

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

Official School Name Stella Maris Academy
(As it should appear in the official records)

School Mailing Address 7654 Herschel Avenue
(If address is P.O. Box, also include street address)

La Jolla CA 92037-4403
City State Zip Code+4 (9 digits total)

County San Diego School Code Number* N/A

Telephone (858) 454-2461 Fax (858) 454-4913

Website/URL www.stellamarisacademy.org E-mail m.kiely@att.net

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

District Name Diocese of San Diego Tel. (858) 490-8200

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Kathleen Main
(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 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)

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

SCHOOL (To be completed by all schools)

- 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
- 7 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?
- 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	15	13	28
K	11	14	25	8	14	11	25
1	11	11	22	9			
2	12	15	27	10			
3	13	14	27	11			
4	15	16	31	12			
5	14	14	28	Other			
6	13	16	29				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							242

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>76</u> | % White |
| <u>1</u> | % Black or African American |
| <u>18</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u> </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: _____%

(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.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	242
(5)	Subtotal in row (3) divided by total in row (4)	4
(6)	Amount in row (5) multiplied by 100	400

8. Limited English Proficient students in the school: 8%
19 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 7

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.

PART III - SUMMARY

Stella Maris Academy was established in 1947 as the parish school of Mary, Star of the Sea Catholic Church in La Jolla, California. When it opened, Stella Maris was the only parochial elementary school north of San Diego and south of Los Angeles. Comprised of grades one through six at inception, the coeducational school was soon expanded to include Kindergarten, seventh and eighth grades. Stella Maris Academy presently has 238 students in its Kindergarten through 8th grade program.

It is the mission of Stella Maris Academy to teach and guide students from various cultures in their spiritual, moral, academic and social development and to make a significant contribution to the Church, the community and the students and parents who value Catholic education. In an effort to achieve its mission, the school implements a challenging curriculum that (1) addresses the concerns of parents and prepares students for entry into high school, (2) encourages participation in and appreciation for the fine arts and an awareness of the contribution of diverse cultures to our society, (3) establishes a comprehensive school-wide social skills program and (4) fosters a moral sensitivity toward the poor. The school's Student Learning Expectations envision Stella Maris Academy graduates who are knowledgeable and concerned Catholics, healthy achievers and learners, and community minded and morally sensitive individuals.

The school has, since the arrival six years ago of the current principal, placed a renewed emphasis on curricular development. Using the Curriculum Designer, a data based software program which includes national and statewide standards and measurable student objectives, the principal and faculty members have reviewed all of the school's major curricular areas. That review has led to the posting of the curriculum on the school's web site. It has also led to the realignment of the foreign language program to increase Spanish instruction in the seventh and eighth grades to three days a week and add Italian classes for native Spanish speakers in those grades, the expansion of the 7th and 8th grade literature program, and the implementation of a drama/choir program. The school, which places a decided importance on art appreciation particularly in the seventh and eighth grades, fosters field trips to art museums (such as the Getty in Los Angeles and the San Diego Museum of Art) and classes that integrate technology with fine arts and explore works of art exhibited at the museums.

Ever mindful that students are unique, with different educational backgrounds, academic abilities and learning styles, Stella Maris incorporates differentiated instruction and assessment methods in its programs. When necessary, provisions or modifications are made in assessing students with special learning differences. The faculty strives to focus on the individual strengths and needs of each student. To that end, a group of faculty members has been trained in the Schools Attuned program and is sharing their newfound knowledge with other faculty members. The program provides teachers with (1) an appreciation of the impact of neurodevelopmental differences on learning and (2) ways to address those differences and facilitate learning.

The school implements a school-wide, comprehensive social skills program called "Social Skills for Youth," which teaches proper conduct and appropriate communication techniques. The skills include, *inter alia*, greeting others, introducing yourself, following instructions, accepting "no" for an answer, disagreeing appropriately, accepting and giving criticism, and entering into conversation. The use of the social skills curriculum not only enhances relationships among the administration, faculty, students and parents but also fosters the development of conflict resolution and problem solving skills. Students learn to assess their behavior and, if necessary, target certain behavior for improvement.

The school also fosters a moral sensitivity toward the poor through involvement with a variety of outreach programs, including the performance of service hours, food drives for Catholic Charities, drives for those who lost their homes to the fires that ravaged parts of San Diego County last year, and drives for the Holy Childhood Association and the poor in Tijuana.

