

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

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

School Mailing Address 505 E. Ridgewood St.  
(If address is P.O. Box, also include street address)

Orlando FL 32803-5699  
City State Zip Code+4 (9 digits total)  
County Orange School Code Number\* N/A

Telephone ( 407 ) 841 - 4432 Fax ( 407 ) 648 - 4603

Website/URL www.stjcs.com E-mail sjcs@mpinet.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Harry Purpur  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. ( 407 ) 246 - 4900

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. Charles Williams  
(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**

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

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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.   2   Number of years the principal has been in her/his position at this school.  
  5   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	25	24	49	7	19	25	44
K	27	25	52	8	20	25	45
1	25	27	52	9			
2	25	29	54	10			
3	24	25	49	11			
4	18	25	43	12			
5	20	33	53	Other			
6	16	31	47				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>488</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                |
|-------------------|--------------------------------|
| 90 %              | White                          |
| 3 %               | Black or African America       |
| 6 %               | Hispanic or Latino             |
| 1 %               | Asian/Pacific Islander         |
| 0 %               | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

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: 1.4 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	7
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	488
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.014
<b>(6)</b>	Amount in row (5) multiplied by 100	1.4%

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: English, Spanish, Russian, and Tagalog, a Philippino dialect

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:  $\frac{10}{47}$  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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</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>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>3</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>35</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 24 to 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	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	98 %	97 %	97 %	98 %
Teacher turnover rate	17 %	13 %	13 %	17 %	25 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

## **PART III - SUMMARY**

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St. James Cathedral School is a Catholic School located in Downtown Orlando on Lake Eola. St. James is affiliated with the Diocese of Orlando which includes 37 elementary, middle, high, and special education schools. The school consists of 36 staff members and 488 students enrolled in preschool through eighth grade. St. James Cathedral School is accredited by the Florida Catholic Conference. The school's culture is unique and productive, while providing a quality religious education for all attending students.

St. James opened in 1929 as the successor to the original parish school named St. Joseph's Academy that began educating students in 1889. Like St. Joseph's, St. James provided an education for students from kindergarten through the twelfth grade. In 1933, the St. Joseph's site was sold to the U.S. Treasury Department for \$60,000 to pay off debt accumulated during the depression years. Soon thereafter, Pastor, Monsignor John Bishop built a convent for the Sisters of St. Joseph near St. James.

The nuns provided the school the teachers and caregivers it needed to flourish. By 1955, St. James had an all-time high enrollment of 650 students. However, later that year, Bishop Moore High School opened and St. James was no longer needed to provide education after the eighth grade.

In 1988, a Montessori program was founded to lay the groundwork upon which the St. James curriculum is built. Dr. Montessori's philosophy is that every child is a unique individual carrying within him the person he will become. In order to develop this uniqueness, there must be freedom to learn and explore in a non-threatening, self-pacing, self-correcting "prepared learning" environment. The teachers at St. James strive to present a carefully prepared environment offering opportunity, materials, direction, and freedom. In this environment, the children move themselves toward learning while developing self-confidence and a positive self-image.

The philosophy of St. James Cathedral School states that it is a Catholic educational institution committed to creating an environment based on Christ-centered values and Gospel teachings. The mission of St. James Cathedral School is to be committed to the education of the whole child. Through catechesis, daily prayer, academic study, physical training, social experiences, creative expression, and apostolic action, the St. James Cathedral School community will afford students the opportunity to recognize their God-given gifts and to develop them to their fullest.

