

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter

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

Official School Name: St. Lawrence Martyr Parish School
(As it should appear in the official records)

School Mailing Address: 1950 So. Prospect Avenue
(If address is P.O. Box, also include street address)

Redondo Beach CA 90277-6003
City State Zip Code+4 (9 digits total)
County Los Angeles State School Code N/A
Number* N/A

Telephone: (310) 316-3049 Fax: (310) 316-0888

Website/URL: www.stlmschool.org E-mail: shannon.gomez@stlmschool.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.

Date _____
(Principal's Signature)

Name of Superintendent* Mrs. Patricia Livingston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Los Angeles Tel. (213) 637-7323

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.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mrs. Noreen Thomas
(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.

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

**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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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
 _____ 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. 3 Number of years the principal has been in her/his position at this school.
18 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 | | | | 7 | 17 | 14 | 31 |
| K | 19 | 12 | 31 | 8 | 13 | 15 | 28 |
| 1 | 11 | 23 | 34 | 9 | | | |
| 2 | 16 | 18 | 34 | 10 | | | |
| 3 | 14 | 17 | 31 | 11 | | | |
| 4 | 20 | 15 | 35 | 12 | | | |
| 5 | 13 | 23 | 36 | Other | | | |
| 6 | 17 | 16 | 33 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 293 |

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 75 | % White |
| 3 | % Black or African American |
| 15 | % Hispanic or Latino |
| 7 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

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: 0 %

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

| | | |
|-----|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 1 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 1 |
| (4) | Total number of students in the school as of October 1 | 295 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .0033 |
| (6) | Amount in row (5) multiplied by 100 | .33 |

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: 0 %

Total number students who qualify: 0

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.

10. Students receiving special education services: 5 %
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>1</u> | <u> </u> |
| Classroom teachers | <u>11</u> | <u>3</u> |
| Special resource teachers/specialists | <u>1</u> | <u> </u> |
| Paraprofessionals | <u>5</u> | <u> </u> |
| Support staff | <u>5</u> | <u>2</u> |
| Total number | <u>23</u> | <u>5</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
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. Also explain a high teacher turnover rate.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98 % | 97 % | 97 % | 97 % | 97 % |
| Daily teacher attendance | 99 % | 99 % | 99 % | 99 % | 99 % |
| Teacher turnover rate | 8 % | 17 % | 8 % | 25 % | 33 % |
| Student dropout rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | N/A % |

PART III - SUMMARY

Established in 1956 by the Sisters of St. Joseph Carondelet, St. Lawrence Martyr (SLM) School is a parish school located in an upper middle-class, predominately Caucasian community within the Archdiocese of Los Angeles. SLM serves families that belong to the parish of St. Lawrence Martyr Church. School openings are extended to the surrounding community once the needs of the parish families have been met. SLM serves 293 students, whose primarily language is English, in kindergarten through eighth grade that reflect a moderate variety of races and ethnicities. The existing classes include up to 37 students per class. SLM has one class in each level from grades kindergarten through eighth. Current staffing accommodates one classroom teacher per grade and one teaching assistant per classroom for kindergarten through third grade. SLM is a permanent campus that includes nine classrooms, a computer lab, a mobile computer lab, a Writing to Read lab, a science lab, an art room, health room, one extended-day facility, administrative offices, Religious Education offices, a staff lounge, a teacher work-room, a library and one multi-purpose/yearbook/Spanish classroom. There is a kindergarten playground, a large upper and lower field and a hardtop play area. On campus there is also a parish church, rectory offices, a convent and a hall with a kitchen. SLM completed the WASC/WCEA visit and evaluation in 2003 and received a full six year term of accreditation until year 2009.

St. Lawrence Martyr Parish School shares in the mission of the church to participate fully in prayer and liturgy, fostering a community where all are invited, educated in scripture and traditions of the Catholic Church, and serving people in need to bring about justice where there is inequality as well as encouraging its members to answer the call to leadership. The school assists and complements parents as the primary educators of their children in the formation of Catholic standards and values. SLM uses a holistic approach that emphasizes an excellent education in the traditional basic subjects; striving to develop students to be dedicated Catholic Christians, caring community members, diligent lifelong learners and globally aware responsible citizens.

