

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

U.S. Department of Education

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

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

Official School Name All Saints Catholic School
(As it should appear in the official records)

School Mailing Address 7777 Osage Plaza Parkway
(If address is P.O. Box, also include street address)

Dallas TX 75252-6825
City State Zip Code+4 (9 digits total)

County Dallas State School Code Number* N/A

Telephone (214) 217-3300 Fax (214) 217-3339

Website/URL www.allsaintsk8.org E-mail admin@allsaintsk8.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* Dr. C. Charles LeBlanc
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. (_____) _____

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 Ms. Shana Druffner
(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 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: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
 N/A Other
- N/A TOTAL
2. District Per Pupil Expenditure: N/A
- Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 9 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	0	0	0	7	13	13	26
K	18	19	37	8	6	14	20
1	18	20	38	9	0	0	0
2	13	21	34	10	0	0	0
3	20	21	41	11	0	0	0
4	16	8	24	12	0	0	0
5	18	15	33	Other	0	0	0
6	14	17	31				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							284

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82</u> | % White |
| <u>4</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 4 %

[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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	284
(5)	Total transferred students in row (3) divided by total students in row (4)	.032
(6)	Amount in row (5) multiplied by 100	3.2

8. Limited English Proficient students in the school: 0.7 %
2 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 4*

**This estimated number comes from returned federal poverty survey forms and applications for scholarships.*

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%
11* Total Number of Students Served

**These students receive additional services outside of the school through appropriate programs.*

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> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

**All of these students receive modifications at school in order to be successful.*

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> </u>
Classroom teachers	<u>17</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>29</u>	<u>3</u>

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

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%	99%	99%	99%	99%
Daily teacher attendance	99%	98%	99%	99%	99%
Teacher turnover rate	4%	12%	19%	14%	23%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

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

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

All Saints Catholic School, located in Dallas, Texas, is a testament to the faith, strength, determination and commitment of the parish families who founded it. The school is the realization of the All Saints Catholic Church community's dream to educate its young members in a parish school. Since its founding in 1998, All Saints Catholic School has grown from 56 students to 284 students. Through the efforts of families and parishioners, the school has moved from its initial home in the church building to a state-of-the-art facility where children are educated in all aspects of life—spiritual, moral, intellectual, physical and emotional.

All Saints Catholic School is built upon the educational ministry and philosophy of the Catholic Church—to recognize, respect and nurture the unique needs of every student while developing each one to his or her full potential. The school provides a challenging curriculum provided by the Catholic Diocese of Dallas. An expectation for academic success exists and is visible. Teachers develop relevant content and ability--appropriate lessons that challenge individual strength while maintaining high academic expectations. . All students are encouraged to follow a program consistent with their abilities. All Saints Catholic School strives to ensure that achievement is held in high esteem by every student. Instructional strategies and materials are adapted to a variety of individual learning styles and needs. Special instructional programs for individual students support and reinforce the overall school curriculum.

Professional development and growth along with in-service both on and off campus help teachers develop their skills and maintain the ability to address diverse student needs. Teachers are trained to meet student requisites at both ends of the spectrum and learn new programs and processes to enrich and enhance their abilities in the classroom.

All Saints Catholic School has strong resources in technology that support instruction. The entire facility is wireless, thus able to offer multifaceted technology. Technology is incorporated into every aspect of the curriculum and cross-curricular activities in order to meet the needs and objectives within each subject area. Having technology instruction within the classroom enables a student to immediately apply what has been learned. Accelerated reader, accelerated math, video and photography software offer students alternate ways to learn and produce products of their learning. *United Streaming* is a diocesan program that hosts multiple resources for teachers to use with students or for their own growth.

Library programs and services are based on input from teachers, student interests and curriculum requirements. The fine arts program gives students opportunities for self-expression in speech, visual arts and band. Vocal choir, hand bell choir and orchestra opportunities are available through All Saints Catholic Church. Team athletics including baseball, basketball, volleyball, swimming and track begin the 5th grade.

All Saints Catholic School students have the opportunity to grow spiritually and emotionally by attending weekly Mass, through daily prayers, religion class and community outreach programs. Students are constantly challenged to put their faith into action by frequent food, clothing and book drives for a sister parish in Matamoros, Mexico, St. Jude's Children's Hospital, and a host of community service projects.

The full incorporation of the mission and philosophy into the working of the school can best be observed through the parent community, student achievements and staff dedication. All Saints Catholic School is a totally collaborative effort on the part of everyone involved. This collaboration enables the formation of a student to his or her potential as a person of dignity, active in the world. Through the modeling of parents, faculty and parishioners students learn that they have a mission to serve others, embrace diversity and use their God-given talents.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV 1: The Meaning of All Saints Catholic School Assessment Results.

