

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Mary Beth Scanlon

Official School Name: St Cecelia Interparochial School

School Mailing Address:
1350 Court Street
Clearwater, FL 33756-7003

County: Pinellas State School Code Number*: 52-1742

Telephone: (727) 461-1200 Fax: (727) 446-9140

Web site/URL: www.st-cecelia.org E-mail: scsoffice@st-cecelia.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. John Cummings

District Name: Diocese of St. Petersburg Tel: (727) 344-1611

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Carol Purcell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

Does not apply to private schools

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. 6 Number of years the principal has been in her/his position 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	20	15	35	6	15	20	35
K	20	25	45	7	22	22	44
1	26	18	44	8	25	21	46
2	24	20	44	9	0	0	0
3	18	28	46	10	0	0	0
4	25	29	54	11	0	0	0
5	20	27	47	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							440

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
1 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	488
(5)	Total transferred students in row (3) divided by total students in row (4).	0.043
(6)	Amount in row (5) multiplied by 100.	4.303

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 3

Specify languages:

Polish, Italian and Spanish

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

Total number students who qualify: 40

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

We do not have a free and reduced lunch program, but 33 K-5 students qualify through the parent income survey supporting Title 1 services. Another seven students were included in the report based upon family income levels using Pinellas County Schools Title 1, Non-Public Survey sheet but were not entitled to Title 1 services.

10. Students receiving special education services: 16 %

Total Number of Students Served: 72

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>47</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	97%	96%	97%	96%
Teacher turnover rate	10%	10%	9%	9%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

St. Cecelia Catholic School (SCS) is located in downtown Clearwater, Florida. In 2008 we marked our 60th year celebrating the school's beginnings with 3 Sisters of the Holy Names and 59 students in grades one through six. We are now experiencing a third generation of families and an enrollment of approximately 450 students PreK (VPK) through 8th grade serving St. Cecelia, St. Brendan, Light of Christ and St. Catherine of Siena parishes. Our mission is to encourage our students to open their hearts to God, their minds to learning, and their talents to service. In the context of our Catholic tradition, we are firmly committed to academic excellence, preparing our students spiritually, socially and physically in a faith-filled safe environment.

SCS families *act* on the tenets of their faith. Student leaders motivated the school community to help the homeless children, collected approximately \$1000 for a local children's cancer center, brought shoebox gifts to the elderly, volunteered at thrift centers and food pantries. After the notorious hurricane season, the students' visited the areas affected. Upon their return, they remained committed to an on-going effort that lasted several years with donation in excess of \$10,000. On Veteran's Day, students prepared a beautiful "thank you" Mass, and sang at the top of their voices, "we are proud to an American" and "God Bless the USA".

Our school's curriculum is strong in core subject knowledge: rich in literature, writing, math, social studies, science, with outstanding opportunities in drama, lively music, creative student art, physical education with a gym, foreign language, afterschool sports clubs and a popular extended day program until 6 pm. All students participate in our Spanish language program from PreK through 8th grade. All children have access to two computer labs and a growing use of technology in our thematic approach to learning in the classroom. Our students consistently perform in the top percentile on standardized tests. They compete confidently at national, state, and local subject- area competitions. Our parents expect SCS to be on the cutting-edge of best practices, rank high academically, have faculty stability, employ highly degreed professional staff, and provide a safe environment. This is accomplished by dedicated administrators and staff, including a full-time safety director, a clinic aide, a school counselor, and an academic support teacher.

SCS recognizes that not all children learn the same. Teachers use best practices to help the learner learn. It may be technological tools, teamwork, rubrics, media, hands-on exploration, or peer assistance. We learn best when we tap into the style of the learner e.g. our math club meets on Tuesday's for lunch. Middle School math crunchers meet with math munchers from different grade levels to help understand math concepts. Our academic support teacher guides our staff and helps our students with differentiated learning styles for success. This year we extended our support program to include an enrichment program for those students who met the State of Florida qualifications for giftedness. We now service 72 students in this wide spectrum: 30 students are receiving Title 1 services and 20 are receiving Speech and OT assistance by Pinellas County teachers on our campus.