PART IV - INDICATORS OF ACADEMIC SUCCESS

Private Schools - Item 1

Stella Maris Academy strongly believes that a test score is not only an indicator of the academic ability of the student taking the test, but also an invaluable source of information about the school's instructional programs, including areas of strength and those that could be further strengthened. This firmly rooted belief has, since 1998, led Stella Maris to retain the assistance of a statistician to study the results of the standardized tests and provide an analysis of them, assessing areas of strength and those that need follow up.

In 2003, the Diocese of San Diego changed the standardized testing requirements. Rather than administering the *Stanford Achievement Test* as they had done since 1996, schools were directed to administer the *Iowa Tests of Basic Skills*. In January, 2003, the statistician presented a written and oral explanation of "the changing test/changing norms phenomenon". It was noted that it is common to see test scores "drop" when a school or school system changes from one norm-referenced test to another. This often occurs when such an emphasis has been placed on test scores that the school's curriculum has been modified to focus on the content coverage of the particular achievement test being administered. The "drop" in test scores did not occur in Stella Maris Academy's 2003 ITBS scores. The statistician observed that the high 2003 ITBS scores for grades 3 through 8 were consistent across grade levels and content areas and that they met or exceeded the school's high levels of performance on the SAT9 from 1998 to 2002. He concluded that the test results indicated a sound instructional program in the areas covered by the ITBS.

The school endeavors to keep tuition affordable and provides tuition assistance to 13% of the students so that the school will be more readily accessible to those who value Catholic education. The school also accepts students whose first language is not English. These students, like all others at Stella Maris, take the standardized tests which are submitted for scoring. Because of this, the school is able to assess the progress of all students and make a more complete assessment of the school's programs.

Data from 2001-2002, 2002-2003 and 2003-2004 standardized testing supports the pronounced historical conclusion that high achievement is consistent across grade levels and content areas using national norms. Stella Maris' ITBS scores generally meet or exceed the high levels of performance on the 1998 to 2002 SAT 9 tests. A review of "cohort populations" (i.e. the same samples of students, third graders this year who were second graders last year, not last year's second graders to this year's second graders) reveals a pronounced finding. ITBS reading percentile scores for fall 2004 increased for each grade except the 6th from the fall 2003 results. Similarly, the math percentile scores increased for all grades except the fourth and sixth. A review of the test results of the cohort students who have attended Stella Maris for several years (e.g. grades 7 and 8) reveal consistent and increasing levels of exceptionally high achievement (typically in the 80th percentile and above).

Private Schools - Item 2

As stated above, Stella Maris Academy uses assessment data from standardized tests as a guide to the individual performance of the students and as a way to assess the school's programs.

When the test results are received, they are reviewed by the principal, the class results are disseminated to the applicable classroom teachers, individual test results are sent home to the parents, and the school-wide results are given to the statistician. The statistician reviews the test results, submits a written analysis of them, and gives the faculty a presentation, replete with overheads detailing cohort and cluster analyses over an extended period of time and a comparison of the school's results with those of the Diocese.

The cohort and cluster analyses give a more in depth analysis of the school's instructional programs in the content areas covered by the standardized tests. Every teacher receives a printout of the mean percentile scores of each grade in each area tested and a bar graph of the grades' mean percentile comparisons. The classroom teachers are also given instructional planning worksheets to aid in the planning of specific activities for their students based on the information obtained from standardized testing. Using test results, the teachers determine the priority of the areas that need attention and the manner in which the areas will be addressed.

If test results reveal an area in which follow up is necessary, instructional changes are made. Such was the case in the area of spelling in 2001. A concerted effort was made to increase the emphasis on spelling school-wide and across the curriculum. A school wide Spellathon was instituted.

Assessment is used to identify areas in which student skills and understanding are strong and those in which improvement is indicated. It is also used for evaluating, improving, and, when appropriate, expanding curriculum and instruction. Assessment is one of the factors considered in the evaluation and acquisition of textbooks, instructional materials, computer equipment, the retention of additional staff if necessary and the setting of professional development goals.

