

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

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

Official School Name Saint Nicholas School
(As it should appear in the official records)

School Mailing Address 12816 South El Monte Avenue
(If address is P.O. Box, also include street address.)

Los Altos Hills CA 94022-4607
City State Zip Code+4 (9 digits total)

County Santa Clara State School Code Number* N/A

Telephone (650) 941-4056 Fax (650) 917-9872

Web site/URL http://www.stnicholaslah.com E-mail MattKomar@StNicholasLAH.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* Ms. Marian Stuckey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of San Jose Tel. (408) 983-0185

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. Kevin Purser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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. 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.

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
- _____ N/A TOTAL

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

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 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 | 0 | 0 | 0 | 7 | 14 | 12 | 26 |
| K | 7 | 15 | 22 | 8 | 8 | 16 | 24 |
| 1 | 13 | 9 | 22 | 9 | 0 | 0 | 0 |
| 2 | 15 | 15 | 30 | 10 | 0 | 0 | 0 |
| 3 | 15 | 13 | 28 | 11 | 0 | 0 | 0 |
| 4 | 16 | 6 | 22 | 12 | 0 | 0 | 0 |
| 5 | 12 | 11 | 23 | Other | 0 | 0 | 0 |
| 6 | 14 | 18 | 32 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 229 |

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 9 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 5 | % Hispanic or Latino |
| 86 | % White |
| 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 | 0 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 0 |
| (4) | Total number of students in the school as of October 1 | 229 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0 |
| (6) | Amount in row (5) multiplied by 100 | 0 |

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

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: 0 %
 0 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> 0 </u> Autism | <u> 0 </u> Orthopedic Impairment |
| <u> 0 </u> Deafness | <u> 0 </u> Other Health Impaired |
| <u> 0 </u> Deaf-Blindness | <u> 0 </u> Specific Learning Disability |
| <u> 0 </u> Emotional Disturbance | <u> 0 </u> Speech or Language Impairment |
| <u> 0 </u> Hearing Impairment | <u> 0 </u> Traumatic Brain Injury |
| <u> 0 </u> Mental Retardation | <u> 0 </u> Visual Impairment Including Blindness |
| <u> 0 </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> 2 </u> | <u> 2 </u> |
| Classroom teachers | <u> 11 </u> | <u> 6 </u> |
| Special resource teachers/specialists | <u> 0 </u> | <u> 0 </u> |
| Paraprofessionals | <u> 2 </u> | <u> 3 </u> |
| Support staff | <u> 4 </u> | <u> 4 </u> |
| Total number | <u> 19 </u> | <u> 15 </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 16:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 97% | 98% | 98% |
| Daily teacher attendance | 96% | 97% | 98% | 98% | 96% |
| Teacher turnover rate | 14% | 25% | 17% | 17% | 18% |
| Student dropout rate (middle/high) | 0% | 0% | 0% | 0% | 0% |
| Student drop-off rate (high school) | N/A | N/A | N/A | N/A | N/A |

PART III - SUMMARY

“The Saint Nicholas School Community commits to teaching Catholic values while fostering life long learning of the whole child.” This mission statement guides the faculty, administration, students and parents of the community.

Saint Nicholas School provides a learning environment based on Gospel values. The academic program promotes intellectual, physical, social, emotional, and spiritual development. St. Nicholas encourages stewardship, community spirit, appreciation of diversity, and outreach to those in need. Parents are the primary educators of their children, and the faculty and staff strives to support and complement them in this role.

St. Nicholas students learn to explore ideas, seek information, develop essential skills, and solve problems. St. Nicholas offers courses in art, language arts, mathematics, music, physical education, religion, science, social studies, Spanish (seventh and eighth grades), and technology. Kindergarten through fifth grades are primarily self-contained classes, while sixth through eighth grades are departmentalized. The curriculum complies with California state standards and is accredited by the Western Association of Schools and Colleges and the Western Catholic Education Association.

To strengthen writing skills, St. Nicholas adopted the *Step Up to Writing* program. It uses traffic-signal colors to help children organize ideas, write effective topic sentences, and strengthen paragraphs. The students learn how to draft, revise, proofread, and make a final version. Integrating the program across all grades reinforces a consistent approach and provides a foundation for high school, college, and beyond.

St. Nicholas has an award-winning science program. The state-of-the-art classroom comprises a lecture area and laboratory, equipped with microscopes, an incubator, a greenhouse, and safety equipment.

St. Nicholas connects the curriculum with technology through numerous computers and extensive software. Students also use scanners, digital and video cameras to create multi-media projects. Here in Silicon Valley, technology skills form a vital part of education.

