

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: Sister Patricia Gehling, SSND

Official School Name: St Theresa Catholic School

School Mailing Address:
5001 East Thomas Road
Phoenix, AZ 85018-7992

County: Maricopa State School Code Number*:

Telephone: (602) 840-0010 Fax: (602) 840-8323

Web site/URL: www.stcs.us E-mail: srpatricia@diocesephoenix.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*: Mrs. MaryBeth Mueller

District Name: Diocese of Phoenix Tel: (602) 354-2345

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. Margaret Burke

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. 2 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	16	20	36	6	24	39	63
K	30	20	50	7	34	34	68
1	33	20	53	8	34	37	71
2	27	28	55	9			0
3	40	26	66	10			0
4	31	38	69	11			0
5	40	29	69	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							600

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
4 % 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: 0 %

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(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.	600
(5)	Total transferred students in row (3) divided by total students in row (4).	0.008
(6)	Amount in row (5) multiplied by 100.	0.833

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

Total number limited English proficient 3

Number of languages represented: 1

Specify languages:

Burmese

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 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.

10. Students receiving special education services: 1 %

Total Number of Students Served: 4

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<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>19</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>41</u>	<u>4</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 25 :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	98%	96%	97%	95%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	10%	0%	11%	10%	6%
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	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>0</u> %

PART III - SUMMARY

Part III: SUMMARY

Combining the best elements of traditional Catholic education and the research-based strategies of modern instructional theory, St. Theresa Catholic School emphasizes the mission of developing the full potential of each child in an environment that is Christ-centered and focused on the opportunity to pursue academic excellence, deep faith commitment, and positive attitudes of love, joy, and service to others. In pursuit of this mission and through open dialogue among all of its constituencies, the school facilitates fulfilling the unique promise of each child.

Located at the eastern edge of Phoenix, St. Theresa Catholic School has served the community of middle to upper-middle class families for fifty-two years since its founding in 1957. Its facilities and buildings provide an inviting, southwestern ambience. Fortunately, through the efforts of a large cohort of donors and volunteers who have generously contributed to the school and two successful capital campaigns, *Vision 2000: Building Our Future* and *Today's Children, Tomorrow's Future*, remodeling and updating of facilities has been ongoing. Most recent improvements began in 2002 with fully renovated classrooms, updated technology, updated security; remodeled library, computer, and administrative office space; new electrical service, concrete walkways, fire alarm system and heating/air conditioning equipment in the classrooms. Renovation of shared parish-school facilities has also significantly enhanced the environment of the school community, and St. Theresa Catholic School is the only Catholic school in Phoenix with a gymnasium on its campus. While facilities and surroundings offer an all-important frame to the learning process, without a strong curriculum they will have little impact. The curriculum itself has evolved over time to include computer science, Spanish instruction, art, music, drama, and a community service program. Moreover, dedicated alumni regularly return to the school, not merely for a friendly visit, but also to become part of the faculty and to enroll their own children. Currently one of the largest schools in the Diocese of Phoenix, St. Theresa Catholic School has an enrollment of 600 students.

Because the faculty believes that character forms the truest measure of individual success, the school focuses on far more than the outstanding scholastic program that characterizes it. It actively promotes integrity and the courage to act on principles in order to prepare students for their future roles in society as conscientious citizens dedicated to social justice, active citizenship, and community service. Religious instruction spiraling through the curriculum and school-wide Christian service projects foster development of social conscience and concern for others. Emphasizing the importance of individual effort and cooperation to achieve common group goals, the extensive parent volunteer participation at St. Theresa Catholic School sets an example of parental involvement in education that is unprecedented. Nearly 95% of the parents in the school volunteer time and resources in a wide array of activities, services, after-school sports, projects, the PTO and school board, and are Safe Environment certified.

While no single instructional style predominates at the school, instruction is characterized by a focus on enhancing critical thinking and encouraging problem solving and decision-making. Teachers employ a wide variety of approaches and strategies to facilitate each child's potential to succeed and are dedicated to the notion that each student can be reached. The success of its curricular and co-curricular programs attests to the quality of its instructional practices which combine the rich traditions of the Catholic faith with the most current educational research on powerful teaching and learning to facilitate the notable accomplishments of its students. A majority of students routinely score in the highest quartiles of achievement in national standardized testing; and school performance is approximately 30% higher than national and state averages and the local public schools in the nearby community. In short, St. Theresa Catholic School is a school that successfully invests 100% effort into its mission to teach its children to be the caring Christian citizens of the world of tomorrow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Part IV: INDICATORS OF ACADEMIC SUCCESS