Throughout the year, the administration, the leadership team, the school counselor and various faculty committees analyze student data that measures student achievement and the progress of our academic and character development SIP goals. Additionally, the school counselor schedules classroom visits and leadership lunches. This year she initiated the formation of a student Peer Mediation Team. The student mediators participated in a two-day training session. Professional development is important. The focus of our professional development is driven by our needs and goals. The SCS staff sits on and chairs many of the Diocesan curriculum committees on subject area standards and benchmarks.

Communication is important at SCS. We correspond, inform, survey, and invite our community through a password-protected website, a weekly emailed school newsletter, monthly Wellness letter, and Edline. We believe in partnering with our parents at every opportunity. Informational parent enrichment opportunities are offered. Our campus has a volunteer lounge, a Home & School office/meeting classroom to visibly emphasize

our openness and thankfulness for their presence and support. For the last several years, our parents/guardians have logged over 12,000 volunteer hours each year as classroom helpers, tutors, coaches, board/committee members, moderators, and activity planners.

In 2009 the SCS Advisory Commission was awarded the NCEA Outstanding Board of the Year Award—one of nine boards in the United States for its Strategic Planning process and innovativeness. The comprehensive 5-year plan was acknowledged for its voluminous research data, wealth of stakeholder input and clearly defined goals and timelines. Innovatively, SCS has a community committed to raising our wellness awareness and the importance of being a “green school.” St. Cecelia School is vibrant with a dedicated staff and an extremely involved parent-student community. Its reputation as an academically challenging school is only surpassed by its openness to support our students to be the best they can be. **St Cecelia School is about the fundamentals and more. It is a place where imagination and faith flourish.**

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Cecelia School uses the ITBS standardized test to assess student progress. ITBS standardized testing is a nationally norm referenced test administered to students grades 3-8 in the fall and grade 2 in the spring. The scores from the ITBS tests are documented, graphed and analyzed to chart our students' growth and see where they may need additional assistance. The three core subjects tested are reading, language arts, and math.

SCS examines the national percentile rank of the students' scores to chart their progress from grade to grade. The national percentile rank indicates where the student placed with all the other students who took the test in the nation. An 81 percentile ranking means that the student scored higher than 81% of those students who took the same test in the nation. Average score is between the 25th percentile and the 75th percentile. A score within this range indicates that the student is working effectively at grade level. The majority of students at SCS score in the top 25th percentile on the ITBS.

Throughout the years, our student scores have remained relatively steady in reading, language arts and math, with minimal discrepancies shown from grade to grade. SCS scores indicate that from 2004-2008 students who were tested in third grade have remained consistent in their reading skills up to their 7th grade year. Their scores show a consistent mid to high 70s national percentile rank throughout their 5 years of testing. This stability in scores for reading can be attributed to our successful Accelerated Reading Program in which grades 1st-8th participate, and our research-based successful classroom strategies.

In 2004 our national percentile rank in Language Arts for 3rd grade was a strong 81%. Following this group of students through their years here at SCS, there showed an inconsistency in Language Arts in 2007. The students' Language Arts scores decreased to a 68% in 2007 as 6th graders, but improved in 2008 with a 72% as seventh graders. After analyzing our scores and seeing a drop in Language Arts in 2007 and an increase in 2008, the LA curriculum committee and grade level teachers met to probe subtest data. Teachers examined classroom instruction and text support. As a result, new grammar books that blended better with the classroom instructional framework were purchased for the 5th grade students. Students' writing progress is also assessed by a student's writing portfolio. Three times a year, a time is designated for all students to participate in creating a writing sample with specific grade level objectives. This portfolio is passed on from grade to grade for evaluation of student achievement. At the middle school level, we recently added Riverside's Writing Criterion program. Criterion is an online based program that evaluates student's writing, such as grammar, spelling, organization and development, sentence structure and repetition of words. Students receive feedback of their writing instantaneously and can make improvements. Middle School language arts teachers have been trained and are excitedly learning all the program has to offer.

