

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Ms. Suzanne DeVaney

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

Official School Name St. Cecilia School

(As it should appear in the official records)

School Mailing Address 1311 S. E. Sycamore

Tustin

City

CA

State

92780-6276

Zip Code+4 (9 digits total)

County Orange

State School Code Number N/A

Telephone (714) 544-1533

Fax (714) 544-0643

Website/URL www.stceciliak8.org

E-mail sdevaney@stceciliak8.org

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

(Principal's Signature) Date _____

Name of Superintendent Father Gerald Horan, Department of Catholic Schools

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

District Name Diocese of Orange County, CA

Tel. (714) 282-3055

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson N/A

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 12 _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	18	13	31	7	19	14	33
K	21	14	35	8	18	16	34
1	17	16	33	9			
2	16	20	36	10			
3	18	17	35	11			
4	18	18	36	12			
5	13	17	30	Other (PreSchool)	5	6	11
6	22	14	36				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							350

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>59</u> | % White |
| <u>1</u> | % Black or African American |
| <u>25</u> | % Hispanic or Latino |
| <u>15</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	350
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 2%
6 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Vietnamese
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.

No federally supported lunch program. A more accurate method of estimating the number of students from low income families is to study income data related to tuition assistance. Based on this data about 8 students or 2% are from low income families.

10. Students receiving special education services: 1%*
5 Total Number of Students Served

**Limited IDEA funds are available to private schools*

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>15</u>	<u>3</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u>4</u>	<u>7</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>22</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21/1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	96%	99%	99%	99%	99%
Teacher turnover rate	6%	6%	0%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

PART III - SUMMARY

St. Cecilia School summary and mission statement:

St. Cecilia School is a Catholic Parish school located in a suburban neighborhood in Tustin, California. Established in 1961, the school serves the Tustin and Irvine communities. Principal since 1994, Suzanne DeVaney and a staff of 33 serve 350 students from preschool to grade 8. In grades kindergarten through 8th, there is one class per grade with each class consisting of approximately 35 students. While students come from ethnically diverse backgrounds, such as Hispanic, Filipino, Vietnamese, Black, Native Hawaiian, Korean and Caucasian, most are proficient in English.

As part of the parish facilities, the school building is well maintained and regularly upgraded. Recent improvements include upgraded laboratories for instruction in science, computer and art, overhead computer projectors in every classroom, and recent painting to the exterior of the school building. Rooms for health care, extended day programs, administration, a parish gymnasium, and parish meeting rooms support student services and activities. The St. Cecilia School name and logo are highlighted on the school building, and colorful banners and flags decorate the grounds.

Because of the low teacher turnover rate, St. Cecilia teachers create a consistent and stable value-centered learning environment. With an average experience of ten years, qualified teachers challenge students to achieve excellence in mathematics (Algebra and Geometry in grades 7 and 8), language arts, social studies, and religion. Specialized extra teachers enrich the student experience in science, physical education (K-8), Spanish (K-8), art (1-8), technology (K-8), library (K-8), and advanced mathematics. Extra support, tutoring, and adaptations are provided, enabling all students to achieve academic proficiency. NCLB Title funds and private grants underwrite support services.

St. Cecilia School has established guidelines for each grade level determining what students learn in each subject, how those subjects are taught, and how students are assessed. The guidelines at St. Cecilia School parallel the expectations made available by the Diocese of Orange and the state of California. There is complete consistency and continuity from Kindergarten to 8th grade. Various forms of assessment are implemented, including standardized testing in the fall of each year, observation, traditional testing, and alternative forms of assessment. All forms of assessment are communicated to the student and/or parents.

Other student services and activities include electives and extended day programs, community service, Student Council, National Junior Honor Society, Academic Decathlon, Geography Bee, choir, piano, band, and an extensive after school sports program. St. Cecilia School is proud of its outstanding art program. Many pieces have been exhibited in the world famous Laguna Beach Festival of the Arts Junior Art Exhibit. St. Cecilia relies strongly on parent involvement, leadership, expertise, and participation, with about 80 parents making a year long commitment to serve the students on a regular basis.

