

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 Mrs. Tammi Rohman
Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 201 First Capitol Dr.
(If address is P.O. Box, also include street address.)

St. Charles Missouri 63301-3431
City State Zip Code+4 (9 digits total)

County St. Charles State School Code Number 092-417

Telephone (636) 947-9669 Fax (636) 946-3580

Web site/URL www.saintpeterchurchandschool.org Email trohman@yahoo.com

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

(Principal's Signature) Date _____

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

District Name Archdiocese of Saint Louis Tel. (314) 792-7302

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. Otto Ken Thiele II
(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: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
 N/A Other
 _____ 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. 2 Number of years the principal has been in her/his position at this school.
 4 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	8	12	20
K	10	11	21	8	9	8	17
1	9	9	18	9			
2	6	14	20	10			
3	9	9	18	11			
4	10	10	20	12			
5	8	12	20	Other			
6	19	11	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							184

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| <u>0</u> | % American Indian or Alaska Native |
| <u>1</u> | % Asian or Pacific Islander |
| <u>2</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>95</u> | % 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: 2%

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	3
(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)]	3
(4)	Total number of students in the school as of October 1	190
(5)	Total transferred students in row (3) divided by total students in row (4)	.02%
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: .5%
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 19%

Total number students who qualify: 10

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: 14 %
26 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>1*</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1*</u> Speech or Language Impairment
<u>0</u> Learning Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

*Only 2 of the 26 students receiving services have a medical diagnosis

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>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>11</u>	<u>10</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 14:1

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	98%	97%	98%	98%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	8%	10%	20%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

Saint Peter Catholic School represents a commitment from the parish to provide a quality Catholic education. Founded in 1924, Saint Peter continues to be a very family oriented environment. The current enrollment is at 184 students, with several families choosing Saint Peter to educate their fifth generation. The Saint Peter Daycare offers a pre-kindergarten program as well as an extended day program for working families. The student to teacher ratio is 14:1. The experienced teaching staff is certified and has a low turnover rate.

Saint Peter exists to integrate the learning of our students with Roman Catholic faith development as embodied in the gospel. We believe this is best achieved by providing a high-quality comprehensive curriculum aimed at developing the whole person: spiritually, morally, intellectually, aesthetically, emotionally, physically, and socially. The emphasis of our school is to take into account the students' experiences and circumstances and attempt to meet the needs of each individual as much as possible.

Saint Peter is child-centered and is committed to providing strong academic and developmental programs which enable children to grow to their full potential. This atmosphere promotes personal respect, positive self-esteem, and an awareness and respect for other people. Resource, Enrichment, and Oasis programs help meet the diverse educational needs of the students.

It is evident that Saint Peter values diversity of culture, race, and gender by welcoming students of all backgrounds to our school. Our goal is to prepare the students to succeed in the future, and foster love and respect for all people. Students are taught to value diversity in these areas throughout the curriculum and at each grade level. Students become more familiar with countries around the world through Spanish lessons, social studies, literature, music, and art lessons from the textbooks as well as activities that help the students gain respect for the lifestyles and talents of other people.

Students engage in school-wide projects, which include mission projects, Living Rosary, Pro-Life baby shower, Thanksgiving food collections, Adopt-a-Family, recycling program, special liturgies, Lenten theme baskets, and Guardian Angels. Entertaining the residents of a local nursing home with holiday songs and decorations is an example of classes volunteering in the community.

Individual classroom projects include Reading Rainbow writing contest, Symphony critical listening project, vocation contest, class plays, educational field trips, role playing, guest speakers, alumni visits, reading buddies, Egyptian party, living museum, author's visit, art projects, and PowerPoint presentations. Internet access in every classroom and SMART Board Technology have enhanced student lessons. These and other opportunities allow the students to experience a plethora of different learning styles which promote decision-making and develop problem solving skills.

