

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: Dr. Kathryn B. Wood

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

Official School Name: Queen of Angels Catholic School

(As it should appear in the official records)

School Mailing Address: 11340 Woodstock Road

(If address is P.O. Box, also include street address)

Roswell

City

Georgia

State

30075-2548

Zip Code+4 (9 digits total)

County Fulton

State School Code * N/A

Telephone (770) 518-1804

Fax (770) 518 - 0945

Website/URL www.qaschool.org

E-mail kwood@qaschool.org

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. Diane Starkovich

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

District Name Archdiocese of Atlanta

Tel. (404) 885 - 7428

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. Patricia Wood

(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 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
 _____ 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. 4 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				7	25	31	56
K	29	27	56	8	33	23	56
1	30	26	56	9			
2	28	28	56	10			
3	26	30	56	11			
4	30	26	56	12			
5	30	26	56	Other			
6	26	30	56				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							504

[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>1</u> | % Black or African American |
| <u>10</u> | % Hispanic or Latino |
| <u>2</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: <1 %

[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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	504
(5)	Total transferred students in row (3) divided by total students in row (4)	.005
(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: 7

Specify languages: English, Spanish, Mandarin, Vietnamese, Portuguese, Hindi, Korean,

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 17

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: $\frac{6}{30}$ % 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </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>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>4</u>
Support staff	<u>10</u>	<u>8</u>
Total number	<u>46</u>	<u>14</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 19:1
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%	99%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	1%	1%	4%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Queen of Angels Catholic School is guided by its mission of “providing a Christ-centered environment committed to meeting the needs of the whole child and fostering a sense of respect and appreciation of diversity”. Our mission statement is posted in each classroom and recited daily by the students and teachers following morning prayers. Through its simplicity, it is easily understood by our children, and not only guides us in the education of each student but in the growth of each and every adult who works at the school and comes in contact with our children.

Queen of Angels Catholic School opened in 1999. The school provides an exceptional, co-educational program for students in kindergarten through eighth grade. Based on the belief that each child is a unique individual, the school combines sound religious training with a vigorous intellectual program to develop the whole child - body and soul, mind and heart. As a regional Catholic school, we serve students from 16 different Catholic parishes in the Atlanta area. Located in Roswell, Georgia, we share a one hundred acre campus with Blessed Trinity High School, St. Peter Chanel Catholic Church, and the Village of St. George Retirement Home.

We have 504 students in kindergarten through eighth grade. There are 56 students per grade level with 28 students in each class. The faculty and staff include 27 teachers, 11 paraprofessionals, a media specialist, guidance counselor, nurse, cafeteria staff and custodial staff. The administrative team consists of the Principal, Assistant Principal, Religion Coordinator, Curriculum Coordinator, Business Manager and Development Director. In all, there are 60 personnel serving the students of Queen of Angels Catholic School.

The rigorous academic curriculum includes all core elementary and middle school subjects, fine arts, foreign language, enrichment classes, and sacramental preparation classes. Our test scores continue to improve, and we are pleased with the achievement levels of our students. We continually strive to find new and better ways to enrich and extend our students’ learning. Shifts in educational needs, demographics, technological advancements, and societal challenges are driving forces in our continued evaluation of the curriculum.

The Home and School Association, our parent volunteer organization, supports and enriches the educational processes of the school. Volunteers are welcomed and encouraged to participate in a wide variety of ways. Approximately 96% of our parent population volunteers during the school year. Every volunteer enriches our school community with his or her gifts of time and talent.

Tuition, development and fundraising are the main sources of school revenue at Queen of Angels Catholic School. In the fall of 2001, Queen of Angels Catholic School was awarded a \$500,000 grant from the Goizueta Foundation. These funds were used to enhance the academic programs, technology and co-curricular activities in the school. A portion of the grant was established as Degree Incentive funds to assist teachers with the cost of higher education. In an unprecedented decision by the Goizueta Foundation, the grant was extended to June 2007. In the fall of 2005, we received a \$2,000 grant from the Blanche M. Walsh Foundation for use as tuition assistance for our families in financial need.