Private Schools - Item 3

Assessment is a component of the teaching-learning process. The reporting of assessment results on a regular basis keeps students and parents informed of individual, class and school-wide progress. Student and school performance is communicated in various ways, including through assessment data. Many different forms of assessment are used at Stella Maris Academy, including tests, quizzes, recitations, homework, classroom discussions, presentations, projects (including science fair projects), contests, and standardized tests. Student performance is communicated through mid-quarter progress reports, quarterly report cards, and parent-teacher conferences. Teachers in grades 4 through 8 use the web based Teacher Ease program for posting test, homework and project grades. Through Teacher Ease, students and parents can gain on-line access to individual student's grades instantaneously.

Individual standardized test results are sent home to parents; if the results are received prior to the fall parent-teacher conferences, the reports are distributed at the conference. The school-wide results are posted by grade on the school's web site and when Diocesan scores are available, a comparison of the school's grade by grade results and those of the Diocese is posted.

Private Schools – Item 4

Stella Maris Academy shares its successes with other schools. Stella Maris is very proud of its school wide social skills curriculum, in particular the "Social Skills for Youth" component, which, as previously noted, teaches proper conduct and appropriate communication techniques and fosters character development through the acquisition of conflict resolution and problem solving skills and student assessment of behavior. The program's sixteen skills include, *inter alia*, greeting others, introducing yourself and entering into conversation. When visitors visit the campus, they are invariably struck by and comment on the students' behavior, including their greeting and conversational skills. The principal has presented workshops on the program to various other schools in an effort to help them duplicate the success Stella Maris has achieved with the program. Teachers are trained in the area of correcting students, the importance of earned consequences rather than punishment and the value of correction as a means of developing moral and psychological maturity. An invitation has been extended by the NCEA (the National Catholic Educational Association) for a presentation at its annual convention.

PART V - CURRICULUM AND INSTRUCTION

Item 1. Stella Maris Academy's Curriculum: In order to fulfill its mission, Stella Maris Academy implements a challenging curriculum relevant to the needs and talents of the students in all subject areas, across all grade levels. The school's core curriculum, which is aligned with California and diocesan standards, immerses the students in language arts, including reading and literature, social studies, science, math, computer, foreign language, music, art, physical education, library and religion. For a clear and precise presentation of Stella Maris Academy's curriculum in terms of measurable outcomes, refer to the curriculum section of the school's web page, www.stellamarisacademy.org

Language Arts: The language arts curriculum promotes development, on a grade appropriate basis, of skills in reading (including vocabulary and communication skills), writing (including grammar, composition, handwriting, letter formation and spelling), listening, and speaking. Students begin to acquire the skills necessary to read and to write clearly and coherently in Kindergarten. Writing skills are built upon developmentally in each grade and writing becomes more sophisticated and is integrated with other curricular areas. In the seventh and eighth grades, for instance, proper essay writing is stressed and students are assigned an MLA report on a social studies topic.

Social Studies: It is through the school's social studies curriculum that students learn about communities, cities, states, and countries of the present and the past. Textbooks are supplemented by student periodical reading. The school's social studies curriculum fosters an appreciation of the contribution of diverse cultures to our society and world.

Science: The science program exposes students, on a grade appropriate basis, to physical, earth, space and life science, a respect for life in all forms, and environmental responsibility. Using the scientific method, students in the 7th and 8th grades develop, research and conduct science projects in accordance with guidelines established by the Greater San Diego Science and Engineering Fair. Selected projects are submitted to the Fair each year.

Math: The Math curriculum promotes student exploration, on a grade appropriate basis, of the number system and theory, measurement, operations, computation and estimation, problem solving, geometry, patterns and functions, statistics and probability, logic, and algebra.

Religion: The Religion curriculum is centered, on a grade appropriate basis, on God, Scripture, Church, Sacraments, Prayer, and Social issues. In the lower grades (Kindergarten through second), the focus is on basic prayers, God as creator and nurturer of all things, Jesus, the sacraments and scripture. In the upper grades, the students further develop their understanding of the sacramental life of the Church, Hebrew Scriptures, New Testament, the Trinity, the moral life, and prayer as union with God.

Foreign Language: A communicative approach to foreign language (Spanish and Italian) instruction is taken at Stella Maris Academy. Spanish is introduced through the use of games, songs and basic greetings. Communication skills are emphasized in the middle and junior high grades. In classes pertaining to both languages, cultural awareness and appreciation are fostered. Foreign language instruction in the seventh and eighth grades is conducted three days a week.

