

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

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

School Mailing Address 126TH Street & 71ST Ave.
(If address is P.O. Box, also include street address)

Palos Heights IL 60463-1574
City State Zip Code+4 (9 digits total)

County Cook School Code Number* N/A

Telephone (708) 448-0408 Fax (708) 448-5947

Website/URL www.saintalsparish.org E-mail mrsplynch@yahoo.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. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Office of Catholic Schools Tel. (312) 751-5200

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. Steven Lange
(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)

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.
 29 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	0	0	0	7	21	23	44
K	18	16	34	8	27	36	63
1	25	19	44	9			
2	22	21	43	10			
3	23	30	53	11			
4	23	33	56	12			
5	25	17	42	Other			
6	32	23	55				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							434

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</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: 2.7 %

(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.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1 (same as in #5 above)	434
(5)	Subtotal in row (3) divided by total in row (4)	.027
(6)	Amount in row (5) multiplied by 100	2.7

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

Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 3.2 %

Total number students who qualify: 14

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: $\frac{1.8}{8}$ %
 Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>8</u> Specific Learning Disability
___ Hearing Impairment	___ Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ 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>	_____
Classroom teachers	<u>17</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>7</u>	_____
Support staff	<u>5</u>	<u>2</u>
Total number	<u>33</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 24:1

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	98%	95%	95%	95%	95%
Daily teacher attendance	90%	95%	95%	95%	95%
Teacher turnover rate	0%	0%	1%	2%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. (High Schools Only)

III. SUMMARY

The Catholic Identity of St. Alexander School is vibrant, providing the strong foundation for the mission and philosophy of the school and the lived experiences of the students, faculty, and all associated with the school. The strong Catholic Identity permeates the atmosphere of St. Alexander School. Attitudes and values are interwoven through the experiences and activities of every student's school day. A visitor to St. Alexander School would observe students singing a patriotic song, praying at Mass, working in cooperative groups, investigating in Science and Math, creating a masterpiece, or making a card for a nursing home resident. The school's warm atmosphere encourages parents to become involved in many aspects of student life. Strong communication between home and school encourages and supports every student to "be the best you can be". St. Alexander School is a welcoming, supportive community built on positive relationships that affirms its members and respects a variety of gifts, talents, and experiences. St. Alexander works diligently to "leave no child behind" by addressing the diverse needs of its students.

Our mission is to provide a safe educational environment of spiritual and academic growth and excellence in which students, teachers, and parents create enthusiasm for lifelong learning in order to prepare students to become adults who are socially responsible, morally sound, and economically independent citizens. Comprehensive educational programs and school activities and dedicated, qualified educators empower us to accomplish our mission.

The curriculum includes technology, the arts, physical education, foreign language and Applied Technology to enhance the core subjects. Students are engaged in the learning experiences and are challenged to develop critical thinking, decision making, and problem solving skills. High expectations and standards for behavior and achievement reflect the importance the community places on education.

St. Alexander has a strong curriculum and academic program that is alive in its classrooms. Students are engaged in the learning experience and are challenged to develop the skills necessary to be successful in life. Teaching and learning strategies incorporate a variety of methods and styles. Student progress is monitored through the utilization of standard and alternative assessments.

To provide a wide range of services to our families, St. Alexander offers full and half day Kindergarten, as well as extended day care. The Essential Learning Systems program supports struggling readers. A peer mediation program is available to students in order to engage them in the process of conflict resolution. Spanish is incorporated into the curriculum for grades seven and eight and is offered to younger children as after school enrichment. Teachers spark students' interests by providing after school enrichment opportunities. These include drama, technology explorations, art creations, geography, and educational games.

Extracurricular activities develop leadership skills, confidence, and active involvement in school life. Students working on the school newspaper and yearbook chronicle student activities throughout the school year. Student Council members lead the student body in service projects and develop school spirit by offering fun events throughout the year. Various athletic experiences are available to students at all grade levels.

St. Alexander faculty and staff are committed to excellence. All work as a team to provide our students with a positive, supportive educational environment. Maintenance personnel take pride in and ownership of the school facilities. Providence Hall, opened in August 2004, expanded St. Alexander in space and programs by adding ten classrooms and Science and Applied Technology labs. Faculty goals emphasize serving the special needs of students. Planning of staff and professional development is driven by the annual school goals.

