

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

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

School Mailing Address 9735 S. Kolin Avenue
(If address is P.O. Box, also include street address.)
Oak Lawn, Illinois 60453-3599

City _____ State _____ Zip Code+4 (9 digits total) _____

County Cook State School Code Number* 14-016-478X-00-000

Telephone (708) 425-6063 Fax (708) 425-7463

Web site/URL stgermaineschool.com E-mail kcreedy@comcast.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. (312) 751-5212

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Christopher Parker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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. 9 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			0	7	27	22	49
K	14	17	31	8	19	29	48
1	17	10	27	9			
2	24	23	47	10			
3	11	17	28	11			
4	20	24	44	12			
5	18	26	44	Other			
6	32	20	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							370

[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 school:
- | | |
|-------------------|----------------------------------|
| <u>84</u> | % White |
| <u>1</u> | % Black or African American |
| <u>12</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: 29 %

[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	99
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	108
(4)	Total number of students in the school as of October 1	370
(5)	Total transferred students in row (3) divided by total students in row (4)	.291
(6)	Amount in row (5) multiplied by 100	29.1%**

** The mobility rate is disproportionately high in this data because another local Catholic school closed its doors as of June, 2006. Being the nearest neighboring Catholic School, St. Germaine increased its enrollment by 70 students who transferred from Our Lady of Loretto, Hometown.

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

Number of languages represented: 2
Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 22

10. Students receiving special education services: $\frac{3}{10}$ %
 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.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>8</u> Specific Learning Disability
___ Emotional Disturbance	<u>2</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ 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>1</u>
Classroom teachers	<u>16</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>3</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>20</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 23:1

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%	99%	98%
Daily teacher attendance	99%	98%	98%	97%	97%
Teacher turnover rate	6%	18%	11%	5%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Each day, the teachers, staff, and students of St. Germaine School strive to live out the promise of the school's written mission statement: **"Enlightening Minds, Enriching Lives."** The two tasks articulated in the phrase are at the heart of the activities and programs offered at St. Germaine School. The mission statement calls each member of the school community to give witness to Catholic teachings through service to the parish community and the larger world. It calls all members of the school community to meet the high expectations for teaching and learning that will help students acquire the knowledge, understandings, and skills required to be productive citizens in an ever-changing world. Students are encouraged to strive to reach their fullest academic, social, physical, emotional, and spiritual potential by taking an active responsibility for both their own learning and their own actions.

To meet the goal of **"Enlightening Minds,"** St. Germaine School provides a solid core curriculum along with many co-curricular experiences. Teachers and staff have focused professional development activities to support a strong "differentiated instruction" philosophy that includes strategies for both differentiated instruction and assessment. Tiered assignments, learning contracts, centers, and cooperative learning activities are frequently included in the classroom experiences of the students. In addition to the core curricular areas, specialists are available to assist students in the areas of Spanish, technology, music, physical education, and art. Classroom teachers take an active part in supporting these co-curricular areas in their classrooms. For example, teachers use the 30-station computer lab for class projects and students have access to multiple computer stations in each classroom. In addition, the school's new SKY LAB (Learning Resource Room) serves as a resource for all students, including those who struggle and those who benefit from additional academic challenges.

A variety of activities help the school to meet the second goal of **"Enriching Lives."** The school's Athletic Association sponsors a number of extra-curricular sports activities encouraging students to develop athletic skills and attitudes of good sportsmanship. Students are invited to participate in a band program and several choir programs to extend their classroom experience with music. Students participate in several art/design contests sponsored by local organizations along with providing editorial and photography assistance for the annual school yearbook. Student teams participate in local high school academic "bowls" with consistently impressive results.

Students are also called to extend the goal of **"Enriching Lives"** to others outside the school community by becoming persons of service who assist others in need. The students in grades seven and eight are eligible to become members of the school's service club, "The Living Stones." The club, named after the Gospel call for disciples to become "living stones" in building up the Church on earth, sponsors food and clothing drives, visits the homebound of the parish, and collects for relief efforts throughout the world. Younger students are also involved in the service outreach of the community. They, too, participate in local food and clothing drives and correspond with a number of the members of the parish who are seriously ill.

Parents assist the school in meeting its goals by serving in both the Family School Association and the Athletic Association. In these roles, they serve as coaches, classroom volunteers, and project coordinators. Both organizations work tirelessly to raise additional funds that can be used to support and enrich the programs that support and enrich a variety of school programs..

