

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

Official School Name St. Paul on the Lake Catholic School
(As it should appear in the official records)

School Mailing Address 170 Grosse Pointe Boulevard
(If address is P.O. Box, also include street address)

Grosse Pointe Farms, MI 48236-3760

City _____ State _____ Zip Code+4 (9 digits total) _____

County Wayne State School Code Number* N/A

Telephone (313) 885-3430 Fax (313) 885-9357

Website/URL www.stpaulonthelake.org E-mail mmiller@stpaulonthelake.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* Sister Mary Gehringer, OSM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Joannie Capuano
(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 _____

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.
 4 _____ 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	31	38	69	7	20	19	39
K	31	37	68	8	14	19	33
1	14	17	31	9			
2	11	34	45	10			
3	27	17	44	11			
4	28	20	48	12			
5	22	25	47	Other			
6	18	23	41				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							465

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

6. Racial/ethnic composition of the students in the school:
- 92____% White
 - 6____% Black or African American
 - 1____% Hispanic or Latino
 - 1____% 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: 1.03 %

[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.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	484
(5)	Total transferred students in row (3) divided by total students in row (4)	.0103
(6)	Amount in row (5) multiplied by 100	1.03%

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 19

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: 3 %
 14 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> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 2 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 12 </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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 20 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 0 </u>
Paraprofessionals	<u> 2 </u>	<u> 1 </u>
Support staff	<u> 2 </u>	<u> 4 </u>
Total number	<u> 33 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22.6:1

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 %	97 %	97 %	96 %	97 %
Daily teacher attendance	97 %	97 %	98 %	97 %	99 %
Teacher turnover rate	18 %	13 %	14 %	4 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

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

St. Paul School is a Catholic grade school in Grosse Pointe Farms, Michigan, founded in 1927. The school exists because of the parish community's strong belief in teaching and living out Gospel values. From its beginning, St. Paul has educated not only generations of parish children, but an increasingly diverse group of students from the surrounding area.

The school's mission is to continue the teaching ministry of Jesus Christ. The religious education program, therefore, teaches Church doctrine within the experience of a Christian community. Daily prayer, weekly Mass, and thorough sacramental preparation are coupled with service opportunities in and outside of school. St. Paul Catholic School has a behavior code emphasizing respect for others and personal responsibility within the context of the Catholic faith. The presence of two parish priests and four religious sisters on the faculty give students concrete witness of Catholic commitment.

St. Paul Catholic School has recently transitioned from a textbook-based curriculum to a standards-based curriculum, using the national standards and Iowa objectives for all core curriculum areas, and the state of Michigan Grade Level Content Expectations for all special subjects (foreign language, art, music, physical education, and technology).

Within this framework, the special needs and talents of individual students are addressed in a variety of ways. Adjustments are made to target particular issues in each grade level division, e.g. advanced levels are taught in math and Spanish to the junior high students. Each student is offered the opportunity to explore interests with weekly classes in art, music, foreign language, gym, library and computer. There is an extensive tutoring program administered by the full-time social worker, assisting teachers and helping students with academic or social difficulties. Public school personnel provide remedial services in special cases. Perhaps most importantly, at St. Paul there are the efforts of mission-driven classroom teachers, committed to supporting each child while meeting the demands of the curriculum.

In 1988, St. Paul was the first school in Michigan accredited by the Michigan Association of Non-public Schools, a process that involved an in-depth self-study that generated a detailed self-improvement plan. This accreditation is renewed on a seven-year rotation, ensuring a continual effort on the school's part to examine its effectiveness as an educational institution and make the changes necessary to maintain excellence.

Originally, the Adrian Dominican Sisters served St. Paul. Today, the faculty includes twenty-eight men and women, including full-time special teachers committed solely to this building. Over fifty percent of St. Paul teachers hold Master's Degrees. The assistant principal is a National Board certified teacher, and the principal is completing her doctorate in education. More than half of the teachers have over twenty years experience in Catholic education, providing stability and continuity of purpose. Several of the teachers are now working with a second generation of St. Paul families. The faculty and staff at St. Paul are directly responsible for the atmosphere of warmth and graciousness that permeates the building.

The school is listed on the National Register of Historic Places, part of the parish's beautiful waterfront campus on Lake St. Clair. Until 1969, St. Paul's program continued through the twelfth grade, so the present facility has a large cafeteria with a daily hot-lunch program, a full-size gym with a stage, a library, a science lab, a computer lab, and an art room.

