2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public X Private

Cover Sheet Type of School: (Check all that apply) [X] Elementary [ ] Middle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Mrs. Mary Ann Grady
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Name School
(As it should appear in the official records)

School Mailing Address 680 Harmon Street
(If address is P.O. Box, also include street address.)

Birmingham MI 48009-1328
City State Zip Code+4 (9 digits total)

County Oakland State School Code Number* N/A

Telephone (248) 644-2722 Fax (248) 644-1191

Web site/URL www.hnchurch.org E-mail grady@hnchurch.org

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* Sister Mary Gehringer, OSM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Detroit Tel. (313) 237-5775

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

_____ Date_____
(Superintendent's Signature)

Name of School Board Mrs. Anne Daugherty
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:

N/A	Elementary schools
N/A	Middle schools
N/A	Junior high schools
N/A	High schools
N/A	Other
N/A	TOTAL

2. District Per Pupil Expenditure: N/A

   Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

   22 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: 2007 - 2008

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	16	**36**	**7**	6	21	**27**
K	18	17	**35**	**8**	19	25	**44**
1	15	14	**29**	**9**	N/A	N/A	N/A
2	15	22	**37**	**10**	N/A	N/A	N/A
3	21	25	**46**	**11**	N/A	N/A	N/A
4	20	26	**46**	**12**	N/A	N/A	N/A
5	14	21	**35**	**Other**	N/A	N/A	N/A
6	26	21	**47**				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**382**

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian or Pacific Islander
1	% Black or African American
2	% Hispanic or Latino
96	% White
100	**% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 0.5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	409
(5)	Total transferred students in row (3) divided by total students in row (4)	.0048
(6)	Amount in row (5) multiplied by 100	0.5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %
8 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	1 Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	6 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	1 Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	24	1
Special resource teachers/specialists		
Paraprofessionals	2	
Support staff	1	1
Total number	29	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	98%	98%	99%	99%
Daily teacher attendance	98%	99%	98%	99%	99%
Teacher turnover rate	14%	10%	14%	10%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

Holy Name Parish was founded in 1921 and its boundaries included Birmingham and Bloomfield Hills. The first section of Holy Name School was completed in 1928. The order of Sisters, Servants of the Immaculate Heart of Mary, directed the school. Four students (two boys and two girls) comprised the first graduating class. As the school population grew, an addition was added in 1950. Six more classrooms were added in 1957. Another addition, which included three classrooms, a library, a boys' locker room and a larger cafeteria, was built in1961. In 1982, a preschool program was added. In the winter of 2003, the most current addition was completed. It included a computer classroom, a renovated media center, a music room, and an art room.

Holy Name is located in a residential neighborhood in suburban Birmingham. The area is composed of middle and upper class families who place a high priority on quality Catholic education. Many parents likewise attended Holy Name School as students

The enrollment for the 2007-08 school year is 382 students. There are currently two classes of each grade, kindergarten through grade eight. Kindergarten is a full-day program. Preschool includes a five-day morning program for four-year-olds, a three-day afternoon program for four-year-olds, and a two-day afternoon program for three-year-olds.

It is the mission of Holy Name School to create a Catholic community which promotes the development of lifelong learners dedicated to living the Gospel message. The mission statement is the guiding document in school planning and curriculum development and it is posted throughout the school. It is also published in the Student/Parent Handbook and the Employee Handbook.

The school's philosophy is a belief in: the educational mission of the Catholic Church, embracing its Gospel message; the foundation of the family unit, acknowledging that parents are the primary educators; the inherent goodness of all children, respecting their uniqueness, personal integrity and intellectual abilities; and the unity and interaction of the human community, including people of all races, nationalities, social status, and creeds. The school's climate reflects the philosophy/mission statement, policies and practices. This climate supports the continual growth and development of students and faculty. It fosters positive interpersonal relationships among the administrators, faculty, students, and parents. In accordance with the school's philosophy and mission statement, the development of respect for self and others is viewed as an integral part of the daily interaction between teachers and students. Positive self-esteem and the uniqueness of self are fostered through the recognition of cultural diversity, students' personal achievements, positive reinforcement, and formal/informal recognition of student accomplishment.