Each of these components enables St. Alexander School to "create enthusiastic lifelong learners who are moral, responsible and independent adults."

IV. INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school’s assessment results: Each year, in March, St. Alexander School administers the Terra Nova Multiple Assessments to the students in grades three, five, and seven. All St. Alexander students in these grades are tested. Those students with learning disabilities who have an Individualized Education Plan requiring testing accommodations (extended time, tests read orally, and other) are provided with those accommodations by the school. These scores are not included in the class averages. The Terra Nova Reading Test measures objectives in *basic understanding; analyzing text; evaluating and extending meaning; and identifying and applying reading strategies*. The Mathematics test includes objectives in *numbers and numerical relations; computation and estimation; measurement; geometry and spatial sense; data (statistics and probability); patterns (functions and algebra); problem solving and reasoning; and communication*.

Class mean scores in Reading range from a low of 64.1 for grade five to a high of 66.8 for grade three. If those mean scores were ranked as if they were scores for an individual student, our “middle” student would have a percentile rank between 75 and 79. For grade three Reading (NCE 66.8, standard deviation 14.7), 69% of the class scored between 52.1 and 81.5, within one standard deviation. Lower performing grade five Reading scores indicate that 68.6% of the students scored Normal Curve Equivalents between 51.8 and 76.4 (within one standard deviation). For Mathematics the class mean NCE scores range from a low of 60.4 for grade five to a high of 69.9 for grade three. These convert to percentile ranks between 69 and 83. At the higher end, in Mathematics 69% of the third grade students fall between 57.9 and 81.9, or within one standard deviation. At the low end, in grade five 76% of the students scored between 45.8 and 75.0 (within one standard deviation).

When class means in Reading are compared to the 90th percentile school ranking provided for Terra Nova by the NCLB-NBR application document, St. Alexander seventh grade students as a group tested in the top 10% of all school groups on these national norms. Seventh grade Reading NCE is 65.9 compared to the benchmark NCE of 65.8. Likewise for Mathematics, St. Alexander seventh grade students scored at a 69.1 NCE compared to the benchmark level of 64.1. All St. Alexander grade levels tested achieved class averages in Reading and Mathematics at or above the School Mean NCE at the 90th percentile of National School Norms as listed on the No Child Left Behind-National Blue Ribbon Application materials - with the exception of grade five Mathematics.

To assess the distribution of St. Alexander students tested, one can examine the number of students who scored in each quartile. The following table represents that distribution.

	01-25 Quartile I	26-50 Quartile II	51-75 Quartile III	76-99 Quartile IV
Gr. 7 Reading	0	10	19	31
Gr. 7 Mathematics	2	8	12	38
Gr. 5 Reading	0	6	21	24
Gr. 5 Mathematics	3	9	20	19
Gr. 3 Reading	1	7	15	32
Gr. 3 Mathematics	0	2	19	34

2. How the school uses assessment data:

When test results are received for the March Terra Nova assessments, the individual student's performance is reviewed by the teachers and the administration to track the performance of students with consistently lower achievement, to identify students who show deficiencies in achievement, and to monitor the progress of all students. The cognitive ability of students is tested in five areas. A total Nonverbal score is comprised of three subtests: Sequences, Analogies, and Quantitative Reasoning. The subtests of Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create the total Verbal score. The Cognitive Skills Index is useful to give an estimation of individual student ability. The comparison between anticipated and obtained scores is examined. This helps the teachers to determine and understand which students are performing at or above expected levels of achievement. In cases where student performance is lower than anticipated, an examination of other factors continues to determine appropriate measures to meet the student's needs. Some students may require remediation, reteaching or tutoring services, accommodations, or a referral for a full case study through appropriate agencies.

Prior to the opening of school, teachers meet to review the most current testing data for all students. Teachers use the grouping reports, which identify high mastery, partial mastery, and non-mastery. For instructional planning the mastery information identifies those goal areas, which will require review or reteaching for several or all members of the class. Test results may indicate a further examination of curriculum if many students achieve below the anticipated score.