A dedicated staff offers a challenging curriculum in a Christian environment. St. James School maintains small class sizes with a teacher to student ratio of twenty-four to one in kindergarten through the eighth grade. St. James maintains a commitment to the following educational goals:

- To provide appropriate educational experiences to instruct the whole child in the values, tenets, and traditions of the Catholic faith;
- To continue assuring that our students demonstrate above average accomplishment in the core academic areas;
- To teach our students to be good citizens in their community and in their nation;
- To assure that our students experience the great arts and literature of our world;
- To provide a physical facility consistent with our educational goals, including a facility for further enhancement of play, exercise, and social interaction; and
- To enhance communications within the St. James Cathedral School community and with the outside world by fostering increased interpersonal contact and by providing a modern computer network and telecommunications system.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. Students at St. James Cathedral School take the Iowa Test of Basic Skills (ITBS), published by the Riverside Publishing Company. The purpose of this test is to identify a student's relative strength and weakness in subject areas, to monitor year-to-year the basic skills, and to describe each student's developmental level within each area. The test results are used to assess the school's instructional progress, and to determine overall strengths and weaknesses within the school. Consequently, planning can be done to address and improve these content areas without teaching to the test.

The ITBS is a norm-referenced test battery. Norms are a distribution of scores arrived at by testing a group of students under the same conditions as those who will take the test. The group of students used to develop the norms is a control group. These "norms" could then be used as a control group for comparison of other scores. Comparing a student's test score to these norms yields the student's rank nationally. This is accomplished by taking each score, comparing it to the norm, and then assigning it a National Percentile Rank (NPR). For example, if a student receives an NPR of 85%, this means they have scored better than 85% of the norm scores.

Using norms allows students to be compared to other students, schools to be compared to other schools in the Diocese of Orlando, and to schools across the nation. The ability to see where the school, or an individual student, ranks is helpful in improving instruction and identifying student strengths and weaknesses.

Scores are reported in national student norms. The highest grade at St. James to take the tests is the eighth grade. If the national student norm scores are 77 (reading) and 72 (math) or higher, then the school is in the top 10% of all schools in the nation. In 2004, St. James Cathedral School scored in the top 10% of schools in the nation with the scores in eighth grade in both reading (89 NPR) and math (88 NPR).

The high scores indicate that the test results for St. James Cathedral School compare well to the national student norms. The results show that St. James scored in the top 10% of schools in the nation. These scores show a school with high academic standards and high achievement. Reading, language arts, and math are very strong academic areas in the school. The one curriculum area identified for improvement as a result of this test is math computation.

Planning at St. James has been done with the goal of improving the school's math program. St. James worked toward improving math computation by inviting a representative from Saxon Math to visit on two separate occasions. Her task was to observe math class instruction in each grade level, and to provide feedback for the teachers. The resulting recommendations included the purchase of new materials and suggestions that provided for an emphasis on math computation. Teachers received new math text books, CD test generators, math manipulative equipment, and student practice workbooks. A second visit from the Saxon representative provided teachers with the opportunity to ask questions and share results from the improvements. An expected increase of math computation scores on future standardized tests is desired by the entire school staff.

2. Multiple assessment procedures and instruments, both formal and informal, are used in monitoring student progress. In addition to the examination, assessment, and implementation of current research, the collection of data on the specific performance of our students allows us to measure student improvement. The ITBS and Performance Assessments provide this data. The data is used to assist in the review of the educational program and to determine the school's strengths and weaknesses. Student success is identified by comparing individual test scores with grade level and school results. Teachers utilize individual and

grade level data to modify and improve instruction to meet student and class needs. An item analysis is one of the reports provided with the test results. This analysis is used to see how St. James Cathedral School compares with other schools in the Diocese, the State of Florida, and the nation. Parents are provided a copy of the report to assist them in determining academic growth.

Teachers meet regularly throughout the school year as a whole group, or in grade level clusters to develop strategies that address curriculum and instructional approaches. They work collaboratively to examine student work and evaluate the instructional relationships with students. The staff also strives to implement consistent grading strategies to clearly communicate expectations to our school community. As professional educators, the teaching core is responsible for instruction of the curriculum, but they hold an even greater precedence for the quality of learning that occurs among the students at St. James. Teachers are encouraged to attend various workshops and academic seminars, and participate in classroom observations to provide support for skills and strategies that have been targeted through the review of assessment data. Assessments and lessons are designed to address the areas from the knowledge level through the higher order cognitive levels of Bloom's Taxonomy. This strategy assists students in their test-taking abilities.