In addition to a strong faculty and administration and its impressive facility, St. Paul is blessed with the enthusiastic support of the families who choose the school for their children. Their willingness to give of their time, expertise and good fortune is matched by that of the pastor and the entire parish community. All these factors contribute to an educational environment that inspires and develops the whole child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

1. St. Paul Catholic School has chosen to administer the complete battery of the Iowa Tests of Basic Skills (ITBS) in grades two through eight and the Cognitive Abilities Test (CogAT) in grades one, three, five and seven. The ITBS is a standardized test. "Standardized" refers to the use of standard procedures and scoring methods when using an assessment tool. By using a standardized test educators are able to compare results from one time to another. Scores of individuals can be combined meaningfully to describe group performance. Thus, the school is able to show growth or improvement over time in a reliable form and format. The ITBS is also a norm-referenced test, using norms from 2000. A norm-referenced test is a standardized test in which a student's results are compared to scores obtained by a broad sampling of students in the same grade or age group.

The types of scores that help the school to best determine areas of strength and to monitor year-to-year growth are grade equivalent and percentile rank. Grade Equivalent (GE) is a number that describes performance in terms of grade level and months. For example, if a first-grade student obtains a GE of 3.4, his/her score is like the one a typical student at the end of the fourth month of third grade would likely get on that same test.

Percentile Rank (PR) is a number between 0 and 100 indicating the percent of cases in a norm group falling at or below that score. For example, a child who scores at the 42nd percentile is doing as well as or better than 42% of the students who took the same test. National Percentile Rank (NPR) compares the achievement level of St. Paul students to a nationally representative student group.

St. Paul students consistently receive high scores in the reading total portion of the Iowa test. Not only are the scores high, but more importantly, a year-to-year analysis shows that the students typically gain more than a year's knowledge in the course of a school year. The following table, expressed in grade equivalent scores, shows the growth in the current eighth grade students in reading comprehension as they moved from one grade to the next. Each year of education resulted in more than a year in acquired knowledge, showing substantial "value-added" to their education.

Grade/Yr.	Gr. 2 – ‘99	Gr. 3 – ‘00	Gr. 4 – ‘01	Gr. 5 – ‘02	Gr. 6 – ‘03	Gr. 7 – ‘04	Gr. 8 – ‘05
GE Score	3.1	4.5	6.1	7.8	9.4	10.6	12.5

Most of the students also score higher on the reading section of the skills test than would have been predicted based on their scores from the verbal section of the cognitive abilities test. These scores are marked with a + sign on the test results which indicates that there is a statistically significant difference between the two scores. This is further evidence that the students are not only exceeding national grade level expectations, but are outperforming predictions of their own achievement.

St. Paul students consistently score high on mathematics, especially in the areas of concepts and estimation, and problem solving and data interpretation sections. The percentile scores from these two sections steadily increase from grade two to grade eight.

2. Each year teachers receive the results of the Iowa test for their classroom, as well as the results from the students in the grade ahead of them. In this way teachers can assess the needs of their current students, examine the progress of the students they taught the previous year, and make any needed adjustments to their teaching.

Once a teacher has had a chance to analyze the results of his/her current and previous students, there would typically be a grade level meeting. After the grade level meeting, there is a faculty meeting to discuss the results on a school-wide basis. At each level, test information is used to help select instructional materials and methods for individuals and class groups.

The test results are used as one indicator for students who may need remedial help or referral for further testing. Remedial help is offered in the classroom, and through a volunteer tutor program. St. Paul has a strong volunteer tutor program made up of retired teachers and other professionals who offer their time and talent to the students. In addition, the test results are referenced when selecting students for the advanced math program, and for differentiating within classrooms. Test results are also used when recommending summer materials.

This year the new principal invited the Director of Curriculum for the Archdiocese of Detroit to present strategies to the faculty regarding math computation scores. The faculty was given suggestions for improving test taking skills, as well as techniques regarding math presentation and assessment. Several of these ideas were implemented immediately with a noticeable increase in the computation scores. Some of the other techniques require a longer period of time to show results.

3. St. Paul’s most comprehensive assessment is the Iowa Tests of Basic Skills (ITBS) that is administered each year in the fall. The ITBS provides the school with a report called the Student Profile Narrative (SPN). This report is designed for providing ITBS results to parents. The report contains test results as well as interpretive information that allow the student and his/her parents to review the results together.