3. How the school communicates student performance:

Mid-quarter progress reports and quarterly report cards including marks in achievement, effort, and behavior as well as additional written comments are issued four times a year. Formally scheduled parent-teacher conferences are held at the end of the first quarter to discuss student progress and achievement. In grades seven and eight, students are required to attend the conference with their parent(s). Progress reports and report cards are distributed by the principal and assistant principal in a brief conference with each student where progress marks are explained and discussed. School parents and teachers commonly use written notes, comments in student assignment books, e-mail and voicemail, and formal and informal conferences as communication tools. One on one teacher-student dialogues take place as determined by the teacher in individual classrooms.

The progress of students in Kindergarten through grade eight is monitored through the use of curriculum-based assessments throughout the year. Results of these assessments are regularly reported to parents. Parents are requested to review these results with their student and return them signed to the teacher. These assessments include those created by textbook/publisher, teacher generated, and various alternative assessments. Students not reaching prescribed levels may be referred for tutoring, summer school, and/or remedial services.

Individual Terra Nova scores are provided to parents in late spring for all third, fifth and seventh graders. A complete report is made to the School Advisory Council including a summary of school and class averages. While eighth grade students do not participate in the Terra Nova testing, they participated in the testing for the Consortium of School Research through the Notre Dame study. In addition, eighth grade students take achievement tests at various local high schools for placement. The results of both the Notre Dame study and the high school placement tests are shared with the school administration. St. Alexander eighth grade students have been chosen by the National Assessment of Educational Progress to be tested and their results are included in the Nation's Report Card.

4. How the school will share its successes:

As a member of the Archdiocesan Principals Association Mrs. Lynch, Principal of St. Alexander School, attends the Council 10B monthly principal meetings. Sharing sessions are part of the monthly agenda. Mrs. Lynch attends the Leadership Days for principals sponsored by the Archdiocese of Chicago Office of Catholic Schools. Mrs. Biel, assistant principal, attends all scheduled formal and informal meetings with other assistant principals. Mrs. Biel is a member of the St. Xavier University School of Educational Administration Advisory Council. Both Mrs. Lynch and Mrs. Biel participated in the Bishop John Gorman Leadership Institute in summer 2004 sponsored by St. Xavier University in conjunction with the Office of Catholic Schools. Elementary and high school administrators had many opportunities to share best practices in their schools. Both plan to attend again in summer 2005. All of these contacts provide opportunities to share our successes and best practices.

Teachers have several opportunities during the school year to network and share successes. Sharing sessions are held at the Council 10B Inservice Day. Teachers in specific curriculum areas gather quarterly. St. Alexander has the opportunity to host meetings of technology coordinators, resource teachers and physical education teachers.

The good news about St. Alexander School is informally shared with parents from other schools through School Board newsletters, local news media, and conversation.

V. CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum:

Religious Education: St. Alexander's Religion curriculum includes doctrine and scripture, prayer and worship, and service. Students are given an opportunity to lead prayer daily and participate in weekly and monthly liturgies. Daily Religion classes include instruction in Catholic morality and values, scripture from the Old and New Testament, church doctrine, tradition and history, and the sacraments. Traditional Catholic devotions are emphasized. Students develop a sense of community and service to those in need. An additional component of this curriculum is character education.

Language Arts (including reading, writing, spelling, grammar, listening and speaking skills):

Emergent readers focus on phonemic awareness, decoding, phonics, and vocabulary development. Reading instruction is literature-based to provide a high level of student interest. Higher level thinking skills (analysis and comprehension) are driven by questioning, dialogue, and discussion. Grammar skills are presented and reinforced using traditional methods and daily oral language activities. The Five Step Writing Process and Power Writing are used to develop writing skills. Language Arts skills are reinforced and applied across curriculum areas.

Mathematics: Students develop skills in computation and estimation as well as the ability to solve problems and reason. They learn pattern recognition and numerical, geometric, and spatial awareness. Instruction in data analysis using statistics and probability and algebraic concepts are part of the mathematics curriculum. Junior High students complete two years consisting of pre-algebra and algebra. Many of our students are placed in higher level algebra classes in high school. Primary and Intermediate students learn mathematics concepts through concrete experiences and manipulatives.

