

**2004-2005 No Child Left Behind - Blue Ribbon Schools
Program**

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal: Mrs. Cheri L. Wood

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

Official School Name: St. Edward the Confessor Parish School

(As it should appear in the official records)

School Mailing Address: 33866 Calle La Primavera

(If address is P.O. Box, also include street address)

Dana Point

CA

92629 -2020

City

State

Zip Code+4 (9 digits total)

County: Orange

School Code Number*: N/A

Telephone (949) 496-1241

Fax (949) 496-1819

Website/URL stedward.com

E-mail: cwood@stedward.com

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

Date _____

(Principal's Signature)

Name of Superintendent*: Father Gerald Horan, Department of Catholic Schools

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

District Name: Diocese of Orange County, CA Tel. (714) 282-3055

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson : Mrs. Geri Nealon

(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.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 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				7	30	37	67
K	32	35	67	8	19	16	35
1	39	33	72	9			
2	39	33	72	10			
3	38	33	71	11			
4	28	38	66	12			
5	32	35	67	Other			
6	30	35	65				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							582

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>89.6</u> | % White |
| <u>2.8</u> | % Black or African American |
| <u>4.8</u> | % Hispanic or Latino |
| <u>2.6</u> | % Asian/Pacific Islander |
| <u>0.2</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: 1.03 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1 (same as in #5 above)	582
(5)	Subtotal in row (3) divided by total in row (4)	0.00103
(6)	Amount in row (5) multiplied by 100	1.03%

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

9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

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: 1.0 %
6 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </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>2</u>	<u>1</u>
Classroom teachers	<u>21</u>	<u>10</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>18</u>	<u>6</u>
Support staff	<u> </u>	<u> </u>
Total number	<u>42</u>	<u>17</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 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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	99.9%	99.9%	99%	98%	99%
Daily teacher attendance	98.7%	99%	98%	97%	98%
Teacher turnover rate	7.8%	2.8%	9.0%	3.2%	3.4%
Student dropout rate (middle/high)	0%	0%	0%	00%	0%
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

PART III - SUMMARY

St. Edward the Confessor Parish School is a parish school established in 1981 in the Diocese of Orange, California, and is located in an upper middle-class, predominately Caucasian community. St. Edward the Confessor Parish School serves families who belong to the parish of St. Edward the Confessor Parish Church. School openings are extended to the surrounding community once the needs of the parish families have been met. St. Edward the Confessor Parish School serves 582 students in grades kindergarten through eighth grade that reflect a variety of races and ethnicities and use English as their primary language. The existing classes include up to 36 students per class. St. Edward the Confessor currently has four classes in a half-day kindergarten, two classes in each level from grades one through seven and one class in grade eight. Admission projections indicate that enrollment will increase to a capacity of 648 students by the 2005-2006 school year. Current staffing accommodates one classroom teacher and a teaching assistant for every 36 students. The school community includes individuals with disabilities; it has in place and is currently making improvements to accommodate special needs students with an auxiliary program that was initiated in 2000 to service these students and their classroom teachers. St. Edward the Confessor Parish School is a newly remodeled permanent campus that includes 25 classrooms, two lunchrooms, two computers labs, one science lab, one library, one extended-day facility, administrative offices, one physical education office, one staff lounge, one kitchen, and one multi-purpose room/gym. There are three playgrounds, a large field and a large hardtop play area. On campus we also have our parish church, offices, and facility center to serve our parish community. St. Edward the Confessor Parish School completed the WASC/WCEA visit and evaluation in March 2004 and received a full 6-year term of accreditation until June 30, 2010.

St. Edward the Confessor Parish School shares in the mission of the church to communicate the Gospel message, to build the Christian community and to serve others. We assist and complement parents as the primary educators of their children in the formation of Catholic standards and values. Through a holistic approach that emphasizes an excellent education in the traditional basic subjects, we strive to develop our students spiritually, intellectually, physically, psychologically, socially, emotionally and multi-culturally.

