

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 5335 W. 16th Street
(If address is P.O. Box, also include street address)

Indianapolis Indiana 46224-6402
City State Zip Code+4 (9 digits total)

Tel. (317) 241-6314 Ext 127 Fax (317) 244-6678

Website/URL http://www.scscardinalnews.org E-mail bleek@saintchristopherparish.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* Ms. Annette Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. 317-236-1430

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. William Mowery

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 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 1998.
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 (Briefly explain)
- 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. 10 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	20	12	32	7			
1	20	19	39	8			
2	19	14	33	9			
3	18	11	29	10			
4	20	11	31	11			
5	20	10	30	12			
6	12	14	26	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							220

6. Racial/ethnic composition of the students in the school:
- 91.8% White
 - 2.7% Black or African American
 - 1.4% Hispanic or Latino
 - 1.8% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 2.3% Multi-racial

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

Based on 2002-2003

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	240
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

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

9. Students eligible for free/reduced-priced meals: 2%

5 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 5.5%
12 Total Number of Students Served

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

<u>6</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>2</u> (licensed)
Support staff	<u>1</u>	<u>5</u>
Total number	<u>12</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancies 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.7%	97.5%	97.4%	97.9%	97.7%
Daily teacher attendance	97.5%	97%	97.8%	97.6%	97.6%
Teacher turnover rate	0	0	10%	0	0
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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. Christopher School was founded in 1949 as the parish school for the Catholic community of St. Christopher in Speedway, Indiana. St. Christopher School operates with its own local governing board and also under the auspices of the Archdiocese of Indianapolis and the Diocesan Office of Catholic Education.

St. Christopher School is located at 5335 W. 16th Street in Speedway, Indianapolis, Indiana. The parish community draws from a much larger area, including Wayne Township and the communities of Avon, Plainfield, and Brownsburg. At the time of its opening, the school served grades one through eight. In 1984-85, the program changed to a kindergarten through sixth grade structure. A pre-school was added in 1992. The student body is comprised of parish registrants, the majority of which are Caucasian; hence our school population reflects minimal cultural diversity. Our enrollment consists of a population that is 91% Caucasian. Various cultures and races represent the remaining 9% of students.

Adjacent to the school facility is Leonard Park. There is a long-standing relationship among the parish, the school, and the Speedway Parks Department. Students of St. Christopher School enjoy recess in the park on a daily basis. The school also uses the park for physical education classes. This gives us the facilities for football, outdoor basketball, tennis, softball, and soccer, which we would not otherwise have. We also use the Speedway parks in our after school recreational sports programs.

Speedway City organizations partner with St. Christopher School in a myriad of ways. The Kiwanis Club, the local Lions Club, the American Legion, and the Chamber of Commerce often support students through programs, gifts to the school as a whole, or incentives for individual students. The *Speedway Town Press* is generous in the coverage of school events, as is the local cable station.

The mission of St. Christopher School is to strive to provide an education permeated with Catholic Christian values, which promote spiritual, moral, intellectual, physical, and social growth for our students. St. Christopher School seeks to be an extension of homes that challenge students to achieve their potential and build an awareness of their great worth as children of God, capable of making significant contributions to others at home and throughout the world. To this end, faculty and staff work to ensure that each child is recognized, affirmed, and challenged, not only in their areas of strength, but also in their areas of weakness.

St. Christopher School enjoys a stable student population. The majority of our graduating sixth graders entered at the kindergarten level. Fourteen teachers represent a total of 251 years teaching experience, 201 of which have been at St. Christopher School.

Parents, students, and teachers work together with high expectations for student achievement. Reading, Writing, and Arithmetic have been accompanied by Religion, Respect, and Rules to create an environment that nourishes each individual, while preparing him/her to face the world to the fullest of his/her God-given potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. Christopher School Assessment Results

Assessment data has been obtained from ISTEP+ test reports furnished to the school by the Indiana Department of Education (www.doe.state.in.us) and verified by Dr. Ron Costello, Associate Executive Director of Catholic Education for the Archdiocese of Indianapolis.