The success of the school in meeting the two goals of **"Enlightening Minds, Enriching Lives"** is evident throughout the school building and in the wonderful accomplishments of our students and graduates.

PART IV – INDICATORS OF ACADEMIC SUCCESS:

Assessment Results

Students in grades three, five, and seven are mandated by the Archdiocese of Chicago to participate in the TERRA NOVA Multiple Assessment process. All students at St. Germaine School in the mandated grades are included in the testing. Several students with IEP's that require testing accommodations such as extended testing times or oral reading of directions receive those accommodations during the testing. CTB/McGraw Hill excludes the scores of those identified students from the class average data. The test battery includes the assessment of basic skills and application of these skills in the areas of reading, language, mathematics, science, and social studies.

Scores are reported in a number of ways, all of which indicate the high levels of performance among the students. The normal curve equivalent scores reported for the seventh grade students (March, 2006) indicate that the students performed above the criteria level established by the NCLB-BRS.

Another measure offered by CTB/McGraw Hill compares the **obtained** scores of St. Germaine students to the scores that were **anticipated** for students of similar age, grade, and cognitive ability. The median obtained scores of students at all three grade levels tested exceeded the anticipated scores in all but two of the eighteen subtests. Students at St. Germaine School out-performed the expectations based on the overall "cognitive ability" determined by the testing. This implies that students at St. Germaine School are consistently reaching or exceeding their learning potential, in part, because of the school's differentiated instruction philosophy.

The TERRA NOVA battery also provides a measure called the **Objective Performance Index**. This index lists twenty-nine performance categories included in the complete testing battery. The performances include such items as basic understanding in reading, writing strategies, editing skills, mathematical computation and estimation, problem solving, scientific inquiry, and geographic and historical perspectives. The data reports a national average score for each of the twenty-nine measures. It also reports an average for each of the St. Germaine groups. The OPI scores reported for St. Germaine exceeded the national averages in each one of the twenty-nine performance categories at each grade level tested. For example, St. Germaine seventh students performed 17 points above the national average in computation/estimation; 24 points above in geometry, and 22 points above in problem solving. The reading and language arts subtests show similar results. Seventh grade students scored 17 points above the national average in basic understanding, and 26 points above in sentence structure. This reinforces the conclusion that St. Germaine students are consistently evidencing outstanding academic performance.

The distribution of scores on TERRA NOVA subtests shows that the seventh grade students consistently score higher than the national average. If a national percentile score of 50 indicates that a group of students falls precisely in the middle of the distribution, one would expect that 50% of the students in the group would score above the 50th percentile, while 50% would score below it. In the most recent test data (March, 2006), 91.2% of the students in the seventh grade scored above the 50th percentile in Reading. (Other areas of the subtest showed similar results: Language 93.8% scored above the 50th percentile, Mathematics 84.4% scored above the 50th percentile.) Performance by students at the other grade levels tested is almost as impressive. One inference that can be drawn from this data is that the school's efforts to differentiate instruction for all students have helped to move a great number from the lower 50% of the normal distribution.

Using Assessment Results

Assessment is a complex process that provides evidence to the school both to direct day-to-day instructional decisions (“assessment **for** learning”) and to evaluate the over-all effectiveness of its programs (“assessment **of** learning”). Assessment data at St. Germaine School is used for both of these purposes.

Teachers use formative and summative classroom assessments to determine the need for remediation or enrichment and to identify content knowledge, understandings and skills that need additional attention. Rubrics, performance assessments, assessment choices, demonstrations, and content oriented projects allow the students to “show what they know” on a daily basis.

The TERRA NOVA data is used to provide an over-all picture of the effectiveness of the school’s programs. The information obtained from analyzing the group scores on specific subsections or performance categories helps the administration and the faculty to determine areas that require additional instructional focus. For example, when teachers noted lower scores in the “measurement” subcategory of the mathematics test, they increased the instructional time focused on measurement topics in their curriculum. A second use for the data involves examining the performances of individual students. Since students are held to high academic performance levels, teachers use the student’s profiles to determine specific needs for each student. Teachers modify their instructional strategies to assist students in areas of concern.

