

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 Sister Carolyn Marie Dimick, IHM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Aloysius Academy
(As it should appear in the official records)

School Mailing Address 401 S. Bryn Mawr Avenue
(If address is P.O. Box, also include street address.)

Bryn Mawr PA 19010-2299
City State Zip Code+4 (9 digits total)

County Delaware State School Code Number* N/A

Telephone (610) 525-1670 Fax (610) 525-5140

Web site/URL http://www.stalloysiusacademy.org E-mail scmdimick@stalloysiusacademy.org

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

(Principal's Signature) Date December 1, 2007

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. (N/A)

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.

N/A Date N/A
(Superintendent's Signature)

Name of School Board
President/Chairperson N/A
(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.

N/A Date N/A
(School Board President's/Chairperson's Signature)

**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. 12 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	13	11	24	7	21		21
K	14	2	16	8	29		29
1	21		21	9			
2	23		23	10			
3	14		14	11			
4	38		38	12			
5	34		34	Other			
6	25		25				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							245

6. Racial/ethnic composition of the school: _____% American Indian or Alaska Native
2 _____% Asian or Pacific Islander
.3 _____% Black or African American
.3 _____% Hispanic or Latino
97.0 _____% 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	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	245
(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: _____ .9 %
 _____ 2 Total Number Limited English Proficient
 Number of languages represented: _____ 4 _____
 Specify languages: English, Spanish, Korean, French
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: $\frac{0}{0}$ %
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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 11 </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> 1 </u> Multiple Disabilities	

**While these children do not receive special education services, they do have 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> </u>
Classroom teachers	<u> 22 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 4 </u>
Paraprofessionals	<u> 1 </u>	<u> 3 </u>
Support staff	<u> 9 </u>	<u> 1 </u>
Total number	<u> 37 </u>	<u> 13 </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 10:1

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	94%	96%	97%	96%	96%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	8%	0%	11%	4%	11%
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

St. Aloysius Academy is a school unique among many. It holds the distinction of being one of the few private Catholic elementary schools that is all male, maintaining that status since its inception in 1895. StAA is dedicated to the consistent and steady process of awakening young boys' creative minds to the world around them while building a strong and sturdy foundation for the future. A look at the *Mission Statement* is the best way to view StAA.

St. Aloysius is committed to the spiritual and moral development of young boys . . . A defining component of the school is the multi-faceted PAWS program – Peace, Awareness, Witness, and Service. Every Monday morning, everyone recites the PAWS Pledge. Peace agents are honored every month, and every boy wears a PAWS pin as a constant reminder of his commitment to this simple, but profound program. Joining together for Mass, studying Scripture, praying before each class, and conversing with teachers and staff about contemporary moral issues provide ample opportunities to aid the boys in making appropriate decisions, accepting consequences, and drawing on faith and prayer to steer a course through life. Interdisciplinary units of study, another component of PAWS, teach civic values and life skills through experiential learning at each grade level.

The Academy is committed to each boy's academic development . . . Understanding that boys are often visual and tactile learners, the faculty offers units of study that cater to these learning styles. Taking advantage of its 48-acre campus, students learn to identify trees and birds and to test the campus stream for nitrates and phosphates. Accelerated math students understand building to scale from a plan as they fashion a human-sized raptor and pterodactyl out of pressed board. Working together, teachers fuse science with literature, math with social studies, and art with foreign language. This approach provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in another context in and out of school. Technology ties many of these threads of learning together.

The Academy offers varied programs enabling each student to recognize his God-given talents . . . In recognizing their musical, artistic, and athletic talents, all students are celebrated on an equal basis. The Music Center offers piano and instrumental lessons, maintains a junior and senior band, marching band, jazz band, percussion ensemble, and choir. Art classes highlight more creative talents from pencil sketches to glazing pottery. The boys creatively manipulate paint, crayons, paper, and clay. Along with music and art, sports also dominate the all-male campus. Junior varsity and varsity levels are offered in six sports. Healthy competition and good sportsmanship are key components of the athletic program. In addition, after school clubs focusing on chess, crafts, rockets, drama, guitar, technology, and service add another opportunity for talents to shine.

