

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary (K-8) Middle High K-12

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

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

School Mailing Address 333 Springdale Avenue
(If address is P.O. Box, also include street address)

Winston-Salem NC 27104-3198
City State Zip Code+4 (9 digits total)

County Forsyth School Code Number* N/A

Telephone (336)748-8252 Fax (336) 748-9005

Website/URL www.stleocatholic.com E-mail gschraeder@stleocatholic.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* Mrs. Linda Cherry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Charlotte Tel. (740) 370-3291

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. Joanne Parcell
(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: **N/A** _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL

2. District Per Pupil Expenditure: **N/A**
 Average State Per Pupil Expenditure: **N/A**

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	4	13	7	16	14	30
K	15	12	27	8	12	14	26
1	14	16	30	9			
2	12	13	25	10			
3	11	17	28	11			
4	14	14	28	12			
5	15	15	30	Other			
6	14	17	31				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							268

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>97</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: 5 %

(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.	4
(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)]	14
(4)	Total number of students in the school as of October 1 (same as in #5 above)	268
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

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

Number of languages represented: N/A
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: <1 %

Total number students who qualify: 6

St. Leo's does not participate in the federally-supported lunch program, but we do participate in Title I. We use the figures from the lunch program to identify eligible Title 1 students. We obtain this information through documents from our student tuition assistance program (Private School Aid Service – PSAS).

10. Students receiving special education services: 9 %
24 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>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>3</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>1</u>	<u>5</u>
Total number	<u>18</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio: 18:1

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	97%	96%	96%	97%	97%
Daily teacher attendance	96%	98%	98%	97%	98%
Teacher turnover rate	0%	0%	13%	7%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	%	%	%	%

PART III - SUMMARY

Our mission at St. Leo the Great Catholic School is to educate the whole child within the framework of gospel values and Catholic traditions in order to develop responsible citizens of the world. This mission statement is recited every day by each student and faculty member so that we each remember our purpose as members of this school community. Each child is respected for his/her unique contribution. Modifications to help individual needs are provided.

St. Leo School is a Catholic school providing instruction for students in grades pre-kindergarten through grade eight. The school is located in Winston-Salem, North Carolina. It is one of the seventeen schools comprising the school system of the Diocese of Charlotte. Our school was established in 1954 by the Sisters of St. Joseph of Chestnut Hill, Pennsylvania, to meet the needs of the Catholic community in the area. It is an apostolate of St. Leo Parish and, as such, is guided by the pastor and the Pastoral Council of St. Leo Church and by an advisory school board.

St. Leo School is accredited by the Southern Association of Colleges and Schools (SACS) and by the Diocese of Charlotte. Our faculty members are licensed by the State of North Carolina and/or meet the requirements for personnel as set forth by the Southern Association for Colleges and Schools Council on Accreditation & School Improvement (SACSCASI).

A strong emphasis is placed on developing reading, writing, and mathematical skills in our core curriculum and in our special subjects. Instruction in library skills, computer skills, music, art, physical education, French, and Spanish is scheduled throughout elementary and middle school grades. Our students score well in standardized assessments and teachers encourage strategies to improve their students' critical thinking skills. Active learning techniques such as projects, experiments and manipulatives are used regularly. Comparing the results of St. Leo eighth grade students with those from other Catholic schools within the Diocese of Charlotte, St. Leo students score high. Many of our graduates progress to honors classes in both our local Catholic high school and area public high schools. The vast majority of our graduates go on to attend four year colleges and universities.

As responsible citizens, St. Leo students are involved in local, national, and world wide outreach programs. Every year each student writes once a month to a Caring Friend, a senior citizen who may be alone or in a retirement or nursing home. Students also write to members of our armed services serving in Iraq and collect and send needed items to them. Leadership roles are assumed by our students in such areas as Student Council (which is comprised of members from grades three through eight), altar servers, choir members, scouts, our school newspaper, and various other clubs and activities. Students in grades four through eight serve as prayer-partners to our younger children. The older children guide the younger ones in church services, assist them in letter writing, read to them, and play with them throughout the year.