Archdiocesan and WASC/WCEA standards require the development of Schoolwide Learning Expectation (SLE's). These are used in curriculum development and assessment. They are written as follows: A St. Lawrence Martyr Parish School graduate is a dedicated Catholic Christian who values religion as a foundation of a moral and ethical life, understands the richness of our Catholic heritage and respects other races and religions. A St. Lawrence Martyr Parish School graduate is a Caring Community Member who lives Catholic values, demonstrates tolerance and respect, and serves and supports civic projects. A St. Lawrence Martyr Parish School graduate is a Diligent, Life Long Learner who is an independent, confident, organized, and enthusiastic, writes effectively, appreciates, analyzes, and comprehends language, knows, understands, and applies basic math skills, utilizes reference materials, employs technology and effectively organizes information, and lives a healthful lifestyle. A St. Lawrence Martyr Parish School graduate is a Responsible Citizen who accepts personal responsibility for his/her actions, uses conflict resolution, respects adults and peers, develops a disciplined, independent and cooperative work ethic, possesses good self-esteem, understands patriotism and civic responsibility, values nature and takes responsibility for the environment. Finally, a St. Lawrence Martyr Parish School graduate is a Globally Aware Citizen who recognizes and respects religious, cultural, and ethnic differences of the world-wide community, is conversant on world affairs, demonstrates knowledge of world geography and is cognizant of the need for social justice around the world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. Lawrence Martyr Parish School's Assessment Results in Reading and Mathematics

St. Lawrence Martyr (SLM) Parish School from its inception in 1956 has upheld its tradition of academic excellence. This tradition is corroborated every fall through the Iowa Test of Basic Skills (ITBS) standardized test. Consistently, SLM had 100% full participation as demonstrated in the data. In addition, students who have instructional challenges, inclusively, participate in the testing based upon the accommodations described in their Individualized Educational Plans.

SLM administers Form A of The Iowa Tests of Basic Skills (ITBS) and Form 6 of The Cognitive Abilities Test (CoGAT) as mandated by the Archdiocese of Los Angeles. The ITBS Test is administered to all students from the second through eighth grades. The CoGAT has been administered to students in the fourth and seventh grades in previous years. Beginning in the fall of 2006, students in third and fifth grades also partook in the CoGAT test. The reading and mathematics outcomes are the focus of this report and are found in the ITBS test results.

Standardized testing is administered in the second month of the school year. Early testing enables the administration and faculty to have ample time to use the tests results as a diagnostic tool rather than as a measure of performance; therefore, serving as an advantage to curriculum planning. Although, the test is administered near the beginning of the school year, the test results for all grade levels are commendable.

The statistical data presented in the ITBS results confirms that SLM ranks within the top 10% of the nation. Furthermore, it is posited in the data that for three consecutive years, the eighth grade class unfailingly scored within the top 7% of the nation in their reading scores. This is an affirmation to the quality of longitudinal education provided at SLM and is indicative of the caliber of students being sent to high school.

Moreover, the mathematics scores depicted in the data demonstrates the ranking of SLM students as in the top 10% of the nation. It should be noted that students in second grade tend to test lower than the other grades because second grade is the first time students at SLM experience standardized testing. Incidentally, SLM, by policy does not teach to the test.

SLM acknowledges that standardized testing is important; however, the school's academic program is not based solely on test results. It is the philosophy of SLM to build a strong foundation of basic skills, yet, strive to instill in the students responsibility to use their individual gifts and talents in order to participate fully as caring, productive members of the school and world community.

St. Lawrence Martyr Parish School does not participate in the state assessment system.

2. The Use of Assessment Data to Understand and Improve Student and School Performance

Upon receiving the ITBS results, the principal and the ITBS coordinator compile the data by grade, subject, and percentile rank. RADARS software is used to color code the scores so that they can be easily read and that proficient students, advanced students and possible struggling students are identified. The faculty then come together at a faculty meeting to discuss, interpret, and analyze the information. The faculty looks for consistencies and variations in the progression of students' scores. The assessment data is used to implement goals which in the long run will help the students achieve their full potential in the learning modalities best suited for their individual needs. The assessment data has led the school into the realization of advancing students' reading capabilities by piloting the Accelerated Reader Program and STARS Reading

Test in order to enhance the school's overall reading program, effective as of this school year (2006-2007).