St. Aloysius prepares students to assume with confidence, roles of Christian leadership and service . . . Each grade experiences a unit of study fostering principles of rights and responsibilities based on Catholic Social Teaching. Themes range from care of creation to disability awareness to rights of workers. In addition to sponsoring varied service projects, the Academy hosts an annual Service Day to foster awareness of and provide for the needs of the surrounding community. Middle and upper level students can participate in a weekly outreach program at an Archdiocesan school and home for boys with special needs. The boys elect a Leadership Council team that plans school-wide projects, fosters school spirit, and models appropriate behavior for the student body.

St. Aloysius Academy provides a happy and dynamic environment for all its boys . . . *through the dedication and commitment of a caring faculty and staff.* The students' unique learning styles and individual needs draw out the creativity and resourcefulness of faculty, staff, and parents making them active contributors to the continuous growth of each student. Teaching at St. Aloysius Academy is a ministry. Molding and shaping the lives of young boys is an awesome, challenging, and delightful task. The boys are the heart and soul of StAA.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results - StAA administers the *TerraNova, The Second Edition, Complete Battery* to students in grades four through eight each year in early fall and grade three in early spring. Teachers take advantage of the data in order to assess instructional practices, effectiveness of teaching, and student progress. Because of the many subtests in the basic reading and math components, teachers can capitalize on student strengths and strengthen any weaknesses. Since StAA tests grades three through eight every year in order to track student progress, viewing the test scores of a class over five years is a strong indicator that there is a valid correlation between performance results and the length of time a student attends the Academy.

Based on the 2006 test results, the eighth-grade class of 2006-2007 achieved an 88% in reading composite, and a 93% in math composite. Both of these results exceed the cut-off determined by the U.S. Department of Education placing them solidly in the 90th percentile, or above, in the nation.

In addition, StAA administers *InView* to grades four, six, and eight. This test is an assessment of cognitive ability that includes verbal reasoning, sequences, analogies, and quantitative reasoning. This data facilitates the comparison of student ability with performance. It is also beneficial in the placement of students in the accelerated math program. The *John Hopkins Talent Search* confirms the lofty achievements of the Class of 2007. In this class, 71% of the boys achieved the required 95% proficiency level on standardized tests to earn an honored place among this rank of achievers.

2. Using Assessment Results - Data from the yearly *TerraNova* and *InView* assessment provides teachers with a quick overview of individual student capabilities and class achievement. This snapshot facilitates curriculum alignment and highlights any need for additional instruction or support. Used in conjunction with *TerraNova* scores, *InView* helps teachers and parents compare cognitive ability with school performance. *InView* data aids in planning effective educational programs for students and can be used to screen students for placement in special programs.

Curriculum coordinators use the *TerraNova* results to check for trends in their subject area. One coordinator suggested adjustments to the program after observing a weakness in a specific area over a period of years. Added instructional time and specific hands-on activities were recommended.

On an individual level, a discrepancy between high *TerraNova* scores and low subject grades can indicate that although a student performs well on standardized tests, he may need diagnostic testing, more individualized instruction, or simply increased motivation. On the other hand, low *TerraNova* scores and high subject grades can indicate that a student may not test well but is conscientious and effectively employs good study skills. A portfolio of *TerraNova* individual profile sheets and access to yearly grades provide evidence of any dramatic changes over the years. This information leads to informed instruction, correction of misconceptions, and greater teacher effectiveness. Teacher-to-teacher conferences also give a more complete student picture. Specifically, proficiency in the math composite on the *TerraNova* test stands as one of the criteria for entry into the accelerated math program.