Art: Stella Maris Academy offers a well-rounded Kindergarten through eighth grade art curriculum. Using visual and tactile perception, students are introduced to the use of line, color, form, composition and design. Students use mixed media, including printing, painting, drawing and sculpting to create their own designs in class. Art appreciation is taught through appreciation of design, recognition of art expression and the study of major artists and art from other cultures.

Music: Students are exposed to various aspects of music, including music theory and appreciation and voice training. Music appreciation is acquired through a study of composers and compositions from different periods.

Library: Students attend Library class on a weekly basis. Primary grade library classes focus on reading and the checking out of materials while those in middle school are assigned projects designed to teach library and research skills and expose students to available research resources, including Electric Library. Middle school library classes and assignments are coordinated with those in other curricular areas.

Physical Education/ Health: The school's physical education/health curriculum incorporates, on an age appropriate basis, health and physical fitness fundamentals, motor and movement skills, social skills, teamwork and sportsmanship. Students participate in various games, sports and fitness activities and classes pertaining to nutrition and proper diet.

Item 2. Reading/ Literature: The school's phonics based reading program begins in Kindergarten when the students begin to read. The students begin with the EPS *Primary Phonics* series and progress to the *Lady Bird Books Ltd* series. Reading instruction is supplemented with chapter books for advanced readers. Students are encouraged to bring books that they are able to read to school and share them with the class. Beginning in the first grade and continuing through the third grade, the reading program centers on the *Open Court* series and its alignment of reading with writing. The series is founded on the belief that "the ability to write with clarity and coherence is essential to success in school as well as in life," a belief that permeates Stella Maris' programs. The fourth through eighth grade reading curriculum is literature based. In those grades, the *Literary Source* series from Scholastic and the Prentice Hall *Literature* series are utilized. The classes read a variety of fiction (short stories and novels) and non-fiction prose, poetry and drama for incrementally increasing critical analysis and comprehension. The students study literary elements, techniques, form and style in the various genres as well as poetic devices and elements, including rhyme, rhythm, meter, verse, stanza, alliteration, onomatopoeia and the three poetic voices: lyrical, dramatic and narrative. The seventh and eighth grade students read classic British and American literature which they explore through the writing of thesis statement based expository essays.

The school has chosen the phonetic approach to reading because it provides a good, strong background for spelling, sentence construction and writing. Research has proven that a phonetic based approach to reading promotes a strong foundation for both reading and writing skills. While literature based reading series form the foundation of the reading curriculum at Stella Maris, they are supplemented by chapter books and novels as the program evolves to a more novel based program in which the students apply their reading and writing proficiency to entire works of literature.

Item 3. Technology Curriculum Fully cognizant of the importance of preparing students to meet the challenges of a society that is increasingly dependent upon technology and to enable them to take advantage of the research and educational resources accessible on the computer, Stella Maris begins computer instruction in Kindergarten. The school's technology curriculum works toward fulfilling the belief stated in the school's philosophy that its academic programs prepare students for an ever-changing technological world. Computer instruction at Stella Maris incorporates computer operations, computer applications, hands on experience and ethics. Kindergarten students begin by learning the names and functions of various computer components and gain experience in operating a keyboard and a mouse. Those skills are further honed and keyboarding skills are integrated in classroom learning in grades 1 through 3. In grades 4 through 8, students approach proficiency and mastery in keyboarding skills, word processing, the use of spreadsheet and presentation programs, including Power Point, and file servers. Students explore various aspects of the ethical operation of computers and the effects of technology on society. Students in the upper grades and their parents receive a copy of the school's Computer Acceptable Use Policy and sign the Computer Responsibility Contract. By the eighth grade, students achieve touch type proficiency and present individual projects demonstrating competency in the manipulation of spreadsheet and database information, the use of presentation programs and the use of internet research.

The computer programs the school has and teaches are meant to support student learning in other areas. Teachers across the curriculum give assignments which require students to use programs taught in computer class and the computer curriculum expectations lead students to integrate knowledge and skills gained in computer class with other disciplines. Progress continues in the integration of technology into the school-wide curriculum.

Item 4. Instructional Methods The Stella Maris Academy faculty employs myriad teaching methods to facilitate student learning. The use of different methodologies stems, in part, from an understanding that students learn at different rates and in different ways and is aimed at equipping all Stella Maris

students with the skills necessary to realize the school's learning expectations. The wide variety of teaching strategies is tailored to the grade level and subject matter being taught. These strategies include, among others, demonstrations, experiments, lecture, the use of audio-visual materials, overhead presentations, projects, written and oral work, the use of Daily Orals and Daily Analogies, math manipulatives, games, bees, competitions, student role playing, music presentations, art projects, technologically based activities, student presentations (including power point presentations), group discussions, collaborative learning experiences that allow students to help and teach each other while they learn, and physical education/athletic activities.