Social Studies: Geography skills and current events activities are presented at all grade levels. Primary grades focus on community, ethnic traditions, and map skills. Grades five and seven focus on United States History while grade six concentrates on ancient and modern world history and culture. Grade eight studies state and federal Constitution and government, as well as American History. Student learning is enhanced by an all day field trip to Springfield and a three day tour of Washington D.C. for Junior High.

Natural Sciences: Experimentation and scientific method are emphasized in all grade levels. The Science curriculum includes life, earth, physical, and environmental sciences. These are explored through a variety of activities including demonstrations, projects, and "hands-on" experiments. Reading and written assignments reinforce these concepts. Students in grades three, seven, and eight complete a more in-depth study of specific topics through participation in our Science Fairs. Our new state of the art Science lab offers students in grades six, seven, and eight many opportunities to actively explore Science topics.

Fine Arts, Music: Various media are used to teach the elements of the visual arts (such as line, color, texture, perspective etc.). These elements are applied in a variety of cross-curricular projects. Music instruction provides students with the tools to understand and appreciate music across time and cultures through singing, listening, and movement. Our fifth grade participates in the Opera in the Classroom program sponsored by the Lyric Opera of Chicago. Band is an option offered to students in grades four through eight.

Computer Skills and Technology: Students develop keyboarding skills and use word processing, spreadsheets, databases, presentations, and Internet resources which are applied in all other content areas. As the only school in the Archdiocese of Chicago to have an Applied Technology program, our seventh and eighth grade students explore various modules which integrate and apply mathematics and science concepts using hands-on activities.

Physical Education, Health, Safety: Physical skills are developed through student participation in a variety of team and individual activities. Health and safety instruction is provided at all levels.

Spanish: Students in grades seven and eight study Spanish vocabulary, grammar and conversation as they explore the cultures of Spanish speaking countries. This program provides a firm foundation for language study in high school. After-school enrichment is available for students in grades K - 6.

2. Reading Curriculum:

St. Alexander School uses the MacMillan-McGraw Hill series in Kindergarten through grade five for reading instruction. Teachers and administration selected this series because it is based on high quality literature which piques student interest and incorporates a wide range of skills. Students develop phonemic awareness, decoding, word recognition, vocabulary, and comprehension. The Reading curriculum is enhanced by the Building Blocks and Intensive Phonics programs, as well as the Modern Curriculum Press Phonics series.

To motivate students to read independently for enjoyment, they may participate in Accelerated Reader, Book It, Read to Succeed, the Read Aloud Club, Literature Lovers Luncheons, Books on the Go, and Reading Buddies. Reading for enjoyment is encouraged by programs such as Rocking Chair Reader and D.E.A.R. All teachers read aloud to their classes daily. In addition to the reading series, grades four and five develop reading concepts with study and discussion of several novels. Grades six through eight reinforce reading and higher level thinking skills with a literature-based program that employs in-depth novel studies.

The Reading curriculum is strengthened by the Language Arts curriculum that includes daily oral language, instruction in the writing process, and a variety of experiences that actively engage students. The correlation between reading and writing is developed, with higher level thinking skills, in such activities as character analysis, response to literature, alternative endings and diaries. Students needing remedial support are assisted by the Resource teacher using the Essential Learning Systems program. ELS is an individualized program that incorporates multi-sensory instruction and computer technology. The instructor assists students by using a therapeutic approach with activities that link visual, auditory, and motor-kinesthetic pathways. Students with an Individualized Education Plan may receive speech or remedial reading services through the local public school district.

3. Mathematics Curriculum:

Objectives in all grade levels include numeration, computation, estimation, probability, data analysis, geometry, measurement, and algebraic concepts. An ongoing emphasis is placed on reasoning, problem solving, and critical thinking skills applying mathematics to real life. Writing in mathematics is stressed at all grade levels. In every lesson, students are expected to explain in writing the concept being taught.

Daily Mathematics instruction in primary grades begins with a “Math meeting” reinforcing concepts in patterns, calendar, time, counting, and problem of the day (problem solving). The Scott Foresman-Addison Wesley series is structured so that concepts and skills are spiraled to assure reinforcement and maintenance. Instruction in grades four, five, and six provides challenges in higher level thinking and application to every day life.

