

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

Official School Name St. Theresa School
(As it should appear in the official records)

School Mailing Address 445 N. Benton St.
(If address is P.O. Box, also include street address)

Palatine IL 60067-3584
City State Zip Code+4 (9 digits total)

County Cook State School Code Number* N/A

Telephone (847) 359-1820 Fax (847) 705-2084

Website/URL www.sttheresaschool.com E-mail daebersold@sttheresaschool.com

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) 751-5200

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 Mr. David Flynn
(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)

**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. 1 Number of years the principal has been in her/his position at this school.
2.5 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	33	43	76	7	37	27	64
K	32	22	54	8	30	37	67
1	31	32	63	9			
2	28	33	61	10			
3	32	26	58	11			
4	45	31	76	12			
5	41	28	69	Other			
6	37	27	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							652

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 94 | % White |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 0 | % 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: 3 %

[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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	652
(5)	Total transferred students in row (3) divided by total students in row (4)	.026
(6)	Amount in row (5) multiplied by 100	3%

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: 1 %
 Total number students who qualify: 5

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: $\frac{5}{34}$ %
34 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.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>19</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>2</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>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>40</u>	<u>10</u>

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

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	98 %	98 %	98 %	98 %	98 %
Daily teacher attendance	98 %	99 %	99 %	99 %	99 %
Teacher turnover rate	2.5 %	7.2 %	4.8 %	12 %	9.8 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

PART III - SUMMARY

For more than 50 years, parents, teachers, and administrators at St. Theresa School have joined together to help students develop strong minds, bodies, and spirits in a loving, nurturing, student-centered environment. St. Theresa School offers a superior preschool through junior high academic curriculum within supportive surroundings. Individual strengths and learning levels of each child are nurtured as he or she develops a love of learning and a greater sense of responsibility. As a result, students benefit from the individual attention provided by the teaching staff and are well prepared for success in high school.

Helping children develop a strong sense of values and spiritual awareness is fundamental to St. Theresa School. Religious study and community service programs at every grade level prepare children for a meaningful life of faith and service. The mission of St. Theresa School reiterates this development: **Bound together in our Roman Catholic faith, the staff, teachers, and parents of St. Theresa School and Parish are committed to providing a superior quality education founded in love and Christian faith. We strive to nurture and develop students to become academically sound, strong in character, inclusive and socially responsible, equipped to be followers of Jesus Christ, in whom they will find purpose and joy.** Students are encouraged to be loyal and compassionate toward others and participate in many self-initiated community assistance programs. Through these many activities, students learn to understand and respect the differences in all God's people.

St. Theresa School develops the individual strengths of each child while offering a challenging curriculum that empowers students with confidence. The preschool offers 3- and 4-year old students developmental experiences in a caring and loving environment. Self-esteem, self-confidence, independence, and loving concern for others are stressed. Kindergarten students have a well-rounded program emphasizing reading, writing, and math readiness. The curriculum is activity centered, creative, and designed to meet individual needs. In the elementary grades, the curriculum focuses on strengthening the core content areas and enhancing student community awareness. Foreign language and school band electives add to a well-rounded education. Music, physical education, computer, library science, and art enrich the robust curriculum for junior high students, while social, civic, and leadership skills are refined. Students begin the transition process for an exceptional high school experience by participating in departmentalized classes that meet their individual needs.

To meet the individual needs of all students, several options are offered. For those requiring special skills assistance, additional instruction is provided in the Developmental Center and Reading Resource Room. The **Explore** program, in fourth through eighth grades, encourages creative expression, critical evaluation of facts, and exploration of different points of view. All students are given the opportunity to explore. However, students with outstanding test scores, a teacher recommendation, and the desire for greater academic challenges are grouped to encourage deeper, more intense study. The advanced math and reading programs have allowed more than one-third of St. Theresa graduates to qualify for and elect high school advanced or honors classes in math and language arts each year.

St. Theresa's faculty is dedicated to student success. Their active participation in professional growth opportunities provides them with current research and new skills to meet student needs. Opportunities for staff development in technology have increased teachers' ability to integrate technology into the curriculum at all grade levels. Differentiated instruction is evident in all classrooms.

St. Theresa School creates a dynamic educational community where students receive a lifelong love of learning, a deeply rooted faith, and spiritual fulfillment. **Feel the difference . . . come, begin the journey with us.**

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** All St. Theresa students in grades three through seven are assessed yearly using the TerraNova, The Second Edition, Multiple Assessment Test in conjunction with the InView, an aptitude test measuring cognitive abilities. Students in first and second grade are given a Gates-MacGinitie reading test to help with their placement. Eighth grade students are required to take high school entrance tests. Therefore, no standardized test is given to them at St. Theresa School. Students having formal IEPs (Individual Educational Plans) requiring modifications for time and reading are provided with the accommodations, but their scores are not included in the class averages. The CTB/McGraw-Hill Company does not include modified tests in general scoring but does give individual reports to the students.