Furthermore, the teachers of grades kindergarten through second; third through fifth; and, sixth through eighth continue with the study. By dividing into smaller faculty groups, grade level teachers are then able to effectively make decisions that are geared for a particular cohort. For example, teachers in the primary grades are able to organize explicit skills programs that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader. Although students in kindergarten and first grades do not partake in the ITBS testing, the assessment serves as a powerful intervention tool early on.

3. Parent, Student and Community Communication on Student Performance

St. Lawrence Martyr Parish School employs diverse ways to communicate student performance. The teachers utilize a program called Edline, an interactive web portal designed to allow the faculty to put grades and other student information securely online. Through Edline, teachers from third to eighth grades are able to upload grades simultaneously, on dates, as specified in the school calendar. Teachers also distribute progress reports to parents to inform them on their students' progress. The school plans parent/teacher conferences in October to communicate student performance with parents. Report cards are sent home every trimester. Informal modes of communication such as emails, phone calls, voice mails, notes, daily agenda books, scheduled appointments and casual communication are an integral part of the SLM's endeavor to maintain on-going communication channels between the home and school.

The results of the standardized testing arrive before the end of the first trimester. This is a good time to address issues for the second and third trimesters. Test results for each individual student are sent home following an informative evening discussing the overall standing of the school and specific grades. The ITBS coordinator of the school presents a comprehensible power point presentation highlighting the purpose of the standardized testing. Test results are presented to parents in easy to understand tables, graphs and curves. Brought to the forum are questions such as: How do we assess? Why do we assess? What standardized tests don't test? It is emphasized that standard testing does not measure the students' abilities on independent thinking, creativity, writing skills, higher order thinking skills and critical reasoning.

4. Sharing Successes with Other Schools

St. Lawrence Martyr Parish School is a member the National Catholic Education Association (NCEA), Western Catholic Education Association (WCEA), Western Association of School and Colleges (WASC), as well as part of the larger Archdiocese of Los Angeles. The Archdiocese consists of 225 Catholic elementary schools and the Archdiocese is broken down into 19 Deaneries with area supervisors. SLM participates in in-service opportunities both at the Archdiocesan level and at the local Deanery level. Several teachers sit on Archdiocesan committees such as the inclusion committee, the curriculum committee, WCEA/WASC committees and various other committees. The students of SLM participate in an Archdiocesan wide Academic Decathlon. Last school year 2005-2006, SLM School won the Junior Academic Decathlon competition for the Los Angeles Archdiocese and also won the California State competition against the winners from the other twelve Dioceses in the State of California.

SLM works closely with Redondo Beach Unified School District in areas of federal programs which involve collaboration and communication with public school officials. SLM hosts high school information nights for the surrounding public and private schools alike. Students from SLM also participate in sports teams which compete in a CYO (Catholic Youth Organization) league against other schools in the surrounding area.

In the summertime, SLM offers a summer school and summer camp for four weeks and invites students from the private and public schools in the area to participate in the camp. The camp consists of academic subject matter in the mornings and off site trips in the afternoon. The summer school/camp is sought after and parents wait anxiously every year to sign their children up for the program. This allows SLM to share its resources with all students in the area who wish to participate in summer activities and lends itself to collaboration among the different educational institutions in the area.

PART V- CURRICULUM AND INSTRUCTION

1. St. Lawrence Martyr Parish School's Curriculum

St. Lawrence Martyr Parish School prides itself in providing a solid academic background for all students. The school provides a challenging, comprehensive and relevant curriculum for each student and addresses the various learning styles of the students. Students are continually challenged to perform in all subject areas and to take ownership of the Schoolwide Learning Expectations (SLE's). The school's curricular program is developed through the SLE's, Archdiocesan curriculum guidelines (Project STARS-Students and Teacher Achieving Remarkable Standards), California state frameworks, national frameworks for music, Spanish and technology, annual archdiocesan in-depth studies, standardized test results, textbook scopes and sequences, teacher in-services, and current instructional strategies. The curriculum includes religion, language arts, mathematics, science, social studies, Spanish, art, physical education, computers, library, and music. The administration, faculty, and staff believe that parents are the primary educators of their children, and constant communication between the teachers and parents provides each student with the best possible education. Every six years, the school is reviewed and accredited through WASC/WCEA (Western Association of School and Colleges/Western Catholic Education Association). SLM has achieved the full term of six years of accreditation after each review.