St. Cecilia School has received full accreditation under the Western Association of Schools and Colleges over several cycles. The core values of the community are reflected in the School-Wide Learning Expectations as follows: *A St. Cecilia student is expected to become a spiritual person, a person of academic competency, a person of character, and a holistic person.* St. Cecilia School's mission is to provide a climate that respects the richness of different cultures and genders and promotes the spiritual, academic, and character development of the whole child by setting all students up for success. With a firm belief that parents are their children's primary educators, St. Cecilia School has built a Community of Faith that is enriched through prayer and liturgy. In this family-centered environment, students experience respect, love, and a sense of their individual worth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. Cecilia School's assessment results:

St. Cecilia School administers standardized tests in the fall to students in grades 2 through 8. The Iowa Tests of Basic Skills (ITBS)/CogAT from Riverside Publishing have been used by the Diocese of Orange Catholic Schools for the last three years. The tests are given to all students, including those new to the school, to diagnose students at the beginning of the school year and to plan curricular programs based on student needs. As the students progress from lower to upper grades, the scores improve showing the impact of a strong academic program. St. Cecilia School students consistently perform on standardized tests at the Blue Ribbon level, in the top 10% of all schools nationally. Students even perform above predicted outcomes internal to the standardized tests. For example, the achievement results for grades 4 and 7, as analyzed below, are indicative of the way St. Cecilia School students perform. The results of the achievement tests are far higher than would be expected when compared to the abilities tests. However, this high level of performance could be expected from a St. Cecilia School student who has been in the school three years or more, due to a school system designed to give students clear and consistent guidelines, self-disciplined study habits, deliberate responsibility training, assessment feedback, and reward for success.

Riverside Publishing Cognitive Abilities Tests (CogAT) are given in grades 4 and 7 along with the IOWA Tests of Basic Skills (ITBS). These scores are used to predict what National Percentile Ranking the students will achieve in ITBS. Based on the abilities test, students in grade 7 were predicted to achieve a 67 percentile ranking in reading and math on the achievement tests. The actual ITBS achievement scores, however, were 77 percentile for reading and 78 percentile for math, ten and eleven points higher than predicted, a variance of +10 and +11 points.

A similar pattern emerges when studying the 4th grade scores. The 4th grade class was predicted by the cognitive abilities test scores to achieve a 73 percentile ranking in reading, language, and math. While the math score matched at 73 percentile, the reading and language scores were far higher than predicted at 82 percentile and 88 percentile, a +9 and +15 point variance. The performance of both these classes is indicative of the achievement of the rest of the school.

Another example of student growth and high performance is in the area of math. Teachers at St. Cecilia School use standardized test results to plan curriculum. Four years ago, the teachers studied the test results and found a weakness in school wide scores in math computation. They studied resources and selected the Saxon Math Program to meet the needs for computation drill and daily review. Analysis of the current grade 8 math scores indicates a significant growth from 78 to 79 to 85 percentile over the last three years. Similar growth patterns can be tracked for the current 6th grade which grew from a math score of 71 to 76 to 80 percentile. Analysis of the current 4th grade math scores indicates a growth from 60 to 71 to 73 percentile over the past three years. Since the turnover of student population at St. Cecilia School is rather low, these scores are mainly comparing the same students over a three year period. The Saxon program assessment results are consistent with the achievement result on these standardized test scores. Teachers report a strengthening of computation skills over the past three years.

Reading test scores have also been consistently strong over the past three years throughout the school, this current year, 2005-2006, St. Cecilia School is analyzing reading scores and studying resources to further challenge the students in the area of reading instruction. As a result of the reading curriculum improvement, it is expected that future ITBS scores will reflect even higher performance levels.