The purpose of the Stanford 10 Achievement Test (SAT), administered annually in September to students in grades 1-8 is threefold: identify each student's relative strengths and weaknesses, monitor the year-to-year growth in basic skills and provide data to identify strengths and possible weakness of the school's academic program. The Otis-Lennon School Ability Test (OLSAT), administered annually in September to students in grades 3-8, is a tool used to measure an individual's potential for academic success against his or her own performance, but does not serve to indicate school-wide strengths or weaknesses. Assessment results for the SAT provide easy-to-interpret formats of percentile ranks and stanines. These results offer insight into language arts and math growth, learning differences for individuals and overall grade skills. A close examination of these factors can provide for meaningful adjustments in curriculum and instruction.

SAT is a norm-referenced test which means that percentile scores of All Saints Catholic School students are compared to the scores of a group of similar students who have already taken the test at a prior date. For example, a 5th grade child in a Catholic school scoring at the 75th percentile in a particular area indicates that the child scored better than 75 percent of all other 5th grade children who have already taken the same test. It does not indicate that the child got 75 percent of the answers correct; only that the child got more correct than 75 percent of all other similar children who took the test. The 50th percentile is considered the average score, meaning that all scores above the 50th percentile are above average and conversely; those scores below the 50th percentile are below average. Reported scores also are presented for grade equivalencies. A child in the 5th grade at the time of the test in September would have a grade equivalency of 5.1; meaning 5th grade, the 1st month. Such scores are more readily interpreted by parents as they view their child's test report. Percentile scores are presented for comparisons to national as well as local results. The local percentile results refer to scores compared to local parochial and private schools similar to All Saints Catholic School. The national scores represent all school students in the nation who took the test including parochial, private and public schools.

Printed test results for reading and math include a total score for each subject—however each subject is comprised of two to three subheadings, depending on the grade level tested. Analysis of this year's test results, when compared to the local schools and nationally ranked schools, shows that All Saints Catholic School's percentile scores were, with only one exception, consistently above the reading and math averages. The one exception was the fourth grade class whose scores were slightly below the local averages in six of seven indicators—but not below any of the national indicators.

Increased effort in the 4th grade math program is indicated., Teachers and administration have developed a plan of action to remedy the situation not only for the remainder of the current year but for the future as well. This is how the standardized test results are studied and used to identify and monitor problematic areas to insure that students receive the educational instruction necessary for their success.

In eight short years All Saints Catholic School has grown from a population of 56 students to its current enrollment of 284. When a final class is added next year, the ever-changing population and student dynamic are expected to stabilize leading to even higher test results.

Part IV 2: The Use of Assessment Data

New students to All Saints Catholic School are required to take entrance screening tests appropriate to their grade and age for proper placement. At the beginning of each school year, formal mathematics placement tests are given to students in grades 6 – 8 to help identify appropriate placement in the mathematics textbook series.

SAT10 standardized testing is administered in September for grades 1–8. OLSTAT tests are given to students in grades 3-8. In October standardized test results received are reviewed by administration and teaching staffs to identify and develop strategies to address strength and growth instruction. The principal provides staff with an analysis of stanine scores by grade level in reading, math and language to assist and identify curriculum trends. Test results are reviewed in staff and department meetings to identify specific areas of strength and growth. Department chairs submit a report of their analysis to the principal with a plan to address areas identified in need of improvement. Standardized test scores also are used to identify and select students to participate in the diocesan’s gifted student summer enrichment program (1) and the school’s advanced math program.

Tests and quizzes covering core curriculum objectives are implemented to provide feedback for both the teacher and student. These results can indicate that specific objectives have been successfully mastered or that reteaching or further development is required. Enrichment, remedial, and tutoring instruction is provided on an as-needed basis. Teachers record a minimum of eight grades for class/homework and two grades for formal test/project/quizzes for mid-quarter report cards. For report card averages, a minimum of 15 grades for class/homework and four for formal tests/projects/quizzes is documented.

All Saints Catholic School has students with identified learning differences. Results, modifications or accommodations are discussed by administration, parents and staff to determine a course of action.