Communicating Assessment Results:

Reporting results of the standardized TERRA NOVA testing is only one portion of the communication the school provides for parents. After the results of the March testing are returned, parents receive a two-page report that provides the statistical information about their student. In addition, a summary of the grade level “group results” is published in the school newsletter. A Parent Information Session is offered outside of school hours for parents who would like an extended explanation of the group results or specific information about the meaning of the scores for their student. Summary information about student performance is included in the parish bulletin and sent to local newspapers.

The school’s reporting of day-to-day achievement is also significant. A major outgrowth of the faculty’s exploration of differentiated instruction has been a revision of the reporting system used to communicate student performance to the parents. Over the last four years, the faculty has examined research on authentic assessment, best practices in grading, and models of reporting information to the families. A new grade-level-specific “standards based” report card was developed as a result. The new reporting system, which is in its second year of use, replaces the traditional grading scale with a series of descriptors that convey information about student effort, achievement, social and work habits. Since the standards-based report is one of the few being used in the Archdiocese of Chicago, consultants from the Catholic School Office are looking to the report card as an initial discussion point for system wide revisions.

To insure that parents have a clear understanding of the information contained in the new reports, Parent-Teacher Conferences are held at the end of the first trimester and again in the middle of the last trimester. Mid-trimester Progress Reports are issued between the formal report cards, and teachers frequently contact parents to discuss student progress.

While the new reporting system does not lend itself to an “Honor Roll” listing, the school has implemented an Effort Recognition Roll, in part because of research cited by Marzano and others (*Classroom Instruction That Works*, ASCD).

Sharing Success:

The faculty, staff, students, and parents of St. Germaine School are proud of our accomplishments. For this reason, the school proudly shares its successes with the community at large and with those families who might join our school community. (It is in part from this effort that the school enrolled a large number of students from another Archdiocese of Chicago school that closed at the end of the 2005-2006 school year.) A committee of the school board designed and produced a high quality brochure that highlights school successes and serves as an effective marketing tool. In addition, the school website, www.stgermaineschool.com conveys a great deal of information about the daily events and achievements of the school. As a part of the Catholic Schools Week each January, the school board hosts a Sunday afternoon “Open House,” at which prospective school families can meet with those families whose children are already enrolled.

The principal and many of the members of the teaching staff have made presentations to other school faculties. Mr. Reedy has made in-service presentations on the topics of differentiated instruction and assessment strategies to the faculties of at least seven Archdiocese elementary schools. He has also worked with the Office of Catholic Schools in providing portions of the “New Principal Workshop” and the “Curriculum Workshop for Principals.” He serves on the Archdiocese Curriculum Advisory Board and the Assessment Task Force. Classroom teachers in our area hold annual “sharing sessions” where teachers gather to talk about the successful strategies they have implemented in their classrooms.

PART V – CURRICULUM AND INSTRUCTION

Curriculum:

St. Germaine School provides instruction in all of the core subjects along with experiences in many co-curricular areas. In all of these instructional areas, teachers are encouraged to use differentiated instruction strategies and technological tools (such as computer software and video) to maximize each student’s learning. The teachers have also made a concerted effort to include composition skills in each content area to provide students with a wide experience of writing.

Religion The curriculum in Religion focuses not only on the basic tenets of the Catholic faith, but also encourages students to apply their faith in action. Service to others, within the school and parish community and in the world, is an important component. Our eighth grade “Passion Play” has become a well-loved tradition among the parishioners in general.

Language Arts Grammar and mechanics of language play an important part in the daily language instruction, but this instruction is always focused on how it is applied to oral and written communication. Two years ago, the school adopted a comprehensive writing program, STEP UP TO WRITING, to provide students with appropriate supports for both their creative and expository writing. The STEP UP process is implemented in all areas of the curriculum.

Mathematics The Mathematics curriculum emphasizes the need to help students move to understanding abstract concepts by providing concrete experiences. Manipulatives play an important part in daily instruction—especially in the primary grades. Computation, estimation skills, and problems solving are anchors of the program. Teachers use strategies and content recommended by the NCTM and the Archdiocese of Chicago Mathematics curriculum.

Science A basic understanding of principles of general science guides the science curriculum in the primary and intermediate grades. Topics such as electricity, magnetism, astronomy, plants, animals, and human body systems are included. In the upper grades, students experience a year-long focus on earth science (6th), life science (7th), and physical science (8th). Lab experiences and other “hands-on” projects are an integral part of the instruction at each grade level.

