

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

Official School Name St. Stanislaus/St. Stephen Schools
(As it should appear in the official records)

School Mailing Address 1335 Clark Street
(If address is P.O. Box, also include street address.)

Stevens Point Wisconsin 54481-2904
City State Zip Code+4 (9 digits total)
County Portage State School Code Number NA

Telephone (715)-344-3751 Fax (715) 344-3766

Web site/URL www.spacs.k12.wi.us E-mail ghansel@spacs.k12.wi.us

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. James Dyer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Stevens Point Area Catholic Schools Tel. (715)341-2445

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. Jim Weishan
(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

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

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 - Junior high schools
 1 High schools
 1 Other
- 6 TOTAL
2. District Per Pupil Expenditure: \$4,577.78
- Average State Per Pupil Expenditure: \$11,492.92

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	27	21	48	7			
K	28	19	47	8			
1	17	26	43	9			
2	28	31	59	10			
3	19	25	44	11			
4	18	19	37	12			
5	34	23	57	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							335

6. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian or Pacific Islander
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 95 % 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: 4 %

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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	335
(5)	Total transferred students in row (3) divided by total students in row (4)	.035
(6)	Amount in row (5) multiplied by 100	3.5

8. Limited English Proficient students in the school: $\frac{1}{3}$ % Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Hmong and Spanish

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 20

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: 3 %
9 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 6</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1</u>	<u> </u>
Classroom teachers	<u> 17</u>	<u> 3</u>
Special resource teachers/specialists	<u> 1</u>	<u> 6</u>
Paraprofessionals	<u> </u>	<u> 3</u>
Support staff	<u> 7</u>	<u> 8</u>
Total number	<u> 26</u>	<u> 20</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 15:1

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	97 %	97 %	96 %	97 %	97 %
Daily teacher attendance	98 %	98 %	97 %	97 %	98 %
Teacher turnover rate	6 %	0 %	0 %	6 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

St. Stanislaus and Saint Stephen Schools are part of the Stevens Point Area Catholic Schools, a consolidated system pre K – grade 12 with over 1000 students. Originally, the two buildings were K-8 schools. Through unification with other area schools, they became K-5 schools in 1986, and then the current format of kindergarten through grade two at S. Stan’s and grades three through five at St. Steve’s in 2000. The 4k program moved from another school to St. Stan’s this past fall. Enrollment is stable. The buildings are led by the same principal, and function in many ways as one school. However, each building has its own flavor to meet the needs of the population. At St. Stan’s (pre k – 2) the school is totally primary in all its activities. St. Steve’s (3-5) has activities and structure more appropriate to that age group. The population of the school is middle class and white, with a small population of other racial groups, mostly through adoptions. The poverty level at the school is just over 6%, but has been growing in recent years.

The vision and mission of the school are a key factor in determining the success of the students. The vision states that SPACS will be a beacon of hope and virtue, assisting the church and families with faith and educational growth for our students. The mission statement clarifies that even more.

“The Stevens Point Area Catholic Schools, in an environment of Christ-centered faith, worship, and service, enriches the development of each student through academic and co-curricular excellence in partnership with family, parish, and community.”

The teachers working in the buildings are all certified by the state of Wisconsin in the subject they teach, and have earned at least basic certification in religious training from the Diocese of LaCrosse. There has been very good stability in the schools in terms of teachers and administration. The only changes that occur are due to retirement of staff, increased classrooms, implementing new programs, or family relocation.

There is tremendous parental support in the school. Many parents are involved as volunteers in the classroom, with the Home and School organization, with special projects, or with the parish. Parents are extremely supportive and involved with their child’s learning, with 99% attending parent/teacher conferences.

The atmosphere and learning culture in the school is very positive. Teachers vary their teaching techniques and activities, so that students of all ability levels and learning styles can learn. Service to parish and community is stressed (see religion). Discipline style is positive, with consequences being appropriate to the situation. Most of the teachers use some form of Love and Logic, with one of the teachers leading parenting classes in this method two times each year. There are very few discipline issues in the school, and no demerit or detention system.