Part IV 3: Communicating Assessment Results

Subject area objectives and general expectations are provided to parents in the family handbook and communicated during parent curriculum night at the beginning of the school year. A separate handout addressing specific objectives and expectations for middle and intermediate grades is distributed to parents. Diocesan curriculum objectives may be viewed in the office at any time. Teachers write articles for *The Sainly Gazette*, the monthly school newsletter, relating the learning experiences that have occurred in their classes. Anticipated Weekly Assignments (AWAs) are posted on the All Saints Catholic School website, as are project expectations and test review study guides. Primary and intermediate teachers send home a weekly newsletter that details the learning for the week.

Parent conferences are held twice a year. Progress reports and report cards are sent out once a quarter. These reports provide an opportunity for teachers to discuss subject area objectives, expectations, and student progress with parents. The Harcourt Brace Home Report that communicates standardized test scores and interpretive results is distributed to all parents. Parents may request a conference with teachers and/or administration for additional interpretation of their child’s test results. The principal provides general information reflecting overall campus results of standardized testing to school families and prospective families during informational meetings.

1 The DeBusk Enrichment Center for Academically Talented Students (DECATS).

Part IV 4: Sharing Success with Other Schools

All Saints Catholic School is proud to share its best practices and successes with other schools. Teachers and administrators from other campuses often visit All Saints Catholic School in search of ideas to implement new technology programs. Administrators network during monthly principal meetings to share information and to identify ways to facilitate learning for students. All Saints Catholic School master teachers have proven to be excellent campus trainers and serve as mentors for novice teachers. Several teachers have served in leadership or teaching positions in the diocesan gifted and talented (DECATS) summer school program. The senior DECATS session for the top five percent of middle school students from the diocese was held at All Saints Catholic School in the summer, 2005.

The success of All Saints Catholic School is evident when faculty members have been selected to serve on the Diocese Leadership Team. These members work on curriculum issues with other schools to set direction and vision for the future. They also serve as presenters for in-services at the diocese and for other schools faculties. The principal is a certified trainer for Dunn and Dunn Learning Styles and the Success in Reading and Writing program and does training both on and off campus.

Technology is a tool that has great potential to expand links and communication networks with other schools. The Internet and email provide immediate access to school leaders around the state and across the nation who want to learn more about successes at All Saints Catholic School and for the staff to gather new ideas from other educators. The school's website, www.allsaintsk8.org, is another vehicle that is used to communicate information about successes and programs at the school.

PART V – CURRICULUM AND INSTRUCTION

Part V 1: All Saints Catholic School Curriculum

The purpose, design and implementation of the All Saints Catholic School curriculum represent the mission of the school. A Catholic atmosphere—shared and understood by teachers, students and parents, permeates all aspects of the curriculum. Instructional decisions support the school's academic goals, objectives and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

The curriculum is supplied and mandated by the Department of Education of the Catholic Diocese of Dallas. While it includes all elements of the Texas Essential Knowledge and Skills in content, the curriculum also includes the principles of the Catholic faith. Beyond daily academic core classes, All Saints Catholic School's curriculum includes Spanish for all grades and a varied elective program for grades 5-8 including technology, video production and computer programming in the HTML computer language.

The Harcourt Brace reading and language series and the Concerned Communication handwriting books publishing series are used in the language arts program for grades 1-5. K-3 teachers use the Saxon Phonics program. Diocesan curriculum objectives are met through systematic instruction of phonics, a comprehensive reading program and a structured writing program. In the middle grades, 6–8, objectives are met using the Prentice Hall Literature series to introduce students to different types of literature and elements of more advanced reading skills. Vocabulary, writing and grammar skills are developed and practiced in literature class and through cross-curricular cooperation among the teachers of different concentrations. All students are strongly encouraged to participate in the Accelerated Reader program, a computerized comprehension program.

Math in grades K–5 is taught through the Saxon program. In grades 6–8, the new Prentice Hall math series

is used. Algebra I is taught in the 8th grade. All students reap the benefits of the spiraling and sequential programs in which skills and concepts are reinforced throughout the year. Additionally, students take part in Math-a-thons, accelerated math classes and a variety of math contests throughout the year.

The religion program teaches students to think and act with a conscience by considering choices they make. Each room has a Peace Table where students may go with another to discuss and settle disagreements or arguments they have. All Saints Catholic School students actively participate in all aspects of planning weekly Masses and in varied community service projects.

In social studies students learn to understand themselves through the study of past and present societies. Students study state, national and world geography and learn about distinct and varied cultures. Field trips and projects help to enrich studies of state, national and world heritages. Each class presents projects on a country of choice for the school's annual International Night celebration.