Throughout the past five years, SCS has seen an increase in our math ITBS scores. In 2004, math scores were at a 71 national percentile rank, and have increased to a 79 national percentile rank in 2008. Our increase in math scores can be attributed to our short bursts of daily drill work, our accelerated math program and a renewed interest to integrate math thematically across the curriculum.

In 2008, our 8th grade class scored in the 78th percentile for Reading, 79th percentile in Language, and 77th percentile in Math. The ITBS test scores show a consistent growth in each core subject throughout their years in middle school. These students improved by 6 percentile points in Reading, 9 percentile points in Language Arts, and 1 percentile point in Math.

2. Using Assessment Results:

St. Cecelia School uses Diocesan reports and iRM functions offered by Riverside Publishing for assessing student academic progress on ITBS standardized test results. The Associate Superintendent of the Diocese of St. Petersburg compares school testing results with the Diocese and Province of Florida each year. This document is useful for regional and statewide comparisons. SCS consistently performs well in these comparisons. Administration and teachers are trained to use the iRM functions from Riverside to create a wide spectrum of reports to evaluate and analyze data. Classroom teachers, the school counselor and administration use these reports to determine areas of strength and areas in which we need to improve our student performance. The results drive school initiatives and individual student assessment.

SCS language arts and math teachers hold meetings throughout the year to discuss their curriculum. Language arts teachers examine the reading and language arts scores from the ITBS testing subtests. Teachers dissect the following subtests: vocabulary, reading comprehension, spelling, capitalization, punctuation, and usage and expression. They analyze which subject areas need to be reinforced and which ones need a brief review. Math teachers examine the following subtests to determine what they need to stress in their curriculum: concept/estimation, problem solving/data interpretation, and computation. Teaching strategies are then altered to increase student success and achievement in the subtests in which scores were low. Subject material from subtests that had high scores is reviewed. Successful practices remain and are expanded. Teachers use the data to reevaluate what they are teaching and what needs to be reinforced.

Analysis of ITBS scores and academic performance are used to place 4th and 5th grade students in a weekly math enrichment pull out. Our 5th grade teachers examine ITBS scores when considering placement of students in middle school classes. The scores are one assessment piece used to place students in the honors section of language arts, math, social studies and science.

3. Communicating Assessment Results:

St. Cecelia School uses many methods to inform parents on the progress of their child/ren. At the beginning of the year, each teacher contacts their student's parents/ guardian. He/she introduces themselves, welcomes their child, and establishes a means of contact for future parent-teacher communication. At the mandatory parent meeting which is scheduled during the first week of school, parents are offered the opportunity to be trained in emailing skills and are shown the teacher web-page system we use in Edline. Subject area teachers post student Progress Reports on Edline each Monday. Parents and teachers further communicate throughout the term using email. Students are picked up in their classroom at dismissal each day and arrangements for conferencing can also be made at that time.

The first report card is distributed only through a person-to-person conference at the end of the first trimester offering both day and evening appointments. Additional conferences are scheduled at each trimester's end, or more if needed. Teachers notify the Assistant Principal (AP) about student concerns. This allows the AP to see a wider picture if multiple teachers are involved. Conferences may be scheduled with the parent, teacher/s and student by the AP to further ensure the child's progress.

ITBS fall testing and grade-specific spring testing dates are posted on the school calendar in the beginning of the year and parents are notified when the results will be disseminated.

