

# 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 Dr. Elizabeth Cerise LaForge  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Stuart Hall School for Boys  
(As it should appear in the official records)

School Mailing Address 2032 S. Carrollton Avenue  
(If address is P.O. Box, also include street address)

New Orleans Louisiana 70118-2949  
City State Zip Code+4 (9 digits total)

County Orleans School Code Number\* N/A

Telephone (504) 861-1954 Fax (504) 861-5389

Website/URL [www.stuarthall.org](http://www.stuarthall.org) E-mail [claforge@stuarthall.org](mailto:claforge@stuarthall.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\* Reverend William Maestri  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. (504) 861-6235

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. Stephen Boh  
(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**

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 (N/A)**

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 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. 5 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:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>	<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	36	0	<b>36</b>	<b>7</b>	27	0	<b>27</b>
<b>K</b>	36	0	<b>36</b>	<b>8</b>			
<b>1</b>	35	0	<b>35</b>	<b>9</b>			
<b>2</b>	33	0	<b>33</b>	<b>10</b>			
<b>3</b>	26	0	<b>26</b>	<b>11</b>			
<b>4</b>	30	0	<b>30</b>	<b>12</b>			
<b>5</b>	24	0	<b>24</b>	<b>Nursery</b>	28		<b>28</b>
<b>6</b>	20	0	<b>20</b>				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>295</b>

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 89                | % White                          |
| 9                 | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| 1                 | % Asian/Pacific Islander         |
| 0                 | % 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: 3%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	7
<b>(4)</b>	Total number of students in the school as of October 1, 2003	231
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.03
<b>(6)</b>	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: N/A  
 Specify languages:

9. Students eligible for free/reduced-priced meals:\* 2%  
 Total number students who qualify: 4

\*Stuart Hall does not participate in the federally-supported school lunch program, therefore, this figure was determined by the number of students whose families applied for financial aid and reported their annual income as less than \$20,000.00. That figure was supported by their federal income tax return, as filed the year before.

10. Students receiving special education services:  $\frac{1}{2}$  %  
 \_\_\_\_\_ Total Number of Students Served

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

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impaired
_____ Deaf-Blindness	_____ Specific Learning Disability
_____ Hearing Impairment	<u>2</u> _____ Speech or Language Impairment
_____ Mental Retardation	_____ Traumatic Brain Injury
_____ Multiple Disabilities	_____ 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>2</u>	<u>1</u>
Classroom teachers	<u>15</u>	<u>4</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>29</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 14:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	98%	98%	98%	98%	97%
Teacher turnover rate	13%	15%	11%	18%	8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

Turnover due to: Retirement, job promotion, move back home out of state, and financial constraints.

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>	<b>100 %</b>

**PART III- SUMMARY**

Stuart Hall School for Boys was founded in 1984 in response to a growing need in the metropolitan New Orleans area for the education of young boys in an independent, preparatory school environment. Our school was named for Janet Erskine Stuart, a religious of the Sacred Heart who was an English educator living at the turn of the twentieth century. She wrote extensively of a philosophy of education espousing faith, scholarship, honor, and leadership—qualities that form the core values of a Stuart Hall education.

The mission of the Stuart Hall School community is to live the words of Catholic educator Janet Erskine Stuart, "Education is formation, not just information." The faculty and staff are dedicated to working with parents to help each child build a foundation for a life centered in a love for learning, a desire to help others, and a commitment to Gospel values.

Beginning our 21<sup>st</sup> year in education, Stuart Hall offers a unique, values-based, one-of-a-kind experience for boys in grades nursery through seven. It is distinctive to the New Orleans area in offering the only Catholic, independent, all-boy education in a traditional, elementary school configuration. Located in the University section of New Orleans, Stuart Hall is governed by a Board of Trustees, which is responsible for setting school policy. Membership in the Independent Schools Association of the Southwest (ISAS) guides the Board and Headmaster as they set the course for the future of our school. Additionally, as a member of the Archdiocese of New Orleans, the standards for the spiritual life of our school and application of the Gospel values to everyday life are a daily reminder for our boys to "leave the world better than they found it."