St. Christopher School

For the past three years, our sixth grade scores have consistently been at the ninetieth percentile or above. In 2001-2002, 91.7% of our sixth grade students passed both Language Arts and Math. This same group of students had a passing rate of only 75% in third grade for both Language Arts and Math. Similarly, the scores of sixth graders in 2002-2003 increased from a passing rate of 84.4% as third graders to a passing rate of 93%. This same improvement trend is seen by the increase in the sixth graders' scores of 2003-2004 from a passing rate of 79% as third graders to a passing rate of 93%. This improvement represents considerable effort on the part of students and teachers alike.

St. Christopher School compared to Indiana Schools

In the past three years, the state average for sixth grade students passing the Math portion of the ISTEP+ has ranged from 62% to 69%. St. Christopher School's average passing rate in that same three-year period ranged from 96% to 100%. For sixth grade Language Arts, the state average ranged from 53% to 70% for students passing. Again, within that same time frame, the average passing rate of students at St. Christopher School ranged from 88% to 96%. In the past three years, the state average for third grade students passing the Math portion of the ISTEP+ has ranged from 67% to 71%. St. Christopher's average in that same three-year period ranged from 78% to 86%. For third grade Language Arts, the state average ranged from 65% to 73% of students passing. Again, within that same time frame, the average passing rate of students at St. Christopher School ranged from 86% to 94%.

St. Christopher School compared to Indiana Non-Public Schools

When comparing St. Christopher School students with other Indiana non-public school students, we again find that our scores reflect a high level of achievement. The three-year range for our sixth grade students passing the Math portion of the ISTEP+ is 96% to 100%, compared to the non-public schools' passing range of 80% to 85%. In Language Arts, the passing range for St. Christopher School is 88% to 96%, whereas our non-public school counterparts have a range of 75% to 86% passing rate. For third grade Math, the non-public schools' passing rate ranged from 64% to 80%, while St. Christopher students' passing rate ranged from 74% to 86%. For third grade Language Arts, the non-public schools' passing rate ranged from 70% to 81%, whereas, St. Christopher's average ranged from 77% to 91%.

Upon disaggregation of these statistics, several conclusions can be drawn:

- St. Christopher School students score well overall.
- St. Christopher School students score significantly higher than the state average.
- St. Christopher School students score above their non-public school counterparts.
- St. Christopher sixth grade students improve their own third grade performance.

The challenge for the faculty and staff of St. Christopher School is to use the assessment data to understand and improve overall student and school performance.

2. Assessment Data: Understanding and Improving Student and School Performance

There is a high level of teacher expectation, which correlates to student improvement. St. Christopher School monitors the Indiana Statewide Testing for Educational Progress (ISTEP+) very closely. St. Christopher School's faculty and staff analyze test data to determine student and school strengths and weaknesses. This information is shared with the CCD/School Commission and goals are set to raise the level of student proficiency.

Classroom instruction is closely aligned with state standards and essential skills. Particular emphasis is placed on student weaknesses as revealed by the disaggregating of local and state assessments. Because there is minimal racial diversity within the student body, making information on subgroups non-significant, we have begun disaggregating state assessment data by quartile groups.

Based on recent data, local assessments have been developed for pre- and post-testing with a mid-year benchmark in the areas of Language Arts and Math. The improvement of writing skills is one of our current goals. We are developing a school-wide rubric for the writing process and investigating successful instructional strategies for the teaching of writing.

Because of our findings, we have based our goals for North Central Accreditation student and school improvement in the areas of Mathematical Problem Solving and the Writing Process.

3. Communication of Student Assessment Data

Various methods are used by St. Christopher School to effectively communicate student improvement and school performance to students, parents, parish members, and the community as a whole. The most basic form of communication is between the home and school. Results of classroom activities are communicated daily, via the use of a St. Christopher School "take home-bring back folder." This folder has been established as a means of communication between home and school and is used consistently in kindergarten through sixth grade. Each teacher has a voicemail system as well as an individual e-mail address, providing many open avenues for communication. Formal report cards are based on a nine-week schedule with progress reports sent at the mid-point. Both reports must be signed and returned.