Assessment Results in Reading and Mathematics

Assessment results in reading-language arts and mathematics indicate that the students at St. Theresa Catholic School are excelling academically at the upper quartiles of achievement nationally in school rankings in the grade levels tested. (Kindergarteners and first graders are tested using DIBELS rather than ITBS.) Frequency distributions of student scores demonstrate that a majority of students are performing in the upper quartiles of achievement. A significantly higher number of students achieve at this level than do students who fall into the two lower quartiles of achievement. Simply speaking, most of the school's students score above the national averages in reading-language arts and mathematics. Far fewer score below national averages and, more important, *approximately one-tenth or fewer* at most grade levels score in the lowest quarter of students taking the ITBS exams. Conversely, *nearly one-half to more than one-half* of its students at each grade level score in the top quarter of achievement in the core subjects of reading-language arts and math. Clearly ITBS performance scores demonstrate the success of the school's academic program.

Careful perusal of grade level performance scores also demonstrates that the school's reading-language arts programs are the most successful programs in the school. In grades 3-8, grade-level school averages for the last two years have ranged at or above the 90 percentile nationally. Therefore, St. Theresa Catholic School students in grades 3-8 scored better in language arts for the last two years than 90% of the students nationally who took the ITBS exams. Student scores in mathematics, while high enough to qualify the school at Blue Ribbon levels, do not yet match the stellar level of those in reading. However, they do indicate that the math program is strong enough foundationally that St. Theresa Catholic School graduates qualify for college preparatory and/or other advanced mathematics programs in the high schools they attend. The school did not disaggregate data for socioeconomic groups because none of its classrooms included ten or more minority students. Moreover, significant numbers of its minority students achieve at or above the national average and are not overly represented in the lowest quartiles of achievement in comparison to non-minority students. Across all grade levels, student performance demonstrates that the instructional program is successful in its mission to accomplish its goals and enhance students' mastery of its student learning expectations.

2. Using Assessment Results:

Without question, assessment data strongly influences an effective school program especially when one considers how a school uses that data. The school uses assessment to promote meaningful curriculum mapping, to enhance student achievement, to facilitate student placement in the most appropriate classes and programs, and to share with its constituencies electronically and in hard copy not only its successes, but also the areas where future change and growth are needed. Utilizing the prompt return of September standardized testing data, faculty--under the direction of its administrators--begins analyzing indicators of student learning and mapping the areas that need more or less attention in order to accomplish curriculum objectives. By studying individual progress, frequency distributions for each grade, and school scores in targeted areas of the accreditation process, the faculty assesses classroom and program strength. Subsequent to this scrutiny, the principal and faculty evaluate whether or not its instructional practices are aligned well with its student learning expectations and curriculum objectives and then acts to correct any discrepancies. Using assessment data also provides one of the numerous pieces of information that allows teachers and administrators to place students in the environment best suited to their needs and learning styles, and ensures that at least one part of the placement process is based on concrete measurement. Another important use for assessment data is that which occurs during parent conferences. By the time parents come to the fall conferences, they have received test data (Gr.2-8 ITBS data) with the publisher's parent information and the school assistant principal's letter

as well as their students' report cards. The data from tests, coupled with report cards and teacher observation, is used as an indicator of student achievement with regard to national parameters and as additional facet of assessment in conjunction with report cards to measure student success.

3. Communicating Assessment Results:

Formal reporting of student performance with regard to achieving the vision and mission of the community occurs every January. At that time, the school principal delivers a State of the School Report at a School Advisory Board meeting when members receive an in-depth presentation of the school's progress. Assessment data reported at this time focuses on the school's academic successes and indicates progress toward mastery of the Student Learning Expectations. Areas for future growth are also projected for subsequent time periods. This serves to reinforce what teacher-parent daily email and other electronic data reports—that students at St. Theresa Catholic School are taking advantage of the many opportunities the school offers for them to achieve success. But this in no way is the limit of sharing the good news about the student achievement at St. Theresa Catholic School. Each and every week, students bring the Tuesday Family Envelope home and parents have access online to electronic data providing myriad information about every aspect of school life including student academic progress, weekly newsletters from the principal, and memos from the school board. Daily accessible online data of progress for students in Grades 3-8 and end-of quarter report cards for Students in Grades K-8, distributed four times per year, are yet another integral aspect of communicating student performance and assessment data to students and parents. Stories in local and diocesan newspapers and magazines about school activities, student successes, and school programs play an important part in communicating student performance to the community at large. In addition, student successes in academic competitions like the diocesan spelling bees, art contests and writing contests; the *National Geographic Geography Bee*; and national poetry and writing contests serve to spread the good word about the school. However, the best public relations information regarding the achievements and successes of the school's students comes from its dedicated parents, teachers, and staff who are eager and proud to share student success.