The TerraNova test is administered in March each school year. Objectives covered in the TerraNova reading test include basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. Objectives covered in the TerraNova mathematics test include numbers and numerical relations, computation and estimation, measurement, geometry and spatial sense, statistics and probability data, functions and algebra, problem solving and reasoning, and communication. The InView provides a Cognitive Skills Index (CSI) based on five subtests: sequences, analogies, quantitative reasoning, verbal reasoning of words and context. The CSI has a mean of 100 and a standard deviation of 16. In 2005, the St. Theresa School mean CSI ranged from 116 (fourth grade) to 124 (seventh grade).

The March 2005 TerraNova test provides the National Percent of the Mean NCE score. This score is computed by adding the Normal Curve Equivalent scores of all students in a group and then dividing by the number of students in that group. The standard deviation is a statistic that shows the spread of scores. St. Theresa's National Percent range for reading spans from 79 percent (sixth grade) to 87 percent (seventh grade), with standard deviations of 24.1 percent to 27.6 percent. For the mathematics assessment, the National Percent ranges from 83 percent (fifth grade) to 94 percent (seventh grade), with standard deviations of 27.3 percent to 36.5 percent.

The 2005 TerraNova Quartiles compare the distribution of the students' scores with those of the national norm group. In the national norm group, 25 percent of the students had National Percentile (NP) scores in each of the Quartiles. In reading, 53.1 percent (sixth grade) to 73.8 percent (seventh grade) of the students are in the fourth quartile; in mathematics, 61.9 percent (fifth grade) to 89.2 percent (seventh grade) of the students are in the fourth quartile.

The 90th Local Percentile is the score that divides the highest 10 percent of St. Theresa students from the lowest 90 percent. The NP for the norm group would be 90. If a group's NP score is greater than 90, they scored higher than the national norm group. St. Theresa students have consistently scored above the 90th percentile in both reading and mathematics for the past three years. The range for reading scores in 2005 is between 94.7 percent (third grade) and 97.6 percent (fifth grade). The 2005 mathematics scores range from 97 percent (fifth grade) to 99.1 percent (seventh grade).

Overall, St. Theresa students consistently perform above average in reading and mathematics when compared to the national norm.

2. **Using Assessment Results:** March TerraNova test results are carefully reviewed in late spring by school administrators and the staff testing coordinator to track student outcomes. A comprehensive database is maintained to assess individual annual yearly progress of students in third through seventh

grades. The InView Cognitive Abilities Test results are used to compare anticipated achievement scores with the TerraNova Multiple Assessment data. Educationally meaningful differences of seven or more Normal Curve Equivalent (NCE) units between anticipated and obtained scores are carefully noted. Individual Profile Reports provide homeroom teachers with the level of mastery achieved on objectives measured. These results are reviewed in context with daily classroom work while checking for discrepancies. Areas needing immediate attention are noted. Homeroom teachers, the Reading Specialist, and the Developmental Coordinator meet to determine instructional needs. Remediation plans may include summer tutorial services, in-school reteaching support with the Reading Specialist, or full-case study referral to the local public school. Individual multi-year student data is also used for middle grade placement in reading and math.

Teachers are assisted in analyzing content descriptions of test objectives measured to better understand any curriculum areas needing additional focus. Patterns of strengths or areas for improvement across individual classroom, grade level, or school-wide student population are used in curriculum decision-making. Administrators and staff analyze data in terms of multi-year trends that may have appeared. Decisions have been made regarding particular content areas targeted for staff development or curriculum changes. Several initiatives to increase student scores have been put in place. Resource test prep material from the publisher has been purchased to address student test-taking anxiety. Attention to the math curriculum has involved closely aligning student learning objectives with those of the state of Illinois. The new reading series was also selected largely because of its standards-based approach. St. Theresa School professionals regularly look for opportunities to improve student outcomes.

- 3. Communicating Assessment Results:** St. Theresa School communicates regularly with the parent community about student achievement. Parents are kept informed through regular phone calls, notes, and email on an informal basis. Formally, the school sends mid-trimester reports home to all first through eighth grade students. These reports are actual percentages in sixth through eighth grade, comments in first through third grade, and a combination of both techniques in fourth and fifth grade. Report cards consisting of letter grades are issued three times a year. Teachers also indicate areas of improvement in effort and behavior on the report cards. In addition to report cards, a formal parent-teacher conference coincides with the end of the first trimester. It is an additional opportunity for parents and teachers to discuss the successes of the student and areas of concern.