Each parent receives his/her student's progress by mail with an explanation of the results. A letter is attached which invites the parents to meet with the individual teacher or school counselor for additional information or assistance in interpretation. The school counselor prepares a summative report for the Pastors, Principal and School Advisory Commission. This report is presented in detail at the January School Advisory Commission meeting. The presentation includes the current year's results and an analysis of trends and patterns both in summative form and in specific categories of all grade levels longitudinally. The administrator links the data to supportive actions and corrective considerations. This report is graphed and charted. It is included in the

January newsletters, which are emailed to all St. Cecelia families. A large graphic poster is professionally made each year and displayed in the foyer of the school.

4. **Sharing Success:**

St. Cecelia School is committed to collaborating and sharing educational successes and best practices. We often laugh at Harry Wong's "steal" the idea. Collaborating, brainstorming and sharing *are best practices*. The administrators, teachers and aides of SCS are very generous with their time and talents. In response to declining enrollment and parent wishes, we recently opened a PreK-4 program under VPK guidelines. This was complex. We surveyed our community to determine need and readiness, researched county licensing and VPK requirements regarding the facility and staffing, and researched costs and tuitions for wrap around programs. The principal and staff took mandatory coursework for requirements and training. All involved have generously offered guidance, short cuts and pitfalls, to several other schools who are contemplating this program.

Many of the Diocesan curriculum committees on standard and benchmark design have representation from SCS as members or chairs. Currently, Diocesan Spanish, Social Studies, and Science committees have a representative from SCS. The administration and faculty are invited to participate on these committees because they acknowledge the need for best practices and are dedicated to giving their time to advance the educational goals of our school and the schools within our Diocese.

The faculty and staff of St. Cecelia School think communally. As SCS journeyed through the NCLB program opportunities, we have consistently shared our gained knowledge with other schools regarding student support through Title and IDEA programs. The School Improvement Plan members often lend advice and document templates to other schools who are in the process. After SCS finished the process, the administrator was asked to participate as a Florida Catholic Conference accreditation team member and eventually became a chairperson assisting schools statewide in their evaluation process. The benefits of helping schools through the evaluation process, and the opportunity to see/steal other's successes is valuable. When SCS was awarded the NCEA Outstanding Board Award, the principal was asked and wrote an article to be published in the NCEA's national magazine sharing information about our Board's structure, cohesiveness and success. The SAC President was also asked to share SCS's Board's accomplishments with another parish's board. Our Business Manager has willingly shared and presented sound business procedures to the interns in the Diocesan Principalship program and our Development Director has willingly shared successful enrollment strategies with other Diocesan schools when asked.

It is critical in this time-crunched age, to share and help each other in learning and sharing successes, best practices, and procedures. With that mindset, the stronger we stand individually, the stronger we will stand as a whole.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Cecelia School curriculum is framed in its adherence to National, State and Diocesan educational standards. The Diocese of St. Petersburg has established Standards and Benchmarks for core curriculum that inculcates Florida Sunshine State Standards, and National Standards. Religious instruction is guided by the National Catholic Education Association (NCEA) and Assessment of Catechist/Religious Education (ACRE). Art, Spanish and Music/Drama curriculum follow the FL Sunshine State Standards. ISTE's National Educational Technology Standards (NETS) guide technology instruction and library instruction is guided by the principles espoused by the American Association of School Librarians (AASL). Learning occurs in multiple ways: teacher directed, student directed, peer assisted, coordinated buddy programs with different grade levels, projects in all modalities, field trips, service projects and competitions. Differentiated learning is a main thread in the curriculum cloth especially for the students who are assisted by the Academic Support teacher. SCS reaches out to all learners at all levels ranging from those identified in need of assistance to the gifted.