3. St. James Cathedral School communicates student performance to the school's community by utilizing a comprehensive and effective program. An open house within the first month of school allows parents to become aware of teacher expectations and assessment procedures. Communication between parents and teachers remains strong throughout the school year.

Each family is provided quarterly report cards and mid-quarter progress reports that display the student's assessment results. Parents and guardians have access to an Internet Edline account that displays current information on each student's progress. The Edline account allows users to receive emails about class information, identify missing assignments, view class grades, and have links to websites posted by the classroom teacher. Parents may also choose to provide their child with a unique student password where they can access many of the same features. Teachers upload their assessment data directly from their computer grade book program.

Parents and guardians are also encouraged to take advantage of parent-teacher conferences throughout the year. Topics may cover class assessment, standardized test scores, or social and behavioral concerns. It is requested at the beginning of the year that parents meet at least once with the teacher during the year. Hard copies of student progress are made available at the parent's request at any time of the school year.

Parent copies of results from the Iowa Test of Basic Skills (I.T.B.S.) are sent via mail to each child's home. School results are released before the spring when the principal holds a home and school meeting and delivers a "State of the School Address" to show the current status of school projects and activities. I.T.B.S. score comparisons to the other schools in the Diocese of Orlando and in the country are made available to the school community.

4. St. James Cathedral School has committed to staying involved in the community and sharing its talents and successes with others. St. James is an active and proud member of the Consortium of Downtown Orlando Schools. The Consortium is made up of ten local public, private, charter, and magnet schools working in conjunction with the University of Central Florida and the Downtown Development Board in Orlando, Florida.

Through their membership in the Consortium, St. James has been able to participate in large community events while sharing resources with the other local schools. The Consortium sponsored two public events this past year, with one winning a "Golden Brick Award" from the City of Orlando. The Consortium also offers children the opportunity to participate in chorus groups, drama programs, art auctions, and

newspaper and journal productions.

Other school activities also exemplify the mission of St. James through participation. Junior Civitan is an organization that provides students with community service opportunities. St. James Youth Fellowship is a youth group open to middle and high school students in the Orlando area. St. James has also adopted local elementary schools to provide their students with canned food, clothing, books and holiday gifts. Classes have also sponsored collection drives for our overseas military personnel. Students may also participate in a number of sports activities where they compete against other diocesan schools while displaying sportsmanship and teamwork.

The future includes a continuation of community related activities designed for the St. James student body to share its accomplishments. The honor of being awarded the Blue Ribbon would only strengthen the drive for this school to represent the fundamentals of excellence set forth in the No Child Left Behind Act. St. James not only believes that all its students have the opportunity to succeed, but also can assist others in reaching their desired goals.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. The curriculum at St. James closely follows the recommendations of the Diocese of Orlando which parallel the Sunshine State Standards from the Florida Department of Education. There are three departments of instruction at St. James: primary, intermediate, and middle school. Each curriculum area is geared toward meeting the developmental needs of the child.

**Mathematics:** Curriculum initiatives in math include instructional practices that enable students to understand numbers in a concrete form, and an ability to manipulate information in an abstract format. Concepts taught include measurements, basic operations, money, and geometric and special sense. Lessons are taught with a combination of manipulative materials, worksheets, and computers to accommodate all learning modalities. Intermediate mathematical concepts include developing an understanding of fractions, decimals, and percents. Understanding place value and mathematical operations is highly stressed throughout the curriculum. Advanced levels of math focus on rational numbers, equations and inequalities, exponents and polynomials, factoring, linear equations, radical expressions, and quadratic functions.