Through her weekly newsletter, and through her meetings with the School Committee, Teacher Parent Guild, Education Commission and the Parish Council, the principal presents a broader perspective of the ITBS. She presents overall school strengths and outlines plans for continued improvement. This year, she used the results from the Iowa tests at *Back to School Night* to explain in a meaningful way the achievements of our students.

Students are given communication regarding their progress through class work, projects, homework and tests. Oral and written comments are used to explain, encourage and inform the students of their performance. Student achievement is communicated through mid-quarter progress reports, quarterly

report cards, daily assignment notebooks, weekly teacher letters, and web site postings. All teachers have computers in their classrooms to send and receive e-mail. Parent-teacher conferences are held in November and whenever a parent, teacher or administrator believes it to be necessary.

News releases are routinely sent to the Grosse Pointe community and to Detroit media outlets with information and advisories of special events and achievements at the school. School and local communities are invited to the annual Art Show, Christmas and spring concerts, and the weeklong Library Book Sale. An Open House is held mid-year for the community to become more familiar with St. Paul School. These events are advertised with banners, posters, in the weekly letter home, and on the web site. Many events are also advertised in *The Michigan Catholic*, the archdiocesan newspaper.

4. One of the most evident ways St. Paul School shares its successes with other schools is by sending its graduates to some of the best secondary schools in the state of Michigan: University of Detroit Jesuit, Mercy High School, Regina High School, Grosse Pointe South and North. Last year, three of the four summa cum laude graduates and the valedictorian of Regina High School were graduates of St. Paul School. St. Paul graduates go on to prominent colleges and universities including Notre Dame, Loyola, Catholic University of America, Georgetown, John Carroll, NYU, Boston College and University of Michigan.

The principal brings news of school achievements when she attends diocesan, vicariate and parish meetings. The faculty presents a professional impression and reputation by attending and presenting at workshops and lectures, as well as attending meetings for the many educational organizations to which they belong.

St. Paul students compete with other Catholic and public school students in the Wayne County Science Olympiad; St. Paul students placed in the top ten schools for the past three years. Eighth grade students compete in the *Daughters of the American Revolution* essay and the *America and Me* essay contest. One of the students had his essay published in the *America and Me* contest's booklet. Fifth through eighth grade students compete annually in the statewide Knights of Columbus spelling bee. St. Paul also has a strong forensics team that competes with other Catholic schools in the area.

In the past, St. Paul students have raised money to help build a school in Africa and to support missions in South America, exchanged letters with students in a rural community, and hosted students from a Detroit inner city Catholic school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Paul School, while maintaining a sound traditional educational foundation, has masterfully learned how to integrate current brain research into teaching and learning. The curriculum aims at developing the whole child – spiritually, intellectually, emotionally, physically, and socially, so that he/she acquires the necessary life skills to meet the challenges of the future.

The St. Paul School library is dedicated to preparing the students for a future characterized by change. The students learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate their findings effectively. The St. Paul library provides the students the resources, traditional print reference materials, online databases and Internet searching to successfully do just that. The library's collection of children's literature, both timeless classics and today's popular fiction, is evidence of St. Paul School's commitment to fostering the joy of reading for pleasure.

Computer literacy, the ability to use computers to perform a variety of tasks, is fundamental to the learning process at St. Paul Catholic School. Building proficiency from Pre-K through 8th grade, St. Paul students receive direct instruction on computer operations and applications in computer class.

Religion is at the core of all we do as we work on faith development through daily classes, weekly Mass attendance, and transmitting Christian values through teaching, example and service to the community. St. Paul School is known for its generosity in responding to local, national, and global charities. Parents, teachers and students unite to answer the call for justice and peace.

The ITBS results affirm the success of the Language Arts program. In reading, students are exposed to various genres, read-alouds, Accelerated Reader, multi-cultural chapter books, phonics, phonemic awareness, anthologies and novels. Grammar basics are introduced, reviewed and mastered throughout the grades. Writing is integrated through all subjects, and displayed in the school and local newspapers. Drama and elocution permeate the forensics program. Students get opportunities to participate in church services as readers and cantors. The students take part in Christmas and spring concerts as soloists, speakers, musicians and actors/actresses. Handwriting is taught in manuscript and cursive with emphasis on legibility.