The library features various resources, with over 15,000 volumes sectioned by level, curriculum, and subject, new media, and additional computers for Internet research, educational software, and word processing. Each class uses the library for research projects and small-group instruction. A full-time librarian, an assistant, and parent volunteers, ensure the library is also available during lunch, recess and after school.

Classroom teaching is enriched by field trips to museums and planetariums, theater performances, fire and police departments, nature preserves, working farms, Native American sites, a California mission, Sacramento, Gold Country, Alcatraz, NASA Ames, science camp, and the annual eighth-grade trip to Washington D.C.

Students share their achievements at the Science Fair, the Heritage, Diversity, and Country of Origin reports dinner, reports on different U.S. states, the *We the People* citizenship program, a mock trial in a real courtroom, and the DARE program. Many students also enjoy sports, playing other area schools, as well as participating in theater productions like *The Music Man*.

Music is taught in kindergarten through fifth grade. The students sing and play instruments, and perform in the annual Christmas Program, Spring Sing, and Diocesan Choral Festival. The school also sponsors a band program, including participation in a regional honor band.

St. Nicholas provides art instruction for students in kindergarten through sixth grade. The art teachers provide instruction in drawing, perspective, watercolor, and painting. Student work is often showcased around campus, including an annual spring art show, and in the local community.

St. Nicholas also supports character education, with a social and emotional learning consultant who helps us create a school-wide conflict resolution approach, and guides the faculty as they create classrooms where students feel safe to be themselves and express who they are. This culture of inclusiveness and respect is summarized by a school motto: “You can’t say that you can’t play!”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Nicholas, with all other elementary schools in the Diocese of San Jose, administers the Iowa Tests of Basic Skills (ITBS Form A) in the fall at the start of each school year. This test is a norm-referenced test, meaning that performance is compared to performance across a national norm group. The Iowa test is not a criterion-referenced test, which would compare scores to a performance standard, like a unit or chapter test in a classroom. In both the fourth and seventh grades, students also take the Cognitive Abilities Test (CogAT), which is an assessment tool that helps teachers understand how each student learns.

The first score considered when evaluating test results is the percentile rank (PR). The PR ranges from 1-99 and indicates the percentage of students taking the test who earned scores lower than the student did. A PR of 72 means a student did better than 72 percent of the students in the national sample. A PR of 50 is the mean, which would show that a student kept pace with a typical member of their age cohort. For all grades at St. Nicholas, the average PR runs consistently in the top ten percent in the nation. Blessed with many well-prepared students, St. Nicholas must ensure the quality of education continues to challenge them.

In addition to the PR, a standard score (SS) is also reviewed. The SS is a statistic used to track typical growth. An increase of 10-12 points from year-to-year is a typical normal year of growth. A SS of 212 would be appropriate norms for typical fifth grader, 224 for a typical sixth grader, and so on. A composite for each class is the average standard score. The standard scores at St. Nicholas exceed the typical average in all grades. For example, for the current eighth grade results, the class average SS is 275 in Reading and 288 in Math. From the Riverside Publishing Company, the standard score for a typical eighth grader is between 219 and 279, or 250. The percentile ranks for that same eighth grade class are as follows: 82 in Reading and 90 in Math.

The CogAT is administered to all students in the fourth and seventh grades. Three batteries are evaluated in the CogAT: quantitative, verbal, and non-verbal. Age scores for individual students are evaluated for significant variances among the three batteries because that has the most implications for how students learn. The class profile is based on percentile rank, similar to Iowa test scores. In both the fourth and seventh grades, the students at St. Nicholas typically score in the 50-99 percentiles on the CogAT. Trends in these test results show that St. Nicholas students are strongest in quantitative reasoning, which shows a general school strength teaching critical thinking skills.

2. Using Assessment Results:

Test results are received in November annually. School administration and each classroom teacher evaluate the class performance profile and the individual student profiles. The evaluation of both the class

and the individual profiles focuses on three key statistics: standard score (SS), national percentile rank (NPR), and grade equivalent (GE). Variances among individual students are compared to these statistics and are documented. Trends of each classroom are noted by each teacher and brought to a faculty meeting where the entire faculty and staff discerns commonalities across the grade levels and decides the areas of improvement to focus on for the remainder of the school year. This information is also critical to making curriculum decisions that will best meet the needs of students for the following school year. For example, if reading comprehension is significantly lower than other subtests of the reading core, St. Nicholas can adjust materials and instruction, among other approaches, to address the students' needs.