**Language Arts:** The core of the language arts program is designed to develop the student's ability to use reading, writing, listening, viewing, and speaking processes effectively. Students also understand the basic characteristics of fables, stories, and legends. These standards are met by the use of literature, poems, plays, and writing exercises. Advanced levels develop the study of anthologies and novels to assist in the development of critical thinking skills. Grammar lessons center upon correct usage and structure for oral and written communication. Through writing instruction, students learn to identify content, purpose, voice, audience, and form. They also are taught how to incorporate specific details, correct usage, and style in written paragraphs. St. James is an annual participant in the National Spelling Bee.

**Science:** Science lessons include record keeping of observations and a use of the senses while exploring the scientific process. The curriculum includes units on earth, physical, human, and life science. Science standards focus on the utilization of the scientific method in class lab activities and student projects. In-depth studies include weather patterns, the elements, heredity, forces, measurement, and human systems.

**Social Studies:** The Social Studies curriculum allows for the student to compare life in different places and times by learning about different customs and traditions. The social studies curriculum includes Florida studies, world geography, world history, and American history. Lessons revolve around making connections from the past to prepare for the future. Developing skills include interpreting maps, understanding basic economics, geography, civics, and culture. St. James also participates in the National Geography Bee each year.

**Religion:** Religion is taught by focusing on Catholic prayers, the seven sacraments of the Church, and the Ten Commandments. Stories from both the New and Old Testaments are shared and studied. Religion makes a connection between Jesus' teachings and the child's ability to provide meaningful community service for others.

**Art:** The visual arts program aims to develop an awareness of the creative process by using basic production techniques, providing an influence of art media, and sharing an appreciation for artistic expression. The art program also introduces new terminology, studies significant artists, and explores historical art movements. The middle school art program is coordinated with their social studies program.

**Music:** The music program revolves around singing, movement, instruments, and performance. Children are expected to maintain a steady beat and match pitches correctly to melodies. Advanced skills include the use of dynamics and style interpretation.

**Physical Education:** Students are introduced to fitness components as they relate to movement activities. They are also taught that a healthy body is the result of physical activity and proper nutrition.

**Spanish:** A Spanish curriculum is provided to the kindergarten through eighth grade students. The primary students learn to describe objects, people, places, and animals. Students also learn how to express likes and dislikes. Spanish songs are also used to enhance learning. Intermediate and middle school grades are taught verb conjugation, adjectives, pronouns, story creation, and culture analysis.

2a. The reading curriculum at St. James Cathedral School revolves around research studies that provide proven strategies for classroom instruction. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are basic needs that were addressed when teachers at St. James choose supplemental reading materials. The language arts department at St. James chose the Macmillan/McGraw-Hill Reading series and the Glencoe Literature series to provide a successful reading curriculum for the students.

The strengths of the reading program include the ease of comprehension, cross-curriculum relationships, use of sight words, and the connectivity from one year to another. The program offers low, medium, and high levels of comprehension for students. This provides ease in implementing ability groups in the classroom. Themes in the reading series are easily coordinated with other areas of study, and the identification of sight words provides for an immediate increase in student vocabulary. The continuance from prior grade levels makes the assimilation of new information easy for students, thus less time is needed for review.

The middle school reading program consists of the Glencoe Literature series that provides for higher order thinking skills, an increase in writing ability, and improvements in grammar. The language arts program at St. James is enhanced by the Glencoe text because it offers additional exercises that are challenging and creative. Students are expected to identify and analyze literary elements in stories. They can also incorporate specific details in written paragraphs.

3. St. James Cathedral School is committed to enhancing the education of the whole child through quality religious and character building instruction. This mission belief is evident throughout the curriculum;

however, special emphasis has been placed on two core areas of classroom instruction. Religion classes and a comprehensive Guidance and Counseling program, complement the desired skills students must have when they leave St. James.

