

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Saint Anne Catholic School
(As it should appear in the official records)

School Mailing Address 319 E. Franklin Street
(If address is P.O. Box, also include street address)

Barrington IL 60010-3215
City State Zip Code+4 (9 digits total)

County Lake School Code Number* N/A

Telephone (847) 381-0311 Fax (847) 381-0384

Website/URL www.sascardinals.com E-mail srann@stanne.nvt.k12.il.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. (312) 751-5210

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 Dr. Kevin Horcher
(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.

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

**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 of 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 1999 and has not received the 2003 or 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. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	32	35	67	7	19	21	40
K	23	24	47	8	21	31	52
1	21	35	56	9			
2	31	27	58	10			
3	39	19	58	11			
4	16	30	46	12			
5	23	29	52	Other			
6	25	26	51				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							527

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u> </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: 17 %

(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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	67
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	87
(4)	Total number of students in the school as of October 1 (same as in #5 above)	527
(5)	Subtotal in row (3) divided by total in row (4)	.165
(6)	Amount in row (5) multiplied by 100	16.5 %

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Polish

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: 4 %
20 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>30</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>45</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 18:1

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	99.9%	98%	98%	98%	98%
Daily teacher attendance	99.9%	99%	99%	99%	99%
Teacher turnover rate	1%	5%	2%	2%	13%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Saint Anne School is a Catholic educational community that is an integral part of the Saint Anne Parish Community. **Our mission is the development of each student spiritually, academically and socially by a faculty willing to grow in their own faith in preparation for a global-technological world.** The support of our parents, the dedication of our professional staff and the service of our volunteers are all essential to achieve this mission. The high standards set for student behavior and academic achievement reflect the value that this community and this parish place on the education of our children.

Each of the classrooms in the school gives witness to the active learning that takes place here. Word walls and student projects, casual reading areas and learning centers fill all available spaces. Science and computer labs provide hands on learning experiences for students. The school library provides students with a wide variety of materials for self selected reading as well as curriculum enrichment. Extracurricular and co-curricular programs and activities engage the students in and out of the classroom. Students participate in a wide range of activities including athletics, chess and drama clubs, speech and reading tournaments, science fair, music performances, and spelling and geography bees. Their education continues outside of the classroom through online learning done through the Collaboratory, an initiative of Northwestern University.

Classroom teachers provide a solid core curriculum, individualizing their instruction to meet the abilities and learning styles of their students. Special emphasis is placed on the teaching of reading and mathematics through the use of technology and small group instruction. Spanish is incorporated into the curriculum in grades four through eight. Teachers in specialized areas of music, art, physical education and health, technology and information literacy work collaboratively with the homeroom teachers to integrate their disciplines into the core content areas. Curricular continuity is achieved through weekly instructional level meetings. School policies instituted to meet the needs of middle school students include a student advisory program, student-led conferences and weekly communication between teachers and parents.

Service to others is a strong component of educating the whole child at Saint Anne. Students participate in food and clothing drives, disaster relief efforts, charity auctions and the CROP walk. They volunteer as parish ministers, are trained in CPR and share their friendship and cultural differences with students from our sister school. Older students serve as mentors to younger children through a buddy program. Their student-led tours offer new families a personalized introduction to our school. Student council, DARE and student participation in liturgies are some of the activities that foster leadership and moral decision making.

Faculty members at Saint Anne School model life long learning through active participation in school sponsored professional growth programs designed to address best practices in education. Independently, they work to keep current in the use of technology in the classroom. They also attend and present at various professional workshops and conferences each year. All of our faculty belong to professional organizations. Some faculty members serve on the boards of these organizations. Many of our teachers have earned or are pursuing their masters' degrees in specialized areas of education

Parents actively participate in the life of the school. In addition to typical involvement as members of our School Advisory Board and Home and School Association, our parents also volunteer as coaches of our athletic and speech teams, they assist teachers with special classroom and service projects, supervise the students on the playground, and coordinate our many fundraising activities.

Whether three years old or thirteen, each of our students acquires the values and skills necessary to assure their future success through the dedication of the faculty, staff and parents of Saint Anne School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school’s assessment results: Each school year in the month of March, St. Anne School administers the Terra Nova Multiple Assessments to all students in grades three through eight. Eighth graders also take the Explore Test, the local public high school district assessment in the month of December. In addition, in January eighth graders who will be attending private high schools take extensive placement tests administered by the respective high schools. All St. Anne students in the indicated grades are tested. Students with learning disabilities who have a formal Individual Educational Plan requiring testing modification (extended time, tests read aloud, large print and other such modifications) are provided with accommodations by the school or by the local public school district. However, the CTB-McGraw Hill Company requires that tests administered with modified conditions are to be scored, but not to be included in class averages. The Terra Nova Reading Test measures objectives in *basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies*. The mathematics test includes objectives covering *numbering and numerical relations, computation and estimation, measurement, geometry and spatial sense, data – statistics and probability, patterns – functions and algebra, problem solving and reasoning, and communication*.