The school seeks to help the individual student understand his or her personal uniqueness and the uniqueness of others; to grow in self-management and a sense of personal responsibility; to gain skills in decision-making, problem-solving, and conflict resolution; to recognize and develop his or her academic competencies, social skills, and physical abilities; and to develop a desire for learning.

Parental involvement is important to the success of Holy Name School. The School Advisory Committee works closely with the principal in policy development and planning. The Parent Service Organization provides fundraising and social opportunities that foster a sense of community. The Hurricane Club sponsors all sports activities. The Scholarship and Educational Excellence Development Foundation provides funds for enrichment programs and tuition assistance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Holy Name School administers the complete battery of Iowa Tests of Basic Skills (ITBS) in grades two through seven, and the Cognitive Abilities Test in grades one, three, five and seven. The ITBS is a standardized test, meaning that the procedures and scoring methods are standard and allow for comparisons from year to year. Individual scores are combined to show group performance. The school is able to monitor individual and group improvement over any given period of time. The ITBS is a norm-referenced test, meaning that the students' results are compared to the scores of students in the same age group or grade across the country.

The types of scores that are most helpful in monitoring school/student progress, and identifying strengths and weaknesses, are the Grade Equivalent (GE) and the Percentile Rank (PR). The GE describes student performance in terms of grade level. For instance, if a second grader scores a GE of 2.9, this student is performing at a second grade, nine month level. The PR is a score between 1 and 99 that communicates a student's standing in comparison with all pupils tested in his or her grade in the national sample. For instance, if a student receives a PR of 72, it means the student scored better than 72 percent of the students taking the test.

The reading portion of the ITBS measures student achievement in a developmentally appropriate curriculum of standards and skills. It is divided into two sections: vocabulary and comprehension. The vocabulary tests assess the growth of students' knowledge of words and their meanings. The comprehension tests track students' growing proficiency as readers. Holy Name students consistently receive high scores in the reading portion of the ITBS. The current eighth grade showed dramatic growth as reading scores increased from a 4.3 GE as third graders to a 10.5 GE as seventh graders.

The ITBS mathematics test for grades three through eight measures a comprehensive scope and sequence as recommended by the National Council of Teachers of Mathematics, and is supported by state standards. The first test, math concepts and estimation**,** requires students to demonstrate their understanding of mathematical processes and relationships. A second test, problem-solving and data interpretation, includes word problems that require one or more steps to solve. It measures the students' ability to analyze and interpret data presented in charts, tables and graphs. Math computation, the third test, measures each arithmetic operation: addition, subtraction, multiplication, or division. The current eighth grade GE scores increased from a 3.6 GE as third-graders to a 9.9 GE as seventh graders.

2. Using Assessment Results: The ITBS results play a critical role in program planning and instruction assessment. This process begins with each teacher reviewing the results for his or her class. This affords each teacher the opportunity to analyze student needs and to modify teaching strategies for the purpose of achieving maximum student success. After individual teachers have had ample time to assess his or her class scores, grade level meetings are scheduled to provide an opportunity to evaluate the long term progress of students over a given period of time. For instance, fourth grade teachers can see how their former students perform in fifth and sixth grade. The principal and assistant principal coordinate the data from the building summaries using charts and graphs to illustrate strengths and weaknesses in the curriculum. This information is presented to the staff for discussion at a faculty meeting. During staff discussions, areas for improvement are agreed upon and become the focus for future planning.

Recently, math computation was the focus for improvement. As a result, a math software program designed to give students practice in basic math facts was implemented in grades two through five. The home version of the program was also made available for parents and students through a check-out system in the computer classroom.

Test results, along with teacher input, are used as a means to determine whether or not a student will

benefit from remedial help in a particular subject area. Last year, a resource room was opened. It is staffed by a paraprofessional who works with students individually or in small groups. Although this is a relatively new feature, initial results are excellent. Plans to recruit additional volunteer help from senior citizens in the parish are being discussed.

In addition, assessment results are instrumental in reviewing goals and objectives by subject. They also serve as a useful tool in textbook review and selection.

3. Communicating Assessment Results: The school communicates student progress to parents on a regular basis, both formally and informally. Progress reports for grades four through eight are sent home at mid-quarter. Grades one through eight receive report cards at the end of each quarter and kindergarten receives a formal assessment at the end of each semester. Formal parent/teacher conferences are held in November, with informal conferences held as needed throughout the year at the request of parents or teachers.