Inquiry and investigative processes are an integral part of the learning process in science classes. Students undertake many hands-on experiments and have the opportunity to observe the world around them through nature walks, games, toys, songs and technology to deepen their learning experience. Students focus on a balance of concepts and processes to help them construct an understanding of their environment and the processes that affect it.

Spanish is taught to all students K-8. Several methods are used to teach multiple aspects of Spanish, from a basic introduction to the language to a more detailed view of its history and culture and religious feast days. Students participate in listening activities, writing experiences, oral and dramatic presentations to experience the flavor of learning about a new and vibrant language.

Physical education is offered to all students either two or three times a week. All Saints Catholic School offers a fine arts program that includes visual arts, music, band, speech and drama.

Part V 2a: The Reading Curriculum

Success in all subjects depends on one single subject: reading. The reading program, mandated by the Diocese of Dallas, is based on the principles of literacy and implements a multi-faceted approach that addresses and promotes the verbal and written skills necessary for reading proficiency and success in education and life.

The curricular approach to reading selected by All Saints Catholic School is based on several components: input and recommendations by the school's master teachers, indicated needs based on the results of standardized testing, and suggestions from the diocese.

Students in K–3 develop their phonetic skills working with the Saxon phonics program. The program is expanded in grades 1–3 by the use of the Harcourt Brace basic reading textbooks, which combines a sound set of motivational strategies and emphasizes all aspects of literacy: phonics, reading fluency, vocabulary and reading comprehension.

The same reading series is used for the intermediate grades continuing to provide a framework for success and progression through the grades. The program is supplemented by reading teacher-selected novels throughout the year. While basic skills are reinforced, more advanced reading and study skills are introduced.

In junior high, grades 6–8, students move on to the Prentice Hall Literature series which expands their

vocabulary skills. The program introduces and develops the students' understanding of the use of such literary elements as a plot, inference, figurative language and author's point of view. Novels, other than the literature of the texts, are used to develop a comprehensive offering of literary material to enhance the students' learning.

The computer-based accelerated reading program gives students the guidance to succeed and assists them in taking ownership of their learning. The program's software provides teachers with an easy-to-use method to monitor and evaluate a students' reading progress. This program is used with children at all levels across the grades.

Part V 3: The Math Curriculum

The opening of the school's mission statement says, "All Saints Catholic School exists to pass on the Catholic faith to our children in a challenging academic environment." While the curriculum is challenging across the board, the area where all students K-8 are consistently and successfully challenged is in math. This fact is validated by the scores on the standardized tests that are given each September. Math scores always are the highest or next to highest scores across all grades.

The Saxon math program is used in grades K-5. The new Prentice Hall math series is used to teach 6th grade math through Algebra I in grades 6-8. Both programs are spiraling and sequential. Skills and concepts are reinforced throughout the year. From grade to grade, teachers provide the needed methodology to reach students with varying learning styles.

All Saints Catholic School teachers enhance the students' math experience by using a variety of outside sources and materials including manipulatives, hands-on activities, the use of counters, concrete models, weights and scales and computer programs. Algebra tiles for modeling work with integers and math games to develop "outside the box" thinking are used. In lower grades the use of Judy clocks to teach time and play money to learn about real money for real life applications are some of many creative strategies teachers bring to their classes. Forty to 50 percent of all new instruction in the early grades is hands-on, including the use of the Understand, Plan, Solve (UPS) method of problem solving.

The school's resource teacher offers a weekly Accelerated Math class for advanced math students in grades 2-5. Students also take part in the St. Jude's Math-a-thon, Invent America Competition, Math Counts and The Learning Fair, the annual school-wide competition in science, math, writing, and fine and performing arts.

Part V 4: The Use of Different Instructional Methods

The All Saints Catholic School philosophy recognizes that each child is unique. Individual differences are respected and nurtured while each student develops to his or her fullest potential. Teachers employ techniques that encompass learning styles, multiple intelligences, critical thinking and emotional growth. General teaching techniques include small group learning, cooperative learning, experiments, role playing, listening and learning centers as tools to ensure equal learning opportunities.

All Saints Catholic School has a counselor and a gifted and talented teacher in the Learning Adventures Program. The counselor assists teachers and parents by doing observation, screening and assessments to structure a modification plan to meet student needs. Differentiated instruction and assignment modification is provided to targeted students. In Learning Adventures, students attend special weekly classes and are challenged to think "outside the box," to problem solve and use creativity.