2. Using assessment results to understand and improve student and school performance:

The Iowa Test of Basic Skills provides data to measure student growth and class growth on an ongoing basis. Standardized test results are analyzed yearly. The principal and teachers work as a team to carefully review the test scores in all subject areas. Areas of strength and possible improvement are identified and discussed in detail. If school wide patterns arise, an action plan for the school is created and implemented.

The information obtained from the standardized tests also assists in supporting instructional decisions for the school and individual classes. The information reported helps teachers select the instructional material they will use with individual students or class groups and helps to determine if the students are meeting Student Learning Expectations. In addition, the tests show growth from grade to grade. Individual scores are reported to the parents and discussed during the parent teacher conference. An interpretation of the test results is summarized for the parents to easily understand. Individual growth plans are carefully created and monitored by parents and teachers.

To understand and improve student and school performance, St. Cecilia School uses a variety of assessment forms -- daily classroom participation, observation, class work, homework, written assignments, team and group work, and written and oral tests. Standards of unified expectation, rubrics, and writing across the curriculum are shared at weekly upper-grade and lower-grade level meetings. Having attended many workshops, teachers are aware of current trends in assessment and development in student learning styles. These tools for assessment make students and parents aware of their success in areas in which improvement and growth are needed. High schools send lists of honor students so teachers can assess the degree of preparedness of graduates.

3. Communicating assessment results to parents, students, and the community:

St. Cecilia School uses standardized testing results (ITBS) to plan instruction and communicate these plans to parents, students, and the community. Teachers are trained to explain the results of standardized tests to parents at a parent-teacher conference each year. The principal and teachers study test score patterns across the grades and make instructional plans based on that study. For example, two years ago the test results indicated that a small group of 8th graders were ready for more advanced high school math. To meet the academic growth goals of these students, an early morning Geometry class was created.

The academic staff regularly reports student progress and assessment to parents and the school community. Parents receive weekly responsibility reports, monitoring homework, and school preparedness. Daily homework is available via the website and in the weekly class curriculum newsletters.

Progress reports and report cards are distributed a total of six times a year so that parents are well-informed. A formal parent conference is scheduled for each student in the first trimester. A Profile Narrative and interpretation of ITBS scores are given to parents and discussed in detail at the parent conference. When a student experiences academic and/or behavioral difficulty, teachers also meet with the parents, as many times as needed, to develop a plan for improvement and success.

Many samples of student work, writing, and art projects are displayed on the corridor wall for all visitors, parents, speakers, and weekend parish groups to see and to show the students' appreciation and understanding of fine arts, the writing process, and daily learning. Artwork is displayed in Laguna Festival of the Arts, the Imagination Celebration, Tustin Art Competition and Art Institute in Laguna. Essay contests with outside organizations are organized and encouraged by teachers. Press releases are regularly sent to local newspapers highlighting special achievements of the students and school.

4. Sharing success with other schools:

St. Cecilia School is part of the Diocese of Orange and participates with the other Diocesan schools in many in-service workshops and meetings throughout the year. The workshops help increase communication and sharing between the schools. In addition, many other activities and opportunities to share success are offered by the Diocesan Office of Faith Formation. Administration and staff can participate in these activities and have close interaction with other schools and the Superintendents.

Regional Diocesan principals meet once a month to share successes and learn from each other. Regional teachers meet annually to share resources and enriching lesson plans with their grade level counterparts.

St. Cecilia School is also a member of the St. Joseph Network (SJN) in Orange. The Sisters of St. Joseph support network schools from all over California. Principals meet on a regular basis to share ideas that work in their schools. The St. Cecilia School Principal gave a workshop for the other network principals on the success of the St. Cecilia Community Outreach Education (CARE) program. In addition, St. Cecilia School also hosted a technology professional growth day through the SJN. Teachers from other schools were invited to the workshop at St. Cecilia School and given a tour to see the success of the work displayed. SJN hosts quarterly meetings and teacher representatives share with other network schools winning ideas that work in the classroom. A monthly network newsletter is printed sharing accomplishments from all the network schools.

