

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Cathedral Parish School
(As it should appear in the official records)

School Mailing Address 259 St. George St.
(If address is P.O. Box, also include street address)

St. Augustine Florida 32084 - 4462
City State Zip Code+4 (9 digits total)

County St. Johns County State School Code Number* N/A

Telephone (904) 824-2861 Fax (904) 829-2059

Website/URL www.cathedralparishschool.org E-mail janetm929@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* Mrs. Patricia Tierney
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of St. Augustine Tel (904) 262-3200

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. Judy Tibbitts
(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 _____

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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
 _____ Junior Highs
 _____ 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.
20 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	19	24	43
K	22	23	45	8	19	32	51
1	22	27	49	9			
2	14	17	31	10			
3	16	31	47	11			
4	12	24	36	12			
5	25	19	44	Other			
6	16	23	39				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							385

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>86</u> | % White |
| <u>4</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>1</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%

[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.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	385
(5)	Total transferred students in row (3) divided by total students in row (4)	.018
(6)	Amount in row (5) multiplied by 100	1.80

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

Number of languages represented: N/A
Specify languages:

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

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more.

accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %
 0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------------------|--|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 4 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> 1 </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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> 19 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 5 </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> 8 </u>	<u> 6 </u>
Total number	<u> 32 </u>	<u> 11 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	98%	92%	92%	98%	98%
Teacher turnover rate	8%	12%	8%	8%	8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Cathedral Parish School (CPS) is an institution rich in history and tradition. It has benefited the community for over 90 years. Presently the school serves children attending Kindergarten through Eighth grade. The enrollment of 385 students comes from six separate Catholic parishes and three different counties. CPS also has an affiliate preschool and an after-school program. Additionally, CPS has established an on-campus summer camp.

Cathedral Parish School employs a faculty and staff of 43. The State of Florida Department of Education certifies all full time teachers in their area of concentration. All enrichment teachers meet or exceed the qualifications required by the Diocesan School System, the Florida Catholic Conference and the Accreditation Committee.

CPS was recently reaccredited and received high marks in all categories. The school is a member of the Roman Catholic Diocese of Saint Augustine School System and the National Catholic Education Association.

The mission statement reads as follows:

We, the Catholic community of Cathedral Parish School will be examples of Christian teachings, will serve others as Jesus would, will achieve academic excellence and put Christ first in all that we do.

These words provide the fundamental guidelines that place academic excellence in an environment that recognizes the needs of the whole person. CPS encourages all of its students to share their talents with the community while growing and learning to their fullest potential.

CPS was one of the first Catholic schools in Florida. The Sisters of Saint Joseph opened its doors in 1916. It was a pioneer in offering quality education to local minorities. The school has grown to accommodate two classes at each level. Teachers and a highly active parent organization foster civic and charitable responsibilities throughout the student body.

The school occupies a 44,000 square foot facility at 259 St. George Street in Saint Augustine, Florida. The facility includes 15 classrooms, a computer lab, a library and a science lab. There are also rooms for Music, Art and Spanish. The property includes a gymnasium, cafeteria, performance hall, an outdoor playground and administrative offices. The Kindergarten is located in a separate near-by building in an historic area of the city.

The Iowa Test of Basic Skills (ITBS) is the nationally recognized assessment utilized by CPS. The most recent average composite scores for 3rd through 8th grades placed CPS above the 90th percentile of national school norms in both Math and Reading for each and every grade. This level of achievement is the direct result of delivering a strong curriculum based on Diocesan standards, the Sunshine State Standards and National Standards by talented and dedicated teachers who have high expectations of their students' abilities to excel.

Following in the footsteps of the founding Sisters of Saint Joseph, teachers at all levels interact and work together as one team. Each year's new growth is built on the solid foundation of past teachers' accomplishments. The main goal is to encourage all children at CPS to become life long doers and learners who will serve their families and their communities in Christian fellowship.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Cathedral Parish School (CPS) assesses reading and mathematics performance in grades 3 through 8 with the Iowa Test of Basic Skills (ITBS). The ongoing comparison of the school's, the grade levels' and the individual students' scores with national norms provides information needed to make sound judgments concerning changes in methods or resources to strengthen any weak areas.

Testing takes place in a normal classroom setting. There are no large subgroups tested. Three students with special needs were tested in the library in 2005. There were no other accommodations necessary.