Class mean NCE scores in reading range from a low of 67.6 for grade seven to a high of 75.3 for grade four. If those mean scores were ranked as if they were scores of an individual student, our “middle” student would have a percentile rank between 80 and 89. For fourth grade reading (NCE = 75.3, standard deviation = 14.4) 67% of the class scored between 60.9 and 89.7, that is, within one standard deviation of the mean. Likewise for the lower performing seventh grade (NCE = 67.6, standard deviation = 16) 65% of the class scored between 51.6 and 83.6. For mathematics the class mean NCE scores range from 63.3 in grade seven to 74.1 in grade four. These convert to percentile ranks between 74 and 87. For fourth grade mathematics (NCE = 74.1, standard deviation = 13) 71% of the class scored between 61.1 and 87.1. Likewise for the lower performing seventh grade (NCE = 63.3, standard deviation = 15.5) 69% of the class scored between 47.8 and 78.8 (within one standard deviation of the mean).

When class means in reading are compared to the 90th percentile school ranking provided for Terra Nova by the NCLB – NBR application document, St. Anne eighth grade students as a group test in the top 10% of all school groups on these national norms. Eighth grade reading NCE is 67.9, as compared to the benchmark NCE of 65.8. In mathematics, St. Anne eighth graders scored a 68.1 NCE compared to the benchmark of 65.5.

To assess the distribution of St. Anne students tested one can examine the number of students who score in each quartile. The following table represents that distribution:

	01–25 Quartile I	26-50 Quartile II	51–75 Quartile III	76-99 Quartile IV
Gr. 8 Reading	2	3	15	31
Gr. 8 Mathematics	0	7	14	30
Gr. 7 Reading	0	8	11	32
Gr. 7 Mathematics	1	8	19	23
Gr. 6 Reading	1	1	15	27
Gr. 6 Mathematics	0	5	17	22
Gr. 5 Reading	0	2	13	40
Gr. 5 Mathematics	0	2	17	36
Gr. 4 Reading	0	2	11	36
Gr. 4 Mathematics	0	3	9	37
Gr. 3 Reading	0	5	15	28
Gr. 3 Mathematics	1	4	15	28

2. How the school uses assessment data: Test results for the Terra Nova assessments are reviewed by the teachers and the principal to track the performance of students with consistently lower achievement, to identify students who show achievement deficiencies, and to monitor the progress of all students. The Cognitive Skills Index, which roughly assesses individual student ability and the anticipated achievement scores to which actual achievement scores can be compared, is especially useful. This comparison enables teachers to determine how students are performing. Students that are performing lower than anticipated are tracked to determine if they require reteaching, remediation, tutoring or referral to the local public school district for a full case study. Those students performing above anticipated levels are watched to be sure that they are being challenged. The Terra Nova assessment results are also used to determine eligibility for Northwestern University Midwest Scholar placement.

At the beginning of a new school year, teachers review the testing data for the students entering their respective grade level. Teachers use the grouping reports which identify high mastery, partial mastery and non-mastery. The reports are used as one of the factors to determine groupings in mathematics. For instructional planning the reports show which measured objectives need additional review or reteaching.

3. How the school communicates student performance: Mid-trimester progress reports and trimester report cards including achievement grades and comments on effort and behavior are issued three times a year. In addition, the students in grades six through eight receive weekly progress reports. Formally scheduled parent-teacher-student conferences are held at the end of the first trimester to discuss student progress and achievement. During these conferences the students' portfolios are also reviewed. A day is scheduled at the end of the second trimester for conferences that can be requested by the parent or the teacher. Report cards are distributed to students by the principal in a brief conference with each student where grades are explained and discussed. Parents and teachers commonly use written notes, comments in assignment books, email and voicemail as means for communication.