Religion classes are fundamentally correlated with teachings from the Catechism of the Catholic Church. Lessons include material designed for children to internalize the beliefs of the Catholic Church, while allowing for self reflection and discussion on how to live a moral and just life. Monthly student assemblies, called Catholic Customs and Traditions, provide students with an even greater insight into their faith development.

The Guidance and Counseling program consists of three major functions: developmental guidance programs, responsive counseling activities, and consultant services. In classroom guidance, the goal is to improve social skills and tolerance, coping skills, understanding of self and others, and communication skills. The Guidance curriculum places an emphasis on the principles of character development in kindergarten through eighth grade. Discussions include issues of right and wrong in terms of concrete behaviors which children can recognize and understand. Other topics include trustworthiness, respect, responsibility, fairness, caring, citizenship, courage, integrity, and honesty and how these qualities contribute to a happy successful life and a healthy society.

4. At St. James Cathedral School the presentation of material takes many forms, and includes the use of research based methods to instruct our students. Direct instruction is a key to the school's success, integrated with many aspects of Dr. Howard Gardner's theory of multiple intelligences. This creates a learning environment in which more talents are recognized and in which more children can succeed. On the elementary level, each classroom has learning centers based on Dr. Gardner's eight different intelligences. These learning centers are used in conjunction with the daily curriculum, allowing each child the opportunity to learn in ways harmonious with their unique minds. The staff at St. James Cathedral School designs and implements a variety of learning and formational experiences that actively engage students. These experiences include individual, small group, and large group instruction, cooperative learning assignments, use of manipulatives, audio visual aids, and a comprehensive Technology Plan identifying various resources needed in achieving student success across the curriculum. St. James students participate in competitions such as spelling bee, geography bee, science bee, and essay contests, as well as the Readers Digest Word Challenge. Other effective learning experiences are theatre arts, role playing, musical productions, art history, and the application of each child's artistic expression in art class and special projects through out the school year. Community resources, as well as invited speakers and field trips, constantly enrich the curriculum. There is great emphasis on community service projects, and leadership opportunities.

5. The professional development program at St. James affects student learning in a productive and positive way. The teaching staff at St. James has been involved with various programs that assist in the improvement of classroom instruction and student learning. These include Diocesan sponsored programs, professional conferences, and on-site training.

One program offered by the Diocese of Orlando includes a Master Teacher training that is developed through the University Of Central Florida College Of Education. Teachers involved in this program create an action research project at the conclusion of each year. Another program for teachers is the Performance Measurement System from the Florida Department of Education. This is a three day course designed for teachers to learn how to assess other teachers while becoming familiar with research proven instructional strategies. In November, 2004, primary teachers attended the Staff Development for Educators Conference. Training sessions included hands-on activities, inquiry based instruction, literacy strategies for struggling learners, and creative classroom management skills. Full time media and technology specialists provide the staff with current materials and instruction as needed.

Results of professional development programs have undoubtedly contributed to recent successes from the students at St. James. The Orange County Bar Association sponsored a poster and essay contest to commemorate the U.S. Supreme Court's *Brown v. Board of Education* ruling during "Law Week" in April, 2004. Entrants included kindergarten through twelfth grade students from public and private schools in Orange County. St. James students received six of the twelve awards during the luncheon. However, the most obvious proof of positive results comes from consistently high scores on the I.T.B.S testing. Teachers at St. James are confident that their commitment to continuous improvement provides students the best possible chance to succeed.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association(s): National Catholic Education Association, Diocese of Orlando, Consortium of Downtown Orlando Schools, and The American Montessori Society  
(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.)
 