The ITBS is administered in the month of October each year to measure how well CPS students have learned the basic knowledge and skills taught nationally. The results are used to monitor and modify methods of instruction at three levels. First, an analysis of the school's performances is done to look for strengths and relative weaknesses that can be improved by a school wide effort. The statistics pointed to a need to target improvement in math skills in all grades in 2003. The need was addressed by a school wide initiative to boost these skills by increasing practice drills and by focusing more directly on word problems. Techniques and results were routinely shared among the staff so that the best methods could be implemented by everyone. Math scores rose steadily in the following three years. This year's results showed that CPS as a whole was above the 90th percentile of national school norms in both reading and mathematics at all grades tested. Secondly, each grade is viewed separately to determine if changes in the curriculum or teaching methods are necessary. As most scores are high, relative weaknesses are targeted as areas in need of improvement. This year communication skills are being targeted as an area for improvement through the use of continued classroom projects, production of the school newspaper, and the planned implementation of the use of electronic portfolios. Thirdly, individual scores are tracked to insure that every student is making maximum progress in each skill category. Teachers can make adjustments on an individual basis to help students grow to their fullest. Examples of how this is done include SRA, math tutoring, and "Reader Buddies".

2. The CPS principal and staff meet regularly as a whole and in small subject oriented committees to use the ITBS results as a starting point in adjusting plans to maximize the overall educational experience. Constant review of practices, materials and methods discourages stagnation and promotes experimentation in new researched based techniques and resources.

The following goals were identified for the 2006/2007 school year:

- A) Expand the use of maps, graphs and diagrams at all grade levels with a focus on middle school science and social studies.
- B) Continue the Saxon Mathematics program with an emphasis on reading comprehension as applied to word problems.
- C) Make the ITBS scores available to the teachers in a data base that can be accessed in multiple formats to better track class and individual performance.
- D) Give CPS students access and information about computer programs and web sites that can be used as tutorial and enrichment aids.

Four examples of how these goals are being addressed are as follows:

- A) Maps and Diagrams - Students will be directed through rubric instructions to expand their use of these tools to better understand a topic and to better communicate this in projects they present.
- B) Computer Programs and Web Sites - The librarian has given instruction to students and teachers on library search programs designed to allow quick and easy access to every item in the library.

C) ITBS Analysis- The school has purchased from the test publisher a data base program that lets teachers and the administration study the ITBS results using a variety of filters.

D) Technology Programs- The technology coordinator has purchased and installed on the local network several new reading and math tutorial programs such as Island Reading Journey, Fast Math and Go Solve Word Problems.

3. CPS communicates student performance data to parents, teachers and students in a variety of ways to insure that this transfer of important information is thorough and complete. Traditional methods such as report cards, interim reports and parent-teacher conferences are the main structure upon which other methods are layered. Conferences are arranged for all parents at the end of the first semester to insure that every student is making sufficient progress toward meeting their grade level's requirements. CPS also makes extensive use of its six page monthly newspaper to inform all stakeholders of performance data and other essential information. The school's web site www.cathedralparishschool.org is yet another source of current information made available to all interested parties. Finally, parents and students can see every homework, test, quiz or project grade in each subject on a daily basis by accessing www.edline.net. This web site is a direct link to the teacher's grade book and gives immediate feedback to students' efforts. The yearly Science Expo where students display various projects is always very well attended. Speech contests, drama and musical performances as well as posted student work let parents and the community see how CPS students are growing in knowledge, confidence and character.

The ITBS results are disseminated in the following manners:

A) Student scores are sent home with report cards.

B) Parents in need of clarification concerning the meaning of these results are encouraged to meet with the appropriate teachers. Action plans can then be made to rectify any shortcomings.

C) The grade level norms for all grades are published in the school's newspaper.

D) Revisions to the school's brochure will include recent school wide ITBS scores.

E) A copy of every year's ITBS results is forwarded to the Diocesan Department of Education for their review. A copy of a comparison graph showing CPS's norms in relation to all the other schools in the Diocese is then forwarded to CPS for analyses. CPS uses this information to assess its weaknesses and strengths so that adaptations to the curriculum and methods can be made to rectify any shortcomings.