Honor roll, student work, academic programs, and competitions are published in the school newsletter and the local paper to acknowledge student achievement. Open Houses and school programs allow the public to view the work of St. Christopher School students or to see them perform. The parish bulletin highlights school achievements and activities. There is a school link on the parish website (www.saintchristopherparish.org) as well as a student driven website (<http://www.scscardinalnews.org>) that keep us connected to the outside community. In addition, the Department of Education for the state of Indiana maintains an extensive historical profile of St. Christopher School on its website at www.doe.state.in.us.

4. Sharing Successes With Others

As one of three schools in the Archdiocese of Indianapolis participating in Project REACH (**R**ecognizing **E**xcellence in **A**ll **C**hildren), St. Christopher School has collaborated with other schools to research, learn, discuss, and implement the best educational practices. St. Christopher School has been a site for student teachers from various universities and has worked with cadet teachers from Cardinal Ritter High School. We have been chosen as a host school for San Damiano Scholarship students who are part of the Catholic Educator Program at Marian College. These students spend all of their college practicum experience at St. Christopher School. In addition, St. Christopher School teachers share their expertise and knowledge by serving as presenters for the Archdiocese of Indianapolis. Two members of the faculty serve as mentor trainers for the Indiana Department of Education State Mentor Certification Program. These teachers work with beginning teachers in their internship, assisting them in reaching the requirements of the Indiana Professional Standards Board. In recent professional development training, we have established a collegial relationship with the Illinois Department of Education. Using the Internet as an effective method to communicate with other professionals, teachers from St. Christopher have been chosen to post their best lessons plans on the Archdiocesan website. Our fifth and sixth grade students, led by our Media Specialist, are able to utilize their technological skills by maintaining the school web page. St. Christopher School will continue to work in partnership with other REACH schools to share successes and best practices. Through an active leadership role, we hope to encourage other schools to take advantage of the knowledge and training available through project REACH!

PART V – CURRICULUM AND INSTRUCTION

1. St. Christopher School's Curriculum

The mission of St. Christopher School challenges students to achieve their potential and build an awareness of their great worth as children of God capable of making significant contributions to others at home and throughout the world. The faculty of St. Christopher School is dedicated to making sure all students are actively engaged in lessons that will benefit them for years to come. Instruction based on the Indiana Academic Standards is delivered to students in a variety of strategies. These include field trips, guest speakers, differentiated instruction, cooperative learning, brain compatible teaching, and independent practice.

The skills taught in language arts lay the foundation for other areas of curriculum. Listening, speaking, reading, and writing are developed not only during language arts class, but also across the curriculum. For example, students are encouraged to explain how they solve math problems in both written and oral communication forms. Utilizing a multi-sensory approach to the teaching of reading, students at St. Christopher develop strong reading skills for all curricular areas. This approach also facilitates differentiated instruction, thereby meeting the needs of gifted and talented learners as well as those who struggle. All students participate in daily reading, writing, and listening activities. Students at the fifth and sixth grade levels prepare the school website and produce a newspaper using essential skills developed in language arts.

Real world problems are the basis for the math curriculum at St. Christopher. The ability to problem solve is encouraged and developed in each student through the use of manipulatives and connections to the real world. Students solve daily problems, and at each grade level are encouraged to write their own problems. Students who leave St. Christopher find their transition to other schools to be smooth and are often placed in advanced math classes. According to a recent school survey, over two-thirds of the math teachers of former St. Christopher school students rated them as having excellent preparation for further math studies.

An inquiry approach to the teaching of science and social studies allows students to develop their problem solving abilities. By employing higher level thinking skills, students are challenged to think in a scientific manner. The use of experiments and a hands-on approach ensures that teachers are reaching all students. The school community mirrors the community at large, in that the students must respect and obey school rules, which are developed at the classroom level. Students are expected to be contributing members of the school community, and they learn their social studies lessons through this structure. Fifth and sixth graders participate in the “Exchange City” project, while the entire school is involved in Junior Achievement. The use of projects, field trips, and guest speakers enhances the study of Indiana, United States, and world history. In the light of democratic and Catholic values, these studies help students to understand the important role that they play as citizens of the world.