Along with guiding the students' education, St. Leo staff assumes responsibility to protect students. Emergency and crisis plans are practiced with the students and communicated to the parents. The Teacher Council advises the principal in matters such as handbook policies, and professional development. Teacher turn-over rate is low. Teachers are involved in community activities such as the 5K race, parish ministry, and coaching.

Another notable characteristic of St. Leo School is the strong involvement of parents in our school. The St. Leo Parent Teacher Organization (PTO) promotes and coordinates volunteer and fund-raising activities. During the school day, parents volunteer by assisting teachers in the classroom, monitoring students in the lunchroom and on the playground, and staffing the health care room. In addition, we have an active Athletic Association comprised of our many parent volunteers including volunteer coaches. A recent satisfaction survey confirmed a high correlation between parent priorities and school planning and program offerings.

We at St. Leo School are proud of our school community and are involved in ongoing internal evaluation programs to constantly improve our school and the educational, spiritual, and social experiences of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

At St. Leo School, all students are assessed via the Iowa Test of Basic Skills; 5th and 8th grade students also take the COGAT tests. No alternative assessment is undertaken in-house, although students with special needs are permitted to take their tests on an un-timed basis. Scores of un-timed students are not included in our building averages.

Since we are a small school (we average 270 students in our Kindergarten to 8th grade program, with only one class at each grade level and approximately 30 students per class), test results vary from year to year. Our building average results for the years for which we provided data (10/1999 through 10/03) are summarized as follows:

	Language Score range 10/99-10/03	Language Score Average for the 5-year period	Reading Score Range 10/99-10/03	Reading Score Average for the 5-year period	Mathematics Score Range 10/99-10/03	Mathematics Score Average for the 5-year period
8 th grade	98%-99%	98.8%	99%	99%	91%-99%	94%
7 th grade	99%	99%	99%	99%	92%-96%	93.6%
6 th grade	99%	99%	98%-99%	98.8%	88%-99%	95.2%
5 th grade	99%	99%	95%-99%	97%	84%-99%	91.8%
4 th grade	79%-99%	92.8%	96%-99%	98%	81%-97%	90.8%
3 rd grade	92%-99%	94.6%	94%-99%	96.6%	87%-97%	92.2%

Immediately apparent from this synopsis is the fact that, while building average results by grade vary from year to year, our results are higher than the Student Percentile Equivalent for the 90th School Percentile, for every grade in every year, in all three reported categories. St. Leo School also measures its results against those of other schools in our school system (the Diocese of Charlotte), in which student preparation and socio-economic status are roughly similar; even in this comparison, St. Leo test results are very high. For example, in 1999 (the last year for which diocesan-wide school comparison data was available), St. Leo School ranked 4th of 17 schools in grade 8 scores in all reported subjects (reading, language and mathematics.)

Also apparent from this synopsis of the data is the fact that our overall averages tend to be higher for the 7th and 8th grades than for the 3rd and 4th grades. We at St. Leo's feel that this last fact is quite revealing and significant: overall, the longer we have our students, the better they perform relative to national averages. Indeed, when in the past we have had classes that remained fairly stable in composition (that is, with few students leaving the class, and few entering in the higher grades), results have shown assessment scores varying in direct proportion to the length of time spent at St. Leo's.

Part IV #2- Indicators of Success – Improvement Process

St. Leo uses assessment data from the ITBS and the COGAT to understand and improve student and school-wide performance. Since our ITBS/COGAT tests are given in October, results actually reflect the prior year's learning. Therefore, from year to year, teachers touch base with their counterpart in the earlier grade to discuss the assessment results to verify that our program and curricula are adequately addressing student needs.

Detailed analysis has been used in the past to improve performance. Four years ago, for example, it was perceived that writing was an opportunity area for improvement. From that analysis came a complete revamping of our writing program. A key facet of the new program was the development of a writing curriculum sequence which set out what each grade was responsible for teaching, and at what level students in each grade could be expected to perform. This was used in a "Writing Across the Curriculum" program in which all teachers, classroom and special teachers alike, collaborated in writing assignments. Our teachers' workshops were also geared to accomplishing our writing goals, and our teachers worked with teachers from other schools in our Diocese of Charlotte to spearhead a new writing assessment program.