Students are informed of their progress on a daily basis through oral and written feedback from teachers. Graded papers, projects, and tests are returned weekly. If students feel uncertain about presented material, extra help is offered during class, before school, and during the lunch period.

The principal communicates school activities and student achievements to the parents and community through monthly meetings with the School Advisory Committee, Parent Service Organization, and Scholarship and Educational Excellence Development Foundation. Reports are also made to parish organizations such as the Education Commission and Parish Council. Articles written by school personnel regarding school events or points of interest are published in the weekly church bulletin, and a monthly newsletter is distributed to school families and parishioners.

The ITBS results are communicated to parents through the Student Profile Narrative, a report that is mailed to parents and contains a student's test results as well as an interpretation of the scores. The overall school Percentile Rank results are published and distributed to families and parishioners. These scores are also available to anyone who requests information about the school.

4. Sharing Success: High-quality Catholic/Christian education has always been a hallmark of Holy Name School. The best instruction and maximal student achievement are primary goals of the instructional staff.

The principal attends monthly diocesan, vicariate, and parish meetings and communicates the achievements of students and faculty. Faculty members interact with colleagues at grade level, archdiocesan, and vicariate gatherings where they exchange ideas and share successes.

The School Advisory Committee provides an avenue of communication among parents, students, and administration. It consistently supports Holy Name's academic excellence. Monies raised by the Scholarship and Educational Excellence Foundation have recently been directed toward improving the computer classroom and technology program. The Parent Service Organization supports the school's goals with enrichment, fundraising, and social events. They provide hospitality at open houses and recently established a public relations subcommittee to communicate Holy Name's "good news" to the Archdiocese and broader Birmingham community.

Eighth grade students compete annually in the Marian/Brother Rice Scholastic Olympics. In the last two years, nine Holy Name Students won medals. Fifth through eighth graders compete annually in the statewide Scripps Howard Spelling Bee. Students also participate in various math and essay competitions. Eighth grade graduates are sought after by some of the best schools in the state of Michigan: The University of Detroit Jesuit High School, Brother Rice High School, Marian High School, Mercy High

School, and Seaholm High School. An average of two to three financial high school scholarships are awarded annually to Holy Name eighth grade graduates.

School newsletters, the school website, and local media are used to publicize Holy Name's fine achievements.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The curriculum of Holy Name reflects the philosophy/mission statement along with the goals and objectives of the school as it relates to the fundamental principles of student growth and development. A variety of teaching techniques are implemented to meet the different learning styles of the students. Instruction varies from whole group to small group, as well as discussions, projects, and the use of manipulatives, and technology. A consistent textbook series with supplemental materials are used throughout the subject areas. Each area of study consists of a well-defined sequential set of objectives/outcomes based on constituent expectations including development of knowledge, understanding, and skills. The curriculum provides a sound foundation in all areas of study: religion, reading, English, phonics, math, science, social studies, Spanish, art, music, physical education, library skills, and computer technology.

Mathematics is taught daily to all levels, kindergarten through grade eight. Concepts are incrementally developed and continually practiced throughout the year. Practical life skills are taught and problem-solving activities often use everyday situations. Multi-sensory activities using manipulatives are a major focus in the primary grades. Middle and upper grades incorporate mental math activities with the daily lessons. Algebra 1 students use calculators which allow them to focus on higher-level concepts. Science and social studies concepts are often incorporated into the mathematics program.

The language arts program incorporates reading, writing, spelling, phonics, and grammar. Within this area of the curriculum there is an emphasis on the development and maintenance of vocabulary, the development and enhancement of written and oral communication skills, and the development and enhancement of listening skills.

Curriculum guidelines for social studies include civics, government, cultural perspectives, economics, geography, United States history, and historical perspective. Teaching methods and resources include discussions, maps, diagrams, projects, globes, textbooks, field trips, technology, and guest speakers. Emphasis is placed on the development of logical critical-thinking skills through analyzing/synthesizing, cause/effect, compare/contrast, predicting consequences, and drawing conclusions. Social studies is integrated with literature through novels, with math through economics, and with science through natural resources and geography.

