the ways we help improve our children's knowledge.

Our Science and Social Studies curriculums provide our students the opportunity to do project-based learning. Biomes, a PowerPoint on the Revolutionary War and poetry, dioramas for Idaho history of the Oregon Trail, building simple machines, and making bread with ingredients by the Idaho Wheat Commission are some of the projects done in our upper grades. Our younger grades do a penguin project, a science fair group project and study the planets. Second and Third Graders work together in teams in a young astronaut program that emphasizes the scientific method, knowledge of space, and cooperation. Harcourt Brace publishes our Science textbook and our Social Studies text is published by Macmillan McGraw Hill. Textbooks are used in coordination with projects to be sure that Idaho State Standards are met.

This past year we had four special curriculum days that involved the entire school. We had Art Day, Design Day, Math Day and Sports Day. People trained in these areas come to our school and teach the children in several special classes that the children attend in small cross-grade groups. This was very popular and we plan to do similar activities again this year.

Spanish, Introduction to Languages and Latin are also offered at our school. Second and Third Graders have Latin classes and Second Graders are being introduced to several languages including Japanese, French and Spanish. Spanish classes are offered to Grades 3 and up twice a week. Our Music program is

outstanding. Our students have music classes twice a week and band is offered to Grades 3 and up three times per week. Choir meets two times per week. Our band and choir students regularly take awards at the Lionel Hampton Jazz Festival. Art classes are taught every other week in each grade. In January we will have a special Art Day where the students will be doing projects to send to our soldiers in Iraq. Upper grades also participate in the Mars Rover program.

Our PE program again teaches to the whole child. Our PE teacher focuses on life skills, good sportsmanship, and ability skills so our children work and play together in a respectful and cooperative way.

#### Part V-2a

The St. Mary's School reading curriculum uses a varied, eclectic approach because we believe that all children learn differently and one way does not teach every child. Grades one through five use trade books, SRA/McGraw-Hill Reading Laboratories, backed by several computer programs that engage students in phonics, language arts, and comprehension skills.

Our children are encouraged to read at their Zone of Proximal Development (the readability level range from which students should be selecting books for optimal growth in reading skills without experiencing frustration) and are allowed to move ahead at their own pace. In our classrooms, children do both guided group reading and individual reading to improve comprehension. STAR reading tests and Accelerated Reader quizzes help children, teachers and parents track growth in reading. At the 6<sup>th</sup> grade level, because reading skills are well developed, skills are reviewed but the program focuses more on literature, different genres and styles of writing. Our sixth grade test scores show that we are successful in reading because our children rank third in the whole state of Idaho.

Another way that St. Mary's School enhances reading skills is through some special reading programs that we purchased with technology and grants a few years ago. We use Lexia's Phonics Based Instruction for grades K-3 and Strategies for Older Students to improve reading and language skills. These programs are also excellent for ESL students. This year we added Mindplay's Reading Coach and Lexia Cross Trainer. We update and add to these technology programs yearly.

Our children are offered many chances to read in public. We read weekly at our parish school Mass, lead morning assembly with special readings about saints or the season, learn parts for our semi-annual plays, and are ask many times to participate in special events where students read and present material.

#### Part V-3

The other curriculum area that we would like showcase is our Religion program. Since St. Mary's School is a Catholic School, this is the reason for our existence. Our school teaches to the needs of whole child - spiritual, physical, emotional, and academic. Parents and families are involved daily with our students and model good examples of Christian living. Many parents, senior citizens, and supporters volunteer regularly at St. Mary's School in our classrooms, library, lunchroom or anywhere an extra hand is needed or welcomed. The Religion text that is formally used is Benzinger's *Christ Jesus the Way* but our Catholic/Christian faith permeates the whole day in our school. Whether at recess, during social studies, discussing current events, demonstrating pride in doing our best work or paying attention to how we act in class, with our families, or in public, we are called to be respectful, caring, faith filled persons. We reach out to our community, our parish church, neighbors, and our families. Some examples of this are:

- Being the weekly prayer leaders at Mass in our local parish church.
- Cleaning the street next to our school twice a year.

- Praying for the soldiers in Iraq and mailing letters and art to them.
- Doing service projects to help the poor (such as collecting for the food bank, pennies for UNICEF, or buying a goat for Heifer International).
- Praying regularly for those in need in our community.
- Writing and praying regularly for a person jailed unjustly (this is through Amnesty International).
- Sending weekly pen-pal letters to buddies at the University of Idaho.
- Trying to listen to our neighbors as we plan for the expansion of our school.
- Having a buddy program where older students mentor younger students in our school.