Given the success of that program, last year we used our analysis of the ITBS results to identify mathematics as the next area in which we wished to make a concerted effort to improve student and school performance. Particularly in the area of computation, our results were, we believed, ripe for improvement. Therefore, we are currently working on a multi-faceted program which will result in a grade-by-grade mathematical abilities check-list, and a "Mathematics across the Curriculum" approach which will enlist the entire teaching cadre in practicing and reinforcing mathematical concepts and skills:

- We have purchased "Holey Cards", which are used in the classrooms daily for rapid mathematical calculation drills;
- A new mathematics series has been purchased from Harcourt and Holt;
- Primary and Intermediate students are drilled daily with a "Number of the Day", "Problem of the Day" and lesson quizzes; and
- Middle school mathematics has been integrated into the literature curriculum.

Part IV #3– Indicators of Success - Communication

St. Leo School is blessed with a high degree of stakeholder involvement. Community connection is frequent. The weekly Thursday information envelope is sent home with the youngest child. It includes the weekly Newsletter, event flyers, test results, progress reports, permission slips and certificates of achievement. Through the principal's column, classroom and school events and improvement plan goals are highlighted. Since our mascot is the lion, there is a "Something to ROAR About" column each week devoted to student, alumnus, teacher and parent achievements. The Newsletter is posted on the website, as well as being sent home directly in hardcopy.

After reviewing the ITBS scores last year, the faculty expressed a desire to improve the outcomes of the math curriculum. This goal was shared by the principal via the Newsletter with the St. Leo families. A plan to establish baselines and involve families in ways to help us improve math computation skills is now underway. The initial steps provided families with an opportunity to have a home set of holey cards. Updates on the progress of the math improvement plans are addressed through the Newsletter. ITBS scores of the overall building data are published each year during Catholic Schools Week at the end of January.

Other modes of communication include Open Houses, conferences phone calls, email, PTO assemblies, Student Council assemblies, and articles in local and diocesan newspapers. Using the math school improvement goal again as a communication example, the teachers informed parents of baselines and initial action steps for this year's math program at the Open House at the start of the year. At Parent-Teacher conferences, teachers and parents shared information concerning student progress.

Monthly information from our counselor is sent via the Thursday envelope. The Student Council and AV Club team with the principal and librarian to give a WSLs TV-video Broadcast each month. The Middle School Students and teachers provide a quarterly school newspaper, *The Mane Event*. We know communication between our stakeholders is one of our strengths.

Part IV #4 Indicators of Success – Sharing with our Community

St. Leo's Faculty is generous in sharing its expertise. The teachers share not only with their St. Leo colleagues, but also volunteer to present at local conferences and/or provide leadership to teachers at other schools. Last year the Math and Science teachers made presentations at the state science teachers' convention, as well as a presentation at the diocesan convention.

Recently our librarian and our art teacher teamed to present "Integrating Art, Library and Literature Through Puppetry" at the NC School Library Media Association and at the diocesan convention. Our resource teacher and fifth grade classroom teacher presented a workshop on "Understanding Differences in Student Learning" to diocesan teachers. The resource teacher also assisted teachers at another school with information that helped their school successfully apply for a grant to attend the "Schools Attuned" Training Program.

Three of our Language Arts teachers spearhead the workshops for the diocesan Writing Curriculum & Assessment. Our principal has presented several spiritual and motivational workshops to local religious organizations, as well as presentations at diocesan conferences.

Our computer instructor has met regularly with other diocesan personnel and teachers from other schools to provide suggestions as the diocese implements an electronic report card system.

The faculty is also active in professional organizations. The principal is an officer in the local non-public school association and a member of ASCD and NAESP. The librarian/media coordinator is a member of the American Library Association and the NC School Library Media Association. The resource teacher and first grade teacher have been active in the local chapter of the International Reading Association and have served as hospitality chairmen for the organization. All Middle School and special teachers belong to the local middle school association. In addition our two middle school language arts teachers are members of the National Council of Teachers of English.

PART V – CURRICULUM AND INSTRUCTION

St. Leo the Great Catholic School offers a comprehensive course of study to implement our mission of education. At the heart of our curriculum is the study of our Catholic faith. In all subjects, we align ourselves with the North Carolina Standard Course of Study and integrate technology. Students learn about hardware, software, information resources, and problem solving with technology tools.