In late spring individual Terra Nova score reports, including two charts, are provided to parents. One chart compares average obtained achievement scores with its anticipated score for grades three, five and seven. The second chart compares local and national performance for grades three through seven on the measured objectives. A report and analysis of school performance at all grade levels is prepared and distributed at the beginning of the following school year to summarize and interpret school achievement and set curricular goals based on Terra Nova testing. While eighth grade students are included in the Terra Nova testing, the local high school district also provides Explore testing results. These results are provided to the public as requested. Eighth grade students taking private school placement tests are provided their results.

4. How the school will share its successes: Through the efforts of a parent/teacher committee, a brochure was created which highlights the strengths of the school as it exists today as well as a vision for the future. This brochure and other relevant information is given to new families, as well as organizations and members of the community who have a vested interest in the school. Visitors to the school are given personalized tours by members of the eighth grade who have been trained to share the school's success from a student's point of view.

The general public is informed about many of the school's achievements through the efforts of a parent volunteer, who serves as a public relations representative to the various local newspapers. Reporters are invited to the school several times a year to observe significant school events.

The faculty networks closely with local public and private schools to share the strengths of the school in areas of curriculum, character development, and technology. The outcomes of these networking sessions are communicated to the parents through presentations to our school board and the Home and School Association. As a result of these efforts, students are assured of a successful transition to high school.

Sister Ann Busch, the principal, participates in the Archdiocesan School Improvement Plan, visiting other Archdiocesan schools thus creating an opportunity to share successes and best practices. As a member and past president of the Archdiocesan Principals Association, Sister Ann attends monthly Council meetings that allow for additional sharing.

Sister Ann, as well as many other faculty members, have presented at local conferences as well as state and national conventions. These include the National Catholic Education Association, the National Middle School Convention, the National Reading Association, The American Association of School Librarians and others.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum

Religion: St. Anne religion curriculum emphasizes the study of scripture, Catholic moral doctrine, service and sacramental preparation. Students plan and participate in daily prayer, scheduled liturgies and masses. Students and faculty share a sense of community through a variety of service projects.

Language Arts (including reading, writing, grammar, listening and speaking skills): Comprehension, analysis and critical thinking skills are integrated throughout the reading process. Phonics, word decoding and vocabulary instruction are developed through quality literature. Journaling and written responses are emphasized with a focus on spelling, mechanics and daily oral language skills. Oral presentations are an essential part of the literacy process. Language Arts skills are incorporated into all content areas.

Mathematics: The foundation of our program is based on providing concrete experiences and the use of manipulatives during daily instruction time. Students develop skills in computation and estimation using logic and number sense; problem solving is enhanced with real-life word problems and vocabulary. All middle school students receive a full year of pre-Algebra and a full year of Algebra instruction allowing many students to pursue advanced placements in their freshmen year.

Science: Science topics cover the areas of life science, physical science and earth science. All themes and concepts are introduced with activities that will allow the student to build on prior knowledge and are integrated into other subject areas. The program is enhanced by technology, as well as audio/visual resources and seeks to encourage the students to think like a scientist applying science process skills that are essential for the 21st century.

Social Studies: The curriculum in the primary grades includes community living, geographic understanding, and map and globe skills. In grades four and five the main emphasis is on US geography and history. Grade six concentrates on the development of ancient civilizations to the present. Grade seven expands world geography and culture. Grade eight completes an extensive unit on State and Federal Constitutions and government, as well as modern American history. Field trip experiences include a tour of Chicago, a 3-day tour of the Capitol and Lincoln sites in Springfield, IL and St. Louis, MO, and a 4-day tour of Williamsburg and Washington D.C.

Spanish: Students in grades four through eight study vocabulary, conversation, grammar and writing. Current issues, literature and culture are emphasized throughout the program. Our students are generally placed in Spanish II or above at the secondary level.

Fine arts, music: In art, students in grades kindergarten through eight exercise creativity with a variety of media while exploring elements and principles of art. Music theory, appreciation and performance both vocal and instrumental, are studied in grades K – 8. A band program is in place for grades 4 – 8.

Physical education: In physical education students from kindergarten through eighth grade develop an awareness of their physical fitness, health and safety through participation in a variety of sports and activities that focus on skills for cognitive and physical development. Sportsmanship is emphasized through teamwork and an understanding of the rules, strategies and skills of a particular game or activity.

Computer and technology: In addition to utilizing computer assisted instruction through various pieces of software, students develop keyboarding skills, and use word processing, spreadsheets, databases, presentation applications and Internet use which they can apply in all other content areas.