The focuses for the school are high academic expectations, strong faith development, and the opportunity to participate. Test scores and all measures of assessment must exceed state and local standards, and they do. A learning resource teacher works with students who have learning difficulties, both diagnosed and undiagnosed, as well as gifted students. Faith and religious teaching are incorporated in to all facets of the school life. Spanish is a required subject for all students. All students are encouraged to participate in clubs, special responsibilities, and other activities. The school is located very near University of Wisconsin- Stevens Point. The university and school collaborate on a number of programs, including math and physical education, student teachers, the America Reads program, and more bringing additional student and college personnel into the school to improve the educational process and reduce student-teacher ratios.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Diocese of LaCrosse determines what formal assessments all the schools of the diocese will give. Three years ago, the diocese switched from the CTBS test to the Iowa Tests of Basic Skills. The diocese mandates these tests.

In each of the last five years, the school performed at a very high level. Tests scores in reading, language, and math, and in other areas, far exceeded state and national norms. During this past year, the subtest scores on the National Student Norms ranged from a low of the 79th percentile in math in fourth grade, to a high of 96th percentile in math in second grade. The Core total score, which combines the three scores of reading, language and math, was at the 93rd percentile in second grade, and the 84th percentile in 4th grade. The composite score, combining all scores in the testing process, was at the 92nd percentile in grade two, and the 89th percentile in grade 4. These scores are all in the top ten percent nationally, as determined by CAPE and the testing company. The scores in each of the three main subject areas (reading, language, and math) have been extremely high for many years.

All students in the school are tested, and there are no subgroups of any significance (minorities, free and reduced lunch, etc.). Males and females score at the same level, with no statistical difference. Students who qualify for extra support through federal title programs also take the tests, and their scores are included. Students who have learning difficulties take the test, including those who have been formally determined to have a learning deficit or disability.

When analyzing data there were many strengths in individual categories. In grade two, students scored 15% or higher than the national average on 13 of 15 subcategories in reading, and all 14 categories in math. In 4th grade, students scored 15% higher than the national average on 15 of 19 subcategories in reading and 10 of 16 in math.

The school follows a continuous improvement model, and works with North Central/CASI to make sure documentation is done regularly, both formatively and summatively. A writing assessment is given in the spring to students in grades 3 and 5, and that data is used to improve writing instruction.

2. Using Assessment Results:

Assessment data is used in several ways. The school, along with the rest of the Stevens Point Area Catholic School system (SPACS), does data analysis on the test scores. These scores are used to determine the focus for two specific areas. First of all, the data is used to look at various curriculum areas to make sure that the SPACS curriculum is thorough and consistent. Data is used on a system-wide basis, and on a grade level basis. Teachers work with administration to define areas of strength and weakness, and make adjustment to improve student performance. The school analyzes the test scores for individual students, classes, and grade level groups. The data is used to provide specific remediation to students who show a weakness, to challenge brighter students, and to make adjustments on class and school level to improve instruction.

The second area that the data is used for is with the accreditation process. St. Stanislaus and St. Stephen are accredited through the North Central Association, along with the entire SPACS system. SPACS administration studies data to determine the goals for system and school improvement. During the current cycle, it was determined that the areas where the greatest focus is needed deals with math computation and writing/English conventions. Specific goals at each grade level have been

determined, and action plans are currently being carried out to improve student performance in these areas. This past fall, SPACS was the first Catholic school system in the state of Wisconsin to be accredited as an entire system.

3. Communicating Assessment Results:

Assessment results are shared in several ways. The school shares individual student results with parents, as well as school wide results. This information is sent to parents each spring. The Stevens Point Journal, the local newspaper, is given results for publication as well. The SPACS annual report contains test data for the entire system. This report, which is published every year, is distributed to all stakeholders, parents, alumni, and community supporters. The SPACS commission (board) also receives a formal presentation each year related to assessments and progress. Promotional materials and parish newsletters also contain this information.

The school goes through a formal process each year to redefine priorities and set goals. After parents have received assessment results, they are invited to complete a “Report Card”, sharing their compliments, criticisms, and suggestions for improvement. This data is compiled, and separate meetings are held with parents and staff to go over them. The faculty then spends several weeks studying the data, and develops plans for the upcoming year. These plans are then published, and then sent to every parent in the school. Additionally, posters are created and placed in every classroom listing the main goals for the year. Students and teachers add to the posters throughout the year, making sure that everyone in the school knows what the goals are, and what has been accomplished to date. The process is repeated annually.