In a broader sense, *TerraNova* assessment data is studied from a longitudinal perspective and is also compared to the scores of the five Philadelphia counties. The Academy's overall performance on the *TerraNova* test is discussed at a faculty meeting, and the resulting data challenges each teacher to maintain a high level of instruction or to develop strategies to bridge the gaps. The *TerraNova* test serves as only one lens by which academic success at St. Aloysius is measured. Its results are carefully weighed.

3. Communicating Assessment Results - StAA maintains a flow of communication between home and school. Students in grades one through eight receive progress reports mid-way through the first trimester and on an as needed basis for the second and third trimester. At the end of each trimester, report cards are

sent home to parents. Mandatory conferences are held for all parents during the first trimester and on an individual basis throughout the rest of the school year. Parent conferences highlight the child/student's strengths and weaknesses. Together, teacher and parent plan strategies for improvement and continued success. If requested, teachers will meet with parents to interpret the results and the impact of these results on the teaching/learning process.

Student assessment assumes a variety of forms and varied methods of communication. Each year at a general assembly, winners of the *Johns Hopkins Talent Search* are announced; similarly, at the conclusion of each trimester, students in seventh and eighth grade are awarded Honors and Distinguished Honors certificates. Academic scholarships merited by the graduates to Archdiocesan and private high schools are awarded at graduation. The walls of the Academy are replete with photos and clippings of students who receive recognition from various national, regional, and local competitions, such as the National Language Arts Olympiad, Delaware Valley Science Fair, National History Fair, Archdiocesan Music and Arts Festivals, Mathcounts, Continental Math, and Pennsylvania Mathematics League.

4. Sharing Success - StAA has consistently shared its successes with other schools over many years and in varied ways. A visit to the Academy's website showcases those successes. Throughout the year, award winners in academic and extra-curricular competitions are featured on the website, announced at assemblies, praised at Open House gatherings, and published in the monthly newsletter as well as The Wootton, a publication that reaches present and past families and alumni. Often times, the boys' accomplishments are featured on local radio and television and in local newspapers. Gifted with a vibrant music department, StAA hosts musical auditions and concert/jazz band rehearsals for all schools in the Archdiocese showcasing the exceptional talent of StAA and other parochial school students. In addition, the StAA choir and bands perform at local malls, city-wide parades, and charitable functions. In 2005, the National Wildlife Federation added StAA to the rank of schools declared "Official Schoolyard Habitats." In 2006, the Academy received national acclaim as a result of winning an *Innovation in Education Award*, sponsored by Today's Catholic Teacher, at the National Catholic Educational Association convention.

Through membership in such notable organizations as ADVIS, MSA-CES, NCEA, and PAIS, the administration and faculty join curriculum committees sharing a wealth of knowledge and creativity. Teachers are members of Middle States Accreditation teams enriching schools outside the local area. Faculty members have published articles in Teaching Tolerance, Today's Catholic Teacher, Pennsylvania Music Educators Journal, National Pastoral Musician Journal, and lesson plans in Operation Rice Bowl. Faculty members have presented at NCEA conventions, regional symposiums, and diocesan educational forums. An original Catholic Social Teaching curriculum, praised in both the *Catholic Standard and Times* and local papers, has been published and shared. Additionally, students from area universities enrolled in teacher education programs are welcomed and nurtured through grade or subject-specific mentoring.

The rich history and strong traditions within the Academy have generated an overwhelming pride among its students and their families. Distinguished alumni, school parents, and faculty serve as public relations ambassadors for the school. Its academic excellence has produced a wealth of successful graduates who have become pillars of the community and leaders in society. It is the praise of students past and present that promotes the positive image StAA enjoys throughout the region.

PART V – CURRICULUM AND INSTRUCTION

Curriculum - The tagline for StAA reads . . . *Building Foundations for the Future*. StAA believes in providing a firm foundation for the formative years in a boy's education. The small class size provides a setting in which boys are taught, nurtured, and challenged according to their individual learning styles. Even with varied ability levels, the boys are actively engaged in the learning process; that is, to use and expand basic skills, to question, to critique, to explore, to ponder. Utilizing current research on how boys learn, teachers

consistently adapt curriculum to meet their needs.