4. Cathedral Parish School shares its success in both formal and informal manners. Twice a year, the entire staff attends daylong meetings with all the other diocesan teachers. In addition to discussions and presentations on broad educational topics, time is allocated for small subject delineated groups to gather to present ideas and demonstrate methods. CPS teachers are regular facilitators at these in-service workshops. As an example, the CPS technology coordinator recently conducted several PowerPoint classes that were open to all diocesan teachers. CPS staff shares, on an equally profitable but more informal basis, new concepts with other teachers on a one to one basis through e-mail and face-to-face meetings. Memberships in professional organizations facilitate many of these relationships.

The *HALO*, the school's monthly newspaper, is another vehicle of communication. Articles and photographs of recent classroom and extracurricular activities give a snapshot of what is being done to help the students make the most of their school experience. The church bulletin also disseminates information about the school to all parishioners. The local newspaper, *The Saint Augustine Record* often prints articles about the accomplishments of the school and its students. CPS insures that the local community is aware of the high achievements of its students. Many businesses make time and monetary contributions to help CPS continue to be a model organization that promotes both education and responsibility. The annual CPS Festival is a good example of local business participation and sponsorship.

CPS students even share their success. Last year they collected school supplies and books to donate to another school that was devastated by hurricane “Katrina”. The performance of a specified number of volunteer service hours is a requirement for CPS junior high students. These students accumulated 2825 total service hours in the 2005/2006 school year. This not only benefits the community but also gives a picture of how well CPS is preparing its students to take an active role in meeting their civic duties.

Finally, Cathedral Parish School’s mission is such that its doors are always open to all who wish to visit personally and gather ideas that may be useful in making their schools better.

PART V – CURRICULUM AND INSTRUCTION

1. The goals and objectives to which CPS adheres are based on diocesan, state and national educational standards blended with the needs of the students as outlined in the mission statement.

The daily curriculum consists of Language Arts, Mathematics, Social Studies, and Science. Computer Science, Spanish, Art, Music, Library and Physical Education are the enrichment courses given on a weekly or bi-weekly basis. High-density instruction is the backbone of the classroom routine. Teachers often collaborate on cross curriculum projects to reinforce and enhance the learning process. For example, Social Studies, computer class, and library collaborated on a variety of projects including Native Americans, explorers, and countries.

Language Arts is delivered in several components and brought together through literature, writing and public speaking. Grammar, phonemic spelling and punctuation are taught as rule-based functions that are to be incorporated in well-written reports, essays, stories and poetry. Reading comprehension, speech, grammar, usage, written composition and research papers are the core components of this curriculum. Special projects together with intramural and interschool speech and writing contests make this program comprehensive and well rounded. The *Voyages in English* series together with the Sadler Vocabulary Workshop series are the materials used at CPS.

Saxon Math is used at all grade levels to insure consistency of instruction from year to year. Problem solving, concepts and computation are the integral parts of this curriculum. K-2 is taught in 45-minute blocks combining whole class instruction and practice with rotation to small group manipulative centers. Grades 3-8 use textbooks and workbooks. Saxon stresses continual rehearsal of previous lessons while new concepts are being learned. This spiral up method is delivered through daily drills, practice problems and word problems. Algebra I is offered for high school credit to those 8th grade students who have proven themselves fully prepared for this course

The K-5 Science curriculum is broad based. Questioning, reasoning and acquiring specific knowledge about the world are at the core of the daily class work. Subject matter is specialized in middle school. Scientific methods and experimentation are strongly emphasized. This year, a service-based lake clean up project is underway to teach specific science information as well as environmental awareness.

The Social Studies curriculum consistently demonstrates themes of civic responsibility, critical thinking and an appreciation of diversity within the study of sociology, government, history and current events. The curriculum’s content focus is specific for each grade level.

All CPS students receive Spanish from a bilingual teacher one to three times a week depending on grade level. Formal grammar is taught together with speaking and listening skills. Special cultural projects and field trips make learning this foreign language both exciting and interesting.

The Art program serves grades K-8 and teaches the fundamentals of color, form and theory through a hands-on studio experience. The curriculum includes art history and appreciation at all grade levels.

Library skills are taught weekly to all grade levels. Reading for pleasure is the foundation upon which the more complicated academic research skills are placed. Research is taught to grades 2-8 including print and non-print resources and the merits of each. The librarian continually works with all the teachers so that her program will dovetail with current studies and projects.

The music curriculum is designed to let students learn theory and history while enjoying the art of music through singing and listening. Grades 3 through 5 learn to play the recorder in this class. Physical Education is taught twice a week to every student K – 8. Basic sport skills, personal hygiene and fitness are the primary objectives of this program.