The "Quality of the Month" program teaches our boys to be contributors to and active participants in a caring, democratic society. Each class is responsible for sponsoring a monthly theme to the learning community stressing qualities such as courage, responsibility, peacemaker, perseverance, or compassion--and challenging us to integrate these character traits and live them out daily. Monthly programs (First Friday) recognize students in every grade for growth in the quality of that month. Additionally, each class has a service-learning project that relates and applies to their quality. As a member of the ISAS community, our students also build a house for a family in the New Orleans area through the Habitat for Humanity Foundation. This is a powerful experience for our students, as all aspects of the program are carried out by the students at the various ISAS schools.

Presently, Stuart Hall is in the midst of an expansion plan which includes growth in the student population and major additions and improvements to the physical plant. In response to the volume of qualified applicants for a limited number of openings, and after a thorough review of the literature on small learning communities, the administration proposed a reduction in class size, while increasing the number of sections of each grade. Consequently, the student population is increasing incrementally, while the quality of the boys' educational experiences is being enhanced at the classroom level. The Board is well into a capital campaign to raise funds for two significant construction projects: an Early Childhood Center,

which opened in August, 2004; and a multi-purpose gymnasium, projected to be completed in October, 2005.

Stuart Hall is defined by the literature as a small school, with a current enrollment of 295 boys, and a projected growth to 345 at full capacity. The organizational structure is a pre-school, consisting of grades nursery through kindergarten; a lower school, of grades one through four; and a middle school, of grades five through seven. Our learning community offers an intimate environment where parents are welcomed and involved in almost daily activities. Students, faculty, and parents know each other by name; and each boy is valued as a unique, individual member of the community.

## **PART IV- INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Typically, student test scores are strong at Stuart Hall, with all grades tested scoring in the top 10% of schools in the nation in reading and math. All students in grades one through six take the Stanford Achievement Test in the spring to gather data on academic achievement on an individual basis, as a class, and as a school. Students in grade seven must take a high-school placement test in January, and many of our seventh grade boys qualify to take the SAT or ACT for the Duke TIP program in the spring, so they do not take the Stanford Achievement Test.

Test scores in reading and math over a three-year period from 2002-2004 are used for this analysis (these are included in the attached appendix). All scores are reported as national percentiles, thereby providing a gauge of how our boys rank nationally among their peers. Each class is reported as a total group, because prior to the 2004-2005 school year, there was only one section of each grade. Consequently, there are no subgroups. Also, because Stuart Hall does not have a significant number of minority students or students qualifying for free and reduced lunch, none of the data is disaggregated for this reporting. Because our class sizes are small ( $N < 28$ ), one or two low scores can dramatically affect the class mean. Therefore, it is important that we analyze all scores on an individual basis in order clearly to understand how effective the teaching is in each class. When individual scores are analyzed, students who have been attending Stuart Hall for more than two years score higher than students who have just entered the program.

School-wide, math is our strength. On an average, class means are consistently in the low to mid- 90<sup>th</sup> percentile. The math program focuses on problem-solving and thinking skills. Consequently, our faculty studies the “thinking skills” results on SAT tests. This provides useful information as we develop our curriculum. The scores for all grade levels are improving over time.

Reading score data reveals class means range from the 80<sup>th</sup> to the 90<sup>th</sup> percentile. We analyze the individual scores to identify all students who are having difficulty in reading. Then a plan is made to address those difficulties.

We also analyze SAT scores by following each class as they progress through grade levels. For example, the present sixth grade class has posted a slight, but steady increase in most sub tests, with reading and math showing the greatest improvement. This gives us an overall picture of the strengths and weaknesses of the curriculum. It also shows areas for curriculum review within each class.

The variation in all class means is greater in our lower school than in the middle school. This is because we identify students with learning difficulties in their early grades and immediately begin to remediate. For instance, many of our boys who experience difficulties in language score low in reading, yet high in math. Because we encourage them to work with language therapists during these early years, their scores improve by middle school and do not affect the class means as significantly as in lower school.

Because we make a conscious effort to coordinate what we test and the skills we emphasize in the curriculum, the SAT is a good indicator of our academic program’s strength. We prepare the boys effectively so their tests are a positive experience that makes them feel good about themselves and about school in general.