Art, music, physical education, health, and technology are important parts of the St. Christopher School curriculum, and these areas work to support other curricular areas. Students participate in these classes twice a week, and the teachers of these special areas work closely with the classroom teachers to develop strong units. Theater and drama standards are met through a variety of classroom experiences and culminate in an all school production during Catholic Schools’ week. Students also participate in poetry recitation, Spell Bowl, and other academic meets. Weekly Mass participation affords another opportunity for public speaking and musical performance, since students serve as lectors, petition readers, choir members, and altar servers.

2. Reading Curriculum

Reading instruction is based on a multi-sensory approach that is differentiated to meet the needs of all learners. Teachers provide students with a strong foundation in phonics and utilize additional instructional methods to build students’ comprehension skills. Students are taught to predict outcomes, compare and contrast different types of writings and perspectives, analyze informational texts, and reflect on their readings, all of which help them to connect writing and speaking to the text. St. Christopher School celebrates reading by having a contest where students guess which books are teacher favorites, by employing Book It by Pizza Hut, and by having students perform plays and puppet shows. Students participate in DEAR (Drop Everything and Read) on a daily basis, which encourages reading for pleasure by the students. Students also write and create their own books and share them with other students in the building. Older students pair up with younger students as reading buddies to encourage a love of reading. Finally, students and teachers share their opinions of different books on the school’s website.

A variety of approaches are employed to teach phonics. Teachers use mirrors to teach students tongue and mouth positions in order to clearly produce phonemes. In addition, students utilize sand boxes, magnetic letters, carpet squares, paint pockets, and other tactile methods to learn letters and letter sounds. This develops an awareness of the relationship between reading, writing, and spelling.

Teachers utilize choral reading and rereading to increase fluency and to build comprehension. In addition, students are taught to use graphic organizers to help them organize the knowledge that they gain from reading informational text. Students are taught how to outline and to use pre-reading strategies, such as prediction, to gain more meaning from their reading text. In addition, students are asked to read different types of material, including novels, poetry, newspapers, magazines, the Bible, and informational text. At all grade levels, teachers read aloud to students on a regular basis, fostering a love of life-long learning and reading. Through these experiences, St. Christopher students are able to understand how reading expands their world.

3. Religion –Curriculum Area of Choice

Students at St. Christopher are often reminded that religion is the basis for the very existence of our school! We strive to provide an education that is permeated with Catholic values. Based on the Archdiocesan standards, classes at all grade levels focus on three main areas: doctrine, which includes the traditions, beliefs, and history of our faith; morality, which challenges our students to take these beliefs and make them active in their daily lives; and service, which offers opportunities for students to advance their faith journey while serving both God and others.

As part of the religion curriculum, the school has structured its discipline program around our religious values. The question, “What would Jesus do?” assists students in making behavioral choices. Students are taught to respect all life, which imposes a high standard for excellent behavior in the school. By emphasizing personal respect, students learn to regard their noise level and to follow the rules established by the church and school. By making our faith the basis for all activity in the school, students understand that religion is not just a class, but a way of life.

Students participate in weekly liturgy and many times, teachers base their lesson plans on this liturgy. Through liturgy, students read scripture and discuss the application of this scripture to their own lives. Priests and parish staff collaborate with the faculty to develop appropriate worship opportunities for the students. Study of the Holy Scriptures helps students build an understanding of how we should live and act as Catholics.

Prayer is a daily activity at St. Christopher School. Students learn different forms of prayer, including the rosary. They also learn the prayers of Mass and the Stations of the Cross. Additional opportunities for prayer occur during Advent and Lent.

Sacramental preparation is an important part of religious education at St. Christopher. Second graders prepare for reception of the Eucharist, while fourth graders receive the sacrament of Reconciliation for the first time. These activities further enhance the concepts of doctrine, morality, and service.

Service projects at St. Christopher are many. They include the collection of food for the parish food pantry. Gently used clothing is collected and distributed to those in need. Students have raised money to send to Africa to assist the John T. Judie Institute in building a school in Zimbabwe. The important role St. Christopher School played in the building of this school is a great source of pride for the community. Additional fund raising efforts will assist the Judie Institute in purchasing much needed equipment and curriculum materials. Students serve the St. Christopher parish community by visiting the elderly, writing letters to shut-ins, and providing entertainment for the 55+ Club. Students also perform office and maintenance chores as necessary, thus providing them with a wide range of service opportunities that help them to understand the responsibility that they have to their parish and to God to serve as Jesus taught us.