After analyzing the big picture, the faculty looks for areas of strengths and areas for growth by looking at each subset and the variance from the mean percentile rank. The areas found are noted by classroom teachers, shared at grade level meetings and at faculty meetings to identify consistencies amongst grade levels. An action plan is created by faculty and staff, and implemented to address all targeted areas directly.

3. Communicating Assessment Results:

Student performance is measured in several ways at St. Nicholas. As "parents are the primary educators of their children," communication regarding performance continues throughout the year, via email, telephone, or appointments. Progress reports are sent home in fourth through eighth grades at the trimester midpoint, providing a "snapshot" of performance thus far, so that students, teachers, and parents can ensure that strengths are realized and areas for improvement are addressed prior to the formal report card. Letter grades incorporate formal and informal assessments, including unit tests, written work, class participation, homework, and in-class projects. The administration reviews lesson plans to ensure that various assessment methodologies are included.

At the end of the first trimester, standardized test (ITBS) results are received by the teachers and administration. In conference with parents, teachers review how individual students compare to norm references using percentile rank, and growth using the standard score. Teachers do not use this test to rank their class. Since Diocese policy prohibits the use of test scores for marketing purposes, results of the standardized tests are not published for the school or wider community. However, the administration does share general performance with the School Advisory Council (comparable to a school board) in a closed meeting.

St. Nicholas awards first and second honors for students who maintain a GPA of 3.65 and 3.325 respectively. They receive a certificate of recognition each trimester they achieve above these thresholds, as long as effort, conduct, and homework grades are no lower than a B average.

4. Sharing Success:

St. Nicholas shares its successes with the school community, the parish, and the outside community through many methods.

Monthly, all principals in the Diocese meet to discuss best practices and share success stories and ideas that have worked at each school. Each year, students participate in the Diocese of San Jose Academic Decathlon and the Mercy High School Speech Tournament; these academic competitions enable students to share their talents in a community forum.

The school employs a Director of School Advancement, who works with the school administration in public relations efforts for the school. The school website (www.stnicholaslah.com) includes information about the strong curriculum and co-curricular programs. Local newspapers, such as the *Los Altos Town*

Crier, the *Valley Catholic*, and the *San Jose Mercury News* publish articles about activities and milestones at St. Nicholas.

To connect the St. Nicholas school community, a web-based communication system, called SchoolSpeak, was introduced this year. Weekly electronic information is distributed to each family, including calendars and other information, outreach updates, school-related success stories, and additional news. The Sunday bulletin updates the broader St. Nicholas parish community.

In addition to local media, word-of-mouth from the parent community is effective in sharing school success. Many new students are attracted to St. Nicholas through the interaction of families with neighbors and friends. New families interested in learning about St. Nicholas often speak to current parents, to hear about the strong academic program in a faith-centered environment.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Nicholas follows the Diocese of San Jose curriculum guidelines, based on national and California state standards.

Language is broken into four main areas: spelling, grammar, literature, and writing. In sixth through eighth grade, language is a two-hour block daily, including literature based on books selected by teachers for lessons appropriate for junior high. Students in all grades visit the library twice per week, where they check out and read books, and receive literature instruction from the librarian. The school-wide writing program, called *Step Up to Writing*, supports well thought-out essays. Vocabulary and parts of speech are taught and used in student writing exercises. Oral presentations are emphasized, as students present book reports and PowerPoint presentations in class, and learn speech and debate.

Math balances computation skills with strong mathematical reasoning. In primary grades graphing, time, and currency are also part of the curriculum. Seventh graders take pre-algebra. Eighth graders take either Intro to Algebra or Algebra, according to a Diocese rubric used to determine the student readiness. The goal is to enable students to excel in ninth grade Geometry, Algebra 1, and even Algebra Honors. Periodic math maintenance worksheets review math concepts school-wide.

Science is a strength of the school, due in part to an outstanding science lab, with lessons incorporating lab techniques and group instruction. Lessons convey knowledge of the scientific method, and cover earth, life, and physical science. At the annual science fair, junior high students complete individual projects, while younger students participate in groups. Field trips to NASA, local museums and planetariums, and Stanford hospital complement classroom studies. In addition, sixth graders attend a week-long science camp, complementing their study of earth science.

Social studies covers local communities, the State of California in fourth grade, United States history in fifth and eighth grades, and ancient and medieval history. History, geography, economics, legal systems, and cultural influences are discussed. Social studies often engage in cross-curricular activities with literature, religion, math, and computers. The fifth grade curriculum incorporates the *We the People* program with study of the three branches of government, including a simulation of a Congressional hearing. In eighth grade, students learn about the nation's history and travel to Washington D.C. for a working field trip.