*[As a private school, Stuart Hall does not participate in the Louisiana Educational Assessment Program. Participation is required only for public schools. Also, no students were tested by alternative methods.]*

## **2. Use of Data for Student and School Improvement**

When the test results come back to the school, teachers study the data individually, as divisions (such as lower school and middle school), and from a total school perspective. A chart displaying the class means in each subtest is created to map trends in grades and individual classes. Teachers are asked to monitor carefully those students who are not consistently scoring above the 50<sup>th</sup> percentile, as well as those students showing a wide range in scores on subtests. Additionally, trends are drawn by the administration and reported to the faculty for their observations.

Individual data is compiled for each student. Teachers review each student's report for gaps in skills or a decline in test scores. If scores remain steady over time, showing one year's growth by the percentile score remaining consistent, teachers then look to raw scores. For students such as ours, where the typical student posts consistently high test scores, teachers need to look at value added, or how we have given more to the student than can be measured by the SAT. As students move from grade to grade, there must be some indication that we are adding value to their educations. When students score below the 50<sup>th</sup> percentile, especially in reading, a learning specialist works individually with those students, offering strategies for improvement. These strategies are incorporated into the classroom instruction and the students are carefully monitored.

To assess class needs, teachers review the skills listed in each subtest for trends within the class. For instance, if many middle school students missed questions on reading for inferences, the curriculum at that level is altered to include more experiences in that area, or teaching methodologies are critically analyzed for effectiveness. Additionally, those students who have not mastered the skill need to be re-taught and re-tested on that skill. The teachers constantly use data, collection and analysis, to drive curricular decisions at the student level, the classroom level, grade level, and school level.

## **3. Communication of Student Performance to Stakeholders**

Once the test scores are received by the school, the Administration studies the class and individual scores. A report is compiled for the Headmaster to share with the Board of Trustees.

Parents are provided an individual report on their child's performance on the SAT, which includes the following information: national norms and private school norms, in order for the parents to see how their child performs within these two groups; an explanation of the levels and stanines; and a description of the test. The class means are published in the weekly newsletter and parents can compare how their child performed in relation to his class. The Administration typically sends a letter with the test scores inviting parents to call the homeroom teacher or the principal if further explanation is needed or if the parents would like to discuss their child's performance one-on-one. Parents are reminded that, because test scores are high in a learning community such as ours, we also are striving for value-added education.

Homeroom teachers share generalizations about group scores with the students, such as specific skills that may need attention or that seemed difficult for all students. Teachers discuss with each student his scores and areas he needs to work on, and then discuss a plan for remediation of skills with the next year's teacher so that gaps in learning can be eliminated.

The Archdiocese of New Orleans does not publish test scores. However, they compile a mean for the Diocese, and break the scores down for each area of the city. Stuart Hall's scores are a part of that analysis. Principals are given the Archdiocesan mean and the Region mean. Our class mean scores are significantly higher than both of these sub groups.

## **4. Sharing Success Story**

Stuart Hall shares its successes with the ISAS schools through the Headmasters' meetings and the association's reporting process. At specific times, Stuart Hall is required to submit data, which includes standardized test scores, to the association. This information is made available to the members of the Elementary Commission for their review.

The high schools where our students are accepted are well aware of the academic program at Stuart Hall. Our students consistently score well on the SAT and on the High School Placement Test, and

then go on to perform well in the high schools. The high schools in the area actively recruit our students into their programs.

A large percentage of our students qualify for the Duke Talent Search each year. In some years, all students in the seventh grade qualified; and in most years, more than the majority of students qualify. This information is published in our recruiting materials for prospective parents to review.

Finally, because the principal is a member of the School Leadership Center of New Orleans, an organization dedicated to leadership training and school improvement in the Greater New Orleans area, our scores are a part of their external evaluation. This data is compiled under the direction of Dr. Kenneth Leithwood, and recommendations are made to the principal for school improvement. When the Center advertises its successes, Stuart Hall is a part of that story.

In the New Orleans community, Stuart Hall has a reputation for providing a fine education for boys. Part of the reason for this is that our teachers share their expertise with other teachers, give workshops for other schools, perform well in their graduate studies, share the good teaching and learning that takes place at our school, and make teaching presentations at local, regional, and national conferences. For example, Stuart Hall was chosen by Microsoft to participate in a technology study with five schools throughout North America. The results were presented at the ISTE conference in June, 2004, sharing Stuart Hall's success with educators from around the globe.