The science curriculum utilizes research and scientific methods in problem-solving situations. The science laboratory/instruction room is equipped with a variety of materials and resources that are used to enhance the classroom science lessons. The science/health curriculum offerings include family life and human sexuality, substance abuse and alcohol prevention, and AIDS education.

The foreign language curriculum meets the requirements of the NCLB-BRS program. Spanish is taught for eighty minutes per week in grades six through eight. Grades four and five receive instruction for forty minutes per week. Kindergarten through grade three uses videos and tapes in the classroom, and receives formal instruction for twenty minutes a week on a rotating basis. The difficulty of the lessons increase with each grade level, while material is reviewed and practiced regularly.

A versatile art curriculum allows students the opportunity to experience a variety of textures and

techniques, as well as the freedom to be creative in their choice and execution of the differing themes presented. It also introduces students to comparisons of art work from different artists. The art room is fully equipped with the materials and resources needed to implement the program.

The music curriculum has specific objectives based on the standards of the National Association for Music Education. These objectives are developed for grade levels according to child readiness and include both vocal and instrumental instruction.

2a. (Elementary Schools) Reading: The mission of Holy Name School to encourage lifelong learners is evident in a reading curriculum designed to motivate students to become successful confident readers and writers. The reading program provides systematic instruction and utilizes research proven techniques that meet all requirements of No Child Left Behind and state standards. It provides a variety of assessment tools to help the teacher identify strengths and weaknesses and to plan instruction that accommodates students' needs and performance. The program allows teachers to match students to text, with three levels for each week's instruction: *Approaching Level* (one grade below), *On Level*, and *Beyond Level* (one grade above). A collection of rich literature which includes classics, contemporary selections, a balance of fiction and nonfiction, and appropriate readability are used to encourage a love of reading.

This program was chosen because it builds a strong foundation that begins at the kindergarten level with daily reading, listening, and speaking experiences. It addresses skills and strategies required by state standards at all grade levels. Opportunities and resources necessary to differentiate instruction and monitor progress are provided. Whole group lessons allow the teacher to introduce, model, teach, and review skills and concepts. Small group lessons allow for opportunities to differentiate the instruction presented in whole group lessons. Cross-curricular activities reinforce key skills and concepts. Independent activities provide meaningful practice. Regular varied assessment allows the teacher to monitor student progress and modify instruction as needed.

Instructional emphasis is on phonics, vocabulary, comprehension, fluency, writing, and test taking strategies. Students are encouraged to become word-solvers and to see patterns in words. Numerous and varied opportunities for reading and writing are provided for students at all levels, with an emphasis on learning to read at the primary levels and reading to learn at the middle and upper levels.

3. Additional Curriculum Area: The science curriculum meets all expectations of the Michigan Department of Education Science Benchmarks and the National Science Standards. It contains well-defined objectives/outcomes based on constituent expectations including development of knowledge, understanding, and skills. The science program is an inquiry-based, hands-on approach that actively engages students in learning science and prepares them to better understand the natural world. Students are provided with experiences that are appropriate to their cognitive development and serve as a foundation for more advanced ideas that will prepare them for a life in an increasingly complex scientific and technological world.

Primary students observe, describe, sort, and organize objects, organisms, materials, and simple systems. Students in upper elementary grades focus on more advanced concepts of classifying, testing, and comparing objects, organisms, and systems. Inferential subjects, such as force, energy, cosmology, atomic theory, and chemical interactions are the focus for middle school students.

An example of a fifth grade lesson involved the students in learning about environments. First, small groups of students grew terrariums with corn, radish, peas, barley, and clover plants. Then, students investigated the preferred environments of beetles and isopods and applied this knowledge to construct terrariums suitable for the new inhabitants.

The scientific method allows students to ask questions; observe objects and events; relate their observations to what is already known; plan and conduct investigations using different kinds of tools; test their ideas; and generate explanations that integrate new information. Instruction includes hands-on learning, multi-sensory activities, collaboration, discussion, reflective thinking, reading, and research. All five senses are used to acquire data while language arts, math, and technology skills process and communicate observations.

The scope and sequence of the science curriculum includes Life Science, Physical Science, Earth Science, and Scientific Reasoning.

4. Instructional Methods: Instructional methods are varied and designed to address the different learning styles of students. They vary according to grade level but are not limited to a particular area. Textbooks, as well as a variety of materials and resources, are provided for all the grade levels.