Diocesan and WCEA/WASC standards require the development of Schoolwide Learning Expectations. These are used in curriculum development and assessment. They are written as follows: A St. Edward the Confessor Parish school graduate is a faith-filled Catholic Christian who understands and models strong Catholic principles, has a Catholic identity, can put their faith into action and can live a "Christ-like" life, is a person who respects and is a guardian of all life, is able to make wise decisions based on good Catholic moral values with a clear understanding of consequences, and is a compassionate and caring person. A graduate is also a life-long learner who is academically knowledgeable, is a critical, independent thinker with good judgment, is able to organize time and tasks in order of priority and urgency, is able to attain the skills necessary to set and achieve goals, and has the desire to never stop growing or adapting to new ideas. Also, a graduate is an integrated individual who has a global vision of one's role in society, seeing diversity in others and accepting those differences and celebrating them, is a person of character with integrity, accountability, responsibility, and self-discipline, is a steward with the knowledge of self, which leads to a realization of their God given talents, is a health-conscious individual able to make healthy choices, and is an effective communicator. These Schoolwide Learning Expectations guide our curriculum and future planning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

St. Edward the Confessor Parish School participates in the fall norm testing mandated by the Diocese of Orange, Department of Catholic Schools. The mission and focus of the testing is to measure students diagnostically at the beginning of the school year and is not meant to measure school performance. In order to consider these scores in this manner, it is important to note that the norm group would test the knowledge of prior school year after a summer break. In addition, the assessment results reported are comprised of the last two years of ITBS Form A and one year of SAT/9 because the Diocese changed assessment systems during this time. Because of this, longitudinal study can only be statistically performed for the last two years. Another factor that affects the overall results is the number of students tested. During this three-year period, we were still doubling some of the grades in the school, so the number of students tested beginning in 6th grade in 2002 was half the number in the other grades. In reviewing the scores, the percent total number of students varies only due to absent students who were unable to retake the test. Even though these factors affect the study of the results, careful study indicates the St. Edward the Confessor Parish School students perform at the level that deserves Blue Ribbon recognition.

The Reading Scores reported as percentile ranks indicate that the students significantly exceed the 90th percentile in all grades. This is particularly notable in the intermediate grades of 3rd through 5th. It is expected for 2nd grade to test lower than the other grades, since it is their first experience with standardized testing and our curriculum is not focused upon test preparation. In addition, a new reading textbook series was adopted for K – 5 in the 2001 school year with the intention of improving instruction. Current assessment results in 3rd through 5th support that expectation that the new textbook series would improve learning. In addition, the introduction and wide utilization of Accelerated Reader in 3rd through 8th grades helped to boost our reading comprehension scores. Our focus on literature-based and grammar instruction in the junior high grades has maintained higher percentiles as well. Sustaining and improving our current strategies will continue these high standards in reading scores.

The Mathematics Scores with computation are also reported as percentile ranks. The scores indicate that the students exceed the 90th percentile over the three years with lower scores seen in 2nd and 6th grade. Again, it is expected for 2nd grade to test lower than the other grades, as mentioned above. In addition, a new math textbook series was adopted for 1st – 6th in the 2001 school year with the intention of improving instruction. Current assessment results support that expectation that the new textbook series would improve learning. This is shown with this year's 5th and 6th grade assessment results showing marked improvement over last year. In review of the results of the 2nd through 4th grade a few curriculum issues emerge for future planning in meeting the new Diocesan and California State Standards in mathematics. Some concepts will need to be introduced sooner and some work with computational speed and accuracy is needed. As a pilot, the 3rd grade did some review and test preparation for the testing. There was a longitudinal trend that supports the benefit of that pilot. There was an increase in percentile rank from 68 percentile in 2nd Grade to 85 percentile in 3rd grade, which went back down in 4th grade to the 71st percentile and stayed relatively stable thereafter. Therefore, implementation of all of these new strategies will only continue to increase these high scores.

1. How the school uses assessment data to understand and improve student and school performance.

At St. Edward the Confessor Parish School, teachers use a variety of formal and informal assessments to evaluate student learning and to ensure that the students' needs are being met. The administration and faculty use assessments as a means of determining if students are achieving our Schoolwide Learning Expectations and grade level subject area expectations based upon diocesan and state standards. Teachers integrate both alternative and authentic assessment throughout the teaching and learning process, thereby providing them with the tools by which they can determine what modifications and adjustments are needed to help them reach their goal.