Computer training is heavily emphasized at CPS. It begins in the elementary grades with familiarization, typing and screen manipulation and continues to expand in scope and depth each year. Proficient use of Word, Excel, PowerPoint, Paint and Movie Maker is the mainstay of the middle school program. Computer based research is mandatory for many projects and reports throughout the entire school curriculum.

2a. Cathedral Parish School's (CPS) philosophy of reading is: "Students can learn to be successful readers through development of a love of reading." This concept, coupled with the development of reading comprehension skills, critical thinking skills, vocabulary, creative writing, literature, and phonics, have enabled CPS to enhance each student's reading ability. Our staff has furthered their ability to create students who excel in these areas through adopting a method of teaching known as "Best Practices." This program establishes the fundamentals of reading as thinking. The students and staff at CPS are able to use their current literacy based program and combine it with these learning strategies. These efforts match the learning styles of all students and enable the staff to attain a higher level of academic achievement in their classrooms. An additional resource for all CPS students is a new Vocabulary Series. This has heightened student knowledge of word definitions and has significantly benefited the students' writing and communication skills.

The program is also supported by the efforts of parent volunteers, community members, and Sister Noreen, a retired nun/teacher who donates her time in order to teach a small group of students. These students are nurtured in this small class setting, which focuses on the fundamentals of reading. Phonics, vocabulary, and reading one-on-one are stressed. In addition to this structured environment, our program also offers student lead reading groups. This is accomplished through our "Reader Buddy" program. The core of our reading curriculum is based on the Diocese of St. Augustine Knowledge and Skills objectives, as well as the Sunshine State Standards. CPS promotes a literacy-rich program which combines Reading, English and creative writing, giving each equal status. CPS chose the current reading program due to its inclusion of the following components:

- Oral language development enables students to engage in meaningful discussions and conversations through interactive teacher-student and peer dialogue.
- The series fosters organized centers in the lower grades that focus on individual and group activities. In addition, Phonics and whole language theories are part of this level's program.
- Guided reading in grades 3-8 is emphasized. This enables the students to construct meaning from the text while utilizing problem-solving strategies. These strategies were derived from employment of the "Best Practices" curriculum, as well as our School Improvement Plan, which focuses on critical thinking skills. CPS has taken a direct approach by incorporating Bloom's Taxonomy and Best Practices methods to further students' success in these areas. The Junior High School's program focus is on analyzing literature and identifying literary elements.

3. The Social Studies program strives to raise the students' awareness that they are part of a larger community and have duties, responsibilities and privileges as such. CPS promotes an appreciation of cultural diversity among its students through guest speakers and performers. Specifically, last year, Hobey Ford Puppets visited CPS to perform several African and Native American folklore stories to the students and faculty. Productions of this type support and promote CPS students' goals to be examples of Christian teachings. Also during the 2006-2007 school year, the CPS eighth grade students will participate in an interdisciplinary Holocaust studies program that will involve English, Literature and Social Studies. In accordance to the school's mission statement, all grade levels participate in an annual Thanksgiving food drive and a "Penny Wars" fundraiser for the Saint Francis Soup Kitchen.

CPS students learn to apply critical thinking skills in Social Studies. Students are challenged to find cause and effect relationships, make comparisons and contrasts, and form generalizations while acquiring knowledge of past and current events. The Social Studies curriculum includes Florida History in fourth grade, history of the western hemisphere in fifth grade, history of the eastern hemisphere in sixth grade, and United States history in seventh and eighth grades. First grade through third grades Social Studies students learn about the family and the local community. Venn diagrams, time lines and mental mapping are instructional tools used at all grade levels to promote critical thinking. The CPS Junior High students are challenged to provide examples of their understanding of the materials studied by creating political science essays complete with thesis statements and bibliographies. This is a good example of how CPS students achieve academic excellence.

4. The quality and variety of instructional methods at CPS begin with teachers who truly care about their students. The principal reviews teacher lesson plans to insure that active learning is at the center of each lesson. Student progress evaluations are frequent. This allows revisions in methods and content to be made in a timely manner.

The physical classrooms at CPS are always made to be interesting, informative and fun. Teachers routinely change the setting with student work, pertinent posters and bulletin boards to optimize the learning environment. As children learn in different ways and at different speeds, many methods of teaching are commonly used.