Religion is the "core" of the core curriculum at StAA. Prayer, participation in the sacraments, celebration of liturgical seasons, and study of the Old and New Testaments, as well as programs in family life and Catholic Social Teaching spotlight the curriculum.

The **language arts/reading** program builds receptive and expressive language proficiency while expanding the student's phonics, grammar, correct usage, spelling, vocabulary, and penmanship skills. Additionally, topics of study include grammar, sentence structure, syntax, and the steps of the writing process. Initial stages of the documentation process are presented in the middle grades and expanded in the upper grades with the introduction of the research paper. Students also explore a wide variety of fiction and nonfiction genres resulting in the creation of original prose and poetry.

The **math** curriculum focuses on the mastery of basic skills, including number relations, computation, measurement, geometry, and problem solving. Following a spiraling curriculum, teachers present math concepts from the concrete in the lower grades to the more abstract in the middle to junior high grades. Instruction is enhanced through the use of manipulatives and computer-generated performance assessments. StAA meets the needs of its accelerated math students through an advanced program of study in grades five through eight that culminates in the completion of Algebra I in eighth grade.

The **science** curriculum in kindergarten through fifth grade emphasizes hands-on experiences in a tri-science format: physical, life, and earth. The sixth through eighth-grade curriculum, in addition to emphasizing reading and study skills, increases the boys' intellectual curiosity and problem-solving techniques using the scientific method in the study of physical, life, earth, environmental, and consumer sciences.

The **social studies** curriculum begins in the primary grades with the students learning about their role and responsibilities in the family, neighborhood, and world. The curriculum moves through a study of Pennsylvania history, United States and world geography, and culminates in the study of American history in seventh and eighth grade. Outlining, map skills, critical thinking, and research using technology and library integration are key components of the program.

Foreign language includes both Spanish and Latin. The Spanish program in kindergarten through fifth grade focuses on vocabulary, conversational skills, and cultural awareness of Spanish-speaking countries. Latin is taught to all sixth through eighth graders throughout the entire year for more than 30 minutes per week. Latin stresses historical background, vocabulary, word study, grammatical structure, and logical thinking. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Students utilize **technology** as a tool. The curriculum focuses on ethics, literacy, history, and specific applications. **Library science** promotes enjoyment and enthusiasm for reading, general library skills, and use of the electronic card catalog and databases. Both technology and library science serve as faculty and student resources that enhance research and presentation skills for curriculum-based projects.

The **art** program is developmentally sequential and many mediums are explored. Individual creativity is strongly encouraged and each boy's perceptual awareness and expressive powers are cultivated with the goal of developing his artistic talent.

The **Music Center** is home to both the performance and the appreciation of music. Although general music is taught from kindergarten through eighth grade, students can elect to be involved in more advanced programs such as piano lessons, instrumental lessons, and music technology, as well as performance opportunities that include choir, piano recitals, cadet band, junior band, senior band, jazz band, marching band, and percussion ensemble.

Physical education emphasizes lifetime wellness, team spirit, and acceptance of every boy's effort. Games are modified and simplified so that everyone can achieve and succeed.

2a. Reading - With reading as an academic cornerstone, StAA develops literate, self-confident, and motivated students who use language as a tool to gain access to the world. This tool for *learning to read* begins at the primary level. Here, a strong phonemic awareness and phonics program, supported by technology, complements a guided reading approach in order to strengthen comprehension and fluency. In kindergarten through grade four, teachers focus on receptive (listening/reading) and expressive (speaking/writing) skills, processing and responding to the written word. The over-arching goal is to develop reflective and critical thinkers and a love of reading early on. An extension and outgrowth of the reading program includes grammar, correct usage, spelling, handwriting, and writing skills.