We try to live the Gospel message of Jesus to the best of our ability. Our school is a happy school with principal, faculty and staff that enjoys each other's company and models Christian behavior (faith, respect and kindness) to our children.

#### Part V-4

The Mission Statement of St. Mary's School calls us to teach to the whole child. Recognizing this, we are committed to a multi-faceted approach to help students learn. Using test scores and observation as a guide, classroom lessons incorporate a variety of styles so that children benefit. Faith in their own abilities and confidence grows. This also allows our students to progress at their own best speed to master these lessons. Some of the practices we use are:

- Collaborative learning where children can work together to use each other's strengths to complete a project.
- Learning games and strategy games to practice current skills and problem solving.
- Activities where children use their imagination and gifts to build or design a special project or PowerPoint.
- Computer programs (such as Lexia's phonics based instruction) to improve and practice skills taught in the classroom.
- Auditory programs that work on sound and reading strategies.
- Math manipulatives that help children visualize different math concepts.
- Small group, whole class and individualized work with teachers and assistants to introduce, learn and practice basic skills required by our state standards.
- Tutors and aides regularly work with children on a variety of projects and lessons both individually and in small groups.

Our teachers regularly take classes on new methodology, meet together to discuss strategies and keep current on recent educational practices. We are fortunate to have students from the University of Idaho regularly participate in our education program. They enthusiastically bring new ideas and approaches that enrich us and broaden our perspective as mentor teachers.

With the help of technology and assigned work, chronological and concise practice is also a mainstay of the curriculum. Each grade builds on the skills taught in the previous grade and follows the standards set by the State of Idaho.

#### Part V-5

Students' learning is of utmost importance and is continually being monitored. As educators we realize that much of teaching is done by example. If we expect our students to improve and grow, we must also

have faculty goals. Educational methods, research, and availability of materials change. We address these challenges in two manners.

1. As a faculty, we choose an area of focus and choose some among us to lead us and/or to find facilitators. With the University of Idaho (UI) located here, we have qualified personnel and classes held locally to accommodate us. Recently (2000-2003), our faculty identified technology as a focus area. We developed curriculum (1<sup>st</sup>-6<sup>th</sup>), tested each teacher for strengths and weaknesses, hired UI instructors, and acquired equipment. In the midst of this, J. A. Albertson Foundation designated grant money to be used for technology. In addition to purchases of equipment we never dreamed would be available to us, college level courses "Teaching With Technology," and "Intel: Teach to the Future" were made available to all faculty/staff. The students are now guided in electronic portfolios, presentation media, and production. As they move into the Moscow Junior High, they are technologically competent.

Current focus (2004-2006) is Catholic catechetical education. "Echoes in Faith" (Benzinger) is a video series that addresses current theology and practices necessary for full participation in our sacramental church.

Improved student writing will be the focus of the graduate level course, "Publish...the Prize," (2005-2006). Northwest Writing Project works in conjunction with UI to offer this three-credit class.

2. In addition to the school-wide emphases described above, faculty/staff develop yearly personal goals. These are reviewed and revisited with our school principal. Everyone develops and shares one's gifts/interests. Although small, we are held accountable for continued learning. We routinely share materials and information, thus having many eyes on current issues. An example, in targeting struggling readers one teacher found and implemented Lexia's computer program, Strategies for Older Students, with such success that it is used now in grades 3-6.

Teacher development and love of learning are integral parts of St. Mary's School. Faculty has a strong commitment to continual growth.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*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.*

1. Private school association(s): NCEA (National Catholic Education Association)  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes   X      No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

Our tuition rates are \$2097/in parish for grades 1,2,3,4,5,6 and \$2592/out of parish.  
Kindergarten pays \$2375 for full day kindergarten, which was started at our school in fall of 2003.