Students are encouraged to display their artistic, musical, and physical talents through the Saint Peter Art Gallery, Music Festival, band program and concerts, speech meets, yearbook committee, Jump Rope for Heart, and D.A.R.E. Hoops Challenge. Teachers give encouragement to students to help them recognize their talents and achieve their full potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Using Assessment Results:

Saint Peter School administers the ITBS achievement tests during the month of September each year. The test is given to students in grades four through eight. In order for one to understand the assessment results of the ITBS test, they first must understand the purpose of the testing.

The main purpose of using a standardized achievement battery is to provide information that can be used to improve instruction. These tests determine how much skill or knowledge a student has in a certain subject area. These tests measure year to year growth in academic skills. They compare the students' achievement with others in the same grade/level. They also show the students' strengths and weaknesses.

The reading section is comprised of two sub-tests: vocabulary and comprehension. Language is broken down into four sub-tests: spelling, capitalization, punctuation, and usage/expression. Math has three sub-tests: concepts/estimation, problem solving/data interpretation, and computation.

There are several different types of scores reported in the results of the standardized achievement test. The test itself is a norm-referenced test. Its interpretation involves comparing a student's score with the scores other students obtained on the same test given during the same time period.

The National Percentile Rank is the easiest score to understand. A student's percentile rank is a score that tells the percent of students in a particular group that scored lower than he/she did. It is not the percent of test questions the student answered correctly, but rather the student's rank in a group of students who are in the same grade and tested at the same time. The National Percentile Ranks show a student's rank in comparison with the nation or predetermined region with similar types of schools. Percentile ranks are especially useful for determining the areas of strength and weakness for an individual student, class, or grade group.

Once the school receives the test scores, the results are forwarded to the homeroom teacher. The teacher then identifies the weaknesses and strengths of the individuals as well as the whole class. These weaknesses and strengths are examined during faculty meetings and strategies for improvement are discussed. Then each teacher uses the information to develop ways to improve upon individual and class scores. The results of this battery of tests help the teachers adjust the planning of lessons to meet the groups' needs or a student's individual needs. The test results are also shared and explained to the parents at conference time.

The students in Saint Peter School always score well above the national average on the ITBS tests. The present eighth grade class achieved an NPR score of 74 in mathematics, and a NPR score of 79 in reading.

2. Assessment Results:

Saint Peter School assessment processes are the basis for regular evaluation and improvement of instruction and curriculum. The varied assessment programs at Saint Peter School help provide better instruction and more opportunities to ensure the success of each individual student.

Varied assessment programs are integrated into the teaching and learning process by teachers using formal and informal assessments to monitor student progress. Teachers observe students in the classroom setting to ascertain the level of abilities for each child. Oral or written pre-tests are administered to

determine prior knowledge. Saint Peter School assessment is also based upon projects, group activities, and discussion, often using rubrics as a measurement. Students' progress is checked for understanding throughout the presentation of a concept. The evaluation provided by the publisher and teacher-made tests determine students' mastery of skills and knowledge presented. Teachers administer modified student assessments in accordance with archdiocesan guidelines.

The Iowa Test of Basic Skills (ITBS) is administered as one of several tools used to evaluate student progress in grades four through eight. This tool also helps to identify curriculum strengths and weaknesses. The ITBS assessment results are used by the administration and faculty to evaluate the overall effectiveness of the curriculum, set goals, and plan improvement strategies.

Informal daily communication among the faculty members allows discussions concerning strengths, weaknesses, and progress of students. Academic, medical, and social issues are included in this dialogue. Different teaching strategies are shared to address student learning styles. Through this open dialogue, the teachers are given the tools with which to meet the various needs of the students.

3. Communicating Assessment Results:

In order to effectively communicate each student's performance to his/her parents, a variety of avenues are in place at Saint Peter School. Utilizing FastDirect, an intranet communication program, the faculty keeps parents informed of classroom activities, events, and assignments. Within FastDirect, each teacher posts a bulletin board that is updated on a daily/weekly basis. Parents are also capable of accessing their child(ren)'s grades. This form of communication allows parents to monitor student progress as teachers continually update their grade book. This system enables teachers and parents to have a direct form of communication with one another through e-mail.