They include: Direct instruction	Real word problem solving
Cooperative learning	Experimentation
Contests	Puzzles and games
Practice and drill	Investigation

Critical thinking based on knowledge is the primary goal of each teacher. Collaboration among the various disciplines and grade levels help students understand that learning is not isolated subject matter information but rather a collection of tools that can be accessed to better know the world. Field trips and visiting guest speakers sponsored by CPS and the Parent Teacher Organization emphasize in an engaging manner the connection between the curriculum and real life.

A guidance counselor, private tutors and peer tutors are among the resources available to any student who may not be responding fully to traditional classroom instruction. Teacher/parent conferences are encouraged so that the school and the parents can share information that will lead to the best plans for struggling students. CPS is dedicated to creating a learning environment that works for every child regardless of his or her ability.

5. CPS disseminates information regarding professional development in many ways. The principal may encourage an individual teacher in a private visit or the entire staff at a faculty meeting to take advantage of a specific upcoming program or course. Additionally, written communications are often sent to the teachers through intra-school mail or electronically through the e-mail network. Also, specific growth opportunities can be found posted on the teachers' bulletin board.

A minimum of 120 hours of in-service credits every 5 years are required to maintain a valid teaching certificate. Three diocesan in-service days targeted at needs demonstrated by the ITBS scores are given yearly. Advance clustered principal meetings help make these sessions practical, useful and relative to CPS and other like-minded schools' educational plans. For example, the use of best practice methods based on research data is being emphasized over the next four years. Expert lead workshops coupled with the book, Teaching the Best Practice Way, given to every teacher is becoming a focal point to producing better lesson plans. "Reading as Thinking" was the primary focus in 2005/2006. This year "Representing to Learn" strategies are being stressed. Lesson plans that employ these techniques are shared at faculty meetings, in classroom demonstrations and with other schools at Diocesan in-service workshops.

CPS has embraced a school wide CHAMPS classroom management program realizing that a well-organized classroom environment is the beginning of quality learning. Every teacher attended a two-day workshop to learn about the best ways to implement and maintain appropriate student behavior.

The CPS technology coordinator offers on-campus workshops to the staff several times a year. Three levels of computer proficiency are a requirement for all teachers. A yearlong mentoring program is mandatory for all new teachers. Veteran teachers are assigned to assist first or second year teachers to help them become highly effective as quickly as possible.

Professional development is a cornerstone in making CPS an exceptional school. Research has shown that the best way to improve student learning is to produce better teachers. Teachers who are inspired by new ideas and continual growth are well suited to guide their students to do likewise.

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. Delete if not used.

1. Private school association(s): Diocese of St. Augustine & Florida Catholic Conference, NCEA
(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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3,117</u> K	<u>\$3,117</u> 1 st	<u>\$3,117</u> 2 nd	<u>\$3,117</u> 3 rd	<u>\$3,117</u> 4 th	<u>\$3,117</u> 5 th
<u>\$3,117</u> 6 th	<u>\$3,117</u> 7 th	<u>\$3,117</u> 8 th	<u>\$n/a</u> 9 th	<u>\$n/a</u> 10 th	<u>\$n/a</u> 11 th
<u>\$n/a</u> 12 th	<u>\$n/a</u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$3,977.09
5. What is the average financial aid per student? \$2,000.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

CATHEDRAL PARISH SCHOOL
259 Saint George Street
St. Augustine, FL 32084

Iowa Tests of Basic Skills
Form A, 2001-2002
Riverside Publishing

Scores are reported here as percentiles
No students are excluded from the test

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 8					
Reading	81	74	80	81	76
Math	79	67	73	73	66
Number of students tested	46	58	49	48	57
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 7					
Reading	79	82	73	77	79
Math	78	79	66	67	67
Number of students tested	51	41	58	42	52
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 6					
Reading	79	78	82	74	73
Math	80	77	78	68	72
Number of students tested	45	42	52	58	46
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 5					
Reading	80	84	82	80	78
Math	77	75	70	64	60
Number of students tested	34	39	35	44	51
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 4					
Reading	80	82	83	79	75
Math	76	81	79	59	60
Number of students tested	48	33	43	35	39
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October	October	October
Grade 3					
Reading	81	77	81	77	76
Math	78	67	83	76	64
Number of students tested	42	44	41	42	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