Technology is a vital part of the school's learning environment. The entire school has wireless access, laptops, desktops, Alpha Smarts, Dana's (palm technology), televisions, DVD, video players, overhead and digital projectors, digital cameras and video recorders. Teachers and students have access to *United Streaming* and *Brain Pop*, two online resources with relevant media downloads to expand instruction. Students in K-8 use technology for research, instruction, project preparation and presentation. Students with specified learning needs such as dysgraphia or visual processing use the Alphas and Dana's for note taking, completing assignments and as assignment books.

To meet the school's goal of being child-centered, All Saints Catholic School is committed to early diagnosis and intervention of learning differences. Early diagnosis is vital to a student's success, development of confidence and for a secure working relationship between student, teachers and parents. Through these resources and techniques All Saints Catholic School recognizes the uniqueness of each student and is able to nurture them to their fullest potential.

Part V 5: Professional Development

Professional development, growth and in-servicing both on and off campus help teachers to maintain the ability to address the students multiple needs. Teachers are trained to meet students' individual needs at both ends of the spectrum. At the conclusion of each year, the staff performs an in-depth assessment to evaluate what has transpired and to identify areas in need of growth. Staff development is built around those needs. Topics include differentiated instruction, technology in the classroom and writing workshops. The diocese offers professional development workshops throughout the year that address such areas as writing, differentiated learning, types of testing and screening and interpretation of the Stanford Achievement Test results. With this in-service training teachers and staff are given a wealth of information to serve their students effectively and to know issues critical to education.

The diocese requires each teacher to complete 18 hours of professional development yearly. The administration supports this requirement by paying for workshop fees, supplying substitute teachers and offering in-house in-service. Teachers also receive training in technology to enhance their professionalism. This training includes the Renweb program which is the administrative software that enables the online grade book, attendance, e-mail, lesson planning and general data documentation on conferences with students and parents.

All Saints Catholic School is committed to provide a challenging academic curriculum designed to meet each student's unique gifts and talents. Professional development supports this goal. The faculty takes pride in its ability to meet the standards set for instruction that develops higher level thinking skills and leads students to achieve their learning potential. Impact is evident in departmental meetings, team teaching and in decisions made to address special needs of the middle school student. Changes and adjustments are made as required to continue the journey of each student to academic and personal success.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association (NCEA); National Middle School Association(NMSA)

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>\$ 4125</u> K	<u>\$4125</u> 1 st	<u>\$ 4125</u> 2 nd	<u>\$ 4125</u> 3 rd	<u>\$ 4125</u> 4 th	<u>\$ 4125</u> 5 th
<u>\$4125</u> 6 th	<u>\$4125</u> 7 th	<u>\$4125</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? \$ 6770
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 2645

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 35 %

Part VII – ASSESSMENT RESULTS

All Saints Catholic School is pleased to note a pattern of consistent progress in assessment scores achieved by students year after year. This is particularly exciting considering the relatively short tenure of the school as well as the fact that 10 percent of the school's population is made up of students with learning differences.

ALL SAINTS CATHOLIC SCHOOL Dallas, TX

SAT Stanford Achievement Test 10th Edition Form A, NORMS 2002
Harcourt, Inc.

Scores are reported here as percentiles. No students are excluded from the test.

	2005-2006	2004-2005	2003-2004
Testing month	September	September	September
Grade 8			
Reading	78	61	81
Mathematics	84	87	87
Number of Students tested	19	14	13
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 7			
Reading	76	77	77
Mathematics	80	81	85
Number of Students tested	26	15	11
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 6			
Reading	69	67	76
Mathematics	74	76	75
Number of Students tested	32	25	11
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Part VII – ASSESSMENT RESULTS
ALL SAINTS CATHOLIC SCHOOL
Dallas, TX

SAT Stanford Achievement Test 10th Edition
 Form A, NORMS 2002
 Harcourt, Inc.

Scores are reported here as percentiles. No students are excluded from the test.

	2005-2006	2004-2005	2003-2004
Testing month	September	September	September
Grade 5			
Reading	75	71	67
Mathematics	80	72	70
Number of Students tested	32	24	12
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 4			
Reading	64	71	64
Mathematics	64	73	51
Number of Students tested	23	26	17
Percent of total students tested	100%	100%	100%
Number of students excluded	0%	0%	0%
Percent of students excluded	0%	0%	0%
Grade 3			
Reading	71	65	74
Mathematics	75	62	80
Number of Students tested	41	21	12
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

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	2005-2006	2004-2005	2003-2004
Testing month	September	September	September
Grade 2			
Reading	66	78	76
Mathematics	73	80	80
Number of Students tested	34	33	16
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
Grade 1			
Reading	80	75	71
Mathematics	65	59	76
Number of Students tested	37	29	26
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%