Many Diocesan schools in the Orange County area come together for Development meetings and workshops. Success stories and new ideas are shared. In addition, teachers from several Diocesan schools meet or email each other information to share ideas and successes.

PART V – CURRICULUM AND INSTRUCTION

1. Description of St. Cecilia School's curriculum:

St. Cecilia School provides a challenging, all-inclusive, and pertinent curriculum for each student. The curriculum fulfills the schools' philosophy and mission, strengthens students' Catholic identity, and results in their achievement of the Student Learning Expectations. The school's curriculum includes religion, language arts, mathematics (Algebra and Geometry in grades 7 and 8), social studies, science, physical education, Spanish K-8, technology K-8, and art 1-8. In order to better serve student needs in the upper levels, a different teacher specializes in each subject area.

The language arts program makes students successful readers, writers, speakers, and thinkers with heavy emphasis on writing, vocabulary, grammar, and literature. The K and 1st grade Open Court program makes it possible for students to read fluently by the middle of 1st grade. Grades 2-8 use an eclectic approach with PowerWriting and University of California writing project techniques. The library program gets students excited about reading through literature discussions that increase reading comprehension.

The Saxon Math Program provides excellent drill and spiral review of math concepts, computation, and problem solving. After 2 years in the Saxon program, the schools' test scores improved dramatically. Students study math in small groups based on ability. Advanced students study the curriculum of a full year higher than their grade level. All 8th graders are taught high school Algebra, and Geometry is offered to selected students.

The social studies program follows state guidelines and has a very motivational and interactive approach. The History Alive program in grades 6-8 and the Walk Through program in grades 4-5 provide dramatic simulation activities so students actually live the period of history to gain a deeper understanding of history. Students in grades 4-8 study science in a specialized lab with weekly hands-on experiments. Science Fair projects, student demonstrations, and technology make science tangible and relevant to the students. Students in grades 6-8 have advanced textbooks and curriculum. Sixth graders participate in a week-long Outdoor Education program. Computer instruction for grades K-8 employs a variety of technology and research tools to develop skills, access information, and express ideas in competent written form.

St. Cecilia School has an outstanding Physical Education and health program. Over a three year period, 85% of the students grew from low to high levels of fitness, as tracked by their performance on the Presidential Fitness tests. In P.E., students are encouraged to strive for their "personal best" in a safe, secure, and positive environment.

The Spanish teacher creates a learning environment in which the Spanish language directly relates to the students, their surroundings, needs and interests. K and 1st grade learn Spanish vocabulary through music and games. In addition, 2nd and 3rd grade learn reading, writing, and spelling. Grades 4-8 develop skills in writing, grammar, conversation, and comprehension. Specific assignments such as oral presentation, role-playing, reports, and projects expose students to different cultures in Spanish-speaking countries. Grades K-2 meet 25 minutes each day, four days a week, and grades 3-8 meet 45 minutes, two times per week.

The award-winning Art program promotes creativity, thinking, joy, inspires self confidence, and helps energize the school environment. The combination of studio art, fine art, and art history are taught. A county-wide recognized art instructor leads grades 1-8 to produce award winning two and three dimensional pieces. In 2005, 19 student pieces were displayed at the Laguna Festival of the Arts Junior Art Exhibit, in addition to the many student awards from previous Art shows.

2a. St. Cecilia School's reading curriculum:

The goal of the reading curriculum at St. Cecilia School is to give the students the tools to read for information and comprehension and to develop an enthusiasm for life-long appreciation of literature. Many graduates return to report high levels of success in high school English classes due to the outstanding grammar, writing, and vocabulary instruction they received at St. Cecilia School.

In grades Kindergarten and 1st, the Open Court phonics program teaches students letter recognition and sound, rhyming, story recognition and comprehension, and oral reading. The Silver Burdett reading program begins in 2nd grade and continues through 5th grade. The program develops vocabulary, predictions, comprehension, and oral reading skills. In 3rd grade and above, students read novels together in the classroom, developing vocabulary and appreciation for literature. The school follows a weekly reading program including read aloud time, sustained silent reading, frequent book reports, and reading logs.