Many teachers send home weekly folders containing each student's graded assignments, tests, and newsletters. These folders are returned with parent signatures and comments. Additional conferences are held as necessary.

In addition to the traditional report cards, progress reports are also sent home at mid-quarter. Parent-teacher conferences are scheduled at the end of the first quarter. At this time, the results of the Iowa Basic Skills Test (ITBS) are discussed and explained.

Each student is kept abreast of his/her progress via graded work and tests. Teachers meet with students needing extra one-on-one academic guidance.

The community that Saint Peter School lies within is kept regularly informed. The marketing/media committee submits special school activities and pictures to the local daily paper and the archdiocesan weekly paper. The Saint Peter Parish Bulletin keeps the parish members informed of all school activities and special student recognition. The principal writes a weekly newsletter keeping families updated. The school cafeteria bulletin board boasts student/class accomplishments for faculty, students, and guests to view.

4. Sharing Success:

Saint Peter School has a history of proudly sharing its successes with other schools and the community by regularly submitting articles and pictures for publication in local newspapers, the parish church bulletin, and the school newsletter. The school's Marketing and Public Relations Committee, which keeps the parish, school region, and the community informed of school events, student accomplishments, and special honors earned by students, teachers, and staff members, has recently received special recognition

from the Catholic Education Office for its outstanding effort in the area of communication to increase community awareness of the school and its many achievements.

Saint Peter School's principal, Mrs. Tammi Rohman, currently attends and will continue to attend regional meetings on a regular basis to share information with other principals and the archdiocesan administrators. These meetings present opportunities to exchange ideas with other area schools, to share successes, and to keep up with current educational trends.

Saint Peter School will continue to share its many successes in the future by utilizing all available means of communication with other schools and the community. Saint Peter School will also continue to participate in regional/archdiocesan in-service opportunities and professional development for staff members, which are highly effective means for sharing success stories with other teachers and administrators.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Saint Peter School is committed to providing a strong academic and developmental program for all. Its curriculum encompasses all subjects and follows guidelines set by the Archdiocese of St. Louis. It is rich and varied and extends beyond the regular textbook. Saint Peter School strives to meet the needs of individual students through a variety of learning experiences. Subjects are taught in a Christian atmosphere of love and respect for everyone. The **Religion** curriculum reflects a strong belief in Catholic values and teachings. The students participate in celebrations for liturgical seasons, service projects, school liturgies, prayer services, and sacraments.

The **Reading** curriculum uses a wide variety of techniques to enhance student learning. In addition to a basal reading series, the primary grades incorporate The Four Block Framework into daily reading instruction. The use of literature sets in the middle grades promotes an enriched atmosphere of learning. The Accelerated Reader also plays an integral role. With tests for comprehension taken on the computer, this program allows for growth at the student's own pace.

The **Language Arts** program is designed for students to develop proficiency in communication skills. Through the **English** program grammar instruction, composition projects, active journaling, and Writer's Workshop, provide a curriculum which builds on skills taught the previous year. **Spelling/Vocabulary** is taught in all grades in conjunction with Language Arts. Saint Peter School's **Spanish** program, taught weekly to all students in k-8, is offered through the International Scope and Education Incorporation. Students have an opportunity not only to learn another language but to appreciate another culture as well. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Social Studies at Saint Peter School extends beyond the textbook series to include special all-school events, hands-on activities, field trips, and the use of technological resources.

The **Science** curriculum encourages students to seek answers to questions about our world using the scientific method. The newly updated science lab offers opportunities for discovery through observation.

Saint Peter School's **Math** program in k-8 teaches students problem solving with real world applications. Students use textbooks, manipulatives, and other visual aids to become involved with their learning. Middle school classes incorporate pre-algebra and algebra courses to prepare the students for high school.

