

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

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

School Mailing Address 500 S. College
(If address is P.O. Box, also include street address)

Tyler Texas 75702-8117
City State Zip Code+4 (9 digits total)

County Smith State School Code Number* N/A

Telephone (903) 595-4109 Fax (903) 592-8626

Website/URL www.stgregory.info E-mail stgregory@stgregory.info

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

District Name Diocese of Tyler Tel. (903) 534-1077

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. John King
(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. 13 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				
PreK	16	17	33				
K	31	32	63				
1	21	26	47				
2	20	27	47				
3	32	25	57				
4	32	25	57				
5	26	34	60				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							364

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>75</u> | % White |
| <u>6</u> | % Black or African American |
| <u>12</u> | % Hispanic or Latino |
| <u>7</u> | % Asian/Pacific Islander |
| <u><1</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: 1.6 %

[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.	2
(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)]	6
(4)	Total number of students in the school as of October 1	360
(5)	Total transferred students in row (3) divided by total students in row (4)	.016
(6)	Amount in row (5) multiplied by 100	1.6

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

9. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 11

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: 9 %
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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>2</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> </u>
Classroom teachers	<u>22</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>30</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: 14:1

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	96%	96%	96%	97%	96%
Daily teacher attendance	97%	97%	97%	98%	98%
Teacher turnover rate	7%	9%	17%	14%	10%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

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

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

PART III - SUMMARY

In the heart of Tyler, Texas Azalea District lies St. Gregory Catholic Elementary School (PreK-5) which is part of the Tyler Catholic School System in the Diocese of Tyler. At its founding in 1946 the campus blended well into the neighborhood with its Georgian architecture, massive white columns and red bricked street. The school was five years in the making, coming at the end of World War II when delays, shortage of building materials, workmen and funds were hard to come by. The pastor, Monsignor Vincent Wolf, inspired a group of students to raise funds by selling war bonds. In effect, this was the beginning of a long standing commitment to community service by the youth of St. Gregory School.

St. Gregory opened its doors with an enrollment of 102 students. Six nuns from the School Sisters of Notre Dame staffed the school. Growth and expansion occurred over the next three decades as enrollment increased. Unfortunately, like many other Catholic schools across the nation, the rosy picture began to quickly fade. By 1991, the school system was fraught with administrative instability, declining enrollment and a spiraling debt of \$500,000. The pastor vowed to keep the schools open and return to a high standard of excellence. Joining in that commitment were the School Council and a new administrator who remains today.

St. Gregory is now flourishing once again with 360 students, administrative stability, a retired debt, a balanced operating budget and successful capital campaigns for new construction. A milestone for the campus will be its 60th anniversary celebration in 2006, particularly in light of the difficulties that nearly closed the institution in the early 90's. The anniversary will follow the December 1, 2005 opening of a new 8300 square foot academic wing. The latest addition is the culmination of a million dollar campaign to provide a new library, science/art lab, music hall and computer lab for the campus.

The mission statement establishes the school's primary goal as the on-going faith formation of the Christian person. The school believes that moral formation and academic education are the cooperative responsibility of the parents and the school. The school climate promotes learning, emotional growth, psychological development and religious formation. Importance is placed upon recognizing the rich diversity of the God-given talents that each student brings to the school community. The uniqueness of each student is nurtured in a loving atmosphere regardless of race, color or creed. St. Gregory places a high value on faith development, academic excellence, self-direction, personal responsibility and self-discipline as means for developing the total student.

The mission and philosophy of the school form the framework for the School Instructional Plan for

curriculum, instruction and program development at the school. The plan includes Transcending goals, Five Year goals, Annual goals and Envision Statements that provide for a systematic development of varied teaching practices. These includes teacher in-service, master teacher mentoring to new faculty members, teacher evaluations and administrative guidance to individual teachers. The collaboration of the pastor, administration, faculty, parents and school council create a solid working partnership for the school.