The needs of the students and the desired outcomes determine the choices of assessments that include traditional and alternative assessments. Traditional assessments include teachers' observations, standardized tests (SAT 9/ITBS norm referenced, fall administration), teacher created tests and quizzes, publisher assessment resources, written homework assignments, study guides, research reports, daily class work and projects. Alternative assessments include class discussions, assignments with specific rubrics, cooperative and collaborative projects, student presentations, projects requiring manipulatives, oral vs. written assignments, debates, and multi-media presentations. Our grading reflects a balance of the various types of assessments used, and matches particular assessments to the multiple learning styles of our individual students.

The faculty utilizes the standardized tests diagnostically and for curriculum action planning. As a diocesan school, the faculty is trained by representatives from the testing company in a post-test in-service to interpret the results. They are provided with all of their score reports, interpretive guides and worksheets guiding them toward planning instructional change. The teachers are expected to complete these guides and return them to the administration. The teachers then meet in grade level meetings to share results and action plan for the future and plan for the articulation of particular students to the next grade in the fall. In this way, the teachers and administration become a team to support individual children and guide instructional change in order to improve school performance.

2. How the school communicates student performance, including assessment data, to parents, students, and the community.

St. Edward the Confessor Parish School has consistently been using standardized testing (SAT9 and ITBS). The administration and teachers are trained and study these reports to determine trends. The individual results are sent to the parents and often discussed in parent-teacher conferences in the fall. Following these reports, the principal offers an evening presentation for the parents regarding the interpretation of the results and makes individual appointments to action plan for individual students. The overall school report is first presented to the Pastor, then to the Parent Guild Organization and the School Commission by the principal. The report typically includes grade level group performance reported as percentile ranks and stanines. In addition, the principal indicates the trends and instructional planning changes proposed as a result of the standardized assessment. As a diocesan school using a fall norm-referenced test, school results are not reported to the community at large. In-Depth Studies required yearly by the diocese guide teachers to accomplish Schoolwide Learning Expectations. St. Edward the Confessor Parish School also has a yearly Progress Report of WCEA/WASC action plans that is submitted to the Diocese of Orange.

The other avenues used to report student performance are through the use of progress reports, parent-teacher conferences in the fall and as needed, Student Learning Assessments (report cards each trimester), and weekly updates on student academic progress and behavioral reports. In the

computer lab, students participate in the STAR Reading Assessment, Accelerated Reader, and Early Literacy computer programs. These programs print reports that track student progress. In addition, our teachers post weekly assignments, grades, long-term projects, upcoming tests and quizzes and student achievements via the Internet using Edline. All of these methods communicate the children's achievement by evaluation in the light of student work during their seven-hour school day. Examples of evaluation are publisher tests, teacher created tests, informal observations, rolling portfolios and authentic assessment.

3. How the school has shared and will continue to share its successes with other schools.

We are dedicated to our philosophy in all we do as a school community. In our observation, our faculty lives daily our mission statement and philosophy and constantly encourages the attainment of our student Schoolwide Learning Expectations and shares this through diocesan in-services and collaboration. As a diocesan school, teachers participate with all the other diocesan schools in several yearly in-services, curriculum committees, leadership groups and articulation meetings.

In addition, the principal is a charter member of an Orange County organization called SOCAPS, South Orange County Association of Private/Parochial Schools. This is a consortium of twelve local principals of private/parochial schools who get together for the express purpose of offering their staffs affordable in-services in spiritual and academic development. The mission of the group is to enrich private /parochial education in South Orange County through collaborative efforts, positive communication, academic enhancement and interaction among our member schools. This will be the third year of collaboration for two in-services per year offered to all the member schools' teachers.

A smaller consortium of the SOCAPS schools, including St. Edward the Confessor Parish School, are also in greater collaboration through articulation meetings with local Catholic and public high schools. This has occurred as an intense analysis and administration/teacher training regarding a potential International Baccalaureate, Middle Years program for our school in 6th through 8th grade. Currently, the group is drafting a proposal to be accepted as a consortium of schools by International Baccalaureate leadership. As a diocesan, SOCAPS, and potential International Baccalaureate Middle Years Program school, St. Edward the Confessor Parish School continues to share its success and collaborates with other schools.