4. Sharing Success:

St. Theresa Catholic School is proud to share its successes with other schools and to collaborate in the collegial atmosphere that characterizes schools in the Diocese of Phoenix. One of the singular ways that the school shares its success is its program to facilitate eighth graders' entrance into the Catholic high schools of their choice. Junior high teachers of core subjects and special subjects and the assistant principal attend the high school articulation meetings and the dinners and socials which follow them. Eight to ten faculty members make for a potent public relations team representing the students, as does the 99% success rate of the school's students vying for entrance at the high schools. Teachers and administrators work together to provide the best possible documentation to the high schools in order to optimize entrance opportunities for their students.

Yet another excellent method of sharing occurs in diocesan competitions in spelling bees, sports, art and writing contests. Consistent winners of awards in nearly every competition they enter, St. Theresa Catholic School students set an example of excellence that is unsurpassed. Even more important is the fact that the teamwork and sportsmanship demonstrated by the school's students during any competition is also unsurpassed, and the students endeavor to be the best examples of character, cooperation, and friendly competition that they can be.

The diocese provides numerous staff development opportunities each year for its teachers to meet in order to share and improve professional expertise giving teachers at St. Theresa Catholic School many chances to pass on the school's successes to their associates in Catholic education. Moreover, each time a St. Theresa Catholic School faculty member serves on a diocesan curriculum committee, good news from each of the schools represented is shared.

The school's Development Director is yet another source of outstanding marketing of the school's success story. Personable and articulate, she leads tours of the campus for the families of new and prospective students and makes that all-important first impression of the school the best impression possible.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

PART IV: CURRICULUM AND INSTRUCTION

Religion: The goal of the religion curriculum is to assist students in integrating explicit knowledge of Catholic faith and morals with their personal life experiences. This goal encompasses the core areas of liturgy and worship, doctrine and creeds, service and social justice, right conscience based on the long-standing Christian beliefs and the teachings of the Catholic Church. Scripture, the sacraments, social concerns, and prayer are discussed at every grade level. The entire curriculum is geared toward showing children that Christ's message can be learned and lived.

Mathematics: Based on Diocesan Guidelines and the standards of the National Council of Teachers of Mathematics Standards for School Mathematics (NTCM), instruction is designed to facilitate not only the development of problem solvers who are able to think, compute, and reason, but also designed to communicate the processes, analysis, and synthesis so necessary to sound mathematical thinking. The curriculum is enhanced by a summer math program requirement offering students several different options for study to strengthen and enrich their understanding of math.

Science: Rooted in the belief that the universe is subject to fundamental scientific principles and that scientific literacy is a key part of the information age in a technological society, the curriculum enhances students' potential to make sense of an increasingly complex world and to cope with the moral and ethical decisions that are necessary when the rapid advance of technology changes the world as they know it. The goals of the curriculum include developing an understanding of the skills and processes involved in scientific investigation and experimentation, problem solving, and critical thinking.

Social Studies: The social studies curriculum is designed to facilitate the development of active community members and globally aware citizens who appreciate and value diversity and America's unique multicultural heritage. The curriculum seeks to engender in students the desire to participate fully in America's politics and government because they understand civic responsibility in a republic and to encourage awareness of the interconnectedness of the world's people and its finite natural resources. Students have an opportunity to acquire this learning by studying history, politics, government, geography, and economics.

Reading and Writing Described in Subsequent Sections

Spanish: The Spanish curriculum teaches *all students in grades PS-8* the fundamentals of speaking, reading, and writing in a second language. At primary levels students acquire the vocabulary to listen to and comprehend simple statements, questions, and directions. They use greetings and expressions of courtesy, count and identify the numbers from 0-100, listen to stories in Spanish, sing a wide variety of songs in Spanish, and write simple sentences that communicate basic ideas. The intermediate levels in grades 5-8 enrich upon this beginning to include thematic units concerned with family, the geography of the Southwest, Spanish-speaking cultures, the arts, school subjects, idiomatic expressions, and Saints' Day celebrations. Students at this level also extend and refine vocabulary, grammar, reading, writing, singing, and speaking in Spanish. Saint Theresa Catholic School is in compliance with the CAPE program requirements for the teaching of foreign language, and *all* of its students in grades 7 and 8 take the course.