The Social Studies curriculum begins in K-3 with students studying about their neighborhoods and communities. The fourth grade learns the history of North Carolina, and fifth concentrates on the early history of America with an emphasis on Native America, exploration, and the colonial period. In sixth and seventh grade, a world studies program focuses on the political and cultural history of specific countries in regions of the Eastern and Western Hemispheres with an emphasis on geography and map skills instruction. American history and an in-depth study of the Constitution is completed in 8th grade.

The Science curriculum follows four major strands in all grade levels: Nature, Inquiry, Technology, and Personal & Social Perspective. The Science curriculum in K–3 puts emphasis on hands-on activities to explore living and non-living things in the world. Grades four and five study growth and adaptations in plants and animals, minerals, ecosystems, and energy interactions. Middle School students using inquiry based approaches and scientific method examine the solar system, forces of erosion, cell structure, human body, atomic structure, periodic table, chemical reactions, magnetism, electricity, and simple machines.

Math courses encourage the students to explore, conjecture, reason logically and use a variety of mathematical methods beginning very early and progressing through a high school level algebra. K through third grade stresses the numerical operations as well as spatial sense, patterns and relationships. From the fourth through the eighth grades we continue these concepts and introduce operations with multi-digit numbers and fractions. In 6, 7 and 8, our math program stresses algebraic methods.

Knowing that foreign languages are learned best at an early age, St. Leo School offers both French and Spanish to students in grades preK-5. At the end of grade 5, each student selects one of the languages to continue in Middle School. In the primary grades, songs, stories, and rhymes are used to engage the students, with the primary focus on listening comprehension. In grades 3, 4, and 5, students begin writing and reading simple sentences, while continuing to improve their listening skills. Students engage in role-playing activities to practice speaking. In grades 6, 7, and 8, students continue to improve their skills in speaking and writing by creating and performing skits about real-life situations. Reading is enhanced by target language magazines, novels, and cultural articles. Software and Internet are used to improve foreign language skills.

The art and music curriculum is structured to develop the student's visual and auditory perception and awareness with the intent of encouraging original creative expression. Art students work with a wide range of media and techniques in both two and three dimensions, including ceramics, painting, printmaking and sculpture, using their ideas in exciting ways. While the finished product is something the students take pride in, the creative process and confidence development always take priority. Singing, dancing, playing rhythm instruments and moving to music enable the P-S to 2nd grade students to acquire musical skills. Grades 3-5 learn to read music, play the recorder, listen to, analyze and evaluate music from other nationalities and cultures. This helps the students understand their own historical and cultural heritage. Grades 6-8 are developing control and pitch accuracy, as well as singing and listening to a varied repertoire of music. An annual Christmas Show, various dramatic presentations for PTO assemblies, Talent shows, Art displays and monthly AV Broadcasts showcase students' talents.

In physical education/health, the elementary grades have an emphasis on motor skills, such as walking, running, skipping, and leaping, bending, stretching, twisting, and swaying. Manipulative skills such as throwing, catching, striking, and kicking are also introduced. The older grades are taught team sports, individual sports and personal physical fitness parameters. There is an emphasis on cognitive, motor, social, and positive self image aspects. It is the intention of the physical education program to help each student develop and maintain an adequate level of physical fitness. The health curriculum promotes learning experiences that will result in a healthy lifestyle from childhood through adulthood.

Part V #2a Curriculum & Instruction - Reading

St. Leo's reading curriculum is an inclusive language arts program. In K-5 the reading series we use as our resource stresses phonological awareness, guided reading and instruction, phonics, and other curriculum connections such as social studies activities that tie in with the stories. Each week a full writing process lesson is integrated with a five day spelling plan and five day grammar plan. Frequent assessments are used to monitor student progress. We meet individual needs with the help of our learning resource teacher and teaching assistants. Learning is enhanced through creative book talks, book reports, class research projects and literary appreciation.