The Language Arts curriculum merges reading, writing, listening, speaking, interpreting and critical thinking skills at age appropriate levels. The goal of the reading program is to develop the love of reading and eventually its overall cross curricular importance. Sight words and phonics are introduced as early as PreK-4. Teachers use a wide genre of stories, novels, plays, excerpts, and poetry to enrich student's learning in reading and writing. Language arts teachers incorporate music, art, cuisine, technology, and cultural nuances to give depth and breadth to their lessons. The art, music/drama, Spanish, and technology teachers along with the school counselor support the classroom lessons, as well as introduce subject specific lessons. Six Traits writing methodology is taught primarily in the intermediate and middle school grades. Grammar and vocabulary expansion is grade level appropriate and reinforced with trade books and thematic lessons. E.g. The third grade was involved in a thematic unit researching the Iditarod. Each student researched a musher and his/her dog. A GPS program allowed the students to follow their mushers throughout the race. They cheered on their choice. They wrote to the musher, made daily journal entries about the experience, calculated distances, discovered Alaska, posted temperatures, and learned to understand time zones. A Language Arts project that crossed curriculums! Similarly, the eighth grade researched a unit on tolerance and diversity. Trade books (Anne Frank), history lessons, math, geographical settings, religion, writing reflections, autobiographies, Youtube videos and websites, culminating in a trip to the Holocaust Museum enrich the lesson. Instruction methodology encompasses all learning styles. Accelerated Reading and Grammar programs are promoted. Teachers recognize our writers with Young Authors Awards, opportunities to contribute to a middle school newspaper and to participate in the county's competitive 4-H Speech Contest. An eighth grade graduation award is given to two students (boy/girl) who have demonstrated their love of reading. Authentic assessment practices are utilized to accurately measure and evaluate student achievement.

The mathematic program at SCS begins with concrete instruction in number recognition and sense. Logical and sequential thinking is introduced through patterning at the primary level. Coloring through art, rhythm and beat through music support manipulatives and drill. Curricular mapping has reinforced the smooth transition from concrete learning to abstract, noting that concrete learning is essential with introductory concepts at all levels. The Accelerated Math program is offered to the advanced kindergartener through eighth grader for remediation and acceleration. Fourth and 5th grade students with an average of 90% or above are offered the opportunity for a weekly pull out for 45 minutes. Students in grades 6 through 8 grade are placed in on level and advanced (honor) classes with the advanced 8th grader completing studies in Algebra Honors. Graduates place well in competitive high school math programs. Middle School students participate in math competitions locally and nationally. e.g. AMC Math Contest

The science program is steeped in discovery. Using the Scott Foresman series as its text foundation, the science curriculum is dependent on thematic and hands-on learning. Knowledge of the scientific process integrates with our Green Team efforts and wellness awareness, nutrition and exercise. SCS has a state of the art science lab that is used by 5th – 8th graders. Parents are often invited to view the lab learning process and to assist as aides. Seventh graders participate in the State Science Fair and students consistently receive county and state recognition awards.

The Social Studies curriculum offers students the opportunity to learn and understand cultural traditions and diversity. Curriculum includes American and Florida history, and World History from ancient times to the present. Historical events are often dramatized and celebrated as part of the student's lesson.

The Physical Education program is well developed and structured. Instructional plans include age appropriate lessons to support the physical growth and development of the body. Health, wellness and nutrition are integrated into the physical mechanics of the curriculum. Teamwork, sportsmanship and tolerance are equally important lessons learned in PE. SCS offers a competitive afterschool sports program to 5th – 8th graders in softball, baseball, basketball, volleyball, soccer, and track. Cheerleading and golf are non-competitive.

Spanish is offered to all students PreK-4 through 8th grade. Verbal and written comprehension increases by grade level. At the eighth grade level, Spanish is a core subject taught daily. Afterschool clubs often support and enrich our curriculum. The afterschool Drama club is extremely popular. Three major productions involving over 100 students from all grade levels will occur this year.

The Religion curriculum is based on the Catechism of the Catholic Church. The program's foundation is faith formation and knowledge. Its fulfillment is in its practice. SCS has a strong catholic identity, rich in Christian tradition yet open to all denominations. Talents to service and helping the less fortunate are directly related to our mission statement.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Fostering a love for reading is extremely important to SCS. Our efforts focus on giving each child a solid foundation in the mastery of reading and comprehension skills which benefits all subject areas.