Social Studies Students explore ever widening circles of the world in social studies classes. Primary students begin with appropriate experiences about neighborhoods and family. Students move on to study world history and American history and government. At all levels, geographic and cultural understandings are stressed.

Technology The goal of the technology component of the curriculum is to enable students to use computer applications (WORD, EXCEL, POWERPOINT, INSPIRATION) to produce artifacts that solidify and extend their knowledge. In keeping with the school goal to enhance writing skills, students from the earliest levels use age appropriate word processing (KIDS WORKS DELUXE) to create significant products.

Fine Arts Students enjoy a wealth of experiences in the fine arts. Art instruction includes understanding of basic art principles and art appreciation. The music program features instruction in music theory, choral singing, as well as instrumental performance. Students perform at several all-school concerts. Classes attend professional and high school level plays and produce classroom plays to further their experience of drama.

Physical Education Good sportsmanship along with learning about physical fitness, health, and safety. Students participate in a variety of activities during their PE classes. Students in grades 4-8 are eligible to participate in the extra curricular sports programs.

Spanish All students in grades 5-8 receive instruction in conversational Spanish and grammar each week from a certified language teacher. Activities include an exploration of a multitude of the facets of culture. Grades 5 and 6 have a 30 minute period each week, while the Grade 7 and 8 students are engaged in Spanish instructional activities for 40 minutes/week.

Reading:

Reading and Language Arts instruction balances the major literacy components at all grade levels. In the primary grades, phonics, sight words, word walls, reading comprehension strategies, literature circles, read-alouds, and computer assisted learning are important parts of the program. In the upper elementary grades, the focus on reading comprehension and vocabulary development uses high quality literature, including selections from classical and contemporary world and American authors. The study of literary elements and devices becomes more sophisticated as students' basic literacy skills increase. All teachers encourage students to read for pleasure outside of instructional reading time. Our classroom libraries, the school library, and the Oak Lawn Public Library provide students with a wealth of quality fiction and non-fiction reading materials.

Teachers and students continue the school's focus on composition skills by including a writing portion with each of their major units of instruction. Formal instruction develops students' skills in various writing genre.

In keeping with our school's focus on differentiated instruction, we have adopted the McGraw Hill Reading program in Grades K-6. Features of the program enable the teachers to differentiate classroom instruction, provide materials for remediation and enrichment, and integrate technology and writing skills in an interdisciplinary approach. Leveled "chapter book" readers are available at the end of each selection in the basal text. These leveled readers allow students of all ability levels to succeed at additional quality reading. Since the titles all share a common theme, each student has something to contribute to the discussion.

The Terra Nova standardized testing results show that our reading program is extremely successful. (Over 91% of the seventh graders tested last year scored above the 50th percentile.) Even more important than the test scores, students at St. Germaine School genuinely have a love of reading.

Additional Curriculum Area:

A wonderful new addition to the St. Germaine School program this year is the **SKY LAB**. The title, which is an anagram for "Successful Kids, Yes!" captures the purpose of this active learning resource room.

The **SKY LAB** is designed to be a place where all students in the school can experience significant success at their own level of competence. Students in need of remedial instruction or additional practice, as well as those students who are ready for an extension of the topics covered in the curriculum, all find a warm welcome in the **SKY LAB**. A typical day would include some students working with math manipulatives, others working on finding meaning in a content area textbook, still others performing a science experiment or doing internet research on an "extension" project.

The **SKY LAB** operates under the direction of a fully certified learning disabilities specialist and a full-time aide. It also benefits from the presence and hard work of over 30 undergraduate and graduate students from St. Xavier University. Under an agreement with the Education Department of the University, which is located approximately one mile from St. Germaine, college students enrolled in various "methods classes" commit to work their thirty "clinical hours" at the school. Their assistance with planning and implementing instruction provides another excellent avenue for continuing to differentiate instruction for all learners.

In its first year of operation, the SKY LAB has become "the place to be" and all students look forward to their participation there.

Instructional Methods

The St. Germaine faculty is constantly involved in investigating strategies and instructional materials that will help to increase student learning. This year, for example, the faculty devoted eight one-hour in-service sessions to exploring the research done by Marzano and others in *Classroom Instruction That Works*. Besides exploring the theoretical base of the research, teachers in grade level groups explored ways that the strategies could be applied in their classrooms. The materials that they developed to use in their classroom are already providing students with new ways to learn.