Given the departmental approach in grades five through eight where *reading to learn* takes on added importance, language arts and reading separate in order to give greater emphasis and attention to the more complex aspects of each. The reading/writing period focuses on literary circles, oral presentations, project-based assessments, research and documentation, and critical thinking and writing skills. Creative writing assignments are based on selected works gleaned from anthologies as well as novels. These springboards provide form and style for the novice writer. The reading/writing program also establishes student proficiency in the language of literature: elements of plot, characterization, theme, and figurative language. Use of online graphic organizers enhances instruction, while links with art, music, history, and science enliven student appreciation for literature. Teachers are cognizant of the fact that being a successful reader in the content areas implies a strong foundation in basic reading skills: main idea, sequencing, attention to details, inference, and comprehension. Students confidently apply these tools of literacy across the curriculum.

3. Additional Curriculum Area - At StAA, religion is not simply a subject, but a way of life that has far-reaching effects in the social and political context of American society. With the infusion of Catholic Social Teaching into the current curriculum, the study of religion is broadened and amplified so as to include basic civic values that ultimately lead to a productive, informed, and responsible citizenry. Taking to heart the mission of StAA -*to develop the spiritual, moral, and academic lives of young boys* - Catholic Social Teaching has evolved into interdisciplinary units of study.

StAA has made every effort to make religion a lived experience. A basic tenet of Catholic Social Teaching is taught, developed, and explored at each grade level. Eighth graders focus on poverty in America, experiencing the stress of being laid off as single parents with two children. The seventh-grade lens on rights of workers stirs students to write to corporations to treat their workers with dignity. Sixth-grade boys understand the implications of literacy rates, infant mortality, and life expectancy comparing the figures of developing countries with their own. Fifth graders focus on care of creation as they learn about land use, eco-friendly consumerism and recycling duties. Using simulation and a visit from a service dog and his companion, fourth graders learn to accept and respect persons with disabilities. Third graders focus on the common good as they delve into American civil rights, and second graders explore their participation in the Eucharistic community. First graders appreciate the dignity of all cultures in their study of Native Americans, China, and Africa.

All of the above is woven together throughout the year by a myriad of service projects. The pinnacle of service is the yearlong preparation for the all-school, all-day "Service Day." From the making of blankets, to the bagging of school supplies, cosmetics, and food items, each person works to "be the change" in society. Pairing older boys with younger ones, all experience the effects of collaboration and the power of community. It is here that civic responsibility and Christian values strike a lasting partnership to the benefit of everyone in society.

4. Instructional Methods - In order to optimize student learning, teachers employ a wide range of traditional and current instructional techniques. At all grade levels and in every subject area, a strong focus is placed on the traditional methods of direct instruction, guided reading, oral and written presentations, and informal discussion supported and strengthened by critical thinking skills. Group work and cooperative learning experiences are also familiar components of the teaching/learning process.

Hands-on experiences abound especially in music, art, and science. Depending on the season, students cultivate a garden, explore campus habitats, and tap Sugar Maple trees. A new K-5 science room and a newly-renovated lab for grades 6-8 support and maximize scientific experimentation.

Cooperative planning encourages teachers to design integrated curriculum. Curriculum integration allows the students to study the musical structure and background of a ballad in the Music Center, attend to the poetic structure in English class, and then write an original ballad based on historical content from social studies class.

Role-playing “fits” the learning style of most boys. Donning authentic Civil War uniforms to perform an original skit, the boys literally feel the “heat” of the battlefield. Enacting literary scenarios in the upper grades and becoming storybook and Biblical characters at the primary level excites even the most reluctant learner.

Computer-assisted instruction (CAI) enhances the curriculum from kindergarten through eighth-grade. Software reinforcing phonics skills, comprehension, reading fluency, and graphic organizing strengthen basic skills at the primary level. Spreadsheets, multi-media presentations, subscription databases, and the use of SMARTBoards, projectors, and DVDs have added spark, flare, and technological savvy to every curricular area at the upper level. Teachers post interactive online lessons ranging from polar bears to poetry to presidents that are accessible both at school and at home giving parents a true “eye” on the classroom.