4. What is the educational cost per student? \$ 4340  
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 198
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7.6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 18 %

## **PART VII - ASSESSMENT RESULTS**

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### **St. Mary's School -- Moscow, Idaho**

ISAT Scores compared to State of Idaho by grade level

**2004**

<b>Grade</b>	<b>Subject</b>	<b>Rank In State</b>	<b># of schools reporting data</b>	<b>Percentile</b>
5	Reading	18th	303	94%
5	Language	9th	303	97%
5	Math	8th	303	97%
6	Reading	1st	246	98%
6	Language	2nd	246	98%
6	Math	20th	246	91%

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## St. Mary's School -- Moscow, Idaho

*Test Results 2002-2004*

Test Subject	Grade Level	St. Mary's Spring 2002 ITBS (%) !	Idaho 2001-2002 ITBS (%) !	St. Mary's Spring 2003 ISAT	Level *	Idaho Spring 2003 ISAT	St. Mary's Spring 2004 ISAT	Level *	Idaho Spring 2004 ISAT
Reading	2	Grade 2	Grade 2	<b>188.2</b>	P	188.3	<b>195.0</b>	A	191.1
Language	2	does not	does not	<b>195.5</b>	P	191.4	<b>199.3</b>	A	194.1
Math	2	take ITBS	take ITBS	<b>192.3</b>	P	191.3	<b>199.5</b>	P	193.8
Reading	3	Grade 3 took	58%	<b>206.1</b>	A	198.2	<b>202.9</b>	P	202.2
Language	3	ITBS in fall	N/A	<b>205.8</b>	P	201.7	<b>203.1</b>	P	204.0
Math	3	of 2002	57%	<b>208.4</b>	P	202.1	<b>208.0</b>	P	205.0
Reading	4	<b>99%</b>	59%	<b>210.8</b>	P	206.2	<b>208.9</b>	P	207.9
Language	4	<b>92%</b>	N/A	<b>212.6</b>	P	207.9	<b>212.3</b>	P	210.7
Math	4	<b>95%</b>	48%	<b>220.1</b>	P	211.7	<b>220.3</b>	P	214.6
Reading	5	<b>89%</b>	51%	<b>217.5</b>	A	211.2	<b>219.0</b>	A	212.6
Language	5	<b>60%</b>	N/A	<b>218.4</b>	P	213.4	<b>222.0</b>	A	214.6
Math	5	<b>76%</b>	50%	<b>221.8</b>	P	216.7	<b>229.7</b>	A	219.8
Reading	6	<b>94%</b>	N/A	<b>218.1</b>	P	215.7	<b>227.9</b>	A	216.4
Language	6	<b>99%</b>	N/A	<b>222.6</b>	P	217.0	<b>226.7</b>	A	217.8
Math	6	<b>96%</b>	N/A	<b>228.8</b>	P	223.7	<b>234.9</b>	P	226.3

\* Levels: A = Advanced, P = Proficient, B = Basic (Based on ISAT Proficiency Levels)  
Levels are shown for St. Mary's students only

! Idaho changed from ITBS to ISAT Testing in 2003; ITBS Scoring is listed as percentile; ISAT is RIT score

**St. Mary's School -- Moscow, Idaho -- Test Results**

<b>Grade 2</b>	<b>ITBS* St. Mary's Spring 2002</b>	<b>ITBS Idaho 2001-2002</b>	<b>ISAT St. Mary's Spring 2003</b>	<b>ISAT Idaho Spring 2003</b>	<b>ISAT St. Mary's Spring 2004</b>	<b>ISAT Idaho Spring 2004</b>
<b>Reading</b>						
<b>Class Score</b>	Grade 2 did not take ITBS Tests	Grade 2 did not take ITBS Tests	<b>188.2</b>	188.3	<b>195.0</b>	191.1
% At or Above Basic			<b>11%</b>	N/A	<b>0%</b>	N/A
% At or Above Proficient			<b>32%</b>	N/A	<b>33%</b>	N/A
% At Advanced			<b>42%</b>	N/A	<b>62%</b>	N/A
Number of Students Tested			<b>19</b>	N/A	<b>21</b>	N/A
<b>Language</b>						
<b>Class Score</b>			<b>195.5</b>	191.4	<b>199.3</b>	194.1
% At or Above Basic			<b>10%</b>	N/A	<b>5%</b>	N/A
% At or Above Proficient			<b>37%</b>	N/A	<b>38%</b>	N/A
% At Advanced			<b>53%</b>	N/A	<b>57%</b>	N/A
Number of Students Tested			<b>19</b>	N/A	<b>21</b>	N/A
<b>Math</b>						
<b>Class Score</b>			<b>192.3</b>	191.3	<b>199.5</b>	193.8
% At or Above Basic			<b>11%</b>	N/A	<b>5%</b>	N/A
% At or Above Proficient			<b>68%</b>	N/A	<b>57%</b>	N/A
% At Advanced			<b>16%</b>	N/A	<b>38%</b>	N/A
Number of Students Tested			<b>19</b>	N/A	<b>21</b>	N/A