Curriculum at SLM is based upon the school's philosophy, mission statement, and SLE's. Included in the SLE's is religious education, which is interwoven into daily life and is apparent in lessons as well as social interactions. Catholic values are at the center of curriculum and are integrated into every subject and activity. Religion is taught daily in all grade levels and is found throughout the day in prayer, Catholic community service, attendance at Masses and prayer services, written Bible passages, and integration into many other subject areas. The administration, faculty, and staff promote Christian-like behavior in dealing with conflict resolution among students, and parents are pleased with the religious background students receive.

The definitive goal of the language arts program at SLM, grades K-8, is to help students to acquire the critical literacy skills they will need to become responsible, competent, and creative members of their local, national, and global communities. Listening, speaking, reading, writing, and communicating including technology and the arts, is at the core of daily instruction, and moreover, crosses the curriculum into other subject areas. In all grades, students are expected to be literate learners in all curricular areas, who can assimilate, analyze, synthesize and expound using grammatically correct language.

The mathematics program at SLM incorporates curricula that are consistent with the California State content standards. In grades K-8, students develop a solid foundation in the areas of computational and procedural skills, conceptual understanding, and problem solving. Additionally, students are stimulated to employ higher levels of thinking as they progress from grade to grade. By the end of eighth grade, students have completed a full year of Algebra I and are prepared for a challenging high school math program. Mathematics learning is further

promoted through the integration of technology in the form of drills, problem solving, and the creation of charts, graphs, and spreadsheets.

Both the social studies and science programs at SLM are developed around the California content standards, as well as, the Archdiocesan Project STARS (Students and Teachers Achieving Remarkable Standards). The social studies program is designed so that students will develop a comprehensive understanding of the world: its history, peoples, cultures and civilizations, as well as, develop critical thinking skills that will enable them to analyze the past and its relationship to the present. Our science program introduces students to science facts and terms, and incorporates investigation and experimentation into each lesson. Through exploration, students are guided into building connections that link science to their daily experiences. Furthermore, as with every subject at SLM, social studies and science knowledge and skill increase in complexity from kindergarten through eighth grade.

Spanish is taught in Grades 7 and 8 three times a week for fifty minute blocks. Through eighth grade students are expected to have completed Spanish I, making them ready for Spanish II in high school. Spanish is offered as an after school enrichment program for students in Grades 3-6.

Beyond the core curriculum, students meet twice a week for computer class, physical education and music classes. Students meet twice a month for art class where they learn about the lives of important artists and learn their different artistic styles. Students have the opportunity to participate in student government, sports programs, Academic Decathlon, out-reach service opportunities, and many other school-sponsored activities. In the 2005-2006 school year, St. Lawrence Martyr Parish School placed first in the Junior Academic Decathlon competition for the state of California. The parish and school community is very proud of the students and their great accomplishments.

2. St. Lawrence Martyr Parish School's reading curriculum.

St. Lawrence Martyr Parish School prides itself in providing a challenging and comprehensive reading curriculum. Lessons are structured around the California State Standards and the Los Angeles Archdiocesan Project STARS. St. Lawrence Martyr Parish School's literature based curriculum beginning in the primary grades, throughout the intermediate and junior high grades, builds skills in every aspect of language: reading, writing, listening and speaking. Textbooks, MacMillian/McGraw Hill, A New View, for grades K-5, and Prentice Hall, Literature, for grades 6-8 are used to facilitate the content standards. Additional resources used throughout the grades are: Writing to Read, the Writing Express, Book It, Modern Curriculum Press Phonics, SRA Student Times Magazine, Gospel Weekly, Scholastic Interactive Phonics, Scholastic News, charts and word banks, literature units, daily oral language, technology integration, library/reference materials, instructional DVD's and videos.

In the primary grades, classrooms are filled with bold print and areas are designated for reading, whole-class learning, center learning and sharing, writing and publishing. Students are read to by peers, teachers, aides, parents and are encouraged to read independently as well during SSR (Sustained Silent Reading). Students are instructed in skills reading-comprehension, vocabulary, grammar, and decoding. Guided practice is assigned daily in this area.

SLM's intermediate and junior high students are engaged in literacy in a more complex manner that builds upon primary level instruction. Reading instruction at this level encompasses literature, vocabulary, comprehension, critical listening, critical thinking, spelling, grammar, pronunciation, expression, speech and writing.