## **PART V- CURRICULUM AND INSTRUCTION**

### **1. Description of Core Curriculum**

Stuart Hall offers a values-based education in a Catholic environment, fostering academic and personal growth. Attention is given to the spiritual, intellectual, emotional, social, and physical development of individual students. Most importantly, Stuart Hall challenges all members of the community to be people of service and leaders.

The core curriculum at Stuart Hall is religion, reading, writing, mathematics, science, and social studies. This core curriculum is enriched with instruction in foreign language, art, music, physical education, computer, and library. The curriculum builds on the strengths of boys, such as exploring, movement, building, teamwork, and hands-on experiences, while giving special attention to language arts, an area where boys traditionally struggle.

In pre-school, the curriculum is centered on the child's innate desire to explore his world, and begins to build a love of learning. Opportunities to develop in all areas are provided through discovery learning and play. In the pre-school, thematic units integrate all aspects of the curriculum, and provide concrete learning tools and opportunities to explore the boys' interests. Learning centers, hands-on manipulatives, small reading groups, exploration of numerical concepts, opportunities to observe and make predictions, writing, and conferencing are all part of the pre-school program of studies.

The lower-school program focuses on creativity and intellectual curiosity within a strong academic framework. The middle-school program supports the boys as they transition from self-contained learning communities to departmentalized teaching, and as they move from concrete to more abstract learning. Developing thinking skills, accessing information, and critical analysis of information are emphasized in middle school.

In religion, the formation of a spiritual relationship with God is founded on love-- for God, for self, and for others-- and personal responsibility. The building of our faith community is a primary focus at Stuart Hall.

"Good readers make good writers, and good writers make good readers" is the philosophy of the language arts program. The goal of the language arts curriculum is to develop good readers, writers, listeners, and speakers. Teachers use trade books and texts to develop skills in reading, phonics, spelling, grammar, handwriting, listening, and speaking. The students move from learning sounds and letters to building sight vocabularies, to reading fluently, to learning to understand what is read, to making judgments about that information.

In writing, students move from writing simple sentences to understanding sentence structure, language usage, grammar, and types of writing. Classroom activities, rubrics, peer editing, teacher

conferencing, and the publishing of student work all provide daily opportunities to develop writing skills. Portfolios and work sampling track students' growth in writing. Class and individual works that are "published" in class books and regional anthologies also give evidence to student growth in writing skills.

The mathematics curriculum encourages divergent thinking, mental math, problem-solving strategies, real-life application of mathematical concepts, cooperative learning groups, and technology support. The program develops computational skills, critical thinking, and an understanding of basic algebra and geometry. Activities using manipulatives, data collection techniques (such as surveys), computer programs, and thematic units help make math relevant for the boys.

The science program incorporates hands-on experiments, scientific research, projects, cooperative learning groups, technology integration, and field trips. Connections to mathematics are made using data collection and graphing. Students gain an understanding of the environment and the universe by investigations in environmental, life, physical, and earth science. The use of a laptop lab, science lab, computer lab, data projectors, and SMART Boards integrate technology into the curriculum.

The social studies curriculum makes students aware of their responsibility to their community, country, and world. Critical thinking skills, cooperative learning, technology activities (such as Web Quest and Marco Polo), and thematic projects are all hallmarks of the social studies curriculum.

All students in grades one through seven have foreign language instruction in French emphasizing comprehension of written and spoken French, oral expression, and pronunciation, with a formal approach to grammar. Computers, individual and group projects, role playing, dramatic play, videotapes, and field trips enhance the student's language acquisition.

The fine arts curriculum develops an appreciation for art and music. An introduction to art history and the creation of original student work form the basis of the visual arts program. Vocal and bell choir performances, an introduction to music theory and great composers, and music-reading skills are all trademarks of the music program.

The curriculum is enhanced with instruction in physical education, computer, and library. This allows for us to meet the intellectual, emotional, social, and physical needs of our students.

## **2. Reading Curriculum and Rationale**

We review the reading curriculum annually. Conversations among teachers at team meetings ensure that the grade level expectations are being met, while conversations across grades and schools (lower, pre, and middle), ensure that the reading program progresses without gaps in the curriculum. At least one teacher at each grade level is a reading specialist, and this ensures quality instruction and an expert to guide the program.