Visiting experts are especially effective by providing an emotional ingredient that promotes long-term learning. Walking the campus with an arborist awakens students’ curiosity and appreciation of nature; Vietnam War veterans display and discuss the artifacts of another era; an expert on topography and watersheds captures student interest. Educational field trips round out the existing curriculum by connecting students to real world experiences.

5. Professional Development - Professional development is essential for improving quality of instruction and teacher effectiveness in the classroom. StAA places great emphasis on the need for each teacher to avail herself/himself of the many opportunities for enrichment and growth. Teachers, as well as students, are first and foremost, learners.

Teachers can take advantage of a full day each semester to attend workshops off campus. Many attend the Delaware County Intermediate Unit and Association for Delaware Valley Independent Schools (ADVIS) staff development programs during school hours, after school, or in the summer. Teachers take college courses to complete degree programs and attend the National Catholic Educational Association (NCEA) convention whose frequent venue is Philadelphia or nearby cities. Sharing with other professionals, attending sessions, and critically assessing vendor products become enriching and stimulating experiences. StAA has hosted workshops for teachers throughout the Archdiocese and has tapped into the Speakers’ Bureau from local universities. Other professional development opportunities arise when guest speakers, spirited large group discussions, and small group interaction concerning curriculum design, testing procedures, discipline, or effective scheduling are incorporated within faculty meetings. In-house technology workshops focusing on new hardware or software applications are presented prior to the opening of school and during the school year.

Curriculum coordinators meet with teachers once each trimester to assess continuity of programs, to insure the integration of skills according to school guidelines, and to problem-solve when and where necessary. Teachers meet as a unit (primary, middle, and upper level) with the principal and assistant principal once each month to review the needs of those specific levels.

Each teacher generates a plan for his/her personal professional development through assessment options. Teachers have a variety of choices: membership on committees, presenters at workshops, taking courses and attending in-service offerings, professional reading, observation of classes inside and outside of StAA, and implementing the current school goal regarding technology. Clinical supervision and classroom walk-through are also utilized to examine individual teaching strategies, observe teacher-student interactions, improve lesson planning, and evaluate assessment designs.

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): NCEA, ADVIS, PAIS, MSA-CES
(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.)

\$ <u>8,900</u>	\$ <u>8,900</u>	\$ <u>8,900</u>	\$ <u>8,900</u>	\$ <u>8,900</u>	\$ <u>8,900</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>8,900</u>	\$ <u>8,900</u>	\$ <u>8,900</u>	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ <u>5,400</u>	Montessori half-day			
12 th	Other				

4. What is the educational cost per student? \$10,402
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 3,825

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %

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

ASSESSMENT RESULTS
St. Aloysius Academy

Name of Test: *TerraNova, The Second Edition*
Form, Year: C, 2001
Publisher: McGraw-Hill, Inc.

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
Grade 8					
Reading	85	84	86	78	78
Mathematics	91	84	92	93	80
Number of students tested	38	35	32	28	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 7					
Reading	72	84	82	79	84
Mathematics	85	88	84	87	82
Number of students tested	30	39	33	36	30
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	72	62	81	75	79
Mathematics	81	79	84	80	85
Number of students tested	18	31	38	26	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 5					
Reading	76	72	76	81	80
Mathematics	80	82	78	87	78
Number of students tested	27	20	34	38	37
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 (cont'd.)
St. Aloysius Academy

Name of Test: *TerraNova, The Second Edition*

Form, Year: C, 2001

Publisher: McGraw-Hill, Inc.

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
Grade 4					
Reading	72	72	74	86	85
Mathematics	80	80	80	82	86
Number of students tested	34	23	23	34	36
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 – TESTING MONTH	March	March	March	March	March
Reading	73	71	71	80	74
Mathematics	73	78	80	81	83
Number of students tested	36	31	27	26	36
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