Grades six through eight use the McDougal-Littel series with a focus on pre-algebra and algebra. Application of mathematics skills and concepts occurs across the curriculum, particularly in Applied Technology investigations. In Junior High there is an ongoing emphasis on problem solving and critical thinking. A feature of the upper grade Mathematics program is the Metric Olympics, which integrates concepts of Science and Mathematics. Junior High Mathematics reinforces basic concepts in the development of pre-algebra and algebra, easing the transition into high school Mathematics.

4. Description of different instructional methods used:

The quality of instruction is enhanced by teacher assistants in every grade level. These well-trained assistants work with individuals and small groups needing additional reinforcement and/or alternative instruction. Teachers meet regularly in grade level and subject area groupings to share effective teaching methods. These methods include direct instruction, discussion, cooperative learning, and computer based tutorials. Differentiated instruction is employed to serve the various needs of our student population. Project-based learning provides opportunities for discovery in most curriculum areas. The wide range of projects includes written reports and oral presentations, dramatizations and speeches, Power Point and other computer based presentations, and graphic and visual applications. Hands-on activities and manipulatives allow the students to actively participate in their learning.

Remedial reading instruction directed by a trained certified teacher is supported by the Essential Learning Systems program. This computer based learning tool develops cognitive skills using the multi-sensory approach. This program complements services provided by the local public school district for those students with Individualized Education Plans.

5. Description of the school's professional development plan:

In response to the recommendations from the Office of Catholic Schools School Improvement Process, a plan for professional development was formulated. A framework for professional development activities was created to address the action steps (recommendations) of our School Improvement team. Faculty and administration identify ways to better serve its community through programs and services. Based on these criteria, annual goals are developed. Six inservice days are required in our annual calendar (two of which are designated for Religion). Four days are used to support the identified goals through faculty workshops. These promote better understanding and encourage best practices. In response to the goal of more effectively addressing the special needs of students in the regular classroom, we began the school year with a workshop presented by Dr. Meg Carroll of St. Xavier University, professor/author and expert in this field. The faculty also viewed "F.A.T. City, Understanding the Learning Disabled Student", as a springboard for discussion about understanding the needs of learning disabled students. Additionally, faculty meets in small groups to share strategies that are effective in addressing the needs of specific students.

To continue the development of technology and computer skills, the faculty, with the technology coordinator, identifies needs and interests. All faculty completes two three hour after school courses. Examples of topics include web page design, use of digital camera, Power Point presentation, and newsletter development.

Each teacher receives an annual allotment of \$1100 to supplement costs of professional development activities, including courses, workshops, inservices, conventions, and memberships in various professional organizations. Faculty members participate in an average of four independent professional development experiences each year. These various staff development activities support the faculty in achieving their annual goals and objectives.

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 Education Association, Illinois Coalition of Non-Public Schools, Association for Supervision and Curriculum Development, Council for American Private Education

(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>\$ 2500</u> K	<u>\$ 2500</u> 1 st	<u>\$ 2500</u> 2 nd	<u>\$ 2500</u> 3 rd	<u>\$ 2500</u> 4 th	<u>\$ 2500</u> 5 th
<u>\$ 2500</u> 6 th	<u>\$ 2500</u> 7 th	<u>\$ 2500</u> 8 th	<u>\$</u> 9 th	<u>\$</u> 10 th	<u>\$</u> 11 th
<u>\$</u> 12 th	<u>\$ 1585</u> Other (1/2 Day Kindergarten)				

4. What is the educational cost per student? \$ 3604
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1104
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 21 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %

ST. ALEXANDER SCHOOL
TERRA NOVA ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 7 Test Terra Nova Second Edition Multiple Assessment

Edition/publication year Second/01 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered
 2003-2004 = 62, 2002-2003 = 52, 2001-2003 = 67, 2000-2001 = 48, 1999-2000 = 59

Number of students who took the test All of the students in grade 7 as stated above took the test.

What groups were excluded from testing? Why, and how were they assessed No students were excluded from the test. Some students were allowed accommodations (additional time, test sections read aloud) according to their IEP.