The students travel to the campus from a wide geographical area, an approximate 40 mile radius from the city. The current student body represents a culturally diverse population and wide cross section of socio-economic levels; yet every grade, 1-5, scored in the top ten percent of the country on its latest national standardized achievement test.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Tenth edition of the Stanford Achievement Test (SAT) is administered to students in grades one through five. The SAT offers a snapshot of the school's achievement highlighting areas of strength and areas for growth. These tests are mandated by the Diocese of Tyler to measure individual and school wide achievement. All students are tested, irrespective of any special learning needs and there are no apparent disparities among the subgroups.

The SAT is a norm-referenced test. Thus, the scores derived from this assessment can be compared to groups of students across the nation. St. Gregory uses this data to measure growth from one year to the next, to identify students with possible learning differences, and to examine the strength and areas for growth in content areas so that meaningful instruction can occur in a systematic process. St. Gregory primarily uses two forms of data received from the SAT, the National Percentile Rank (NPR) and Scaled Scores (SS).

National Percentile Rank ranges from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The NPR indicates the relative standing of students in the same grade who obtained scores equal to or less than the given rank. These scores are useful for comparing a student's performance on a particular subtest relative to the performance of other students. Percentile ranks are also useful for comparing a student's performance across content areas.

In the area of Reading, St. Gregory's overall NPR scores in grades 1-5 ranged from 70-86. These scores are in the top ten percent of the nation, well above the average NPR of 50. First and second graders demonstrated exceptional mastery as emergent readers with NP scores of 70 and 75 respectively. Areas of developmental growth include phonetic analysis of vowels and critical analysis of short passage comprehension. Third through fifth grade NPR scores were in the mid 80's range, indicating strong and consistent mastery of the content as students progressed through the school curriculum. One area of particular strength is Reading Comprehension with only 2 of the 165 students in grades 3-5 scoring in the below average range.

In the area of Mathematics, the overall NPR scores in grades 1-5 range from 78-88. These scores are in the top ten percent of the nation, well above the national average in all areas. Areas of strength in grades 1-2 are number facts and computation in context. Areas of growth include number sense, estimation, data and statistics. Grades 3-5 demonstrated exceptional performance with scores of 85, 88, and 82

respectively. Of the 165 students tested, less than 2% scored in the below average range on the problem solving component.

Scaled scores represent approximately equal units on a continuous scale. The SS facilitates conversions to other score types and is valid for studying change in performance over a period of time. St. Gregory charts the SS for students by grade levels from the time they begin testing in grade one until the students exit in grade 5. The longitudinal data indicates significant annual growth for all grade levels in the areas of Reading, Mathematics and Language.

The Otis-Lennon School Ability Test (OLSAT) is administered in grades two and five. This measure is used to assess an individual's potential for academic success. Discrepancies in the OLSAT and SAT scores may indicate possible learning differences so the school pays careful attention to this data.

An overall review of test data indicates that St. Gregory students achieve the academic success necessary to meet the challenges of middle/high school, college and eventually life.

2. Using Assessment Results:

The Stanford Achievement test data is first analyzed by the administration. Scaled scores for Reading, Mathematics and Language are placed on a longitudinal chart to determine growth by a given grade level from year to year and a global picture of the school as a whole.

The data from the content clusters report is then disaggregated by grade level, by homeroom class, and by individual student performance. The results are disseminated with the faculty during the June in-service meeting, so that during the summer teachers may begin preliminary lesson planning with the test results in mind. Each content cluster is broken into major subject areas and sub-topics within each subject. Clusters may be content specific or process specific. The summary of a group or individual's performance is reported in terms of percent scoring in the Below Average, Average or Above Average categories. This reporting method enables teachers and administrators to identify relative strengths and weaknesses within a content area for grade levels, homeroom classes and individual students.