2. Description of reading curriculum.

“Children Learn to Read by Reading”

Stephen Krashen

St. Anne is a school where everyone **is** a reader and a writer. It is a school where reading and writing are seen as extensions of one another. Our classrooms are print rich and alive with active learning. You can expect to see word walls, songs, poems, charts and big books in enlarged print. You will also see children reading independently, tucked into a “book nook” with a buddy or reading in a small teacher directed group. Children are actively engaged in *Readers Theatre*, *Reading Renaissance*, *Accelerated Reading* (5400 titles to choose from) and the District wide *Speech Contest*. Our state of the art library (12,000 titles) is stacked with award winning literature and is aligned to standards set by the American Association of School Librarians.

In order to meet individual needs and to integrate phonics and literature based instruction, we approach the teaching of reading using **Balanced Literacy**. Our lessons, kindergarten through fifth grade, are modeled, shared, guided, interactive and independent exercises, allowing children to move in and out of groups. We adopted **Scott Foresman Reading** because it supports a Balanced Reading model and is aligned to State Standards. Students in grades six through eight explore various reading strategies and literary elements through the use of novels, plays and short stories.

3. Description of one other curriculum area (mathematics).

Mathematics instruction includes a challenging, coherent and focused Kindergarten through eighth grade curriculum that includes core concepts of algebra and geometry early enough and with progressively increasing depth so that the content covered in current Algebra 1 is mastered by the end of eighth grade.

The foundation of our mathematics program is based on concrete experiences and use of manipulatives during daily math instruction. Our primary students learn basic numerical and geometric concepts. The very youngest students work with numerical patterns, money, basic tables and charts, calendars and telling time. The curriculum spirals each year building upon the skills learned earlier.

In the middle grades, we have adopted a program consistent with current research recommendation. This accelerated curriculum allows our students to reach the mastery in mathematics required to complete higher-level coursework in high school and college. The **Prentice Hall Pre-algebra** and **Algebra** text materials provide a sequential coursework that encourages the highest level of academic challenge and competency. Pre-algebra is being taught at the sixth grade level while Algebra 1 is split between seventh and eighth grades; each year covering seven chapters. By the end of eighth grade, student will be able to understand and use formulas, equations, variables, translate equivalent algebraic representations numerically, graphically and symbolically, problem solve in a variety of situations, use numeric tables and graphs, apply mathematical reasoning and understand and apply geometric relationships. Mathematics skills and concepts are applied in various projects and activities in science, social sciences and other interdisciplinary investigation.

Across the grade levels technology is interwoven with the math curriculum. The lower grades use computers to help reinforce the basic skills they will need to succeed in higher math courses and see how these skills are applied to daily life. In the middle grades computers help them to graph and analyze data in real world situations.

4. Description of the different instructional methods used:

An extensive variety of methods are employed by our staff to improve student learning. Teachers submit weekly lesson plans on a multiple intelligences planning form. These plans are executed in our child centered classrooms, where differentiated instruction can be observed as concept focused, principle driven lessons taught to whole classes, small groups and individuals to maximize student growth. Balanced literacy practices such as shared and guided reading, modeling and individual instruction as well as the Rebecca Sitton Spelling Program address concepts that are adjusted to meet the needs of the diversity of learners. Initial and ongoing assessment of students takes place at all levels. Journaling is used at many grade levels to assist children in developing metacognitive thought processes. Children are prepared to think critically and analytically through problem based learning experiences. Cross curricular thematic instruction is evident at every grade level as we integrate and enrich the language processes and practice reading different kinds of materials for a variety of purposes. This approach offers multiple opportunities to learn strategies and skills in meaningful situations.

Our Special Service teacher works with children with special needs in small groups and individually to address curriculum and learning issues identified in their Individual Education Plans. Preschool classes through grade three are staffed by a teacher and an instructional aide to provide more opportunities for small group learning. First and second grade staff includes grade level resource teachers to facilitate individualized instruction and address adaptations when necessary. The intermediate level staff includes a resource teacher to facilitate small group instruction in reading and math. A math resource teacher services grades three through eight, instructing small groups at a variety of levels.

5. Description of the school's professional development program:

Teachers and the administration collaboratively determine the school goals for professional development. A faculty committee plans a staff development calendar for the year including monthly meetings, in-services and institute days. We have had workshops on backward design, differentiated instruction, cooperative learning, team building, multiple intelligences, bullying and writing across the curriculum. Each of these workshops enabled our teachers to better understand and service our students.

We also provide for the continued development of technology and computer skills. In-services have been provided on: Word, Publisher, Excel, PowerPoint, Inspiration, Grade Quick as well as ways to incorporate the scanner in the classroom. While focusing on integration of the curriculum, teachers were trained to use the Collaboratory in the Classroom (a way to integrate technology into the curriculum) and Weathernet in the Classroom (how to use meteorological information in the science class and how to integrate the information throughout the curriculum).