\* Idaho changed from ITBS to ISAT Testing in 2003; ITBS Scoring is listed as percentile; ISAT is RIT score

**St. Mary's School -- Moscow, Idaho -- Test Results**

<b>Grade 3</b>	<b>ITBS*</b> <b>St. Mary's</b> <b>Spring 2002</b>	<b>ITBS</b> <b>Idaho</b> <b>2001-2002</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2003</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2003</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2004</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2004</b>	
<b>Reading</b>							
<b>Class Score</b>	Grade 3 did not take ITBS Tests	58%	<b>206.1</b>	198.2	<b>202.9</b>	202.2	
% At or Above Basic			<b>6%</b>	N/A	<b>12%</b>	10%	
% At or Above Proficient				<b>13%</b>	N/A	<b>50%</b>	30%
% At Advanced				<b>75%</b>	N/A	<b>38%</b>	57%
Number of Students Tested				<b>16</b>	N/A	<b>16</b>	18,338
<b>Language</b>							
<b>Class Score</b>		N/A	<b>205.8</b>	201.7	<b>203.1</b>	204.0	
% At or Above Basic			<b>0%</b>	N/A	<b>6%</b>	9%	
% At or Above Proficient			<b>38%</b>	N/A	<b>69%</b>	47%	
% At Advanced			<b>56%</b>	N/A	<b>25%</b>	41%	
Number of Students Tested			<b>16</b>	N/A	<b>16</b>	18,359	
<b>Math</b>							
<b>Class Score</b>		57%	<b>208.4</b>	202.1	<b>208.0</b>	205.0	
% At or Above Basic			<b>6%</b>	N/A	<b>0%</b>	12%	
% At or Above Proficient			<b>63%</b>	N/A	<b>69%</b>	56%	
% At Advanced			<b>31%</b>	N/A	<b>31%</b>	30%	
Number of Students Tested			<b>16</b>	N/A	<b>16</b>	18,373	

\* Idaho changed from ITBS to ISAT Testing in 2003; ITBS Scoring is listed as percentile; ISAT is RIT score

**St. Mary's School -- Moscow, Idaho -- Test Results**

<b>Grade 4</b>	<b>ITBS*</b> <b>St. Mary's</b> <b>Spring 2002</b>	<b>ITBS</b> <b>Idaho</b> <b>2001-2002</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2003</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2003</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2004</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2004</b>
<b>Reading</b>						
<b>Class Score</b>	<b>99%</b>	59%	<b>210.8</b>	206.2	<b>208.9</b>	207.9
% At or Above Basic			<b>6%</b>	19%	<b>6%</b>	13%
% At or Above Proficient			<b>53%</b>	36%	<b>39%</b>	37%
% At Advanced			<b>41%</b>	40%	<b>50%</b>	46%
Number of Students Tested			<b>17</b>	18,122	<b>18</b>	18,466
<b>Language</b>						
<b>Class Score</b>	<b>92%</b>	N/A	<b>212.6</b>	207.9	<b>212.0</b>	210.7
% At or Above Basic			<b>6%</b>	15%	<b>5%</b>	9%
% At or Above Proficient			<b>53%</b>	50%	<b>39%</b>	47%
% At Advanced			<b>41%</b>	30%	<b>56%</b>	42%
Number of Students Tested			<b>17</b>	17,979	<b>18</b>	18,475
<b>Math</b>						
<b>Class Score</b>	<b>95%</b>	48%	<b>220.1</b>	211.7	<b>220.3</b>	214.6
% At or Above Basic			<b>6%</b>	19%	<b>6%</b>	14%
% At or Above Proficient			<b>53%</b>	54%	<b>44%</b>	51%
% At Advanced			<b>41%</b>	23%	<b>50%</b>	32%
Number of Students Tested			<b>17</b>	18,313	<b>18</b>	18,511

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**St. Mary's School -- Moscow, Idaho -- Test Results**