After a review and discussion of the results, areas of instructional growth are determined. Staff development for the following year is also planned to correlate with any instructional areas spotlighted for focus. As a final analysis, the administration studies each individual student's score. Special notice is given when there is a discrepancy between the academic achievement level and the student's ability level at grades 2 and 5. A significant discrepancy may be a strong indicator of a learning difference such as dyslexia. In that event, additional data is collected from the teacher and parent to determine if further assessment or a special needs referral is warranted.

In August, the annual goals are revised based on the results of the standardized achievement test data and other teacher assessments of student performances.

3. Communicating Assessment Results:

All stakeholders receive relevant communication regarding assessment as the school strives to fulfill its educational ministry. Parents receive regular communication regarding assessment of their child's work through the following:

<i>Daily communication log</i>	<i>Weekly take-home folders</i>	<i>Parent/teacher conferences</i>
<i>Three-week progress report</i>	<i>Homework (assessed but not graded)</i>	<i>Six-week report card</i>

Standardized test data is compiled for both school and parental use. Following the annual achievement testing, parents receive a copy of the Stanford Achievement Test Home Report, which contains personalized test results. The report presents general strengths and needs in major subject areas. The student profile provides information for individual performance and may offer specific recommendations. Scores are given in terms of National Percentiles and are graphed for comparison.

An educational seminar is conducted for the Parent Teacher Organization to provide a similar of review test scores and outline their use in instructional improvement. The administration is available to meet personally with parents for further in-depth review of the data.

The principal annually reviews standardized test scores with the school council delineating the different types of data received and how it impacts curriculum planning and instruction. A longitudinal study is shared with the council tracking scaled scores in Reading, Language and Mathematics for each class of students from the time they are tested in first grade until they complete their educational tenure at St. Gregory.

Student performance is also shared through public relations and marketing brochures, in local and Diocesan newspapers and in the church bulletin. Assessment data is also shared with the feeder middle school and high school where 98% of the students will attend.

4. Sharing Success:

The administrative team shares successes by:

- Networking with administrators from the Diocese of Tyler, the Diocese of Dallas and the local private schools association
- Serving as chairs on accreditation teams for Catholic schools throughout the state
- Developing relationships with local public school districts to serve special needs students
- Serving on civic boards such as the Tyler Economic Development Council
- Making presentations to local agencies such as Rotary Clubs and Young Mothers Club
- Serving as a resource to schools on the use of test data to improve instruction
- Collaborating with the East Texas Symphony Orchestra to develop a Strings program for area schools

Teachers share successful instructional strategies and curricular programs by:

- Welcoming university students to observe in the classroom as a part of the teacher education program
- Modeling effective teaching practices for visiting teachers
- Collaborating with other educators in the development of curriculum and skills continuums
- Receiving professional honors such as WalMart's Teacher of the Year
- Collaborating on special events such as the East Texas Symphony Youth Concert

Students are visible examples of the school's success by:

- Participating in academic competitions, such as the National Mythology Exam
- Receiving awards for community service efforts such as the Stone Soup Award, Tyler Youth Volunteer Award, and Philanthropic Organization of the Year nominee
- Participating in live Internet research projects with other schools
- Performing music at civic events

St. Gregory shares the school's success through a variety of public relations and marketing activities. These include:

- School tours
- Invitation to school events, including open house and the all school musical review
- School publications such as the *Visions* newsletter
- School website, local and Diocesan newspaper articles
- The St. Gregory Fun Run, the second largest sanctioned race in the city

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Gregory uses curriculum provided by the Diocese of Dallas as the framework for classroom instruction. There is a traditional emphasis on basic skills but teaching practices are thought provoking and encourage critical thinking.