Teachers learn from teachers. As a result, we have a sharing of workshops twice a year. Our teachers present to the faculty a summary of the workshops they have attended. Teachers of all levels are able to adapt the information into their classrooms.

Our teachers are current in their professional reading. Educational articles are read and discussed at our monthly meetings. As part of their professional growth, teachers prepare a self-evaluative portfolio that also becomes part of their formal evaluation.

The school provides an annual allotment for each teacher's professional development including courses, institutes, workshops, conventions, and memberships in professional organizations (ASCD, NCEA, NMSA, NCTM, NCSS, AASL). This allows teachers to develop their areas of personal interest.

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): N.C.E.A., C.A.P.E., A.S.C.D., N.C.S.S., N.C.T.M., N.S.T.A., N.M.S.A., N.R.C., N.A.E.P., I.R.C., N.A.E.Y.C., L.A.R.C., and A.P.A.
 (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 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4160</u> K	\$ <u>3160</u> 1 st	\$ <u>3160</u> 2 nd	\$ <u>3160</u> 3 rd	\$ <u>3160</u> 4 th	\$ <u>3160</u> 5 th
\$ <u>3160</u> 6 th	\$ <u>3160</u> 7 th	\$ <u>3160</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ 3524
 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2086
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3 %

ST. ANNE SCHOOL
TERRA NOVA ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level and place it on a separate page.

Grade: 3 through 8 Test: Terra Nova Second Edition Multiple Assessment

Edition/Publication Year 2001 Publisher: CTB McGraw – Hill

Number of students in the grade in which the test was administered:

8th = 51, 7th = 51, 6th = 44, 5th = 55, 4th = 49, 3rd = 48

Number of students who took the test: 8th = 51, 7th = 51, 6th = 44, 5th = 55, 4th = 49, 3rd = 48

What groups were excluded from testing? Why, and how were they assessed?

All students in the indicated grades were tested. Learning disabled students with IEPs' requiring test accommodations were tested with modifications (extended time, questions read aloud). Scores for those students were not included in the class averages by the testing company.

Number excluded from averages:

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

St. Anne School – Terra Nove NCE Scores

Grade 8

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	67.9				
Number in group	51				
Percent of students tested	100%				
**Number / percent excluded	0 / 0%				

School Mean NCE at 90%ile of National School Norms – 65.8

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	68.1				

School Mean NCE at 90%ile of National School Norms – 65.5

Grade 7

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	67.6	68.9	67.5	65.9	73.7
Number in group	51	55	58	55	43
Percent of students tested	100	100	100	100	100
**Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms – 65.8

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	63.3	67.9	66.4	63.2	70.7

School Mean NCE at 90%ile of National School Norms – 64.1

Grade 6

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	68.8	66.2	64.6	68.3	63.2
Number in group	44	57	60	57	57
Percent of students tested	100	100	100	100	100
**Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms – 64.8

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	64.8	61.8	69	67.9	67.5

School Mean NCE at 90%ile of National School Norms – 64.5

**** All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.**

Grade 5

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	73.5	72.8	68.9	73.4	76.7
Number in group	55	56	61	60	59
Percent of students tested	100	100	100	100	100
**Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms – 64.1

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	68.5	66.9	64.1	70.4	67.7

School Mean NCE at 90%ile of National School Norms – 63.8

Grade 4

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	75.3	70	73.6	71.7	79.4
Number in group	49	62	57	59	56
Percent of students tested	100	100	100	100	100
**Number / percent excluded	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms – 63.8

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	74.1	66.4	65.5	65.9	70.7

School Mean NCE at 90%ile of National School Norms – 64.1

Grade 3

<i>Reading</i>	2004 - 2005	2003 - 2004	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	68.0	72.2	71	69	65.4
Number in group	48	56	60	60	60
Percent of students tested	100	100	100	100	100
**Number / percent excluded	1 / 2%	0 / 0%	0 / 0%	0 / 0%	0 / 0%

School Mean NCE at 90%ile of National School Norms – 64.1

<i>Mathematics</i>	2004 - 2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE NCE	66.8	68.0	65.1	63.8	61.5

School Mean NCE at 90%ile of National School Norms – 64.5

**** All students are tested. Students with IEP's requiring testing accommodations (extended time, test read aloud) are excluded from group norms by the testing company.**