Art and music are taught twice per week in kindergarten through fifth grade. After-school drama is offered

for interested students. All students participate in the Christmas music program, and the drama players perform a spring musical for the community.

Spanish is taught twice per week in seventh and eighth grade, including vocabulary and verb conjugation. These lessons reinforce English grammar rules and meet the requirements of the NCLB-BRS program.

In addition to mandated curriculum, St. Nicholas includes social and emotional learning. This curriculum introduces conflict resolution skills, allows students to feel safe at school, and gives all students a voice.

Religion is taught daily, incorporated into all aspects of school life. Formal instruction focuses on learning about God and Jesus, prayer, sacraments, creed, and morality, allowing all students to grow in their faith. Morality and Church history are incorporated into the upper grades, while primary grades learn about the sacraments of initiation, preparing for first reconciliation and Eucharist during second grade. Stewardship and community outreach gives students opportunities to live their faith.

2a. (Elementary Schools) Reading:

The reading curriculum taught at St. Nicholas is derived from the language arts standards published by the Diocese of San Jose. In reading for kindergarten through second grade, students receive daily instruction in four “blocks” of literacy: guided reading, self-selected reading, writing, and working with words. Teachers in the primary grades assess each child’s reading level. Students are then grouped by their reading level so that instruction can be targeted toward each specific group. Students read level-appropriate books and are encouraged to progress at their own pace, while they learn reading strategies in the classroom. Each trimester, a running record is updated to monitor reading progress.

In third through fifth grade, the transition of the classroom focus changes from “learning to read” to “reading to learn.” Students use a basal textbook, but focus on reading comprehension skills and vocabulary building. Critical thinking skills also are taught. Classroom teachers assign book reports and a variety of creative report methods that incorporate art.

The junior high literature curriculum takes into account Diocese standards and articulation with Catholic high schools in the area. Literature is chosen by thematic units, where critical thinking skills, vocabulary building, and literary terms are focused upon.

St. Nicholas is rich in reading resources. The school librarian teaches literature to all grades twice per week. Library time is spent not only checking out books, but also with supplemental reading in a group setting, out loud or via tape recorder. The librarian/literature teacher encourages reading and helps students find books to check out that fit the student’s ability and interests. In addition, the librarian uses *Accelerated Reading*, a computer program that reinforces reading comprehension.

In addition to the extensive library, teachers have libraries in their classrooms stocked with applicable reading material for all levels in the class.

2b. (Secondary Schools) English:

Not applicable, as St. Nicholas is an elementary school.

3. Additional Curriculum Area:

The math program is designed to provide students with a solid foundation in basic computation, real-world

application, critical thinking, and mathematical reasoning.

As students progress through the grades, math skills build from prior knowledge. More algebraic skills and geometry concepts are incorporated into the curriculum in the middle grades. Junior high students connect basic skills of computation, fractions, decimals, ratio, proportion, percent, graphs, and basic geometry to algebra. Typically, seventh graders take pre-algebra. However, depending on the class dynamic and scores on a UC-Berkeley Pre-algebra Readiness Test, some seventh-grade classes have been split into two ability groups, Pre-Algebra and Intro to Algebra. In eighth grade, students either study Algebra 1 or Introduction to Algebra. The goal of eighth-grade math is to prepare students for success in math in high school. They are prepared for Geometry Honors, Geometry, Algebra 1 Accelerated, or Algebra 1.

Students are taught using direct methods as well as hands-on experiences. Many teachers employ hands-on methods in small group instruction. Teachers access supplemental materials which aid in instruction, such as Marcy Cook workbooks. In addition, first through eighth grades assess prior math knowledge daily with math maintenance worksheets. These worksheets are completed in the first five minutes of each math class period and are part of each student's math grade.

4. Instructional Methods:

All faculty have been trained and in-serviced in differentiated instruction and teaching best practices. The teachers know their students and whether they are visual, auditory, or sensory learners. They can adjust their instructional methods to meet the needs of all their students. Kindergarten through fifth grade have access to instructional aides who assist in teaching, particularly in smaller groups. The junior high teachers share an instructional aide.