Students are drilled in mastering basic math facts with applications to everyday life. All students are involved in learning mathematical concepts and problem solving. Seventh and eighth grade students are offered accelerated math where they apply problem-solving strategies like reasoning, logic and analytical thinking in solving real world problems.

Through Social Studies, students are prepared to be responsible citizens of a global world. Lessons from the past and focus on the future place our students in a receptive mode to evaluate, learn about, and react to historic events. Geography skills are emphasized in order to keep students aware of the global impact on culture. The 7th and 8th grade students take either a standard weekly Spanish course or an advanced daily Spanish course. Creation is at the heart of instruction in the Art program. Students learn to work with various tools, processes, and media, as they make art, see and feel art, and understand works of art and artists. Their natural inquisitiveness is promoted, and they learn the value of perseverance.

Life science, physical science, and earth and space science are taught with emphasis on helping students become effective problem-solvers. Students use the scientific method to help them discover, experiment, and apply the knowledge acquired to solve life problems. The curriculum invites the students to think logically and act responsibly in dealing with the environment. Good nutrition, health awareness, and physical fitness are taught through physical education classes.

2a. Reading:

St. Paul School has a wonderful reputation for its reading program. There is a strong emphasis on phonics and comprehension skills, which has resulted in having fluent, critical readers who connect learning to life. Last year, St. Paul School adopted the Macmillan/McGraw Hill literature series in kindergarten, and this year introduced the program in grades 1-5. The EMC Paradigm and Masterpiece series was chosen for Grades 6-8. Both programs were introduced because of their scientific, research-based design. Teachers believe that a good reading curriculum prepares the students to do their own thinking, to be active participants, to collaborate in teams, and to be innovative. Students respond positively to content that is relevant and interesting. The world of reading, writing, spelling, grammar, vocabulary, speaking, and listening are intertwined in the total reading program. These assessments and leveled instruction are great assets to teaching and learning. Initial assessments help teachers focus on the strengths and weaknesses of their students. The program directs teachers to hand-tailor assignments that meet the needs of divergent learners. Flexible reading groups can be geared to the students' instructional level. The Macmillan/EMC series is based on brain-compatible research, which allows the students to

integrate components such as Gardner's Intelligences as they climb the ladder of Bloom's taxonomy. Emergent, beginning, proficient, and independent readers are urged to do in-depth work at their own pace. The IOWA test results, as well as the quizzes and tests offered in our reading series, help teachers to evaluate the progress of each child as well as the class as a whole. The Accelerated Reader program is available throughout all grade levels, and is monitored by the librarian. It is used as an independent enrichment motivator rather than being an integral part of the reading program. Many of the lower grades have an occasional guest reader, which creates enthusiasm and a love of reading.

3. Social Studies:

The St. Paul School Social Studies curriculum reflects the skills and knowledge as they apply to the school's mission. The program is based on the Macmillan McGraw-Hill series, chosen school-wide after teachers participated in a comprehensive study of the several series that were available. This program provides teachers with many of the tools students need to become good citizens, to help children analyze events and issues, and to appreciate the importance of democratic ideals and good citizenship.

The Social Studies curriculum better enables the students to understand the world and their role in it. In addition to the basic syllabus of study, opportunities are provided for students to become actively involved in community projects. There is a school supplies drive at the beginning of each school year for the children of Nativity Parish. Classes fill Thanksgiving baskets for the poor. Drives are also held at various times during the year for charities and, this year, for hurricane victims.

Each year a "Fair" is held, involving the whole school in activities, customs, foods, dress, and crafts of a different world culture. These have included Ireland, China, Greece, and Mexico. This year, "Japan - the Tsunami Surge" will be the focus. A National Geographic Family Geography night involves parents and children in real-life current events around the world. Opportunities are provided for students to become lifelong learners through research and use of technology. Field trips expand knowledge beyond the classroom boundaries.

Heritage and ancestry are studied to instill a sense of "who we are". Children's varying abilities are considered in the teacher's use of differing methods and presentations – assessing, teaching, re-teaching, expanding and challenging individuals. The school addresses the diverse styles of student learning through the use of Internet and Intranet in the classrooms, overhead projectors, CD's, DVD's, hands-on experiences, and tutoring.