Students in sixth grade take part in the *Promise to Keep: God's Gift of Human Sexuality* program. This religious education curriculum emphasizes the importance of individual actions and consequences. Sponsored by the Archdiocese of Indianapolis, the program involves high school students as mentors, and teaches students the negative consequences of sexual involvement before marriage. The program also covers such topics as how to deal with peer pressure and ways to develop healthy relationships, and it gives educational information about sexually transmitted diseases, including AIDS.

4. Instructional Methods

Teachers at St. Christopher School are exemplary in their educational practices. A variety of research based instructional techniques are employed in order to meet the needs of all learners. Teachers implement pre-assessment strategies, including KWL charts (a graphic organizer outlining: K- What we already know, W- What we want to find out, L - What we have learned), pretests, people searches, human graphing, and defuzzing wheels to determine where they begin each lesson. Following pre-assessment,

teachers base their instruction on the pre-assessment results, as well as other student information, including knowledge of multiple intelligences and Bloom's Taxonomy. Teachers challenge students to think, problem solve, and to deeply process information. Teachers also use their knowledge of brain compatible teaching techniques and can relate instruction to a student's previous learning based on the pre-assessment results.

In order to actively engage students, teachers use white boards so that each child responds to each question. Teachers also use Think, Pair, Share activities to increase student engagement and learning. By tiering assignments and utilizing stations, teachers are able to provide students with many opportunities to learn the content based on their ability and/or multiple intelligence strength. Cooperative learning strategies, such as jigsaw, encourage students to work with others while learning the content. Brain research shows that retention is increased when students are actively engaged in the teaching process. As a result, students at St. Christopher School are challenged to create and share their own questions and problems with their peers.

5. Professional Development

Through Project REACH, teachers at St. Christopher have participated in Schools Attuned training, a program based on the research of Mel Levine at the University of North Carolina. This training has led to the implementation of a Student Assistance Team at St. Christopher, and, as a result of this training, behavioral and learning referrals have both declined this year.

Teachers have also participated in numerous workshops covering the topics of Differentiated Instruction, Brain Compatible Teaching, and Teaching the Gifted and Talented. Through the use of research conducted by Carol Tomlinson, the teachers at St. Christopher are actively involved in pre-assessing students and then developing lesson plans that reach the needs of all learners. Student engagement is at an all time high, as teachers are working to develop lessons that are brain compatible and encourage students to be active learners.

Knowledge of the brain and how students learn has been the basis for much professional development at St. Christopher. Teachers have read the work of David Sousa and Patricia Wolfe and have used their work to plan lessons based on the Primacy-Recency Effect. This has led to lessons that are structured to optimize learning time and provide for activities that promote higher-level thinking based on Bloom's Taxonomy. Teachers at St. Christopher are using an approach similar to the Parallel Curriculum that recent research indicates may best meet the needs of our gifted and talented students.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): National Catholic Education Association
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes x No

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$2700}{\text{K}}$	$\frac{\$2700}{1^{\text{st}}}$	$\frac{\$2700}{2^{\text{nd}}}$	$\frac{\$2700}{3^{\text{rd}}}$	$\frac{\$2700}{4^{\text{th}}}$	$\frac{\$2700}{5^{\text{th}}}$
$\frac{\$2700}{6^{\text{th}}}$	$\frac{\$}{7^{\text{th}}}$	$\frac{\$}{8^{\text{th}}}$	$\frac{\$}{9^{\text{th}}}$	$\frac{\$}{10^{\text{th}}}$	$\frac{\$}{11^{\text{th}}}$
$\frac{\$}{12^{\text{th}}}$	$\frac{\$}{\text{Other}}$				

2. What is the educational cost per student?
(School budget divided by enrollment) \$ 3690.18
3. What is the average financial aid per student? \$ 1,150.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 9.5%