Emphasis is placed on monitoring progress in math and reading throughout the year. Teachers carefully analyze the results of unit tests in these subjects in order to readjust their lessons to meet the needs of all students in class. Academic growth of students in fifth through eighth grade determines placement in accelerated math and/or reading classes. Students showing the need for remedial work are offered special instruction in the Developmental Program. Parents are continually informed of progress or areas needing additional support.

Students in third through seventh grade complete the TerraNova testing each spring. Included in this testing is the InView, which gives a cognitive ability range for each student. The results are returned to the school in May. Parents receive individual reports and a school summary that includes national benchmarks. The results of the testing do not include students whose special needs include formal IEP plans or locally determined accommodations. These students do, however, receive score results. A report of results in all grades is distributed to parents. This report includes national percentage and local percentage for each grade level tested. Eighth graders do not take the TerraNovas, but local private and public high schools administer their own tests in January for freshman placement and share the results with the family and St. Theresa School.

- 4. Sharing Success:** St. Theresa has a long history of sharing its successes with the community. A parent volunteer public relations group provides press releases and photos to local newspapers highlighting students in academic settings and participating in special projects. Each month in the church bulletin a grade is highlighted, sharing pictures and class activities with the parish community. The school's information brochures, which highlight the school's activities and curriculum, are available in local libraries, doctors' offices, and businesses. Regularly scheduled school tours are announced to the public via newspaper ads and street signs and are conducted by the assistant principal.

The principal meets monthly with other local Catholic elementary school principals and has opportunities to share best practices and innovative ideas occurring at St. Theresa School.

St. Theresa School also maintains a website with a myriad of information about the curriculum and activities, and a comprehensive information folder is given to families who express an interest in enrolling in the school.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum

Religious Education: The religion curriculum develops a strong awareness of Catholic identity and values and encourages community service to build individual and social responsibility. Religion classes provide instruction in Old and New Testament, Church history, sacrament preparation, and Catholic morals. Daily prayer and weekly Mass allow students to take an active role in Scripture reading, altar service, and music.

Language Arts: The integrated approach of language arts connects reading, grammar, and writing. Reading emphasizes phonemic awareness, phonics, vocabulary, fluency, and text comprehension. Exposure to rich literature in students' anthologies and leveled support readers provides opportunities for deeper levels of comprehension. Daily oral language activities reinforce grammar techniques. Writing prompts related to reading selections and models of formal writing processes are used to develop writing skills. Connections are made in all content areas.

Mathematics: Instruction emphasizes mathematics as a means of communication. Problem solving strategies and skills include computation, estimation, and analysis of data using graphs, statistics, and probability. Number theory is developed using place value, decimals, and fractions. Measurement and geometry units target spatial awareness. Manipulative and concrete experiences are a regular part of mathematical investigation in primary and intermediate grades. Upper grade levels complete coursework in pre-algebra, resulting in placement in advanced algebra or geometry in high school.

Social Studies: Students connect their own cultural past to history, economics, civics, geography, and government. Students' oral and written presentations about the Civil War, the Renaissance, cultural diversity, mock presidential elections, research projects, and fieldtrips connect social studies to language arts. Local business volunteers teach economics through Junior Achievement. Tours of Springfield, Ill., and Washington, D.C., encourage understanding of the country's democracy. Students participate in school government and develop an appreciation for rights and responsibilities.

Natural Sciences: Physical, earth, and life sciences are explored through hands-on experiments, direct instruction, reading, and written assignments. Scientific inquiry and creativity are emphasized. Opportunities to share knowledge are evident in independent and cooperative group projects.

Fine Arts and Music: Local artists teach kindergarten through fifth grade students about color, texture, and value. Students in sixth through eighth grade experience in-depth instruction in visual arts. Appreciation of music, rhythms, composers, and cultures is taught. Three levels of band are offered in fourth through eighth grade. Students participate in winter and spring concerts and an annual school play.

Computer Skills and Technology: School-wide connection to the Microsoft Windows 2003 server in the computer lab provides classroom access to the World Wide Web. Computer-assisted instruction in a wide variety of software programs allows for curriculum integration of technology in all content areas.

Physical Education, Health, and Wellness: Students participate in activities that emphasize health, wellness, and teambuilding. Intramural and interscholastic sports are also offered.