The reading curriculum in Middle School also uses a very strong integrated language arts approach. In grades 7 and 8, the English classes are divided into advanced groups and on-level groups. Vocabulary is included in the English class. In Literature, Diocesan-approved anthologies are used, as well as age appropriate novels that coordinate with the social studies curriculum. This year, we have selected novels in grades six through eight that incorporate many math concepts. Throughout the middle school course of study, emphasis on critical thinking skills, understanding of literary terms, recognition of figurative language, and problem solving help students become clear thinkers and alert consumers.

From our earliest grades, our reading schedule includes the library curriculum where the focus is on developing in our students a love of reading; they are encouraged to experiment with and appreciate fine literature in all its varied formats. Research skills are integrated with the reading, so that by the eighth grade year, students have the basic tools they need to become information literate adults who are efficient, effective and ethical users of reference sources.

Part V #3 Curriculum & Instruction – Writing

Our writing curriculum stresses the development of the whole child from kindergarten through eighth grade. This curriculum aligns with the North Carolina Course of Study and SACS guidelines. As part of our School Improvement Plan, all English teachers developed sequential writing strategies and goals. The expectations are as follows:

- The kindergarten child will learn to write and to illustrate one full sentence.
- This expands in grades 1 and 2 to using capital letters and end punctuation and writing at least one paragraph using correct grammar and writing skills.
- Our intermediate department continues to build upon this foundation. Students in grades 3, 4, and 5 are responsible for writing a three-to-five paragraph paper utilizing a variety of writing styles, as well as writing and being exposed to different forms of poetry. Students edit their work for errors in usage, mechanics and spelling. They are also introduced to a writing prompt and begin use of dialogue.
- Development of writing skills shows mastery in middle school with evidence of an ease and fluency in writing. At this point, the writers incorporate figurative language, concrete images, and visual descriptions. Our middle school writers use different forms of poetry, and effective expository, narrative, persuasive, exclamatory, descriptive, and comparative essays. In preparation for high school, our students master skills needed to support their arguments and opinions. They use MLA notations, write and deliver speeches, and complete cross-curricular projects.

By following this sequential pattern of writing, the students can use these writing skills across the curriculum as well as serve the community by writing to senior citizens, armed service personnel, and elected officials. Writing assessments show St. Leo students have improved writing proficiency using our present curriculum.

The English teachers meet annually to review the sequential writing strategies and goals and to update them as needed. Copies of student portfolios are shared with teachers of rising students at the end of each year. The English teachers at St. Leo have also shared their sequential writing strategies with the other diocesan schools. Three of our teachers regularly lead diocesan workshops, develop prompts for the 4th and 7th grade diocesan Writing Assessment and help in scoring the diocesan writing tests for grades 4 and 7.

Part V - #4 Curriculum and Instruction *Methods*

St. Leo School teachers use a variety of instructional methods to improve student learning. Some strategies include: cooperative learning groups, group instruction, half-class grouping for middle school math and science, team teaching, after school tutoring and library availability after school.

ITBS scores are studied to identify students with learning difficulties. Students are referred for testing for learning disabilities through the resource and guidance teachers. The resource teacher helps students to develop learning strategies based on their specific needs. Classroom teachers share lesson plans with the learning support teacher weekly to ensure consistency and clear expectations for students with special needs.

The guidance teacher provides classroom sessions, small group counseling, and individual counseling. Activities offered in guidance include: understanding self and others, communication skills, relational and social skills; study skills and career awareness. The counselor works closely with teachers and parents to identify student needs and concerns, initiate recommendations, and collaborate with community agencies to coordinate professional services.

Classroom teachers meet within their own unit to coordinate their curriculum and to assure student progress from year to year. Teachers employ a wide variety of learning experiences to engage students in learning. Students participate in educational field trips such as trips to museums, art galleries, Washington D.C., nature and science experiments and discoveries.

Students with help from teacher advisors are encouraged to participate in Spelling Bees, the National Geography Bee, Odyssey of the Mind, Math-a-thon, Audio-Visual Club, Library Club, and Student Council.

Part V- #5 Curriculum and Instruction *Professional Development*

St. Leo School succeeded in one of its professional development goals for this year already. We wanted to institute a Special Needs Students' Faculty Training program. Two faculty members, our resource teacher and 5th grade classroom teacher, using funding from a diocesan grant and regular professional development funds, attended the "Schools Attuned – All Kinds of Minds" workshop. They then presented the overall philosophy and goals for the rest of the faculty to begin the school year. Teachers learned the attuning process which includes observation, data collection, data analysis, building a learning profile and management plan and meeting with students, parents, and other educators. Videos and books were also purchased and made available to faculty and parents through the library. We plan to arrange a follow-up review session for next semester.