4. Instructional Methods:

The faculty of St. Paul School uses varied instructional materials to meet the needs of students from pre-school through eighth grade. The faculty uses test scores, homework assignments (posted nightly on the Internet), projects, classroom observation, textbooks, trade books, and oral and written reports to provide effective guidance in learning activities.

St. Paul School students' scores on standardized tests are very strong. This can be attributed to the computer hardware and software, classroom manipulatives, guest speakers, field trips, overhead projectors, complete science lab with portable station, and the creative lesson plans used throughout the instructional program. The experienced professional staff of St. Paul Catholic School adjusts teaching techniques to provide opportunities for each student to develop to his/her full potential.

In each classroom, teachers use large and small group instruction, peer tutoring and ability grouping to maximize the learning process. With the adoption of a new reading series, materials were geared to the different levels of student ability in all grade levels. Two years ago St. Paul School completed an intensive analysis of Social Studies' series, purchasing a series that provided a wide variety of instructional materials. All of these help the school to reflect the essential skills and knowledge of the

school's mission, which better enables students to understand the world. By collecting and interpreting data, St. Paul School provides tools for every student to become a better citizen and a lifetime learner.

The "Specials" teachers willingly coordinate projects with the classroom teachers. By working closely with each other, the teachers and children are exposed to many facets of the same unit. An expanded unit can be offered for the majority of students, and an adjusted curriculum can be provided for students with special needs.

5. Professional Development:

The faculty completed an in-depth needs assessment and, as a result, is currently engaged in an intensive study and projection of a five-year plan that includes emphasis on curriculum development. The staff meets on a monthly basis with support from curriculum specialists from the diocese.

All St. Paul School teachers are certified. Over 50% have Master's Degrees, most with hours beyond their degrees, and all are engaged in continuing education to improve their teaching through classes, workshops, and seminars. The staff belongs to many professional organizations at both the local and national levels. The administration encourages teachers to attend workshops and conferences in various areas to assist and strengthen instruction. Informally, teachers dialogue with their respective units, and even with other grade levels, to share new ideas. All teachers and students are able to use classroom computers to enhance learning. Professional Development and Delayed Start Days (held monthly) give teachers opportunities to interact not only with professional speakers, but also with each other.

The curriculum utilizes the innovative and unique techniques each teacher brings to the classroom, to accommodate the learning styles, abilities and skills of the individual child. Teachers ascribe to a philosophy of differentiated learning, and have attended many workshops that lead to their ability to meet the challenges of the wide variety of learning styles now apparent in the classroom. Continuous assessment provides for more individualized instruction, leading to success for each student. A variety of evaluations are used to monitor the learning of pupils. Standardized tests, teacher-made tests, teacher-student conferences, oral and written reports, homework assignments, classroom participation, and special projects are only some of the ways learning is assessed.

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, Michigan Association of Non-Public Schools _____
 (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 No

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

\$ <u>3,425</u> K	\$ <u>3,425</u> 1 st	\$ <u>3,425</u> 2 nd	\$ <u>3,425</u> 3 rd	\$ <u>3,425</u> 4 th	\$ <u>3,425</u> 5 th
\$ <u>3,425</u> 6 th	\$ <u>3,425</u> 7 th	\$ <u>3,425</u> 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$ <u> </u> Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4,509
5. What is the average financial aid per student? \$1,303
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 28.9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 87 %

PART VII - ASSESSMENT RESULTS

ST. PAUL CATHOLIC SCHOOL

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.
No subgroups.

	2005-2006	2004-2005	2003-2004
Testing Month	October	October	October
Grade 8			
Reading	84	73	76
Math	78	61	65
Number of students tested	33	34	47
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Grade 7			
Reading	77	85	71
Math	78	72	64
Number of students tested	39	34	32
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Grade 6			
Reading	85	73	89
Math	75	71	71
Number of students tested	40	44	31
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Grade 5			
Reading	80	84	78
Math	66	68	62
Number of students tested	47	54	49
Percent of total students tested	100	96	99
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Grade 4			
Reading	81	79	83
Math	71	65	70
Number of students tested	48	53	53
Percent of total students tested	100	98	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Grade 3			
Reading	81	76	80
Math	73	65	68
Number of students tested	41	54	53
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
Grade 2			
Reading	74	76	60
Math	55	59	65
Number of students tests	44	51	53
Percent of total students tested	100	94	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0