Foreign Language: French and Spanish are included in the fifth through eighth grade curriculum. Development of vocabulary, grammar, conversation, and cultural awareness enable students to place into second level foreign language in high school. Younger students enjoy after-school French and Spanish.

2. Description of Reading Curriculum: Even with respectable TerraNova standardized reading test scores averaging in the 80th percentiles, the faculty of St. Theresa aggressively pursues strategies and programs to improve the reading curriculum. After careful review of several series, **MacMillan McGraw-Hill Reading 2005** was selected for kindergarten through fifth grade because of its direct approach to increasing comprehension. Teachers coordinate guided reading in small-group instruction. Reading behaviors are noted, and teachers facilitate students' use of reading strategies. Interactive read-aloud is another context teachers use to expand vocabulary and concepts, as well as encourage sharing of understanding of text. Students are invited to respond and engage in thoughtful discussion. Drama, videotaping, writing, and drawing are used to extend analysis of the text. Phonetic and structural analysis, word recognition, and vocabulary development help students make sense of what they read. Leveled books, a critical component of the reading series, are used to help students make text-to-text, text-to-world, and text-to-self connections. The reading series consultant's expertise is regularly sought to ensure positive implementation of the program through faculty in-service. The staff Reading Specialist uses **Wilson** materials to support students identified with reading deficiencies. Upper grade levels rely on the **Glencoe Macmillan Literature** series for analysis involving an author's purpose and inference, spiraling deeper into the text by synthesizing or retelling the story from different characters' perspectives. Teachers dress in costume to engage students in literature discussion. Novel studies and book reports also support development of comprehension skills.

Classroom libraries and the school library provide a rich variety of books. Bi-yearly book fairs heighten student interest in literature and help supplement the school library with current fiction and non-fiction material. School reading incentive programs are used to promote reading for enjoyment. Parents are encouraged as partners in instruction through weekly classroom visits as Read-aloud Parents.

3. Description of another curriculum area - Mathematics: The mathematics curriculum is structured to ensure mastery of basic number skills. Computation, estimating, geometry, numerical awareness, functions, and algebra are components of a curriculum that builds healthy number sense. The **Macmillan McGraw-Hill Mathematics** series used in kindergarten through sixth grade was chosen because of its rigorous attention to mastery of these critical concepts. The text structure "spirals" concepts and consistently reviews them, providing opportunities for reinforcement and maintenance. Higher level thought processes needed in problem solving are dependent on automatic mastery of lower-level operations. When basic computational processes become automatic, working memory is free to focus on higher order thinking and problem solving. Teachers use weekly fact drills to reinforce automatic retrieval and assist students in more efficient problem solving. The faculty also uses scaffolding instruction to help children make connections with independent problem solving. Emphasis on recognizing and understanding patterns, divergent thinking, consistent practice applying skills in problem solving and number theory instruction all develop clear understanding of math concepts. Ongoing communication between St. Theresa and local high schools results in evaluation and adjustment of curriculum objectives.

Math teachers across all grade levels are committed to grade-by-grade accountability and create weekly lesson plans that align classroom objectives with National Council of Math Teachers (NCTM) standards. Upper grade levels develop pre-algebra skills that support an easy transition into high school algebra and geometry through the use of **Middle School Math-Scott Foresman** and **Algebra One Interactions-Holt, Reinhart, & Winston**. Many students complete a full year of algebra by eighth grade and place into honors level math classes in high school. Accommodations are made for those students requiring additional math support. **Mathcounts**, a program sponsored by the National Society of Professional Engineers, is offered to advanced students as an after-school program. The material is designed to produce higher levels of math achievement and is based on applications for engineering and other math-related fields.

4. Instructional Methods: In the St. Theresa tradition of academic excellence, teachers at all grade levels provide a varied approach to education. It is common to see direct instruction in some classrooms along with cooperative group work in others as one walks down the hallways. Discussions promoting critical thinking, creative projects that include written reports, art work, computer-software-based presentations, and primary grade “centers” encourage students to become actively engaged in their own learning. Teachers use various assessment tools and readily reteach concepts that prove to be difficult for some students. Students are required to use standard assignment books in third through eighth grade to help them complete homework assignments. Teachers work closely with students who need help in organizing classwork and homework assignments.