Tools used to facilitate reading and reading comprehension are daily fifteen minute Silent Sustained Reading (SSR) and Accelerated Reader (AR). Accelerated Reader is a program that encourages students to read at their level or higher and assess their comprehension via computer generated tests. Teachers set reading goals for individuals based on an initial reading comprehension assessment. Students are further assessed throughout the year and goals are re-developed.

3. St. Lawrence Martyr Parish School's mathematics curriculum and how it relates to essential skills and knowledge based on the school's mission.

The mathematics program at St. Lawrence Martyr Parish School is aligned with the state content standards and encompasses the five strands: number sense; algebra and functions; measurement and geometry, statistics, data analysis and probability; and mathematical reasoning. The Scott Foresman California Mathematics series is used throughout grades K-6, and Prentice Hall Pre-Algebra and Algebra texts are used in grades 7 and 8. In conjunction with the standards-based lessons found in each series, the SLM teachers balance skills building, concept development, and problem solving with real world application and the cultivation of abstract thinking. The use of visuals, manipulatives, hands-on exploration, and cooperative-learning groups assist students with the challenges of conceptual thinking and linking math to everyday situations, as well as, facilitate the varied learning styles.

At the primary level, visual and tactile aids are used both as a means of teaching and assessing the students' progress. During written class work, students are closely monitored and homework is given as a follow-up to the lessons so that parents can also be aware of any problems in understanding that students might have. There are many activities during the day which promote mathematical skills, such as, use of the calendar, clock and historical ordering of events. There are "Problems of the Day", drills of basic skills, board work, small-group work, mini-lessons, as well as, individual tutoring by the teacher's aide or by the teacher. Students are evaluated via oral assessment, as well as written tests and quizzes, followed by re-teaching and reassessing as needed.

As the students enter the intermediate and junior high levels, more written work is done in class and at home. However, many of the same visual and tactile aids are still employed, albeit in a more complex manner. Students make and use such things as math flash cards and math games, which are then used for partner-pairing or general classroom drills. Furthermore, mathematics is integrated in several areas of the curriculum, including science, music, social studies, computers, Spanish, and art. Students needing further assistance are helped by classroom aids for grades K-3 and by mathematics/algebra teachers for grade 4-8 in a one-on-one or group setting. Students with advanced abilities are given accelerated and enrichment activities/projects that are further supported by teachers, aides, and parents. Eighth grade students are divided into ability groups based on an algebra diagnostic test administered through UCLA. Teachers also incorporate many other techniques into their math lesson during the year, such as portfolios, projects, written assignments, group work, and peer discussions.

4. The different instructional methods the school used to improve student learning.

Through a variety of instructional styles, St. Lawrence Martyr Parish School teachers implement lessons to reach the various learning styles of the students. Design and implementation of lessons occur through faculty meetings, in-service programs, teacher lesson plans and yearly goals, as well as a review of achievement test results. Lessons are carefully aligned with the school's philosophy, mission, and SLE's. Students are constantly learning, whether it is formal instruction in the classroom, or in their interactions with fellow students and teachers between classes. The principal reviews lesson plan books often, and lessons are reviewed and observed formally and informally by the principal.

By keeping up to date with current methodology and trends in education, teachers are better able to reach students of all educational levels. When teachers attend education classes and/or workshops, they are able to bring new ideas and strategies into the classrooms. Teachers employ the use of written activities, oral projects, manipulatives, cooperative learning, critical thinking, role-playing, lab work (with computer and science), art expression, independent reading, group projects, class discussions, field trips, and then relate lessons to real life experiences. Grades 6-8 are departmentalized and specialist teachers are employed for all grades to further educate and stimulate students' learning. Teacher aides are used in the primary grades to help reach the individual needs of the students. Teachers of all grades will re-teach lessons and provide remedial help as needed, and teachers are often found giving individual help to students during their limited free time or after the school bell has rung. A school psychologist is also employed to help teachers identify students with learning differences, and provide ways to help the student achieve to the best of his/her ability. Archdiocesan Inclusion Policy (AIP) guidelines are followed as parents meet with teachers and the psychologist to facilitate the future success of the student with learning differences.