PART V – CURRICULUM AND INSTRUCTION

St. Edward the Confessor Parish School successfully provides a challenging, comprehensive and relevant curriculum for each student that fulfills the school's mission and Schoolwide Learning Expectations and is intended to reach the various learning styles of our students. The school's curricular program is developed through utilization of the following: Schoolwide Learning Expectations, diocesan curriculum guidelines, California state frameworks and standards, annual diocesan in-depth studies, textbook scopes and sequences, current instructional strategies, standardized test results, teacher in-services, and opportunities for faculty and staff articulation. Through a collaborative effort, textbooks are evaluated and adopted by the faculty, often in connection with diocesan in-depth studies. The final decision is based on grade level discussion, how the program allows modification for learners with varied needs, and whether it meets California state standards, diocesan goals, and Schoolwide Learning Expectations. In addition, beginning in school year 2004, Rubicon Atlas curriculum mapping software program was introduced to move forward in the articulation, cross-curricular instruction and the assessment of student learning. The curriculum includes religion, language arts, mathematics, science, social studies, Spanish, physical education, library/computers, and music/fine arts.

Religion is integrated throughout the curriculum to reflect Catholic doctrine and Catholic values, thus strengthening the Catholic identity of our school. In addition to the religion textbook curriculum, daily prayer, Liturgy of the Word, weekly Masses, schoolwide prayer partners, required Christian service hours at the junior high level and discussion of moral issues and their relevance to today's world as exemplified in the Character Counts Program all increase the awareness of Catholic values.

There are three language arts programs used for kindergarten through eighth grade offering a well-balanced literature and writing based curriculum. In grade K – 2, the curriculum offers a stimulating phonics and literature-based curriculum to master reading skills. In the intermediate grades, 3 – 5, students begin further study of literature-based textbook series and writing skills to develop higher reading comprehension skills. Finally, in grades 6 – 8, literature, vocabulary and grammar skills are further developed appropriately preparing the students for high school.

The math programs used for kindergarten through eighth grade offer a well-designed spiraling curriculum. In grades K – 2, the curriculum provides an effective introduction to mathematics that helps students build a solid foundation for future learning. In the intermediate grades, 3- 5, it successfully builds on students' background knowledge to develop higher levels of understanding. Finally, in grades 6 - 8, students begin to apply their knowledge in the areas of algebra and geometry appropriately preparing them for high school. In 7th grade the students are divided into ability groups. Those showing aptitude by four criteria (teacher recommendation, 6th grade grades, pre-test and ITBS test) begin an accelerated math program which culminates in the completion of Algebra I.

The school offers a state approved textbook standards-based curriculum in both social studies and science. In science, specific emphasis is placed upon earth science in 6th grade, biological science in 7th grade and physical science in 8th grade in preparation for high school. All students in the junior high grades prepare and present a science fair project. In addition, the 6th grade participates in the Outdoor Science School for one week. In social studies, the students follow a state standards based curriculum culminating in an Eastern Historical Tour, including Washington D.C., in 8th grade.

Music is offered to students K – 5 grades utilizing vocal and recorder instrument curriculum. Current research for a piano lab in the next year is taking place. The Art Master's curriculum is offered to students in grades K – 5. In Grades 6 – 8, fine arts electives are offered each trimester

and include, but are not limited to, fine art, drawing and painting, choir, theater arts, creative writing, music appreciation and dance. Students K – 8, are offered a comprehensive health-related and skill-related physical education curriculum that follows state and diocesan frameworks focused on cross-curricular instruction.

In Computers/Technology, students are offered a comprehensive, developmentally appropriate curriculum in K – 8. Students in grade K - 4 work in a Macintosh lab. In grade 5 – 8, students work on integrated curriculum projects utilizing a PC lab and basic competency in major software programs. Lastly, the school offers a comprehensive K – 8 Spanish program following a spiraling curriculum to master and develop language skills in order to prepare them for high school.