Annually, teachers are able to attend professional development workshops in their curriculum areas. Recently the Guidance director and Resource teacher attended the North Carolina Counselors Institute. They brought back tips to share with the teachers for behavior management. Two teachers attended a science symposium and are making use of the new hands on ideas obtained at the sessions as well as exchanging ideas with other local teachers regarding the selection of new science textbooks for the coming year. The P.E. , Social Studies, Computer and grade level teachers also regularly attend a workshop annually in their subject area. Teachers rotate years to attend the local annual Middle School Conference. We rotate years to attend the National Catholic Education Convention.

Our librarian/ media coordinator recently attended the NC School Library Media Association convention where she was a presenter and was recognized for her recent publication in *Library Media Connection*, the professional magazine for school library media specialists.

At this time we are seeking effective professional development workshops in math to match our School Improvement Plan to improve our students' math skills. We do include professional development funds in our annual budget. We rely on teacher input and the school improvement plan in the selection of professional development.

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): NCEA (National Catholic Education Association), TANPS (Triad Area non-public Schools)
(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.)

\$ _____ \$ _____ \$ _____ \$ _____ \$ _____ \$ _____
K 1st 2nd 3rd 4th 5th

\$ _____ \$ _____ \$ _____ K-8 all have the same tuition rate for one child.

6th 7th 8th one parish subsidized rate student = \$3930
one non-subsidized rate student = \$5980

4. What is the educational cost per student? \$ 4445
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1027 *

*Our parishes subsidize a part of the educational cost of the children of enrolled and active parishioners. The subsidy amount is included in the financial aid.

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 16 %

PART VII - ASSESSMENT RESULTS

Private Schools

Subject Reading Grade 8 Test ITBS/COGAT

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000
 Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	99	99	99	99	99
Number of Students Tested*	26	17	31	26	30
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%

Subject Reading Grade 7 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000
 Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	99	99	99	99	99
Number of Students Tested*	30	24	17	28	30
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%

* Due to our small student population, no subgroups were identified.

Subject Reading Grade 6 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	99	99	98	99	99
Number of Students Tested*	31	29	28	25	30
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%

Subject Reading Grade 5 Test ITBS/COGAT

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	99	99	97	95	95
Number of Students Tested*	30	30	29	30	26
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%

* Due to our small student population, no subgroups were identified.

Subject Reading Grade 4 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	99	97	99	99	96
Number of Students Tested*	28	30	30	30	29
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%

Subject Reading Grade 3 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	94	99	97	99	94
Number of Students Tested*	28	28	31	30	28
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%

* Due to our small student population, no subgroups were identified.

Subject Mathematics Grade 8 Test ITBS/COGAT

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	92	94	94	99	91
Number of Students Tested*	26	17	31	26	30
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%

Subject Mathematics Grade 7 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	96	92	93	94	93
Number of Students Tested*	30	24	17	28	30
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%

* Due to our small student population, no subgroups were identified.

Subject Mathematics Grade 6 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	88	95	98	96	99
Number of Students Tested*	31	29	28	25	30
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%

Subject Mathematics Grade 5 Test ITBS/COGAT

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000

Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	84	92	99	95	89
Number of Students Tested*	30	30	29	30	26
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%

* Due to our small student population, no subgroups were identified.

Subject Mathematics Grade 4 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000
 Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	94	90	92	97	81
Number of Students Tested*	28	30	30	30	29
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%

Subject Mathematics Grade 3 Test ITBS

Edition/Publication Year 10/99-Fall 1992; 10/00-10/01-Fall 1995; 10/02-10/03-Fall 2000
 Publisher Riverside Publishing

Scores are reported her as (check one) NCEs Scaled scores Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	October	October	October	October	October
School Scores:					
Total Score	87	92	93	92	97
Number of Students Tested*	28	28	31	30	28
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%

* Due to our small student population, no subgroups were identified.