4. Sharing Success:

All test scores are shared with the other schools in the diocese (seventy elementary schools). Scores, goals, and action plans are shared through the diocesan advisory council, a group of administrators from various regions throughout the diocese. The principal of the school serves on this committee. St. Stanislaus/St. Stephen works with the other schools in the SPACS system to share successful ideas and plans. Curriculum planning and development use these scores to make sure the curriculum is thorough and that there are no gaps from preschool through grade twelve. The schools have also received calls from other schools in the diocese and state about specific programs, and will continue to share information with all who are interested. Staff have also presented on a number of topics at the local, diocesan and national level in several areas, including technology, parenting, school climate, and more.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The SPACS system works together to develop the curriculum. The latest strategic plan, which began in 2004, designated curriculum development as one of the eleven areas of focus. Wisconsin and national standards are a starting point, and all curricular areas must exceed those standards. Power Standards, minimum requirements for each curricular area and grade level, are being developed in the

new revision. All students, no matter what their ability level, need to master these power standards. It is continually stressed that the textbook is not the curriculum, but only one tool to aide teachers.

Reading - The focus is on reading ability, including phonics, oral reading, guided reading. and comprehension skills. Basal texts, trade books, individualized reading plans, phonics, same sex book clubs, and a computerized reading program are all part of reading.

Language Arts – The focus is on writing, and developing coherent sentences, paragraphs and themes. Six Traits of Writing is used, and writing conventions are stressed as part of the writing process as well as separately, using Daily Oral Language and other programs. Specific rubrics are used so students have consistent instruction. Spelling stresses the understanding of word families, patterns, and specific rules as opposed to just memorizing words.

Religion – The diocese of LaCrosse has written a religion curriculum that focuses on knowledge, attitudes and faith development. Prayer, scripture, service, and Catholic teaching are the focus.

Social studies – The focus is on using, analyzing, and organizing data, historical and geographical concepts. There is much more emphasis on big picture ideas (analyzing, reflecting, the context of social studies) and less on memorization of specific facts.

Science – The goal is to provide as many hands-on experiences as possible. The curriculum is designed to allow more in depth study at each level, with fewer units but more time for study, experiments, demonstrations, etc.

Mathematics – The primary focus is on problem solving and teaching math concepts. A secondary emphasis is on math computation. Special programs and requirements have been developed in math computation so that the actual math class can focus more on problem solving and concepts.

Spanish – All students in the school receive instruction in Spanish each week. Students may choose to attend early morning Spanish (before school) to receive an additional seventy minutes of instruction each week. The focus is on vocabulary and learning key verbs and phrases so that students can communicate on a basic level.

Music – Musical concepts and performance are the main areas. Students also spend time learning sacred music for church and other liturgical celebrations. Performances take place at each grade level. Choir is offered to 4th and 5th grade, and individual music lessons in voice, guitar, and piano are also available.

Physical education – The focus is on, life long fitness, teamwork, and participation by all students. Athletic programs are available for those who are interested in expansion and a more competitive outlet.

Art – The curriculum spirals through a number of main concepts and is very comprehensive. Art production, aesthetics, criticism, and history are major components of the art curriculum.

2a. Reading program:

The reading program integrates a wide variety of concepts and techniques. Phonics is stressed in the early grades, beginning in pre-kindergarten and kindergarten. Basal texts, trade books, a computerized reading program, and other sources are all part of the program. Teachers are expected to engage

students in as much actual reading as possible, and to use a wide variety of activities so that students of all abilities and intelligences can succeed. No one style of teaching is enough to create the love of reading and competency that we are looking for.

A main focus is to help develop strong readers with strong basic and advanced skills. The school utilizes as many people as possible to help students individually. A number of America Reads tutors, a special program that places college students in classrooms to teach reading, work at the school through the university. Numerous parents, retired teachers, and community members also work with students. The resource teacher, who has a degree in learning disabilities, works with struggling and gifted students. A title I teacher also works with lower level students. Several reading incentive programs are done on a classroom and school-wide basis.