Number excluded from averages: 2003-2004 = 2, 2002-2003 = 2, 2001-2002 = 0, 2000-2001 = 0, 1999-2000 = 0

Scores are reported here as (check one): NCEs Scaled scores _____ Percentiles _____.

St. Alexander School—Terra Nova NCE Scores
Grade 7

Reading	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	65.9	65.3	66.9	69.4	70.3
Number in Group	62	52	67	48	59
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded (Alternately Assessed)	2	2	0	0	0
Percent of Students Excluded (Alternately Assessed)	3	3.8	0	0	0

School Mean NCE at 90%ile of National School Norms—65.8

Mathematics	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	69.1	69.9	72.1	66.8	68.6
Number in Group	62	52	67	48	59
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded(Alternately Assessed)	2	2	0	0	0
Percent of Students Excluded (Alternately Assessed)	3	3.8	0	0	0

School Mean NCE at 90%ile of National School Norms—64.1

ST. ALEXANDER SCHOOL
TERRA NOVA ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test Terra Nova Multiple Assessment

Edition/publication year Second/01 Publisher CTB McGraw-Hill

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

2003-2004 = 53, 2002-2003 = 44, 2001-2002 = 62, 2000-2001 = 55, 1999-2000 = 66

Number of students who took the test All of the students in grade 5 as stated above took the test.

What groups were excluded from testing? Why, and how were they assessed No students were excluded from the test. Some students were allowed accommodations (additional time, test sections read aloud) according to their IEP.

Number excluded from averages: 2003-2004 = 2, 2002-2003 = 2, 2001-2002 = 0, 2000-2001 = 0, 1999-2000 = 0

Scores are reported here as (check one): NCEs Scaled scores Percentiles .

St. Alexander School—TerraNova NCE Scores
Grade 5

Reading	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	64.1	70.2	66.3	65.7	67.5
Number in Group	53	44	62	55	66
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded(Alternately Assessed)	2	3	1	0	0
Percent of Students Excluded(Alternately Assessed)	3.7	6.8	1.6	0	0

School Mean NCE at 90%ile of National School Norms —64.1

Mathematics	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	60.4	62.3	62.4	62.7	64.3
Number in Group	53	44	63	55	66
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded(Alternately Assessed)	2	3	1	0	0
Percent of Students Excluded(Alternately Assessed)	3.7	6.8	1.6	0	0

School Mean NCE at 90%ile of National School Norms —63.8

ST. ALEXANDER SCHOOL
TERRA NOVA ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test Terra Nova Multiple Assessment

Edition/publication year Second/01 Publisher CTB McGraw-Hill

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

2003-2004 = 58, 2002-2003 = 42, 2001-2002 = 58, 2000-2001 = 36, 1999-2000 = 56

Number of students who took the test All of the students in grade 3 as stated above took the test.

What groups were excluded from testing? Why, and how were they assessed No students were excluded from the test. Some students were allowed accommodations (additional time, some test sections read aloud) according to their IEP.

Number excluded from averages: 2003-2004 = 2, 2002-2003 = 2, 2001-2002 = 0, 2000-2001 = 0, 1999-2000 = 0

Scores are reported here as (check one): NCEs Scaled scores Percentiles .

St. Alexander School—TerraNova NCE Scores
Grade 3

Reading	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	66.8	63.8	63.0	68.0	67.3
Number in Group	58	42	58	36	56
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded (Alternately Assessed)	3	0	0	0	0
Percent of Students Excluded (Alternately Assessed)	5.1	0	0	0	0

School Mean NCE at 90%ile of National School Norms —64.1

Mathematics	03-04	02-03	01-02	00-01	99-00
Testing Month	March	March	March	March	March
NATIONAL MEAN SCORE NCE	69.9	67.0	61.9	66.1	64.1
Number in Group	58	42	58	36	56
Percent of Students Tested	100	100	100	100	100
Number of Students Excluded (Alternately Assessed)	3	0	0	0	0
Percent of Students Excluded (Alternately Assessed)	5.1	0	0	0	0

School Mean NCE at 90%ile of National School Norms —64.5