Not all of the school's instructional activities occur in the classroom or even at school. Activities that fall within this category include sixth grade camp, community service activities, including service hour projects performed for the Food Resource Center, preparation of the Year Book, participation in the diocesan Academic Decathlon, participation in the Greater San Diego Science and Engineering Fair, exposure to opera, and field trips, including the Getty Museum, the Star of India, and a hands-on oceanographic study cruise in San Diego Bay aboard the marine science floating lab.

Item 5. Professional Development Program The faculty of Stella Maris Academy participates in a variety of conferences, seminars and classes geared toward their continued professional growth. The program has many aspects and includes on-site training, peer training, diocesan sponsored training, conferences, conventions and workshops.

On-site training: Training offered at school has school-wide applicability. Recent on-site training dealt with simultaneous conferencing with parents and students, the use of technology, including the Curriculum Designer and web sites, CPR training and school-wide strategic planning.

Diocesan Sponsored Training: The Diocese sponsors an annual conference for church ministers and diocesan institutes on various church related topics including Documents of Vatican II, the Local Church and cross border experiences.

Conferences, Workshops and Conventions: Stella Maris provides funding for teachers to attend conferences and training such as *Sadlier* workshops pertaining to religion and literacy, training for the Schools Attuned program and Foundations of Literacy instruction. Funding made available through Title programs for those interested in pursuing graduate degrees is also offered to faculty members.

Peer Training: Teachers who have expertise in an area or subject train other teachers in that area. For instance, teachers who participated in the Schools Attuned program have shared their knowledge with their peers. Likewise, the Physical Education teacher who is certified to conduct CPR training offers training on site for the teachers. Mentoring programs for new teachers are available locally as well as at the diocesan level.

- 2a. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.
- 2b. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.
3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

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**
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No _____
3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3766</u> K	<u>\$3766</u> 1 st	<u>\$3766</u> 2 nd	<u>\$3766</u> 3 rd	<u>\$3766</u> 4 th	<u>\$3766</u> 5 th
<u>\$3766</u> 6 th	<u>\$3766</u> 7 th	<u>\$3766</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				
4. What is the educational cost per student?
(School budget divided by enrollment) **\$5026**
5. What is the average financial aid per student? **\$1144.38**
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **3%**
7. What percentage of the student body receives scholarship assistance, including tuition reduction? **13%**

**ASSESSMENT RESULTS
REFERENCED AGAINST NATIONAL NORMS**

STELLA MARIS ACADEMY

Iowa Test of Basic Skills
2001-2002 Edition (Fall 2000 Norms)
Riverside Publishing

Stanford Achievement Test
9th Edition 1996 (Fall 1995 Norms)
Harcourt Brace & Company

Scores are reported as percentiles

	2004-2005		2003-2004	2002-2003
Testing Month	October		October	October
Grade 8				
Reading	85		79	84
Mathematics	84		83	86
Number of students tested	25		23	23
Percent of students tested	100%		100%	100%
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 7				
Reading	80		82	79
Mathematics	76		81	78
Number of students tested	28		25	25
Percent of students tested	100%		100%	100%
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 6				
Reading	73		75	77
Mathematics	72		70	84
Number of students tested	29		30	23
Percent of students tested	100%		100%	100%
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 5				
Reading	88		82	63
Mathematics	87		81	66
Number of students tested	27		25	29
Percent of students tested	100%		100%	100%
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 4				
Reading	85		84	64
Mathematics	79		87	69
Number of students tested	30		27	28
Percent of students tested	100%		100%	93% **
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 3				
Reading	72		77	77
Mathematics		76	86	83
Number of students tested	28	27	29	24
Percent of students tested	100%	96% *	100%	96% *
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%
Grade 2				
Reading	81		65	71
Mathematics	74		55	64
Number of students tested	27		27	30
Percent of students tested	100%		100%	100%
Number of students excluded	0		0	0
Percent of students excluded	0%		0%	0%

*One student was absent on testing days

*One student was absent on testing days

**Two students were absent on testing days