Envision statements are developed by all professional staff and encapsulate the focus of a curricular area. Statements for Curriculum are:

- *Proclaim the fullness of the Gospel through the Diocesan curriculum*
- *Maintain a total reading curriculum balancing structure and comprehension*
- *Maintain a total language arts curriculum that encompasses all facets of communication including listening, speaking, spelling writing and usage*
- *Enhance our manipulative based mathematics curriculum with technology and application*
- *Expand our experimental and discovery approach to science with technology and application*
- *Promote responsible citizenship through a comprehensive social studies curriculum*
- *Develop an appreciation for and an introduction to the Spanish language and culture*
- *Develop an appreciation for and an introduction to music*
- *Integrate and apply technology into learning*
- *Develop physical skills based on personal growth and development through a manipulative based and multi-sensory curriculum*
- *Engage all learners in problem solving, higher level thinking and research skills*
- *Differentiate curriculum for the learning different, accelerated and/or gifted students*

The **Religion program** addresses one of the school's primary goals, to fulfill the educational ministry of the Catholic Church. The religion curriculum is built upon an authentic Catholic vision of life and is reflective of the Second Vatican Council. Faith development extends to the students through classroom prayer, silent reflection, and weekly liturgy.

The **Language Arts** program is an integrated approach to Reading, Writing and English. Key concepts are derived from the National Standards. These include Higher Order Thinking, Print Awareness, Phonological Awareness, Decoding, Vocabulary, Comprehension, Reading Fluency, Literary Concepts, Readers Theatre, Poetry, and Written Expression. Spalding Phonics is taught in grades K-2 and Alphabetic Phonics is employed for remediation in the Reading Resource program.

The **Mathematics** curriculum is manipulative based and correlates to the National Standards for Mathematics. The basal series focuses on numbers and operations, algebra, geometry, measurement, data analysis, probability and problem solving. A sixth grade curriculum and textbook is used to successfully challenge all fifth grade students and prepare them for Algebra I in middle school. Students have been consistent award winners in Math competitions.

Science uses the inquiry method of instruction based on the National Science Education Standards. At least 40% of the instruction is devoted to demonstration and experimental activities. Students use the scientific method at all grade levels.

Social Studies provides a link between the past, present and future. The curriculum prepares students to obtain a geographical understanding of our world, to become productive citizens in a changing society and to explore a variety of customs and cultures. For global outreach students supported the Team Everest Project, an adventure developed to send 14 people with disabilities on a climb of Mt. Everest.

The **Spanish language** is taught weekly in grades Pre-K through Five and is designed to encourage all students to become bilingual. A motivational environment enhances the study through reading, writing, listening to, and speaking the Spanish language.

St. Gregory's **Fine Arts** objectives mesh Harcourt's Art Express curriculum and McMillan's Spotlight on Music text. The Artist-in-Residence program provides opportunities for collaboration between the professional artist and classroom teachers. Students experience live performance through the vocal choir, hand bell choir, All School Musical Review, and East Texas Symphony Orchestra.

Technology is a powerful instructional tool that is integrated throughout the curriculum. Students learn basic productivity such as word processing, drawing, spreadsheet, and graphics through presentation type software. The Internet is used for communication, online research, and curricular applications.

Daily **Physical Education** classes enable students to demonstrate competency in locomotor, non-locomotor, and manipulative based movement skills.

2a. Reading:

The Reading curriculum and scope and sequence bring together the National Standards for Reading and the components of the School Instructional Plan. Reading Envision Statements for the campus are:

- *A total reading curriculum balances structure and comprehension*
- *A total language arts curriculum encompasses all facets of communication including reading, listening, speaking, spelling, writing, and usage*
- *The approach to Reading instruction should be within the context of quality children's literature*
- *Decoding tools such as phonics, context clues, and structural analysis are essential aspects of instruction*
- *Instruction should encourage students to develop a lifelong love of reading*

Alphabetic Phonics and *Spalding: The Writing Road to Reading* are curricular components that provides a foundation for reading. Completing the curriculum is a systematic word study which includes phonemic awareness, phonics instruction, vocabulary, comprehension, fluency, reading response, and literature.