Queen of Angels Catholic School is in its eighth year of operation. We are accredited by the Southern Association of Colleges and Schools and are members of the National Catholic Educational Association, National Middle School Association, Association for Supervision and Curriculum Development, Atlanta Area Technology Association, and the American Counseling Association. Queen of Angels Catholic School is founded in Catholic values and committed to preparing students to meet the challenges of the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

Queen of Angels Catholic School takes the complete battery of the Iowa Tests of Basic Skills (ITBS) in grades two through seven and the Cognitive Abilities Test (Cogat) in grades two, five and seven. The ITBS is a standardized test that allows comparisons, due to the “sameness” of tasks the students must complete, procedures used to administer the test, and the methods used to score the test. The scores give us an “external” look at the performance of our students independent of our own assessment of student learning. It is a norm-referenced test using norms from spring 2003.

Reading is a strength for us. There are two parts to the reading test: vocabulary and comprehension. The overall reading scores are consistent across the grades, with the mean student scores in the 79th to 87th percentile. Looking over the past three years, it is evident that Queen of Angels Catholic School students’ reading scores have been consistently improving across the grades. While classes demonstrate some variation from year to year, by fourth grade there is consistent and steady progress. When one compares the scores from the verbal section of the cognitive abilities test with the reading scores on the skills test for grades two, five and seven, it is evident that the students’ reading scores are significantly higher than what might be expected. Student performance indicates that they are being challenged. Reading scores are consistently above archdiocesan norms.

The math tests are taken in three sessions: concepts and estimation, problem solving and data interpretation, and computation. These achievement tests are given to all students in grades two through seven. The math teachers have worked over the past three years to develop interventions to improve the students’ math skills as they are not as strong as reading. The focus on higher level thinking skills and problem solving skills, as well as strategies to involve parents in helping the children with these skills, have made a difference in the scores over the past three years. Math scores on the ITBS have improved significantly in the fourth, sixth, and seventh grades. Today the math score totals range from the 79th to the 83rd percentile. Cognitive abilities once again indicate that students perform at levels above the expected range. Math scores are consistently at or above the archdiocesan norms and indicate that the children are responding to a strong instructional program.

A positive impact of the test results for the accelerated student is our participation in the TIP (Talent Identification Program) offered by Duke University. Based on their sixth grade scores, 53% of the students in grade seven are eligible to participate in the SAT and ACT high school exams.

To further enhance the learning process, instructional strategies and teaching materials are constantly re-evaluated in light of these test results. The school utilizes the data from assessments in creating long range achievement goals for each subject area, as well as developing action plans to meet these goals. Among these plans will be professional development activities specifically targeted to increase student achievement. Having high expectations for our students, we continuously and cooperatively strive to assure that no child is left behind.

Each year no more than 2% of the students are assessed alternatively, so student scores are not appreciably impacted. Also, last year, the minority population of the school was less than 10%, and did not warrant separate reporting. The testing website is: www.riversidepublishing.com.

Using Assessment Results:

ITBS test results play a definite role in curriculum assessment and development. So that the “teaching-learning” process works more efficiently, the faculty utilizes the ITBS scores to re-align the curriculum. Each year the teachers devote at least one general faculty meeting and several smaller team meetings to discussing information from the test scores.

Reading remains a strong focus at our school even though it is an area of strength. Student learning is enhanced by multiple opportunities to read for various purposes in all academic disciplines. Teachers use ITBS scores to target areas that may need reinforcement, such as comprehension. They continue to work together to create a reading program that is cross curricular and cross grade level. In middle school,

students participate in literary circles which encourage scholarly dialogue and presentations. Student scores indicate that these and other methods of reading instruction continue to reinforce basic reading skills, as well as introduce vocabulary and different genres of literature.

Computation has been the weakest area in math. Three years ago, at the start of the 2004-2005 school year, skill and drill sessions were started in each homeroom and in all math classes. Teachers modified the way concepts were presented. Parents were asked to drill math facts at home. Optional summer materials were suggested. Math activity books were recommended for summer practice and were completed and returned in August. There are math clubs that function in a tutorial capacity, as well as for enrichment for accelerated students. High scoring students are invited to participate in the Duke University Talent Identification Program and/or math competitions, such as Math Olympiad. Teachers work with students individually or in groups after school to provide opportunities to interact and work with differentiated materials. The math computation gains have been steady and dramatic.

Communicating Assessment Results:

The school and its parents are in regular communication about students' progress and needs. Any teacher noting that a student is having difficulty with a subject calls or e-mails a parent immediately and sets up a remediation plan. Students are given information regarding their academic performance both formally and informally. Teachers offer suggestions daily regarding progress. Class work, projects, homework, tests, and extra credit are assessed with oral or written comments. Graded papers are returned. Special study sessions are offered for anyone who wants or needs extra help. All completed and graded tests and quizzes, as well as any other class work, are sent home in a weekly folder. Parents are required to sign the folder each week, and it is returned to school the next day. This ensures that parents are informed of the progress of their child in every class on an ongoing basis.