Beginning in primary grades, high interest stories, writing experiences and phonics are of utmost importance. The "letter of the week" determines the reading, writing, and supplemental activities used to challenge each learner. Accelerated Reader, a supplemental program, encourages reading for comprehension. Phonics education from Educators Publishing Service coordinates vocabulary and word families in the readers and workbooks. Spelling, with a phonetics focus, is introduced as letter and vowel sounds are mastered. Students progress from spelling individual words to correct sentence formation. Creative Writing begins with the use of descriptive words and moves forward to the composition of simple sentences. Weekly computer labs give students the opportunity to enhance classroom skills.

Scott Foresman, with its comprehensive program, was chosen as the current text for Intermediate. Students are challenged to become better readers and writers through a variety of story selections. Vocabulary enrichment, selection tests, story reviews, grammar, spelling, enrichment, literary terms and writing assignments are related to the stories. Level readers are also included for individual student usage.

Middle School uses Holt, Rinehart and Winston, Harcourt Brace & Company texts. The format of the texts encourages students to gain in all skill areas and identifies reading comprehension mastery. A wide variety of genres are studied, and each piece of literature is presented with dialogue text and background information relevant to the story. Students are challenged through literary elements, enriched vocabulary and comprehension questions.

ITBS percentile ranks show that our students score in the top 25% of all students tested nationally for reading comprehension. Our commitment to providing a quality education for all students is evident.

3. Additional Curriculum Area:

The music/drama program at SCS has come out of its dormancy and is alive and vibrant. A recent addition to our staff last year has radically changed the music/drama experience for our students and reinforces the theory that the teacher in the room can make a huge difference. Each child experiences the joy of sound and movement integrated into a curriculum that supports all curriculum areas and fulfills its own standards. Let me share a recent observation. Class began with a fun vocal warm-up. The teacher smoothly transitioned to centers. Young students were shaking rhythm sticks made for them by our 8th graders. They were mimicking the sound pattern of the teacher. Another group of students took a set of drumsticks and followed the series of beats the teacher modeled. Each student went from drum (snare) to drum (kettle) etc. intrigued by the different sounds each produced as they played their five beat measure. The activity tied into the class having a Thanksgiving feast later in the week in the classroom as part of their Social Studies unit. While students rotated through the drums, the teacher quickly measured heads, stapled and donned each child with a headband and feather. They marched out to a grassy area where they circled and skipped, played the drums, shook their rhythm sticks and echoed chants in a final song. Looking at the lesson, students were exposed to patterning and sequencing (math), drumming, skipping (large and fine motor skills-PE), Indian culture (social studies), chants and song (language arts), handmade rhythm sticks from the 8th graders (service & camaraderie).

Another part of the music curriculum includes student preparing liturgical songs for our masses. This has been so well received that a formal choir has just been formed—hearts to God with pageantry and plays abound.

Last spring the middle school drama group presented our first full set and costumed event, “Beauty is a Beast.” It was a period piece depicting the medieval ages. The script was discriminately full of nuggets that questioned the meaning of beauty. Parents were so excited by the enthusiasm of their children that they eagerly offered their help. Over 50 students participated as characters, script coaches, set designers, and publicity planners. Again, all modalities were exercised in the learning process. Students were reading, publicly speaking, interpreting characterizations, learning the culture of medieval times, publicizing and marketing. Auditory, visual, kinesthetic learners were each processing knowledge and learning. The style of instruction, the collaboration and thematic approach with the classroom teachers, and the progress made by the students in character development, responsibility and the academic learning process has been profound. It resoundingly models the school’s mission of student development academically, spiritually, socially and physically.