The **Computer/Technology** curriculum encompasses all grades. The upper grades have produced reports that are presented to the class using PowerPoint. Classes use the internet for research and palm-pilots have been utilized for note-taking. Teachers use technology in the classroom through the use of digital/video cameras, SMART boards, overhead projectors, and scientific calculators.

The **Physical Education** curriculum works to improve not only physical skills but also problem solving skills, a sense of fair play, appropriate social behavior, and imparts knowledge to maintain a healthy lifestyle. Students have the opportunity to participate in the D.A.R.E. Hoop Challenge and Jump Rope for Heart as well as cross-country and track team events.

The **Fine Arts** program at Saint Peter School exposes the students to the beauty of the world around them through art, architecture, and music. In the **Art** program children are given the opportunity to create and express themselves through original artworks using a variety of media. Classes also study art history and learn about famous artists and their works. The **Music** program provides instruction in music theory and different styles and genres. Choral singing, music history, and liturgical music are also part of the program. Students have the opportunity to learn to play an instrument through the Catholic School Band Program.

2a. (Elementary Schools) Reading:

The Scott Foresman basal reading series is used in all classes at Saint Peter School. The curriculum stresses balanced literacy by incorporating a variety of formational and learning experiences to meet the needs of all levels of learning.

In the primary grades the teachers incorporate the Four Blocks Framework, a balanced approach to reading instruction. In the intermediate grades reading and writing are stressed. Projects include tall tales, plays, poetry, and weekly story writing which provide the students the opportunity to express their creativity. Journaling is a learning experience that is introduced in Kindergarten and nurtured through all 8 grades. The Accelerated Reader program is used in all grades as a supplemental program to encourage a love for reading and to build the students' comprehension skills.

Library time is set aside for classes to choose books of interest from a vast selection in our newly updated library. All students are encouraged to participate in the Six Flags, Pizza Hut, and Scholastic Read to Succeed programs during the school year. The students are also encouraged to join the special programs offered by the public library during the summer months. Reading lists are provided to families as suggested reading over the summer.

The success of the reading curriculum is proven by the annual assessment scores of the Iowa Test of Basic Skills.

3. Additional Curriculum Area:

The respect for cultural diversity is an additional curriculum area which is taught in all grades and through a variety of means. In cross-curricular activities, the primary and intermediate grades focus on the cultures of Native Americans, Chinese, Mexican, Italian, African, Japanese, and Jewish cultures through social studies, art, literature, and music. Utilizing Power Point presentations, hands-on activities, guest speakers, and fieldtrips, the junior high classes study cultures of the past and how they have developed into present-day civilization. All students study the Spanish language and culture with a certified Spanish teacher on a weekly basis. Another way that cultural diversity is taught is through community service. Community service is emphasized in all grades to aid in developing respect for people of all cultures and backgrounds. Saint Peter School students are very generous with their money and time. As a service project, eighth grade students perform at least forty hours of community service. Money is raised for the Bolivian missions, for special projects by missionaries in Cameroon and Mexico, and for the Maryknoll missions in Hong Kong to increase global awareness of the needs of others. On a local level, Saint Peter School students reach out to the community by conducting a Thanksgiving canned goods collection, adopting a needy family during the Christmas season, donating baby items to Birthright at a special all-school Mass in January, and being available and willing to help whenever the need arises. Students sing at the local hospital and nursing home at Christmas and volunteer at our school fundraising events including fish fries, school picnic, and 4th of July celebration. All of these activities aid in the fulfillment of the Saint Peter Mission Statement to prepare the students for their future as contributing members of a diverse society.

4. Instructional Methods:

Saint Peter School curriculum is comprehensive from kindergarten through eighth grade. Small class sizes allow for differentiated instruction and Best Practice methods are incorporated with a focus of adding new practices each year. The curriculum is rich and varied and extends beyond the regular textbook. Teachers use a wide variety of projects to enhance the learning of each student. The curriculum includes a Spanish program for grades K-8 through International Scope and Education Incorporation. Building on prior learning, students are exposed to the Spanish language and culture.