Because not all students learn to read at the same rate or the same way, Stuart Hall uses an eclectic approach to teaching reading, and does not rely on a basal text for instruction. Teachers use a combination of both phonics and whole language instruction to ensure that needs of all learners are met.

In the early grades, teachers daily collect data to assess student growth and reading level. Direct Reading Assessment (DRA) is administered in the pre-school in fall and spring to determine each child's reading level and to measure growth. The data is then passed on to the next grade-level teacher so that she may meet the students' individual levels as soon as the new school year begins. The lower school emphasizes reading fluency, comprehension, and reading for meaning. The program is still developmental in nature, with students in the same class on a variety of reading levels. In the middle school, the focus moves from the mechanics of reading to a study of contemporary young-adult novels and selections from anthologies. The selections acquaint students with values and situations they can relate to and grow from, and teach them about good, contemporary writing. Activities include the use of literature packs, "baggie books," reading challenges (where students meet long range goals), discussion groups, oral reports, Accelerated Reader program, read alouds, individual-leveled novels, group novels, guided reading, SRA, Reading Workshop (strategies in reading), non-fiction tied to other subject areas, book analysis, and book talks. Students also get acquainted with various genres of literature, develop a lifelong appreciation for reading, and expand their working vocabulary.

Our ever-growing 8,000-volume library provides opportunities for research as well as a broad choice of on-level reading for pleasure. The librarian works collaboratively with the reading and classroom teachers to ensure a broad and effective reading list.

### **3. Math Curriculum**

Four years ago, Stuart Hall underwent a year-long study of the math curriculum. Although this was one of the areas of strength on our SAT, our graduates were finding high school math to be their most challenging subject. The faculty collected data, conversed with experts in the field of math education, studied the NCTM standards and recommendations, conducted a textbook adoption study, and surveyed other ISAS schools to learn about their math programs.

Instead of being satisfied with standardized tests scores in the 8<sup>th</sup> and 9<sup>th</sup> stanines, the faculty asked, “Are our students thinking mathematically, and can they apply the concepts to real-world problems?” Because we want our students to love math as well as to be proficient in the content areas, we chose a program that encourages our boys to think like mathematicians, reflect on their learning, and apply that knowledge to real-life situations. We challenged them to find “math” in their world.

Boys are innately strong in math, and we capitalized on that strength by choosing a program (Scott Foresman/Addison Wesley, 2004) that is challenging for them, and that provides extensions of the lessons. The program is individualized in many areas, such as the acquisition of basic math facts. The “Rocket Math” program allows students to set goals and achieve those goals in computational skills. The “Problem of the Day” and Morning Math Meeting also allow for individualization of instruction. Cooperative learning groups, mental math, math journals, manipulatives, computer applications, and word problems are hallmarks of our revised math program.

### **4. Instructional Methods**

Stuart Hall employs a variety of developmentally appropriate instructional methods at different levels. Instruction takes place in large classroom groups, small skills-based groups, groups for cooperative learning, teams, and one-on-one. Instruction at Stuart Hall is more student-directed than teacher-directed, and technology is utilized whenever appropriate. Additionally, we provide opportunities for movement and manipulation of learning tools and materials, building on the strengths of male learners. Action research helps the faculty continuously monitor student learning and the curriculum. Finally, our teachers make connections between disciplines at every possible juncture to integrate learning and give meaning to the students.

Some pre-school instruction takes place in large groups, but primarily it happens in small groups or a one-on-one setting. Because the pre-school philosophy is to meet students on their developmental level, the boys are divided into skills groups for core-curriculum subjects. The groups change regularly as students’ needs and abilities change. An average classroom of 18 students usually has four or five skills groups at a time. Additionally, content areas such as the literacy block (reading and writing) utilize one-on-one time with reading specialists or teachers for conferencing with individual students. Technology is used for individual skill development, reinforcement of skills learned, or practice of skills in context. Learning centers help extend concepts and provide opportunities for creative approaches to learning.

In the lower school, students learn to work cooperatively in small teams, seeking knowledge, teaching each other, thinking about alternative solutions, and making presentations. Technology becomes a tool for learning, and multi-media combinations are commonplace in many classrooms. For example, students may create a book report by writing and producing a video presentation instead of the traditional pen and paper composition. Teachers integrate technology into teaching episodes using such tools as Marco Polo, Kidspiration, and Web Quests. One-on-one teacher interactions also are commonplace in the literacy block. Teachers use manipulatives and experimentation to build concepts in math, science, and social studies.