$\frac{\$ 5710}{\text{K}}$	$\frac{\$ 5710}{1^{\text{st}}}$	$\frac{\$ 5710}{2^{\text{nd}}}$	$\frac{\$ 5710}{3^{\text{rd}}}$	$\frac{\$ 5710}{4^{\text{th}}}$	$\frac{\$ 5710}{5^{\text{th}}}$
$\frac{\$ 5710}{6^{\text{th}}}$	$\frac{\$ 5710}{7^{\text{th}}}$	$\frac{\$ 5710}{8^{\text{th}}}$	$\frac{\$ 5510}{\text{Pre-K}}$		
  
4. What is the educational cost per student?      \$   5537    
(School budget divided by enrollment)
  
5. What is the average financial aid per student?      \$   1285
  
6. What percentage of the annual budget is devoted to        2   %

scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10 %

## **PART VII - ASSESSMENT RESULTS**

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### **Iowa Test of Basic Skills**

Grade: 2

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 47

Number of students who took the test: 47

What groups were excluded from testing? Why, and how were they assessed? None

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Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

<b>MATH</b>	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000
Testing month Test	March ITBS - A	March ITBS - A	March ITBS - A	March ITBS - A	March ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	85	80	82	74	72
Number of students tested	47	45	47	34	48
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000
Testing month Test	March ITBS - A	March ITBS - A	March ITBS - A	March ITBS - A	March ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	81	80	84	77	81
Number of students tested	47	45	47	34	48
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 3

Test Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 48

Number of students who took the test: 48

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

<b>MATH</b>	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001
Testing month Test	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	81	78	70	84	82
Number of students tested	48	43	48	44	42
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001
Testing month Test	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	82	84	83	85	82
Number of students tested	48	43	46	44	42
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 4

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 42

Number of students who took the test 42

What groups were excluded from testing? Why? and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

<b>MATH</b>	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001
Testing month Test	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	84	77	84	80	86
Number of students tested	42	51	43	47	38
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001
Testing month Test	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	88	86	88	86	84
Number of students tested	42	51	43	47	38
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 5

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 53

Number of students who took the test 53

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

<b>MATH</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	71	77	77	78	79
Number of students tested	53	42	50	47	44
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	80	89	91	87	79
Number of students tested	53	42	50	47	44
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 6

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 47

Number of students who took the test : 47

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

<b>MATH</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	76	72	81	72	83
Number of students tested	47	44	46	48	36
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – S	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	83	86	87	86	78
Number of students tested	47	44	46	48	36
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 7

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 44

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

<b>MATH</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – K
<b>SCHOOL SCORES</b>					
Total Score	75	83	78	79	83
Number of students tested	44	45	45	37	37
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – K
<b>SCHOOL SCORES</b>					
Total Score	88	89	88	80	84
Number of students tested	44	45	45	37	37
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

Grade: 8

Test: Iowa Test of Basic Skills

Edition/publication year: 1996 and 2001-2002

Publisher: Riverside Publishing

Number of students in the grade in which test was administered: 45

Number of students who took the test: 45

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X

<b>MATH</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	88	78	87	84	83
Number of students tested	45	46	38	40	37
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>READING</b>	2004 – 2005	2003 – 2004	2002 – 2003	2001 – 2002	2000 – 2001
Testing month Test	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS – A	October ITBS - K
<b>SCHOOL SCORES</b>					
Total Score	89	84	84	82	80
Number of students tested	45	46	38	40	37
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

## Iowa Test of Basic Skills

### **Testing Addendum**

Students with specific learning disabilities are tested with modifications. Testing modifications for students include unlimited time for tests, individual testing, small group testing, and directions given orally. These students are excluded from class averages.

For the 2004 – 2005 school year the breakdown of these students is as follows:

### **Month of Test: October**

Grade 3:

6 Students – Reading Average - 72    Math Average – 72

Grade 4:

6 Students – Reading Average – 51    Math Average – 40

Grade 5:

4 Students – Reading Average – 68    Math Average – 62

Grade 6:

3 Students – Reading Average – 63    Math Average – 67

Grade 7:

10 Students – Reading Average – 63    Math Average – 61

Grade 8:

11 Students – Reading Average – 70    Math Average – 68

Grade 2 is tested in March, 2005