4. Instructional Methods:

Monthly in-service at SCS has been designated for topics such as “the brain compatible classroom,” the auditory, visual and kinesthetic learner, authentic assessment and the basics of differentiated learning. These theories and best practices are to be used with all students. How many times does the average learner have to hear something before he owns it? How many ways can the students actively engage in the process? What tools do we need to make this happen? What about the child who was created with a learning style that is not geared to auditory learning? Or the child who has built-in interrupters in processing? Or cultural and/or language barriers? At SCS, we are committed to try to meet each student’s needs- the assisted learner to the gifted. The administrators and faculty embrace what is necessary for the learner to lean with support from the school counselor, technology coordinator, and academic support teacher. Sound teaching strategies are observed in the classroom. The school counselor presents classroom sessions on organizational skill building. She also offers individualized organizational assistance where she meets weekly with the student and confers with the parent. The counselor acts as a mediator between the teacher/s and the parents, monitoring progress thorough the student’s planner and teacher communication. Often times, the lack of organization is the interrupter; and once this skill is learned, the student is more successful. The technology

coordinator assists with hardware opportunities-Elmos, smart boards etc., and he enhances the learning process with sharing websites, media links, virtual tours and teacher training with the faculty. The Academic Support teacher develops and implements a Service Plan or IEP for the students who have documented learning disabilities, attention concerns, speech or occupational therapy needs or the gifted learner (EP) who is grouped homogeneously with other high achievers. The principal has worked diligently to take advantage of all NCLB opportunities for student achievement and success. With the assistance of Title 1 and IDEA specialists on campus supporting our academic support teacher, school counselor, and classroom teacher, we work as a team to encourage student achievement.

What about the student who struggles but does not qualify for a Service Plan? Through classroom observation, testing and evaluation, a student's strengths, weaknesses, and the modalities in which he learns best are identified. Within our school, the academic support teacher can create a Student Support Plan with the assistance of a team of content area teachers to support that student. The student's progress is closely monitored. This document may support the need for accommodation in the inclusion setting and/or in small groups for remediation. The Academic Support teacher and retired teacher-volunteer assist with academic work in pull out sessions. Specific services offered would include reading timings that measure the rate of fluency, or focusing on the mechanics of the mouth as the alphabet letters are recognized and sounds are produced (Lindamood Bell). Skill and concept learning is reinforced with manipulatives, imagery, association, and field trips.

5. Professional Development:

The Professional Development Plan for SCS is three-fold.

Part 1 is directly related to our School Improvement Plan goals which are the development and implementation of curriculum maps in all subject areas so as to lessen any gaps in instruction for optimum student achievement and to enable the students to accept responsibility for their actions which leads to a more successful learner. One day a month, school is in session for ½ day and the afternoon is dedicated to professional development. SIP goal committees meet to collect and analyze data and drive initiatives pertinent to our plan. Subject area or the character committee may also meet at this time. The School Counselor and Assistant Principal continue to infuse these committees with research-based strategies to measure progress and meet SIP objectives. This year, one hour is scheduled for mini- presentations of the Harry Wong series on Successful Strategies which translate to successful students. After each presentation, the faculty discusses how the topic can positively affect classroom instruction and student learning.

Part 2 is the acknowledgement and support of faculty attending workshops, conferences and trainings. Title II funds and Home & School set-aside funds can be used to financially defray or absorb the cost of regional and state venues. Faculty participating in trainings or workshops are asked to share their acquired knowledge in presentation form to the staff at the next available in-service date. This not only spreads the knowledge of the topic to a broader base but encourages others to attend offerings. On campus, technology trainings are offered every first and third Wednesday of the month. The agenda includes software training and web based curriculum support.

Part 3 is the observation and evaluation of individualized professional development of the teacher in the classroom setting. Through lesson plan review and classroom visits, the administration can observe the development of teaching skills and strategies. Each teacher is formally evaluated using Florida Performance and Measurement System (FPMS) twice a year by the principal and assistant principal. New teachers are formally observed four times a year and participate in the Peer Mentoring Program. A pre-conference, scheduled visit and post conference occur. Five minute walk-thru visits also occur and are unannounced. These observations allow the administration to see best practices in action, make recommendations or offer assistance to increase strategies or styles that will positively affect student learning.