Whole group instruction provides opportunities to introduce new concepts and skills. Working with small groups allows the teacher to differentiate instruction and monitor progress. Class discussion provides opportunities to review information and encourage critical-thinking skills. Role-playing and oral presentations are student-centered activities that reinforce learning. A variety of multi-sensory activities designed to involve all areas of the brain are utilized. The use of manipulatives provides a hands-on approach in areas such as math, science, and language arts. Science experiments require students to plan, theorize, investigate, and make logical conclusions. Student-centered projects and cooperative learning groups are methods employed by many teachers as a means to focus on students' interests or expertise. The creation of a mini-society, where students learn to be entrepreneurs, is just one example of how a variety of methods are used to teach one unit that incorporates multiple subjects.

Educational field trips are encouraged in order to enhance the curriculum. For instance, class trips to the Cranbrook Institute of Science serve as an extension of the science curriculum. Computers, the Internet, overhead transparencies, journals, games, videos, slide show presentations, research projects, and learning centers are instructional techniques utilized in a variety of grades depending on the age of the students. Methods used in teaching music, art, and physical education encourage creativity and individual expression, and are designed to fit individual child development.

Whenever possible, classroom instruction employs a variety of practices intended to help each learner in a manner that is best suited to his or her individual learning style.

5. Professional Development: The school professional development program includes both on-site and off-site opportunities. The principal encourages teachers to attend workshops, seminars, and classes that will enhance their professional and educational growth for the purpose of improving student achievement. Continuing education opportunities, as they become available, are posted in the faculty lounge.

The administration and faculty attended a training session on the prevention of bullying in the school setting and a workshop on how to use technology to improve math scores. Middle and upper grade level teachers have attended the Michigan Association of Middle School Educators conference, while primary teachers have attended the Michigan Reading Association conference. Michigan Association for Computer Users in Learning conferences have been attended, as have the Archdiocesan and vicariate grade level and subject area meetings. Speakers are also scheduled for on-site professional development. Topics such as reading, grammar, technology, classroom management, conflict resolution, and professional learning communities have been presented.

The administration and faculty attend a retreat at the beginning of each school year. During this day of reflection, the philosophy/mission of the school is reviewed and a theme/focus for the year is established.

Goals and objectives are discussed and agreed upon. Throughout the year, formal and informal meetings are scheduled to discuss the progress of established goals and objectives. Grade division meetings and subject area meetings provide opportunities for teachers to share ideas and concerns. Each school year one particular subject area is the focus of review and improvement.

Professional education publications are available in the school library and faculty lounge.

PART VI - PRIVATE SCHOOL ADDENDUM

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Michigan Association of Non-Public Schools (MANS)
National Catholic Educational Association (NCEA)
Michigan Association of Middle School Educators (MAMSE)
Association for Supervision and Curriculum Development (ASCD)

1. Private school association(s): National Science Teachers Association (NSTA)
   (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

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

$3,600	$3,600	$3,600	$3,600	$3,600	$3,600
K	1st	2nd	3rd	4th	5th

$3,600	$3,600	$3,600
6th	7th	8th

4. What is the educational cost per student? $4,632
   (School budget divided by enrollment)

5. What is the average financial aid per student? $1,000

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 68%

ASSESSMENT RESULTS
HOLY NAME CATHOLIC SCHOOL

IOWA Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.
No subgroups

	2006	2005	2004	2003	2002
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
Grade 7					
Reading	85	89	83	89	83
Mathematics	82	84	78	91	87
Number of students tested	44	51	41	41	37
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	79	83	83	83	88
Mathematics	75	79	79	75	85
Number of students tested	28	49	52	41	45
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 5					
Reading	85	84	83	89	85
Mathematics	77	78	69	78	68
Number of students tested	46	38	50	54	48
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	79	89	85	82	86
Mathematics	65	78	76	65	72
Number of students tested	38	48	39	53	55
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0

	2006	2005	2004	2003	2002
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
Grade 3					
Reading	86	81	84	85	79
Mathematics	71	67	71	76	69
Number of students tested	51	40	52	39	57
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 2					
Reading	80	81	75	79	83
Mathematics	51	66	58	66	70
Number of students tested	51	53	38	53	42
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0