Each grade level is allowed flexibility to create specific programs, provided assessment shows that learning is very high. In second grade, teachers use “The Daily Five”, which focuses on students spending five blocks of thirty minutes each on reading, including guided reading, partner reading, spelling and phonics, and writing. Grades three through five utilize literature circles, allowing students to work with students of their ability. All grades participate in Authors Corner, where students share a specific piece of their own writing with a large audience. Same sex book clubs are offered to more advanced students, allowing them to read material that is challenging and geared toward their interest levels.

Teachers are encouraged to attend workshops and classes regarding reading. For example, teachers have attended sessions by Richard Allington, who has done considerable research on reading. The reading program is directly linked to spelling and language arts, providing a rich experience for students. A summer program is also offered which includes literacy and reading instruction for those who are interested or in need.

3. Additional Curriculum Area:

Religion - Since the school is Catholic, the teaching of faith is extremely important. Religion is infused into every subject area. For instance, when studying black history, teachers discuss the Catholic response to racial discrimination and fairness. In writing classes, students write papers on a modern day saint.

The program is broken into several categories – prayer, direct instruction, service, and personal faith development. There are several activities in each category.

Prayer – Students pray several times a day. A special prayer project occurs where anyone can send a note to the school and the students will pray for that request and send a card. Students also send birthday cards to every parishioner over the age of seventy. Many parishioners then come and visit the school and students, creating a cross-generational relationship. Students attend mass weekly and help with the roles at mass. There are also seasonal prayers for various times of the year, the celebration of the sacrament of reconciliation, retreats, and more. For All Saints Day, second graders research their patron saint, create a costume, and then share information at mass.

Direct Instruction – The religion curriculum comes from the diocesan office, and includes prayers, specific topics of instruction, instruction in belief and attitudes. Students are tested in fourth grade on beliefs, attitudes, and knowledge. Those scores help the diocese and the school evaluate their programs. The school expands on the program, incorporating additional lessons and activities.

Service – Students are involved in a wide variety of service projects to live out their faith. Students send birthday cards to elderly parishioners, adopt grandparents, do clean up days for parishes, raise funds for the poor and other mission organizations, deliver May Baskets with prayers to neighbors, and conduct a day called “Work for Service”, where all students do a service project to help the community. Special activities during Advent and Lent also involve service.

4. Instructional Methods:

If you were to visit any classroom every day for a week, you would see a huge variety of teaching and learning activities occurring. The emphasis is on student learning, and making sure students reach their maximum potential. Child development, brain based research, multiple intelligences, and motivational practices that work are all put into practice daily. Large group, small group, individualized instruction projects, musicals, cooperative learning, service projects, technology, and reading, writing, and problem solving are daily occurrences in the school. There is very little lecturing that occurs in the school. Teachers understand that this is the least effective way to learn. In math, students use manipulatives to help them solve problems. Small groups of students will work together on individual projects in a program called CGI, Cognitively Guided Instruction. A partnership program with UWSP, the local university, has all students participating in small group problem solving activities several times each semester. All teachers in grades three through five have a math lab in their classroom where students work on problem solving and challenging activities. Students also utilize the university staff and facilities for physical education classes. The individual curriculum areas described earlier show the focus of learning in each subject area.

In language arts, students are exposed to a tremendous array of teaching techniques (see reading). Since class sizes are manageable, teachers are able to challenge brighter students and work individually with students who struggle. Special programming is a part of each grade level as well. Students in first grade participate in a Hoedown as part of their social studies classes. Second graders perform a musical on friendship as part of a cross curricular effort with music, social studies, and classroom guidance. Religion classes connect knowledge to attitudes and service projects. Technology is integrated throughout the schools, whether it is the Internet, computer, or other devices. The schools have numerous computers, LCD displays, Internet access, and other technology readily available to all students.

5. Professional Development:

Knowing that positive change in school success depends significantly on the education and training of staff, our school makes professional development a priority. We see ourselves as a learning community and supports and promotes professional growth at three levels – diocesan, school system, and individually.