Grades 6-8 follow literature, English, grammar, writing, and vocabulary programs. In the Prentice Hall literature series, students respond personally, aesthetically, and critically to diverse texts, collect facts and ideas, make inferences and critical judgments, analyze, evaluate, and draw conclusions. Students learn to foster an active appreciation for literature. Students learn to recognize the strength of various literary genres and to produce a variety of writing formats. Language development is stimulated by the acquisition of vocabulary so that students produce clear and precise writing. The Sadlier-Oxford Vocabulary Workshop textbook is used in grades 4-8 and students are taught at a grade level higher.

3. The mathematics program and how it relates to essential skills and knowledge based on the school's mission:

St. Cecilia School's mathematics program consistently challenges all students at different skill levels. Three years ago the school implemented the Saxon Math Program for grades 1 through 7. An accelerated math program is offered to grades 4 to 8. Students in the accelerated program study math curriculum that is at least one grade level above their current grade. High-school level Algebra I and Geometry courses are offered in the 7th and 8th grades. Many graduates test into sophomore and junior year math when they enter high school.

The structure of the math program has been instrumental in helping the students achieve academic success in the area of mathematics. The cyclical review and spiraling recall of the Saxon Math Program has increased the retention skills of students. The timed facts tests have enabled students to strengthen their computation skills. The level of difficulty expected of the students in the Algebra I and Geometry classes has established a strong foundation for success in math as students enter high school.

St. Cecilia School's mathematics program relates to essential skills and knowledge based on the school's mission. In addition, the *School Wide Learning Expectations* are developed throughout the math curriculum. The math program at all grade levels applies basic math concepts to *real life situations*. For example, 6th, 7th and 8th grade students learn about finance and how interest accrues when money is saved or borrowed. Students develop *creative and critical thinking skills* as they solve complex math problems. A variety of software and spreadsheet activities enhance math through *Technology*. Working out problems at the white board *builds the student's confidence* in the area of *public presentations*. Daily math homework assignments allow students to *maintain and use effective study skills*. All of these skills and knowledge relate to the school mission by establishing the basis for *life long proficiency* in the area of mathematics and by building *persons of academic competency*.

4. Instructional methods used to improve student learning:

St. Cecilia staff members utilize teaching and learning research to design and implement instructional methods that fulfill the school's philosophy, mission, and learning expectations. The teachers design and implement a variety of methods and learning strategies to facilitate student success. The following methods are incorporated throughout the curriculum: lecture, discussion, manipulatives, cooperative learning groups, creative writing, outlining, projects/experimentation, fine arts, role playing, recall, memorization, social interaction, and music movement and rhythm. When necessary, modifications are made for gifted students and students with special needs.

In addition, students share information through oral presentation in the Science Fair, vocabulary plays, social studies reports, debates, mock trial, both Walk Through California and the Revolution and Colonial Fair. Drama is used during the Christmas Play and the Spring Program, as well as in creative role playing, holiday celebrations, South Coast Repertory plays, and biographical book reports. Many exciting field trips throughout the year are also used as instruction for the students and improve student knowledge. In addition, visitors come to the school and present information to support various subjects like the Traveling Naturalist program (for grade K-3) and Bowers Museum, to name a few.

Students are engaged in learning through the use of various methods. Students are assigned projects that cross the curriculum. For example, an art project may culminate with a written poem or a social studies lesson may combine with an art project. Manipulatives, a variety of technology, and research tools are available to access information, express ideas, and stimulate students' interests. These learning expressions and instruction are consistent with the school philosophy and improve student learning.