Report cards are distributed quarterly, and progress reports are given mid-quarter, so it is clear to students and parents when adjustments in performance will enhance their grades. Parents may contact the teachers whenever they want to discuss their child's performance. Formal parent-teacher conferences are held in the fall. Teachers also notify parents if a student is evidencing difficulty with class work, tests, or is failing to turn in assignments. The mid-quarter progress reports must be signed by a parent. At this juncture, teachers, parents and students may meet to create a plan for change.

The school mails the individual standardized test scores to the parents, along with national percentile scores/rankings for each achievement test. The parents may contact the Assistant Principal or teacher if they need further clarification regarding the test results.

Sharing Success:

There is a concerted public relations effort in place to notify the community, and indirectly, other schools of our successes and accomplishments.

The principal attends all archdiocesan principal meetings where academic performance is one of the regular topics. The principal also meets quarterly with the school Advisory Board and monthly with the Home and School Association Board as a means of maintaining open communication with the parent community.

Pastors, principals, and teachers have been invited to visit our school so they can see some of our activities first-hand. For instance, last year several primary teachers from a neighboring school spent several hours observing the Kindergarten teachers as they demonstrated Orton Gillingham phonics instruction. We also hosted a technology fair for families and friends to provide an opportunity for the students to demonstrate their skill in graphic arts and multimedia usage.

In an effort to reach parents, alumni, faculty, grandparents, community members, and friends to tell of academic achievement, sports results, faculty accomplishments, religious events, and school goals, the school regularly publishes students' achievements through school publications and in the archdiocesan and local newspapers. The Principal's weekly message highlights religious and extracurricular activities, as well as upcoming special events. The Annual Report presents the results of the Annual Appeal and other development events that contribute to the operational expenses of the school. The Angelgram, a

monthly publication sponsored by the Home and School Association, provides additional information about the school community's needs and successes.

Teachers communicate with parents through their "Webrooms", which are class web pages personally constructed by teachers and located on the school website. Parents can easily access their child's "Webroom" from home for grade level information that includes weekly/monthly updates about test schedules, special speakers, or academic enrichment activities.

PART V – CURRICULUM AND INSTRUCTION

Queen of Angels Catholic School's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to learn and excel. Our Catholic beliefs are incorporated and "lived" in all aspects of our curriculum. Language Arts, Math, Social Studies, Science, Art, Music, Computer Technology, Physical Education, Spanish, and Religion are the subject areas taught to all students. Students participate in class activities, discussions, or they work individually or in partnerships and in cooperative learning groups to maximize all learning activities.

The Religion curriculum, along with liturgical functions, is used as an opportunity to teach social justice and Christian social principles. Along with classroom instruction, all students participate in service projects that are reflective of our Christian ideology. Religious education is the fundamental reason Queen of Angels Catholic School exists. Assessment of Catechesis Religious Education (ACRE) test scores indicate students are well versed in Catholic teaching and tradition.

Language Arts is varied and wide in scope. Developmentally appropriate literature and activities drive student growth. The essential elements within a language arts program include: oral communication, reading, written expression, literature, and vocabulary. The Science curriculum has been divided into five categories of essential understandings: scientific processes, technological processes, earth science, life science/human body, and physical science. Students transition through a science program that helps them understand the interconnectedness and interdependence of all matter, energy, and life, learn how to communicate scientific information clearly and accurately, and recognize the tentative nature of scientific theory. The core of the Social Studies curriculum recognizes how past and present events influence the future. A basic awareness of world geography and world cultures provides the framework for an understanding of each student's place and his/her responsibilities in a rapidly changing world. The study of Mathematics ranges from basic skills to higher level abstract concepts. Each area of learning is necessarily dependent on prior knowledge, content process, problem solving, and logical reasoning and performance standards. Students transition through a mathematics program that includes Algebra instruction.

The Spanish curriculum introduces students to pronunciation and intonation patterns, along with the basic grammatical structures and vocabulary of the Spanish language, while developing elementary listening, speaking, reading, and writing skills. Students develop a basic understanding of the culture of Spanish speaking countries and can recognize the geographic location of those countries.