6. **School Leadership:**

St. Cecelia School is an interparochial school serving four parishes located geographically independent of any parish grounds. The Bishop has appointed the Pastor of St. Cecelia Parish as the Pastor-in-Charge. The principal and the four pastors meet regularly to discuss and review school issues. The Pastor-in-Charge and the principal have open and frequent communication dealing with the day-to-day events and operations of the school. The Pastor-in Charge has given the principal a great deal of autonomy in the school leadership role, and she is grateful for his confidence and support, but he is where the leadership role begins.

The School Advisory Commission is comprised of: our Pastor-in-Charge, current and alumni parent membership, the Home & School Association president, and non-voting members consisting of the Principal, Assistant Principal, Development Director and two teacher representatives. The goals of the principal and those selected in leadership roles are to advance student achievement adhering to our mission as we prepare our students to be productive and contributing members of our community.

The principal's preferred leadership style is participatory. The principal and School Advisory Commission work closely together in committee on the budget, strategic planning, public relations and membership nominations. The Strategic Plan that was designed and implemented under the auspices of the planning committee was drafted to ensure that SCS maintains its academic competitiveness, to further its mission to set benchmarks and measurement for student progress, and to identify and address educational practices that support the success of our students academically, spiritually, socially and physically.

The principal instituted a Principal's Advisory Leadership Team comprised of a diverse group of faculty members on whose expertise and knowledge she relies. This team meets monthly to brainstorm innovative educational practices and trends. The team is committed to research current educational theories, best practices tested and published for consideration and implementation. The committee has much input in the school calendar and parent-student handbook changes and recommendations. Teachers are directed to forward their recommendations through the Leadership team members for consideration. This committee is presently researching an agreement with Florida Virtual School to expand the foreign language options for our eighth grade students next year.

Several standing committees have been formed to create an avenue for two-way communication. The Character Committee proposes school policies that prompt character development and growth including positive behavior-changing consequences. The SIP Curriculum committee is the umbrella committee of the subject area committees involved in curricular maps and curriculum proposals. Primary, Intermediate and Middle School committees meet to address relevant concerns and recommend policy reviews for consideration. This committee often coordinates reading, writing, math or science activities blending different grades together to tap into student directed teacher/learning modes. The coordinator of the Primary, Intermediate and Middle School committees with one at-large member comprise the Principal's Advisory Discipline committee which is called upon in serious discipline issues for their input, consensus and recommendation. With the input from faculty committees and parent SAC advisory members, many feel ownership in directing our focus on student achievement, mission goals and what methods and practices are research proven to support that progress.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6338</u>	<u>\$6338</u>	<u>\$6338</u>	<u>\$6338</u>	<u>\$6338</u>	<u>\$6338</u>
K	1st	2nd	3rd	4th	5th
<u>\$6338</u>	<u>\$6338</u>	<u>\$6338</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$5650</u>				
12th	Other				

4. What is the educational cost per student? \$ 7405 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2065
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
10 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: ITBS
 Edition/Publication Year: A/2001 Publisher: Riverside
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	72	70	75	72	71
Number of students tested	55	46	50	68	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: ITBS
Edition/Publication Year: A/2001 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	74	75	79	76	79
Number of students tested	45	43	65	69	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: ITBS
Edition/Publication Year: A/2001 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	73	81	78	76	78
Number of students tested	45	63	67	62	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 6 Test: ITBS
Edition/Publication Year: A/2001 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	76	76	78	80
Number of students tested	61	60	56	78	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 7 Test: ITBS
Edition/Publication Year: A/2001 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	75	77	81	78
Number of students tested	55	55	75	89	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 8 Test: ITBS
Edition/Publication Year: A/2001 Publisher: Riverside
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	78	81	77	82
Number of students tested	53	70	89	72	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