Literacy stations enhance learning in the lower grades. A thematic approach, such as fairy tales, provides the focus for literature infusion. Various reading methods provide ample opportunities for guided and independent practice, oral reading, shared reading, and interactive reading. Teaching strategies give students opportunities to excel in oral language and to see the relationships between sounds and written language.

State adopted basal textbooks, novels, and classic literature provide incentives for children to read. Students in grades 3-5 have required summer reading. These grade levels also complete independent

studies on at least four books of differing genres over the course of the school year. The lower grade levels have recommended summer reading. Special units of study, such as Greek Mythology in grade four and Shakespeare in grade 5, further enrich the curriculum. Grades 3-5 annually participate in the Texas Blue Bonnet Award by reading and voting on state nominated books.

2b. Mathematics:

The framework for the Mathematics curriculum is outlined in the School Instructional Plan and correlates to the National Standards of Mathematics. The envision statements developed by the professional staff include:

- *A curriculum that is manipulative based and includes distributive practice*
- *Mathematical learning should move from concrete to abstract levels of understanding*
- *Mathematics should be related to real life learning experiences*
- *Mathematics learning should be integrated into other curricula*
- *Computational skills should be applied to relevant and meaningful problem solving*
- *Logical thinking should be incorporated into mathematical teaching*
- *Technology should be applied to the mathematics curriculum*
- *Mathematics teaching should encourage career opportunities that utilize mathematical skills*

The basal series from Harcourt publishers has been adopted for the campus. Components of *Math Their Way*, *Mathland*, and *Calendar Math* are incorporated into the Pre-Kindergarten through first grade curriculum. Key concepts include graphing, number concepts, place value, time, money, and measurement. *Mountain Math*, a system to introduce new concepts and review skills previously taught, is added to the curriculum in grades 2-3. The 4th grade scope and sequence includes a compacted curriculum of fifth grade skills. A sixth grade curriculum and textbook is then used to successfully challenge all fifth grade students and prepare them for Algebra I in middle school. In addition, fifth grade students increase their problem solving skills using Jasper Woodbury, Vanderbilt University's interactive laser disc program, in which real life situations with more than one viable solution are presented. Fourth and fifth grade students annually compete in local and regional math competitions. With an emphasis on problem solving and real life application, the mathematics curriculum clearly addresses the mission of the school to educate the total child in all aspects of human growth and development.

3. Instructional Methods:

Teachers employ a variety of teaching methods guided by the in-service model of the School Instructional Plan. Teachers use their individual style and various techniques to convey their lessons to students. Engaging students in learning is achieved by student-teacher interaction. Within one class period it is not unusual to see a variety of methods of instruction such as whole-class instruction, small group instruction, individual instruction, lecture, discussion, discovery learning, cooperative learning, independent learning, centers, and lab or manipulative work.

Participatory decision-making at St. Gregory ensures provisions for differing student academic needs. The administration and teaching staff work together to assure that student placement from one grade level to the next is best for the student based on formal and informal assessments. Classes are heterogeneously grouped but efforts are made to match teaching and learning styles particularly for students with special learning needs. The *Instructional Envision Statements* set forth in the School Instructional Plan provide an overview of the philosophical practices that translate into classroom methodology.

- *Utilize the principles of learning and effective teaching practices which increase the probability of successful learning*
- *Use a variety of instructional techniques including lesson cycle, cooperative learning and inquiry approaches*
- *Employ a multi-sensory approach during instruction to provide for different learning styles among students*
- *Provide instruction at the appropriate level of difficulty to increase student success*
- *Create a motivational environment in the classroom by using the factors of success, interest, feeling tone, level of concern, knowledge of results and rewards*
- *Exercise reinforcement theory to strengthen productive behaviors in the areas of content, behavior, work habits, thinking and effort*
- *Integrate higher level thinking skills throughout all grade levels and content areas*
- *Provide practice sessions that are short, intense and highly motivating*
- *Make learning real, relevant and meaningful to students*
- *Create positive self-concepts among students*

4. Professional Development:

Professional development for new and experienced teachers is one key to student success. After careful review of standardized test data, staff development is correlated to the annual goals set by the faculty. This provides a direct link to help teachers impact content areas targeted for improvement. Ten staff development days are provided for the faculty on an annual basis. In addition, each teacher is required to obtain a minimum of 8 hours of professional development each year.