The Fine Arts curriculum includes Art, Music, and Band. Art introduces a variety of artists and periods and uses an array of tools to develop knowledge of different media from pencil and paper to firing clay creations. Music includes vocal and instrumental proficiency through performance, theory, history and culture. Band teaches students instrumental appreciation through musical enjoyment and performance. All three disciplines are represented in school choral presentations and instrumental band programs.

The Computer curriculum teaches students to integrate technology in all areas. Students learn basic vocabulary, ethics, keyboarding, word-processing, graphics, the use of curriculum related software, information access, and communications through multimedia presentations.

The Physical Education and Health curriculum promotes individual competition and fairness through physical fitness, rhythmic movement, basic motor skills, games, team sports, and individual sports. All students participate in the Presidents Program for Physical Fitness. This helps students develop the

individual and their growth in accepting the abilities of others.

Reading:

The Queen of Angels Catholic School reading program recognizes that language is the primary tool of thought and that all aspects of language - reading, writing, listening, and speaking - must be integrated to maximize student learning.

Reading takes center stage in the primary grades, where teachers use the Orton Gillingham Program, a multi-sensory approach to phonics instruction. At all levels of instruction, the individual learner is the focus, so a variety of instructional and enrichment techniques are used including discovery, direct instruction, small group learning, and remedial assistance. Students learn multiple strategies for deciphering meaning. They use prior knowledge to access new texts, and they write to enhance their comprehension, to experiment with literary forms, and to communicate their understanding and appreciation.

Student learning is enhanced by multiple opportunities to read for various purposes in all academic disciplines. Fluency, analysis, interpretation, comparison, prediction, and synthesis are reinforced by an interdisciplinary approach that uses trade books and literary texts that connect to themes studied in Social Studies, Science, the Arts, and Mathematics. Students also learn to value oral language through auditory learning and by memorizing and presenting poetry and famous American speeches. Students debate, give presentations, perform reenactments, and role play.

Grammar and spelling are sequentially taught, and students are responsible for using the best English they can at their developmental level. Summer reading programs, a library focused on reading enrichment and research skills, and weekly compositions starting in grade three contribute to strengthening the reading curriculum. Student success can be seen in such diverse measures as the school-wide use of reading as a recreational activity, the Accelerated Reader Program, standardized test scores, publication of student poetry in Creative Communications, and a first place finish for the third grade within the Atlanta Archdiocese Battle of the Books.

Additional Curriculum Area:

Our school takes every opportunity to integrate technology into our curriculum. Weekly computer classes teach students about basic user functions and good keyboarding and research skills. The use of ActivBoards, interactive whiteboards, empowers teachers to engage, educate, assess and motivate learners. Alpha Smarts, full-sized keyboards with large LCD screens, are ideal for writing, keyboarding, and quizzing. Students have access to laptop and desktop computers as tools for research in all subject areas. Students must sign an Acceptable Use Policy for technology to ensure their research is appropriate, useful and safe.

This year we are piloting a math enrichment program from Stanford University entitled Education Program for Gifted Youth (EPGY) for advanced and remedial students. This multimedia, computer-based, math course provides students with an individualized educational experience, and is optimized in both pace and content.

Due to the expertise of students with technology, the elective program for middle school students was redesigned to include classes in Publishing Tools, Graphic Arts, and Videography/Film Production. Students use state-of-the-art television production equipment to produce and broadcast daily morning prayers and announcements. Additionally, they are exposed to such programs as Movie Maker, Reintroduction of Paint, Front Page, HTML language, and Photoshop and use them to edit and produce the school newspaper and yearbook. As participants in the Future City Engineering Competition, middle school students use several of these software programs to design and build a city of the future. Our student teams have won the regional Future City Engineering competition for the past three years, and have received awards for outstanding presentations at the national level in Washington, D.C.

The use of technology to enhance all of our curricular areas supports our mission and philosophy to be grounded in Catholic values and committed to preparing students to meet the challenges of the future.

Instructional Methods:

A variety of teaching strategies are incorporated at every level on a routine basis. Students are challenged through the use of drills and memorization, discussions, and verbal tasks. Primary teachers employ Orton-Gillingham's multi-sensory techniques to teach and reinforce reading and spelling. Multi-intelligence approaches, such as peer collaboration and individual and group learning games, are used to extend and reinforce skills. Learning manipulatives are used routinely in math and in a fully equipped science lab for all students.

Incorporating interactive ActivBoards, laptop computers, and Alpha Smart keyboards have provided students alternatives to traditional paper-pencil tasks. They work individually, in partnerships and in cooperative learning groups to maximize all learning activities. Such strategies are incorporated in teachers' presentations and encouraged in students' work.