2. St. Edward the Confessor School's reading curriculum.

St. Edward the Confessor Parish School's reading curriculum focuses on foundations in literacy, phonics, comprehension, literature, language and communication, and research and study skills. In the primary level, grades K – 2, Scholastic Literacy Place textbook series was chosen. This series offers dynamic literature to develop personal literacy, intellectual literacy and social literacy. Additional focus on guided reading, spelling, grammar, usage and mechanics is utilized. Fundamentally, phonemic awareness strategies are integral to the success of creating readers during the first grade year. In the intermediate level, the Scott-Foresman Reading textbook series was chosen. This series offers the development and encouragement of fluent readers, articulate writers and speakers, and discerning listeners and viewers. Proficient readers learn to interact with phonemic awareness, phonics and spelling to make sense of their reading, recognize what they don't and use strategies to get back on the meaning track. Again, interesting literature helps to stimulate their interest and writing mechanics is continued. At the Junior High level, grades 6 – 8, students study literature with the aid of the Prentice Hall literature series, Copper, Bronze and Silver. This is a springboard into the study of literary analysis. In addition, other resources are utilized to reinforce and introduce composition and vocabulary.

A key element of St. Edward the Confessor Parish School's program is integrated with the computer lab and library using Accelerated Reader (AR) and STAR testing. The Accelerated Reader software program offers reading comprehension goals and is individualized with point and accuracy scores in reading comprehension. Students are recognized frequently by classroom teachers and at the end of the year in an all school assembly for the points achieved in this program. We have matched our library book purchases with the program and have seen more students every year participate and receive affirmation. The STAR reading assessments help to track the grade level equivalent of our readers and is used to communicate with parents in helping their children select appropriate reading for Accelerated Reader and pleasure.

3. St. Edward the Confessor School's mathematics curriculum and how it relates to essential skills and knowledge based on the school's mission.

The mathematics program at St. Edward the Confessor Parish School challenges its students as young mathematicians. Currently four different math series are used. First through seventh grade have adopted the Sadlier Oxford math series. Houghton Mifflin is used for the seventh and eighth grade pre-algebra, and eighth grade algebra uses Holt-Rinehart. Kindergarten uses the Box-It, Bag-It math series, a hands-on series. The math programs used for first through eighth grade are reasonably well-designed series. In grades K – 2, the curriculum provides an effective introduction to mathematics that helps students build a solid foundation for future learning. In the intermediate grades, 3-5, it successfully builds on students' background knowledge to develop

higher levels of understanding. Finally, in grades 6 - 8, students begin to apply their knowledge in the areas of algebra and geometry appropriately preparing them for high school.

Teachers use a variety of age-appropriate techniques to address each student's different learning modalities, such as relating math to real-life events, bringing in guest speakers that use math in their professions, using manipulatives, and integrating technology, literature, writing and music. By using different techniques, students will become better critical thinkers, able to make connections to real-life situations and able to check the validity of their own thinking. The teachers also focus on problem solving, logic, graphing and probability. Another tool available is the ALEKS computer software program, which provides an opportunity to challenge advanced students while providing intervention for those that need a little extra help.

By using a variety of teaching and assessment methods the school is faithful to the holistic approach mentioned in its mission statement. The curriculum fulfills the school's Schoolwide Learning Expectations and mission statement, particularly with regard to being a life-long learner. The approach to math instruction strengthens students' Catholic identity by helping them understand the structure and order of the world God created.

4. The different instructional methods the school uses to improve student learning.

Teachers keep abreast of new methods allowing them to explore creative ways of presenting lessons and evaluating student learning. Grade level meetings allow us to share this knowledge regarding teaching and learning. The faculty utilizes a wide variety of effective instructional planning techniques and strategies to accommodate the needs of our students at the various levels of learning and to provide opportunities for students' success. Our Schoolwide Learning Expectations currently set the foundation for developing activities that promote active student participation both inside and outside the classroom. Some examples of the variety of learning and formational experiences which actively engage our students include the following: the use of technology for interactive learning activities and projects, collaborative and cooperative learning groups, experiential learning, oral and written presentations, guided and independent research projects, student newspaper, role playing, field trips, Outdoor Science School, Washington D.C. trip, professional guest performers and presenters, library, Families in Training, Jump for Heart, Living Histories, Prayer Partners, the annual Christmas Programs, celebrations of the Sacrament of Reconciliation during Advent and Lent, participation in the Stations of the Cross, recitation of the rosary, and the Marian Mass, retreats, ministry as altar servers, lectors, song leaders, planning and preparing of special prayer services, community outreach and service projects, athletic programs, F.S.E.A., Academic Decathlon, and leadership through Student Council. Part of our effective instructional techniques involves the utilization of our instructional assistants who are invaluable to the classroom teachers in maximizing the educational growth of our students.