A wide variety of assessment is used in determining that the SLE's is being addressed. Communication, both written and oral, is stressed in all grade levels, including written tests and several opportunities for oral speaking such as "star of the week," sharing, and oral reports. Students are also expected to communicate effectively with peers by participating in activities such as group projects, election speeches, daily announcements, and readings at Masses. Critical thinking and problem solving are stressed in all subjects, as well as lessons related to real-life situations. Family groups were formed (consisting of an eighth grade leader, member(s) from each grade level, and a faculty advisor) to build on a variety of life skills including communication, problem solving, conflict resolution, cooperation, and a sense of belonging. SAT records and portfolios are used and given to the next teacher as students change grades to build upon an established continuum of learning. Teachers often dialog with each other at bi-monthly meetings and informally to discuss curriculum goals and insure continuity in learning.

5. St. Lawrence Martyr Parish School's professional development program and its impact on improving student achievement.

The school's leadership team is committed to staff development and this is apparent in many ways. As a faculty, bi-weekly staff meetings are used to develop and evaluate curriculum and for professional development opportunities. The faculty as a whole partakes in four professional development workshops a year. Teachers also continuously participate in constant growth. Setting yearly goals for themselves, teachers participate in in-service workshops and conferences that would be beneficial to the subjects they teach. Title II funds are utilized for in-service and professional development.

The administration and teachers are committed to personal growth. Currently, the school principal is attending classes to obtain a doctorate in education, four teachers are in the process of completing their Master's degree in education, and two teachers are pursuing single subject credentials beyond their already attained multiple subject credentials.

Once goals have been set, the faculty and staff are evaluated throughout the year by the administration using formal and informal assessments. Evaluations are developmental and collaborative in nature. The key is for the development of the teachers and their growth as educators and learners. Together, the administration and teachers work toward improving student achievement and teacher development.

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. Delete if not used.

1. Private school association(s): National Catholic Education Association, Western Association of Schools and Colleges, Western 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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------|-----------------|-----------------|-----------------|------------------|------------------|
| <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ 3,375</u> |
| K | 1 st | 2 nd | 3 rd | 4 th | 5 th |
| <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ 3,375</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> |
| 6 th | 7 th | 8 th | 9 th | 10 th | 11 th |
| <u>\$ N/A</u> | <u>\$ N/A</u> | | | | |
| 12 th | Other | | | | |

4. What is the educational cost per student? \$ 4,770
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 277

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 37 %

PART VII - ASSESSMENT RESULTS

ST. LAWRENCE MARTYR PARISH SCHOOL

Iowa Test of Basic Skills
Form A, 2001
Riverside Publishing

Scores are reported as percentiles of fall-normed tests.
No students were excluded from the test.
Mathematics Total with computations.

| | 2005-2006 | 2004-2005 | 2003-2004 |
|----------------------------------|-----------|-----------|-----------|
| Testing month | October | October | October |
| Grade 8 | | | |
| Reading | 89 | 86 | 91 |
| Mathematics | 86 | 87 | 82 |
| Number of students tested | 28 | 34 | 31 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 7 | | | |
| Reading | 84 | 89 | 91 |
| Mathematics | 84 | 86 | 92 |
| Number of students tested | 31 | 29 | 35 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 6 | | | |
| Reading | 75 | 78 | 85 |
| Mathematics | 72 | 83 | 85 |
| Number of students tested | 33 | 29 | 30 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 5 | | | |
| Reading | 85 | 81 | 86 |
| Mathematics | 82 | 79 | 83 |
| Number of students tested | 36 | 33 | 32 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| | | | |
| | | | |

| | | | |
|----------------------------------|------|------|------|
| Grade 4 | | | |
| Reading | 85 | 87 | 85 |
| Mathematics | 78 | 85 | 79 |
| Number of students tested | 35 | 38 | 35 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 3 | | | |
| Reading | 81 | 85 | 86 |
| Mathematics | 78 | 80 | 84 |
| Number of students tested | 31 | 32 | 44 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |
| Grade 2 | | | |
| Reading | 87 | 80 | 80 |
| Mathematics | 74 | 67 | 67 |
| Number of students tested | 34 | 32 | 36 |
| Percent of total students tested | 100% | 100% | 100% |
| Number of students excluded | 0 | 0 | 0 |
| Percent of students excluded | 0 | 0 | 0 |