After reviewing targeted goals, national consultants are invited to the campus for total faculty in-service. Funds are available through the general operating budget, the school's foundation, private donors and federal funding. St. Gregory may also partner with other schools in the area to share expenses to bring a consultant of high caliber to the local campus. Significant funds are allocated to send administrators, faculty and staff to a variety of national, state and local conferences such as the National Catholic Educational Association, National Dyslexia Conference, Texas Conferences for Math, Reading and Science, Texas Physical Education Conference, and the Southwest Liturgical Conference. Stipends are also available for advanced college course credit.

Professional Development for new teachers is critical. The school recognizes the overwhelming responsibilities that first year teachers may encounter. Every attempt is made to hire new teachers before June to enable them to spend most of their summer preparing for the coming year. The administrative team meets with all new teachers for orientation and to review effective teaching practices. A mentor teacher, often the grade level chair, is assigned to the new hire. The pair meets to discuss curriculum, pacing calendars and campus instructional strategies. During the school year, peer observation is available in addition to the professional development opportunities previously noted.

This comprehensive approach to professional development, tied to instructional goals, ultimately results in higher student achievement and success.

PART VI - PRIVATE SCHOOL ADDENDUM

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

1. Private school association(s): National Catholic Educational Association;
Texas Catholic Conference Education Department
(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.)

Parishioner rate	All grades Pre-K-5	\$4,686
Non-Parishioner rate	All grades Pre-K-5	\$5,753
4. What is the educational cost per student? \$ 5,212
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1,874
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 22 %

PART VII - ASSESSMENT RESULTS

St. Gregory Catholic School
500 S. College
Tyler TX 75702
Phone (903) 595-4109 Fax (903) 592-8626
stgregory@stgregory.info

Reading: Grade 5

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th 2004-2005	10 th 2003-2004	9 th 2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	84	82	84
Number of students tested	57	55	44
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	90	NA	NA
Number of students tested	10	<10	<10

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Reading: Grade 4

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th 2004-2005	10 th 2003-2004	9 th 2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	85	82	80
Number of students tested	58	58	55
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	77	NA
Number of students tested	<10	11	<10

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Reading: Grade 3

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	86	80	77
Number of students tested	51	56	63
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	NA	77
Number of students tested	<10	<10	10

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Reading: Grade 2

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	75	82	78
Number of students tested	52	50	55
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	NA	NA
Number of students tested	<10	<10	<10

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Reading: Grade 1

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	70	72	85
Number of students tested	50	51	52
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	NA	NA
Number of students tested	<10	<10	<10

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Mathematics: Grade 5

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	82	81	90
Number of students tested	57	54	44
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	86	NA	NA
Number of students tested	10	<10	<10

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Mathematics: Grade 4

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	88	86	83
Number of students tested	58	58	55
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	81	NA
Number of students tested	<10	11	<10

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Mathematics: Grade 3

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	85	86	81
Number of students tested	50	56	63
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	NA	80
Number of students tested	<10	<10	10

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Mathematics: Grade 2

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	78	85	85
Number of students tested	52	50	56
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
Hispanic	NA	NA	NA
Number of students tested	<10	<10	<10

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Mathematics: Grade 1

Stanford Achievement Test

Edition/Publication Year: 10th/2002 9th /1995

Publisher: Harcourt

Scores are reported here as Percentiles

Edition	10 th	10 th	9 th
	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	80	81	86
Number of students tested	50	51	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
SUBGROUP SCORES			
Hispanic	NA	NA	NA
Number of students tested	<10	<10	<10