5. Professional development programs and its impact on improving student achievement:

Professional development at St. Cecilia School is linked to assessment of students and is designed to build on how adults learn, by incorporating peer interaction, practice, follow up, and evaluation. The study of standardized test scores indicates instructional areas that need to be improved. For example, four years ago the math computation score on the standardized test indicated a need for improved instructional methods so all students would master higher levels of math computation. Professional development provided teacher with improved methods, practice, peer interaction, and evaluation. As a result, math test scores improved each year for each class. This impressive improvement can be seen on the attached chart of test scores.

St. Cecilia School has also engaged in deliberate consistent professional growth in the area of meeting the special needs of all students. Teachers attended seminars, workshops (in school and away), shared with peers at weekly meetings, consulted individually with a visiting learning therapist, practiced methods in the classroom, and completed an evaluation process. As a result, academic performance of special students improved dramatically as evidenced by classroom test scores, report cards, progress reports, and the work on display in the school corridors.

Professional Development workshops and speakers are provided on a regular basis by the Diocese of Orange and many other agencies. The Bureau of Education offers a wide range of conferences to meet the needs of all the teachers K-8. The St. Joseph Network provides retreats, workshops, and supplemental materials for each teacher and their classroom. Several teachers and staff members attend college classes to enhance their teaching credential, earn certification in specific subject areas, and/or obtain a post graduate degree, such as a Masters. A variety of funding sources, Parent Teacher Guild, St. Josephs Network, and NCLB Title II funds, aid the teachers' professional development.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): National Catholic Educational Association, Western Catholic Education Association, Western Association of Schools and Colleges, Association for Supervision and Curriculum Development, National Association of Secondary School Principals

2. (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.) Diocese of Orange, Sisters of St. Joseph Educational Network

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

4. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3,750</u> K	<u>\$3,450</u> 1 st	<u>\$3,450</u> 2 nd	<u>\$3,450</u> 3 rd	<u>\$3,450</u> 4 th	<u>\$3,450</u> 5 th
<u>\$3,450</u> 6 th	<u>\$3,450</u> 7 th	<u>\$3,450</u> 8 th	9 th	10 th	11 th
12 th	Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$4,565.00

5. What is the average financial aid per student? \$1,667.00

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? 7%

PART VII - ASSESSMENT RESULTS

2003-2005

Iowa Test of Basic Skills (ITBS)

Form: A

The Riverside Publishing Company

Scores are reported as percentiles of fall-normed tests

No students were excluded from the tests

Mathematics Total included Computation

Scores need not be disaggregated because subgroups in each grade are fewer than 10 students.

	2005-2006	2004-2005	2003-2004
Testing month	October	October	October
Grade 8			
<i>Reading</i>	78	80	79
<i>Mathematics (w/Computation)</i>	85	83	81
<i>Number of Students tested</i>	34	31	35
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0
Grade 7			
<i>Reading</i>	77	79	79
<i>Mathematics (w/Computation)</i>	78	79	80
<i>Number of Students tested</i>	32*	34	32
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0
Grade 6			
<i>Reading</i>	79	73	77
<i>Mathematics (w/Computation)</i>	80	77	78
<i>Number of Students tested</i>	36	33	33
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0
Grade 5			
<i>Reading</i>	72	81	76
<i>Mathematics (w/Computation)</i>	74	76	77
<i>Number of Students tested</i>	30	36	28
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0
Grade 4			
<i>Reading</i>	82	77	82
<i>Mathematics (w/Computation)</i>	73	70	71
<i>Number of Students tested</i>	36	28	35
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0

Grade 3			
<i>Reading</i>	73	80	69
<i>Mathematics (w/Computation)</i>	67	71	64
<i>Number of Students tested</i>	34*	36	34
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0
Grade 2			
<i>Reading</i>	83	79	84
<i>Mathematics (w/Computation)</i>	63	61	60
<i>Number of Students tested</i>	36	34	36
<i>Percent of total students tested</i>	100	100	100
<i>Number of students excluded</i>	0	0	0
<i>Percent of students excluded</i>	0	0	0

* In 2005, one student in grade 7 and one student in grade 3 missed tests due to illness.