<b>Grade 5</b>	<b>ITBS*</b> <b>St. Mary's</b> <b>Spring 2002</b>	<b>ITBS</b> <b>Idaho</b> <b>2001-2002</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2003</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2003</b>	<b>ISAT</b> <b>St. Mary's</b> <b>Spring 2004</b>	<b>ISAT</b> <b>Idaho</b> <b>Spring 2004</b>
<b>Reading</b>						
<b>Class Score</b>	<b>89%</b>	51%	<b>217.5</b>	211.2	<b>219.0</b>	212.6
% At or Above Basic			<b>6%</b>	N/A	<b>22%</b>	N/A
% At or Above Proficient			<b>18%</b>	N/A	<b>11%</b>	N/A
% At Advanced			<b>65%</b>	N/A	<b>67%</b>	N/A
Number of Students Tested			<b>17</b>	N/A	<b>18</b>	N/A
<b>Language</b>						
<b>Class Score</b>	<b>60%</b>	N/A	<b>218.4</b>	213.4	<b>222.0</b>	214.6
% At or Above Basic			<b>6%</b>	N/A	<b>0%</b>	N/A
% At or Above Proficient			<b>35%</b>	N/A	<b>39%</b>	N/A
% At Advanced			<b>53%</b>	N/A	<b>61%</b>	N/A
Number of Students Tested			<b>17</b>	N/A	<b>18</b>	N/A
<b>Math</b>						
<b>Class Score</b>	<b>76%</b>	50%	<b>221.8</b>	216.7	<b>229.7</b>	219.8
% At or Above Basic			<b>0%</b>	N/A	<b>12%</b>	N/A
% At or Above Proficient			<b>65%</b>	N/A	<b>44%</b>	N/A
% At Advanced			<b>24%</b>	N/A	<b>44%</b>	N/A
Number of Students Tested			<b>17</b>	N/A	<b>18</b>	N/A

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**St. Mary's School -- Moscow, Idaho -- Test Results**

<b>Grade 6</b>	<b>ITBS* St. Mary's Spring 2002</b>	<b>ITBS Idaho 2001-2002</b>	<b>ISAT St. Mary's Spring 2003</b>	<b>ISAT Idaho Spring 2003</b>	<b>ISAT St. Mary's Spring 2004</b>	<b>ISAT Idaho Spring 2004</b>
<b>Reading</b>						
<b>Class Score</b>	<b>94%</b>	N/A	<b>218.1</b>	215.7	<b>227.9</b>	216.4
% At or Above Basic			<b>13%</b>	N/A	<b>0%</b>	N/A
% At or Above Proficient			<b>38%</b>	N/A	<b>25%</b>	N/A
% At Advanced			<b>44%</b>	N/A	<b>75%</b>	N/A
Number of Students Tested			<b>16</b>	N/A	<b>16</b>	N/A
<b>Language</b>						
<b>Class Score</b>	<b>99%</b>	N/A	<b>222.6</b>	217.0	<b>226.7</b>	217.8
% At or Above Basic			<b>12%</b>	N/A	<b>0%</b>	N/A
% At or Above Proficient			<b>31%</b>	N/A	<b>44%</b>	N/A
% At Advanced			<b>57%</b>	N/A	<b>56%</b>	N/A
Number of Students Tested			<b>16</b>	N/A	<b>16</b>	N/A
<b>Math</b>						
<b>Class Score</b>	<b>96%</b>	N/A	<b>228.8</b>	223.7	<b>234.9</b>	226.3
% At or Above Basic			<b>19%</b>	N/A	<b>12%</b>	N/A
% At or Above Proficient			<b>50%</b>	N/A	<b>38%</b>	N/A
% At Advanced			<b>25%</b>	N/A	<b>50%</b>	N/A
Number of Students Tested			<b>16</b>	N/A	<b>16</b>	N/A

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### ***Approved ISAT Proficiency Scores***

<b>Subject</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Reading</b>					
Basic	174	185	192	198	203
Proficient	182	193	200	206	211
Advanced	193	204	211	217	222
<b>Language</b>					
Basic	176	186	193	200	204
Proficient	184	194	201	208	212
Advanced	197	207	214	221	225
<b>Math</b>					
Basic	174	185	194	202	208
Proficient	185	196	205	213	219
Advanced	201	212	221	229	235

This page provided by St. Mary's School -- Moscow, Idaho  
for comparison of test results against ISAT scores.