On the diocesan level, several programs occur annually. All new teachers attend the New Teacher Formation program, five days of training in basic areas of teaching and religion. The diocese also has a two-year cycle of professional growth. In year one, a diocesan convention is held with keynote speakers, breakout sessions, and displays. In year two, two full day in-services are presented on a variety of topics, both spiritual and academic.

Professional growth at the local level must connect directly to the NCA goals, the strategic plan, and the school goals. The school and system provide several days and half days each year for in-service activities. A portion of each faculty meeting (held twice a month) focuses on a specific area of professional growth. Title funds are designated for teachers to use for conferences, professional growth opportunities, or to visit schools where they can observe best practices in action. Teachers are

also paid \$90 per graduate to attend courses and workshops. Contractually, each teacher is given a minimum of one day per year to attend a professional development program during the school day. Teachers who attend conferences are required to return to school and formally share what they have learned. This leads to greater growth for all. An example is the professional reading group which teachers and support staff in the primary grades attend each month, focusing on writing that was started after a teacher attended a conference. New teachers are assigned a mentor, and all teachers work as part of a unit team.

Individually, teachers participate in a formal Professional Growth plan each year. Teachers select at least two areas of focus, and develop specific action plans to achieve the goals. The principal meets with the teachers throughout the year to encourage and support the efforts. Teachers are also required to work with other grade level teachers as a unit, sharing ideas, planning activities, and insuring that all students in the same grade receive high quality instruction, no matter whom the teacher may be.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association
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.)

$\frac{\$1663}{K}$	$\frac{\$1663}{1^{st}}$	$\frac{\$1663}{2^{nd}}$	$\frac{\$1663}{3^{rd}}$	$\frac{\$1663}{4^{th}}$	$\frac{\$1663}{5^{th}}$
$\frac{\$1742}{6^{th}}$	$\frac{\$1742}{7^{th}}$	$\frac{\$1742}{8^{th}}$	$\frac{\$3027}{9^{th}}$	$\frac{\$3027}{10^{th}}$	$\frac{\$3027}{11^{th}}$
$\frac{\$3027}{12^{th}}$	\$ 971 (1/2 day kindergarten) Other				
4. What is the educational cost per student? \$ 4,457.78
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1,884.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 40 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VII - ASSESSMENT RESULTS

ASSESSMENT RESULTS Saint Stanislaus/ Saint Stephen Schools

Name of Test: Iowa Test of Basic Skills
 Form: Year A, 2001-02
 Publisher: Riverside Publishing Company

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	February	February	February		
Grade Four	4	4	4		
Reading	83	79	79		
Mathematics	79	70	76		
Number of students tested	60	42	46		
Percent of total students tested	100	100	100		
Number alternatively assessed	0	0	0		
Percent alternatively assessed	0	0	0		
Grade Two	2	2	2		
Reading	82	88	86		
Mathematics	96	95	90		
Number of students tested	47	34	59		
Percent of total students tested	100	100	100		
Number alternatively assessed	0	0	0		
Percent alternatively assessed	0	0	0		
Grade X					
Reading					
Mathematics					
Number of students tested					
Percent of total students tested					
Number alternatively assessed					
Percent alternatively assessed					
Grade X					
Reading					
Mathematics					
Number of students tested					
Percent of total students tested					
Number alternatively assessed					
Percent alternatively assessed					

ASSESSMENT RESULTS
St. Stanislaus/St. Stephen Schools

Name of Test CTBS Complete Battery
Form, Year Form A, 1996
Publisher McGraw Hill

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month				March	March
Grade Five				5	5
Reading				79	75
Mathematics				80	69
Number of students tested				46	59
Percent of total students tested				100	100
Number alternatively assessed				0	0
Percent alternatively assessed				0	0
Grade Three				3	3
Reading				82	73
Mathematics				80	75
Number of students tested				46	44
Percent of total students tested				100	100
Number alternatively assessed				0	0
Percent alternatively assessed				0	0
Grade Two				2	2
Reading				80	80
Mathematics				85	85
Number of students tested				45	48
Percent of total students tested				100	100
Number alternatively assessed				0	0
Percent alternatively assessed				0	0
Grade X					
Reading					
Mathematics					
Number of students tested					
Percent of total students tested					
Number alternatively assessed					
Percent alternatively assessed					