Middle school instruction is departmentalized, with a specialist in each discipline. Small class size (10-15 students per class) allows for individualization of instruction and opportunities to expand the curriculum, and make it relevant for students. Along with the aforementioned instructional methods,

practicums in science, the use of technology (SMARTBoards, Office applications, etc.) and service learning projects help make connections for students.

## **5. Professional Development Program and Impact on Student Achievement**

At Stuart Hall, professional development is personal. Faculty complete an individual yearly plan, set goals (which are reviewed in December and April), and choose an area(s) of focus based on their own needs assessment. Teachers then attend workshops and conferences, join study groups, read literature, join mentor teams, make presentations at conferences, attend university classes, or teach at local colleges and universities to meet their learning goals. Faculty members have opportunities throughout the school year to lead programs, teams, and projects. The goal of our professional development program is to build a community of leaders and learners at Stuart Hall, allowing many opportunities for faculty to collaborate, learn together, and assume leadership roles in a variety of contexts.

Faculty meetings are a time for professional growth and community building. At every faculty meeting there is a period of reflective writing in response to a quote or story about teaching and learning, a period of sharing our writing, and a time to share our craft knowledge.

Conversations about teaching and learning are encouraged and supported, because the craft knowledge within our school walls is tremendous. We set aside time in the school day for teachers to meet by grade level, subject area, and division. At the weekly faculty meeting, teachers often share an experience from workshops they attended. Additionally, one or two members of the faculty are the “hosts.” We meet in their classrooms and they share a teaching practice with the group. We have also had seminars at our faculty meetings, which are led by outside professionals or members of our local learning community.

Stuart Hall supports all reasonable requests for professional development. Our latest program pays university tuition for teachers pursuing a degree beyond the Bachelor’s. Presently, 60% of our teachers have advanced degrees, and three teachers are pursuing a Master’s Degree. We have funded workshop and convention attendance in New Orleans and throughout the country. Additionally, faculty members present papers at local and regional conferences, conduct workshops as consultants, conduct small action research projects, and observe teachers at other schools.

An environment where learning by adults *and* students is celebrated and valued positively affects student achievement. The correlation between faculty learning and student achievement has been well substantiated in the literature. Continuous learning for all is an integral part of our school’s culture, and when the teachers model learning, have open and honest conversations about good teaching and learning with each other, and make decisions based on data, our student achievement improves.

## **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): ISAS ; NCEA; National Coalition of Boys' Schools  
 (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.)

\$ <u>6,362</u> K	\$ <u>7,053</u> 1 <sup>st</sup>	\$ <u>7,053</u> 2 <sup>nd</sup>	\$ <u>7,280</u> 3 <sup>rd</sup>	\$ <u>7,280</u> 4 <sup>th</sup>	\$ <u>7,643</u> 5 <sup>th</sup>
\$ <u>7,643</u> 6 <sup>th</sup>	\$ <u>7,643</u> 7 <sup>th</sup>	\$ _____ 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$ 7,627  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 3,000

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? \_\_\_\_\_ 8 %

## PART VII - ASSESSMENT RESULTS

[NOTE: No students in any grades were tested by alternative methods]

### REPORTING ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

#### STUART HALL SCHOOL FOR BOYS

Stanford Achievement Test (SAT-9)  
Form S, 1995  
Harcourt Educational Measurement

Scores are reported as percentiles.  
No students are excluded from the test.  
There are no subgroups to report.

	2003-2004	2002-2003	2001-2002
Testing Month	March	April	April
<b>Grade 6</b>			
Reading	88	90	95
Mathematics	94	91	97
Number of students tested	27	17	24
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 5</b>			
Reading	83	82	86
Mathematics	94	90	95
Number of students tested	19	28	20
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 4</b>			
Reading	85	85	85
Mathematics	89	88	88
Number of students tested	24	19	26
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 3</b>			
Reading	89	85	88
Mathematics	95	92	91
Number of students tested	25	21	21
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

<b>Grade 2</b>			
Reading	85	93	78
Mathematics	91	97	81
Number of students tested	25	26	24
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 1</b>			
Reading	87	90	90
Mathematics	94	93	94
Number of students tested	28	25	26
Percent of students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0