Teachers differentiate their instruction with learning contracts, intelligence preferences, and/or tiered assignments. St. Theresa School provides a Developmental Center for students with special learning needs. A teacher with a special education background provides resource services to any student who needs individual or small-group support. This teacher works closely with the public school district to assure qualified students receive services they need. Conferencing with classroom teachers, the Developmental Center instructor encourages them to apply accommodations in classroom instruction to any student with learning needs, not just the ones identified by the public school district. St. Theresa School also recognizes the needs of students with above-average abilities. In the **Explore** program, students in fourth through eighth grade who meet specific criteria are grouped together to explore topics outside the regular classroom curriculum. These students are encouraged to include Bloom’s Taxonomy in this classwork. In order to encourage other students to reach higher educational goals, they are given opportunities to explore topics at a level meeting their needs. No student is left out of this exciting program.

5. Professional Development: Realizing the importance of integrating technology as another tool for education, St. Theresa staff began an in-depth professional development program during the 2003-2004 and 2004-2005 school years. The program provided in-service opportunities to learn basic technology and specific programs for students to use in the classroom. After two years of training, teachers are working with a media resource specialist to integrate these technologies to enhance student learning. Microsoft PowerPoint, Word, and Excel, Inspiration™, Kidspiration™, and KidPix™ are among the specific programs teachers include in project work.

In addition to technology, differentiated instruction has been the focus of professional development for the staff during the 2005-2006 school year. The techniques acquired from video presentations are used in the classroom to assure all students receive modifications or enhancements to the central school curriculum.

The third area of professional development in classroom management began in the 2004-2005 school year and continues this year. After several staff members attended a Harry Wong seminar and reported to the staff the appeal he has to educators, the school purchased the Harry Wong videotapes. Staff view these tapes regularly and are encouraged to incorporate his ideas into their own class management.

The school provides \$1,100 each year for individual teacher professional development. Teachers are encouraged to use this fund to continue their own education or enhance their classroom practices with professional workshops. At faculty meetings, teachers share their experiences from course work and/or workshops so that all staff may benefit from their experiences.

Finally, staff is encouraged to seek membership in professional organizations such as ASCD, NCEA, NMSA, NCTE, NCTM, and NCSS. All of these experiences lead them to be more effective and better serve their students in the classroom.

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 Education Association
 (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.)

\$2,086 K *	\$3,013 1 st	\$3,013 2 nd	\$3,013 3 rd	\$3,013 4 th	\$3,013 5 th	*Half-day kindergarten is \$2,086. All-day kindergarten is \$3,013.
\$3,013 6 th	\$3,013 7 th	\$3,013 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th	
\$ _____ 12 th	\$1,095 3 yr preschool; \$1,295 4 yr, 3-day preschool; \$1,555 4 yr, 5-day preschool Other					

4. What is the educational cost per student? \$4,195.71
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,397.37

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 3 %

PART VII - ASSESSMENT RESULTS

St. Theresa School – TerraNova Scores

Subject Reading Grade 7 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	87	84	88
Number of students tested	66	78	71
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1.5%	0%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 93%

Subject Math Grade 7 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	94	89	94
Number of students tested	66	78	71
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1.5%	0%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 98.4%

Subject Reading Grade 6 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	79	82	80
Number of students tested	65	73	86
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1.5%	0%	0%

*School Mean at 90th percentile of National School Norm, March 2005 – 86.1%

Subject Math Grade 6 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	91	90	91
Number of students tested	65	73	86
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1.5%	0%	0%

*School Mean at 90th percentile of National School Norm, March 2005 – 94.8%

Subject Reading Grade 5 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	86	84	87
Number of students tested	64	67	72
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	1	0
Percent of students alternatively assessed	1.6%	1.5%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 93.2%

Subject Math Grade 5 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	83	90	87
Number of students tested	64	67	72
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	1	0
Percent of students alternatively assessed	1.6%	1.6%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 88.2%

Subject Reading Grade 4 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	79	83	82
Number of students tested	71	65	72
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	4	1	1
Percent of students alternatively assessed	5.6%	1.5%	1.4%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 85.5%

Subject Math Grade 4 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	87	89	84
Number of students tested	71	65	72
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	4	1	1
Percent of students alternatively assessed	5.6%	1.5%	1.5%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 94.6%

Subject Reading Grade 3 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	82	81	81
Number of students tested	70	79	64
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	1	0
Percent of students alternatively assessed	1.4%	1.3%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 83.9%

Subject Math Grade 3 Test TerraNova, The Second Edition, Multiple Assessment

Edition/Publication Year 2001 Publisher CTB/McGraw-Hill

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

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
Total Score	90	89	90
Number of students tested	70	79	64
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	1	1	0
Percent of students alternatively assessed	1.4%	1.3%	0%

*School Mean NCE at 90th percentile of National School Norm, March 2005 – 92.1%