Pre-tests are implemented often in all grades to determine prior knowledge of topics, so teachers can adjust their unit lessons to meet the needs of the students. Students prosper from dedicated teacher planning. The school is blessed with a well-furnished computer lab. The primary grades periodically split their classes into thirds for core curriculum studies: one-third of a class will be in the computer lab, one-third in the library, and one-third in the classroom. This arrangement allows student to have more individual instruction. The Catholic Television Network (CTN) is used in many subject areas, along with supplemental teaching aids, DVD, streaming video, and prayer services. CTN offers grade-appropriate material.

In addition to individual instruction, St. Nicholas students learn through cooperative small-group learning. Simulations and projects in small groups teach students to solve problems and think critically.

St. Nicholas employs The Reading Clinic, an independent contractor, to meet the needs of lower performing students. Working together with teachers, parents, and the school administration, The Reading Clinic assesses students, and prepares a plan for success based on student needs.

Co-curricular activities such as chess, drama, and after-school sports complement the instructional day at St. Nicholas.

5. Professional Development:

St. Nicholas faculty and staff are fortunate to have a comprehensive professional development program. Each year, the Diocese of San Jose provides several meaningful in-service programs for all faculty and staff. As a result, teachers receive an average of twenty hours of training per year. Over the past five years, these in-service programs have focused on differentiated instruction, best practices, and standards-

based instruction. Teachers learn how to meet students' needs by understanding how students learn. Training also shows teachers how to reach the highest achieving students at the same time as the lowest-thirtieth-percentile students.

In addition to Diocese-sponsored programs, teachers also attend school-sponsored training. Each year, math teachers attend the Asilomar math conference, and reading teachers attend the Reading Council Conference. The kindergarten and first grade teachers have attended the California State Kindergarten Convention and the California First Grade Teachers Convention. The fifth grade teacher was selected to attend *We the People* program training in San Diego. In turn, the teacher has implemented the curriculum in her classroom.

Teachers also take other opportunities for professional growth by subscribing to educational journals. For example, the school has an institution membership to the National Conference of Teachers of Math (NCTM). The teachers receive journals about math curriculum and instruction monthly with the membership. St. Nicholas teachers and staff are current in their professional development and when they bring new skills and ideas into the classroom, the students prosper.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Roman Catholic Diocese of San Jose, 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 No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

Grades K-8

In Parish

| | |
|---------------|-------------------------------------|
| One child | \$5,900 |
| Two children | \$11,800 |
| More children | \$4,425 each, additional beyond two |

Out of Parish

| | |
|------------|---------|
| Each child | \$8,400 |
|------------|---------|

4. What is the educational cost per student? \$ 8,700
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2,625 (includes tuition reduction)
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 30 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 97 %

PART VII - ASSESSMENT RESULTS

SAINT NICHOLAS SCHOOL

Iowa Test of Basic Skills
Form A
Riverside Publishing

Scores are reported as percentiles.

| | 2007 | 2006 | 2005 | 2004 | 2003 |
|----------------------------------|------------------|------------------|------------------|------------------|------------------|
| Testing month | September | September | September | September | September |
| Grade 8 | | | | | |
| Reading | 82 | 86 | 84 | 89 | 86 |
| Mathematics | 90 | 89 | 91 | 90 | 88 |
| Number of students tested | 24 | 34 | 35 | 34 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 7 | | | | | |
| Reading | 88 | 82 | 86 | 85 | 89 |
| Mathematics | 92 | 87 | 86 | 88 | 85 |
| Number of students tested | 26 | 24 | 33 | 35 | 33 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 6 | | | | | |
| Reading | 83 | 77 | 72 | 86 | 80 |
| Mathematics | 77 | 88 | 79 | 85 | 87 |
| Number of students tested | 32 | 28 | 24 | 34 | 35 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 5 | | | | | |
| Reading | 94 | 88 | 88 | 80 | 91 |
| Mathematics | 92 | 78 | 88 | 77 | 89 |
| Number of students tested | 23 | 32* | 28 | 28 | 33 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 4 | | | | | |
| Reading | 85 | 95 | 91 | 87 | 85 |
| Mathematics | 88 | 93 | 83 | 88 | 82 |
| Number of students tested | 22 | 24 | 30 | 27 | 26 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Grade 3 | | | | | |
| Reading | 78 | 82 | 90 | 85 | 86 |
| Mathematics | 85 | 86 | 91 | 80 | 92 |
| Number of students tested | 28 | 21 | 25 | 31 | 27 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Grade 2 | | | | | |
| Reading | 72 | 76 | 85 | 84 | 80 |
| Mathematics | 73 | 80 | 78 | 78 | 72 |
| Number of students tested | 30 | 30 | 22 | 27 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |

*One child missed mathematics test due to illness.