Using their diverse and God-given gifts, our teachers employ a variety of developmentally appropriate management styles and techniques, which reflect the school's philosophy, mission, and Schoolwide Learning Expectations. This is demonstrated by individual classroom standards, posted Schoolwide Learning Expectations, varied classroom seating arrangements, student-centered bulletin boards in content areas, visible samples of students' work, and self-assessment portfolios. Each teacher's management style and learning environment provide the means for student/teacher and student/student interaction that focus on student learning outcomes.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

St. Edward the Confessor Parish School is committed to student learning. The variety of professional in-services attended by the faculty and staff and the subsequent utilization of newly acquired information clearly demonstrates this commitment. Teachers keep abreast of new methods allowing them to explore creative ways of presenting lessons and evaluating student learning. Grade level meetings allow us to share this knowledge regarding teaching and learning. Faculty meetings directly related to diocesan in-depth studies enable the faculty to share activities and effective strategies and to give valuable input for curricular improvements. Academically, our staff is committed to updating their credentials, attending workshops and reading professional literature. Through the Diocese and SOCAPS, the teachers attend a minimum of four in-services per year. In addition, time off is offered to attend the Religious Education conference and overnight faculty retreat in the spring. In addition, state funding and budgeted funding provide opportunity for our teachers to attend workshops at their request and interest.

In addition to the above, this year particular emphasis has been placed in two areas: technology and the Middle Years Program of the International Baccalaureate. The new software programs this year, Aeries administrative and grading software, and Atlas Rubicon curriculum mapping software, have provided a significant number of technology in-services to gain more computer literacy for all the teachers. Aeries will centralize all student communication and will integrate a grading software with computer-generated report cards and our reporting to parents on Edline. The first curriculum area to be put on the Atlas mapping this year is mathematics. The teachers are using a diary method after each month and will be studying the articulation for the students to the next grade in the spring. After each curriculum area is input, the teachers are afforded vertical and horizontal study of our curriculum. In the junior high, all teachers have participated in the introductory training of the Middle Years Program and Level 1 training in their particular curricular area. The dedication and willingness of the teachers to participate in all of these professional development opportunities is truly phenomenal.

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): WCEA, NCEA, WASC
 (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 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4,000</u> K	\$ <u>4,000</u> 1 st	\$ <u>4,000</u> 2 nd	\$ <u>4,000</u> 3 rd	\$ <u>4,000</u> 4 th	\$ <u>4,000</u> 5 th
\$ <u>4,700</u> 6 th	\$ <u>4,700</u> 7 th	\$ <u>4,700</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ 4,955
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 68.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12.3 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 2.8 %

ST. EDWARD THE CONFESSOR PARISH SCHOOL

2003 & 2004
Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

2002
Stanford Achievement Test
9th Edition, 1995
Harcourt, Inc.

Scores are reported as percentiles of fall-normed tests.
No students are excluded from the test.
Mathematics Total with computation

	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October
Grade 8			
Reading	77	86	79
Mathematics	79	77	86
Number of students tested	34	34	35
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	80	77	84
Mathematics	73	70	81
Number of students tested	67	35	36
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	85	78	69
Mathematics	74	67	61
Number of students tested	65	72	34
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	89	89	78
Mathematics	85	77	74
Number of students tested	67	65	70
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	82	86	77
Mathematics	71	74	78
Number of students tested	67	67	64
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	89	81	80
Mathematics	85	70	72
Number of students tested	70	65	70
Percent of total students tested	100	100	Rdg 97% Math 100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	76	83	73
Mathematics	68	77	76
Number of students tested	73	65	66
Percent of total students tested	Rdg 100% Math 95%	Rdg 95 % Math 98%	Rdg 97% Math 98%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0