Saint Peter School strives to meet the needs of the individual students through a variety of learning and formational experiences. Teaching styles and assignments are adapted to accommodate students who learn from a variety of methods: tactile, visual, auditory, and kinesthetic. Teachers are attentive to patterns exhibited by students, document these observations, and follow through by discussing results with the principal and the resource teachers. They are able to make accommodations for students and consult the resource room teachers to receive suggestions about a specific learning style or problem. The resource room teacher works with students on a scheduled basis throughout the week using a variety of teaching strategies. Services are available to all students. A student profile sheet is designed that details and outlines the strengths and weakness of the student. The public schools cooperate with Saint Peter School to provide testing and special needs services to eligible students. An established Oasis Program is available for children in the primary grades. Trained volunteers work with children on a weekly basis to provide academic, social, and emotional support through a variety of hands-on activities. Both the children and the volunteers reap the benefits from this program.

Throughout the year, the faculty and staff of Saint Peter School invite members of the community into the classrooms to speak to the students. A sampling of past guest speakers have included state representatives, veterans, missionaries, a doctor, paramedic, farmer and pilot. They have shared their knowledge of government, health, and geography with the students. Many of these guest speakers visit the classrooms annually to share their experience with the students.

5. Professional Development:

The administration and faculty of Saint Peter School recognize their responsibility to foster the growth of the students in all areas—spiritual, moral, intellectual, emotional, and physical as they develop and internalize the Christian values we embrace. We also recognize that, in order to successfully accomplish this in our students, we ourselves must continue to grow and develop professionally and spiritually.

All faculty members on staff hold a bachelor's degree plus or higher. All full time teachers on staff are state certified. Saint Peter teachers have recently been afforded grant money through the Lissner Fund to continue the pursuit of additional degrees, MA, or certification.

Professional development is an on-going process. The staff has begun a written Professional Development Plan. Monthly faculty meetings provide an opportunity for administration and faculty to communicate ideas about instructional and institutional issues. Committees and individual teachers meet frequently with the principal to plan and implement school activities. Saint Peter School subscribes to numerous educational magazines which offer many ideas for classroom use. Faculty members cooperatively share ideas with their colleagues for the benefit of the students.

The administrator passes information about available grants to the teachers. Local public school districts grant permission for our teachers to attend workshops through the districts and pay for outside workshops through Title IIa funds.

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
 (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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$3200.00	\$3200.00	\$3200.00	\$3200.00	\$3200.00	\$3200.00	\$3200.00
K	1st	2 nd	3 rd	4 th	5th	5th
\$3200.00	\$3200.00	\$3200.00	N/A	N/A	N/A	N/A
6 th	7 th	8th	9th	10 th	11 th	12th

Note: The tuition for the first child is \$3,200.00 plus \$700.00 for the second child. We do not charge additional tuition for three or more children.

4. What is the educational cost per student? \$ 5345.00
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 2886.30

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9 %

PART VII - ASSESSMENT RESULTS

Saint Peter Catholic Grade School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
Grade 8					
Reading	79	77	79	83	79
Mathematics	74	63	73	66	58
Number of students tested	17	23	26	24	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	69	77	80	77	85
Mathematics	74	69	72	73	65
Number of students tested	20	17	25	28	23
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	77	70	76	74	77
Mathematics	72	74	71	69	77
Number of students tested	30	23	15	26	28
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	80	84	76	83	76
Mathematics	67	79	76	81	71
Number of students tested	20	30	26	19	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

ASSESSMENT RESULTS
Saint Peter Catholic Grade School

Iowa Test of Basic Skills
 Form A, 2000
 Riverside Publishing

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
Grade 4					
Reading	79	78	83	72	77
Mathematics	75	72	82	77	82
Number of students tested					
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	N/A	N/A	N/A	N/A	N/A
Reading					
Mathematics					
Number of students tested					
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