Fine Arts and Performing Arts: Important members of the school faculty, both a music teacher and an art teacher for grades K-8 lead the efforts in the fine arts areas during the regular school day. Outstanding musical extravaganzas (Junior versions of *Willy Wonka*, *Annie*, *Oz*, *Aladdin*, and *High School Musical* staged every

May, performed by the students in grades 3-8 who audition for parts, and preceded by a Prelude sung by K-2 students) offer experiences in drama, song, and dance that further enhance student opportunities to create beauty, develop God-given talents, and enjoy the performing arts. The music program emphasizes active participation of students in performance and improvisation and encompasses teaching the basic elements of music: rhythm, melody, form, harmony, and tone color. While most classrooms have weekly art lessons with the art teacher, art at the school is not a stand-alone program, but rather another tool of expression that students use to enhance their learning in every subject. Students study the styles and the works of renowned artists throughout history and from diverse cultures, and they create their own works of art as well synthesizing what they learn into new and exciting creations.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Realizing that communication is at the very core of the human experience, the faculty strives to adopt the programs in reading and language arts which offer students the best opportunities to master the skills of reading, writing, and speaking. The school's reading program, utilizing *Macmillan/McGraw-Hill's Treasures Series* and supplemented by the *Accelerated Reading Program* offers a most thorough presentation of the lower and higher order thinking skills necessary for competent reading for understanding and for thorough preparation for the school's junior high English and literature program. At the heart of the reading program is the notion that students need to be able to read the lines, read between the lines, and read beyond the lines of text. The program offers numerous chances to develop the requisite word attack, vocabulary, and comprehension skills necessary for efficient reading. It provides graphic organizers and advance organizers to improve proper organization of knowledge for understanding the text, and offers a comprehensive evaluation system to assess mastery of appropriate grade level learning. Moreover, the program provides an excellent transition from the learning-to-read focus of the primary grades to the reading-to-learn focus in grades 5-8 where the skills of content reading are of paramount importance. Supplementary materials from its reading series are easily adapted into visuals for the SmartBoards in classrooms and the series offers numerous and spiraling practice opportunities for each skill. The series correlates well with the *Six Trait Rubrics for Writing* and facilitates student chances to master both good reading and writing skills. The junior high literature program, using Holt's *Elements of Literature*, is a comprehensive one, and standardized testing indicates the exceptional success of this and the entire reading-language arts program at all grade levels.

3. Additional Curriculum Area:

Integral to the success of the school's program is the heavy emphasis on writing across the curriculum in all subjects. Writing in a cogent and articulate manner is critical not only to school success, but also to success in life in an information society. The *Six Traits of Good Writing* and *Jane Schaffer Formats for Writing* provide a school wide standard for evaluating writing at every grade level, and promote effective articulation between grade levels and between different subject-area teachers, as well as between St. Theresa Catholic School and the high schools that our graduates attend. Writing forms an essential correlate to the successful reading curriculum and to virtually every subject area of the curriculum. Writing portfolios with samples, used for assessment and evidence, follow the student across each grade level and provide the foundation for a structured, organized approach for students to express themselves through the written word and for teachers to track student ongoing improvement. Mastering the writing process enhances a student's ability to express ideas forcefully and effectively and to write with appropriate patterns of order, coherence, and unity. The writing curriculum fosters learning the important skills of note taking, outlining, sentence and paragraph fluency, drafting, proofreading, and editing. More important, the strategies and skills that teachers impart in the writing program have a significant effect size that highly correlates with the successful outcomes listed with the school's mission. Drill in grammar and sentence structure is yet another aspect of writing that receives heavy emphasis across the grade levels. Teachers know that the imagination and creativity locked in each child will remain hidden if that child cannot express the written word in a correct and appropriate manner. Highly pertinent to the writing curriculum are the methodologies identified below in the section

regarding instructional strategies. Since these preferred strategies foster significant effect sizes in writing too, they enhance and enrich the writing program as well and further facilitate mastery of self-expression skills.