Students have the opportunity to create projects, integrate technology, and build models or art displays. Music and art are often incorporated to allow for artistic expression. Multimedia experiences, such as camera and video usage, webpage design and graphic arts are employed by both students and teachers, thus extending the possibilities for student exploration. Classroom teachers reinforce technology skills and extend subject area content by accessing the computer lab as well as the mobile computer carts. Field trips, cultural presentations, and guest speakers reinforce the real world experience. Our teachers diligently work to provide varied paths of learning and teaching approaches to guide the children to success.

Professional Development:

Relying on best-practices research, staff development is tied to building level achievement, accreditation recommendations and school improvement plans. Providing opportunities for teachers to participate in staff development, as well as continuing education programs is a priority, as continued teacher growth magnifies student potential. The implementation of our plan includes guest speakers, on site visits to other educational locations, discussion groups and review of current literature. In conjunction with the school's staff development plan, each educator develops their own annual plan for professional growth. This might include attendance at workshops, institutes, and coursework in his/her field or general education.

Presently, six teachers are pursuing advanced degrees in education, while nine others have completed their programs. Funding for their programs is provided by a grant from the Goizueta Foundation. Educational institutions of higher learning such as Georgia State University, Spring Hill College, Kennesaw State College University, Lesley University, and St. Leo's University, have provided ample opportunities for teachers to pursue their advanced degrees.

Through the continuing education and staff development departments of our neighboring counties, a broad spectrum of in-service courses is available to our teachers. Local colleges offer the *Integrating Technology* (INTECH) certification program for technological proficiency. Spring Hill College provides opportunities for teachers to participate in course work for Catechetical certification, a requirement for teachers of religion. As a school, we created two approved Georgia Professional Standards Commission courses which provided Professional Learning Units for teachers to use for Georgia Teaching Certificate renewal.

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): National Catholic Educational Association, National Middle School Association, Association for Supervision and Curriculum Development, Atlanta Area Technology

Association, American Counseling Association.

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c) (3)) status? Yes X No _____
3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)
- | | | | | | |
|--|--|---------------------------------|---|--|--|
| $\frac{\$ 6100}{\text{K}}$ | $\frac{\$ 6100}{1^{\text{st}}}$ | $\frac{\$ 6100}{2^{\text{nd}}}$ | $\frac{\$ 6100}{3^{\text{rd}}}$ | $\frac{\$ 6100}{4^{\text{th}}}$ | $\frac{\$ 6100}{5^{\text{th}}}$ |
| $\frac{\$ 6100}{6^{\text{th}}}$ | $\frac{\$ 6100}{7^{\text{th}}}$ | $\frac{\$ 6100}{8^{\text{th}}}$ | $\frac{\$ \text{_____}}{9^{\text{th}}}$ | $\frac{\$ \text{_____}}{10^{\text{th}}}$ | $\frac{\$ \text{_____}}{11^{\text{th}}}$ |
| $\frac{\$ \text{_____}}{12^{\text{th}}}$ | $\frac{\$ \text{_____}}{\text{Other}}$ | | | | |
4. What is the educational cost per student? \$ 7050
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 330
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

Test IOWA Tests of Basic Skills

Edition/Publication Year 2003

Publisher Riverside Publishing Company

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

Scores are reported here as percentiles.

No students are excluded from the test.

Scores were not disaggregated because subgroups were less than 10 students per class.

Queen of Angels Catholic School Assessment Data Referenced by National Norms Iowa Test of Basic Skills, Riverside Publishing (scores are reported as percentiles)			
Testing month / year	March 2005-2006	March 2004-2005	March 2003-2004
Grade 7			
Reading	83	78	82
Mathematics	82	70	68
# students tested	56	56	50
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0
Grade 6			
Reading	82	79	76
Mathematics	75	84	68
# students tested	56	56	56
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0
Grade 5			
Reading	84	85	81
Mathematics	79	76	77
# students tested	56	56	56
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0
Grade 4			
Reading	84	86	85
Mathematics	83	83	79
# students tested	56	55	56
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0

Grade 3			
Reading	79	83	88
Mathematics	80	78	86
# students tested	56	56	57
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0
Grade 2			
Reading	87	87	89
Mathematics	78	79	82
# students tested	56	56	57
% of total tested	100	100	100
# students excluded	0	0	0
% students excluded	0	0	0