Finding new, more sophisticated differentiated instruction strategies is also an on-going task. Teachers examine ways in which they can differentiate content, processes, and products to accommodate individual learning strengths. Their extensive repertoire of instructional methods includes whole group, small group, cooperative group, and individual student strategies with an awareness of the importance of teaching to multiple intelligences within the classroom. The purpose of all of these methods, whether as complex as differentiated instruction or as simple as using individual “whiteboards” to display answers, lies in the hope that students in the classroom are actively engaged and successful in their learning.

Daily formative assessment techniques provide teachers with information that is essential to tailor instruction that is effective and appropriate for the students. Assessment formats that allow for student choice enable students to demonstrate competence on a number of levels.

Student participation in the **SKY LAB** provides an additional avenue to help them to succeed at meeting expectations and to demonstrate excellence beyond those basic expectations.

Professional Development

The faculty and principal believe that for professional development to have the desired, positive results within the school, it must involve sustained amounts of time and constant support and encouragement. For that reason, the faculty annually selects an in-service topic as a focus for the entire school year. Scheduled in-service sessions, faculty meetings, and grade level meetings all examine this focus throughout the year with the goal to understand the underlying philosophy and to find practical ways to implement the research findings. For example, several years ago the faculty focus was to explore various assessment formats and “best practices” in classroom assessment. As a direct result, the faculty embarked on a major revision of the instruments used to report progress to parents. The “standards-based” report card that resulted is in its second year of implementation from kindergarten to eighth grade.

The faculty has made a commitment to updating and enhancing instructional skills. Teachers have participated in a series of eight “after-school” in-service sessions during September and October each year developed and facilitated by the principal:

2001	Investigating Differentiated Instruction
2002	Investigating Assessment and Reporting Progress
2003	Reading and Writing Across the Curriculum
2004	Fulfilling the Promise of Differentiated Instruction
2005	Implementing the STEP UP TO WRITING Program
2006	“Classroom Instruction That Works”

During the summer of 2006, faculty members also participated in their choice of fifteen three hour sessions designed to develop actual classroom materials and plans that would help them to implement differentiated instruction strategies more fully.

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): ASCD, NCTM, NSTA, 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>\$ 2900</u> K	<u>\$ 2900</u> 1 st	<u>\$ 2900</u> 2 nd	<u>\$ 2900</u> 3 rd	<u>\$2900</u> 4 th	<u>\$2900</u> 5 th
<u>\$2900</u> 6 th	<u>\$ 2900</u> 7 th	<u>\$ 2900</u> 8 th	<u>\$ </u> 9 th	<u>\$ </u> 10 th	<u>\$ </u> 11 th
<u>\$ </u> 12 th	<u>\$ \$3575 (Non-Parishioner)</u> Other				

4. What is the educational cost per student? \$ 3650
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ \$750*
 *

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 95* %

*The financial aid figures listed here reflect the amount of the parish subsidy to the school's operating budget. (\$225,000). This subsidy is applied equally to all students whose families are registered members of the parish.

St. Germaine School
Terra Nova Assessment Data
Referenced Against National Norms

Terra Nova Second Edition Multiple Assessment, 2001
 CTB/McGraw-Hill

Grade 7

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
Reading (NCE)	68	65	71	69	65
Mathematics (NCE)	70	71	69	71	71
Number of students tested	32	35	38	50	25
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

Grade 5

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
Reading (NCE)	69	68	66	67	67
Mathematics (NCE)	63	62	63	62	60
Number of students tested	38	39	33	35	35
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

Grade 3

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
Reading (NCE)	62	61	58	57	59
Mathematics (NCE)	64	67	63	59	59
Number of students tested	32	33	39	41	35
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

*Alternative Assessments: All students at the indicated grade levels were tested. Learning disabled students with IEP's requiring testing accommodations were tested with modifications (extended time, oral reading of test directions/items). The scores for those students were not included in the class averages by the testing company.

**Disaggregated Test Scores: Testing data for the 2005-2006 student body did not require reporting disaggregated scores. The 2006-2007 enrollment data shows an increase in "Free/Reduced Lunch" and "Hispanic" populations. This increase is due to a large number of transfer students from a neighboring school that closed as of 6-06. Test scores for these populations are not included in the 2005-2006 data.

***The seventy transfer students from Our Lady of Loretto School, which closed as of June, 2006, also accounts for the disproportionately high "mobility rate" reported on page 4 of this report.