4. Instructional Methods:

Highly skilled and well-educated, the teachers at St. Theresa Catholic School use effective, research-based instructional strategies that maximize possibilities to promote and enhance achievement for all students. Teachers facilitate student success with a school wide focus on strategies that promote far more than mere rote learning. The first group of these strategies is that involved with classifying and identifying similarities and differences. Teachers at each grade level present students with explicit structures both to classify and then compare and contrast characteristics including those involved with classifying at increasing levels of complexity, developing metaphors and analogies, and representing those similarities and differences in graphic or symbolic ways. Another school wide strategy is that of summarizing by using both rule-based and summary frame strategies when reading, writing, and studying. Each of these strategies and frames help students to acquire skill in knowing how to delete some information, keep some information, and substitute some information – all necessary strategies in developing the higher order thinking required to analyze information at a deep level. These skills coupled with explicit instruction in note taking formats challenge students to pass over information many times, thus promoting mastery. Use of higher order questions that require students to do more than regurgitate factual information, advance organizers that facilitate grouping information into meaningful patterns, practice in organizing information into generalizations and overarching principles, and the use of goal setting are other methods that enhance student learning. Skillful combinations of the principles of cooperative learning and multiple intelligences comprise additional avenues of powerful teaching and learning. Added to these potent methodologies are the ever-present teacher reinforcement and recognition of student effort that so enhance student motivation and a challenging schedule of homework and systematic practice of acquired learning. Providing a robust and rigorous dimension to the curriculum, these widely used strategies spiral through the curriculum from kindergarten through eighth grade and facilitate student acquisition of the knowledge and skills required to achieve the mission and student learning expectations associated with it.

5. Professional Development:

Characterized by superior educational backgrounds and excellent, ongoing professional training, the St. Theresa Catholic School faculty and administration are exceptional models of professionalism with more than half of its members holding graduate degrees, and all of them actively involved in continuous professional development each year. Many faculty members have completed the two-year *Powerful Teaching and Learning* inservice program sponsored by the Diocese of Phoenix and all have completed the *Six Traits of Good Writing* training. In addition, many faculty members not only attend annual NCEA conventions, but also several have been presenters at sessions of the conferences. Myriad seminars and discussion groups at the convention offer educators the chance to experience the most current theories and practices in education and to examine education from its theological perspectives as well. The faculty also maintains current certification to teach religion by attending seminars that examine faith and moral issues consistent with the Catholic faith. The principal provides regular, ongoing opportunities for peer coaching and collegial exchange of ideas. Because the principal realizes that teachers need time to share apart from a full day's work, she schedules regular staff development and/or articulation meetings to occur on the weekly early dismissal day.

6. School Leadership:

The leadership structure of St. Theresa Catholic School is characterized by the vision and ideals of its principal; the visible, warm, strong support of an involved pastor who is dedicated to Catholic education; and the commitment of an assistant principal who handles school discipline with a caring regard for the dignity of each child. Focused on and dedicated to the school's mission to educate its students to be successful Catholic citizens and leaders in tomorrow's world, the principal, pastor, and assistant principal lead each of the

school's constituencies in the pursuit of excellence. They are the visible presence that daily reminds students, teachers, and parents that hard work and commitment to doing one's best is the key to success not only in school, but also in life. Moreover, the principal is the first person on campus each day arriving with the dawn, and is usually one of the last to leave. She strives to know each student by name and is the warm, friendly presence all around the campus who reminds students that their principal is there for them. She leads them in daily prayer each morning, gives recognition to student achievements in and out of school, congratulates each and every after-school sports' team after a game, and focuses students not on winning, but rather on competing well. In conjunction with the School Advisory Board, her strategic plans and budgeting practices for the school focus efforts on the ways that the school can most appropriately use its available resources to achieve the best possible programs for its students. She is the center and heart of the faculty and the school; a leader whose office has an open door that invites teachers, staff and other employees, parents, and students to come in and share; a leader who empowers teachers with her trust and confidence in their abilities. She insures that Catholic values and ideals permeate the curriculum, never losing sight of the fact that the pursuit of excellence warrants an excellence of character, faith commitment, and integrity as well as one of academic achievement. She is an exemplary role model of the very best in Catholic school leadership, and her leadership role is even further enhanced by the support and strong leadership of her exceptional assistant principal and by the presence of her supportive pastor who is dedicated to the same vision and goals as she is.

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>\$4400</u>	<u>\$4400</u>	<u>\$4400</u>	<u>\$4400</u>	<u>\$4400</u>	<u>\$4400</u>
K	1st	2nd	3rd	4th	5th
<u>\$4400</u>	<u>\$4400</u>	<u>\$4400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 6870 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2280
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
24 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: ITBS Form A
 Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	66	57	70	60	75
Number of students tested	62	55	47	57	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:

