

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

Official School Name All Saints Catholic School
(As it should appear in the official records)

School Mailing Address 4001 36th Avenue N.W.
(If address is P.O. Box, also include street address.)

Norman Oklahoma 73072-1802
City State Zip Code+4 (9 digits total)

County Cleveland State School Code Number* N/A

Telephone (405) 447-4600 Fax (405) 447-7227

Web site/URL www.allsaintsnorman.org E-mail lschmitt@allsaintsnorman.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* Sr. Catherine Powers C.N.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Oklahoma City Tel. (405) 721-4202

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. Maria Kolar
(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. 5 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	16	19	35	7	17	13	30
K	17	34	51	8	9	17	26
1	28	21	49	9			
2	16	21	37	10			
3	25	20	45	11			
4	23	24	47	12			
5	17	19	36	Other			
6	25	18	43				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							400

[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>72</u> | % White |
| <u>3</u> | % Black or African American |
| <u>11</u> | % Hispanic or Latino |
| <u>12</u> | % Asian/Pacific Islander |
| <u>2</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: 3%

[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	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	400
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 1%
4 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Japanese and Korean

9. Students eligible for free/reduced-priced meals: 5%
 Total number students who qualify: 19

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: $\frac{7}{29}$ % 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> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 15 </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> 20 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 1 </u>
Paraprofessionals	<u> 4 </u>	<u> 0 </u>
Support staff	<u> 2 </u>	<u> 4 </u>
Total number	<u> 34 </u>	<u> 6 </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	97 %	97 %	98 %	98 %	98 %
Daily teacher attendance	98 %	98 %	97 %	98 %	98 %
Teacher turnover rate	4 %	22 %	15 %	8 %	12 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

PART III - SUMMARY

“All Saints Catholic School exists to teach children to know, love and serve God through academic pursuits and service to others.” Established in Norman, Oklahoma in 1996 as an Archdiocesan regional Catholic school, our fundamental goal is to integrate a student’s academic experience with the teaching of Christian values, so that graduates will enjoy faith-filled, meaningful lives. The focus of Catholic education is to develop the whole person. Staff members, as partners with parents, play significant roles in the educational process, as they daily witness the meaning of mature faith, academic pursuits and citizenship. Our students thrive in an atmosphere that embraces a vision for the future and promotes student success, which will enable them to live in a dynamic and developing society.

Educational lessons, religious experiences, service to the community, athletic endeavors and social interaction are hallmarks of our school. We feel that our students are challenged with our solid curriculum and rise to meet our expectations. In the first ten years of existence, we have been recognized as a “School of the Month” in two national publications. We have sent numerous students to regional Science Fairs and won the Archdiocesan Science Fair “Top Honors” Award. Our junior high science teacher has been inducted into the Oklahoma Science Teachers Hall of Fame. We have had a teacher recognized by the Norman Chamber of Commerce as a “Teacher of the Year” for the past eight years. Over the last two years, our students were chosen by the Oklahoma State Legislature as finalists to present their “Project Citizen” projects at our State Capitol. We were also the only school to have finalists selected for the Archdiocesan “Educator of the Year” Award during the first three years of this award’s existence. We have been blessed to have wonderful teachers and parents that enjoy working together for the benefit of our students.

All Saints Catholic School is supported by the four parishes in Cleveland County, but serves as “home” for students from another eight parishes in surrounding counties. Our diverse enrollment includes students that travel from as far away as sixty miles to as close as our surrounding neighborhoods. Even so, we take a great deal of pride in being a very close-knit community. Our graduates still play an active role in our school. They return to host Bake Sales and “jeans days” for our students as we continue to support their education at the high school level.

Though we are a “young” school, we have already built a great reputation for strong academics and student success. Our enrollment has grown from just over 100 students to 400 students, even though we are located within one of the strongest public school systems in the state. We have received several grants which have enabled us to build an outdoor science classroom around our pond, purchase four interactive white boards and projectors, build a new computer lab for 26 students, and build a new resource room to house our special services personnel. Through the resource room, we are able to offer individual tutoring from a certified teacher, speech therapy and one-on-one help from a reading specialist.

Our parents embrace the fact that we have very little teacher turnover. They get to know the teachers, and students look forward to having the same teacher that their siblings had. Our teachers are true professionals. They perform their ministry as teachers with great fervor. From the joy of seeing a struggling child succeed to the mundane duties they are required to do, our teachers never lose sight of their calling to help each child. We track our graduates and celebrate success when we see their names on high school honor rolls and in newspapers for their successes. We take pride when we receive notes from former students telling us how well prepared they were for their next school.

As a community, we also look forward to numerous family activities. We have an annual school fundraiser that is consistently attended by around 500 people. We host an annual student Fine Arts Night, Christmas Program, Halloween carnival, Turkey Bingo and Open House/Back to School Night. Our Parent-Teacher Organization holds four general meetings each year and our principal holds “Town Hall Meetings” to begin each school year.

Through the shared vision and efforts of the faculty, staff, parents and students, we accomplish our essential mission of creating strong, faith-filled students that are prepared to be life-long learners and to achieve success in our world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

At All Saints Catholic School, we strive not only to meet, but to exceed the expectations of the No Child Left Behind mandates in regard to adequate yearly progress. We administer the Iowa Test of Basics Skills to all of our students in the second through eighth grades every fall. The yearly growth and performance of our students are indicative of the strong academic program and high expectations that we have.

The Iowa Test of Basic Skills is a nationally norm-referenced, standardized test. In levels 5-8, the test allows for assessment of the student's knowledge and skills in vocabulary, word analysis, reading, listening, spelling, language, math, math concepts, math problems, math computation, social studies, science and sources of information. In levels 9-14, assessment is provided in the areas of vocabulary, reading comprehension, word analysis, listening, language skills, spelling, capitalization, punctuation, usage and expression, math concepts and estimation, math problem solving and data interpretation, math computation, social studies, science, maps and diagrams and reference materials.

Over the last five years, our classes have consistently performed above the 90th percentile student rankings nation-wide. In considering this application, we noticed that our third through eighth grades had surpassed the 90th percentile using not only the Fall Norms, which pertain to our testing period, but also the higher Spring Norms. We perform very well in the area of reading and have seen marked improvement in the area of math. Examples of improvement include our African-American subgroup, which scored an average of 52 in reading and 26 in math in 2003, and improved to 63 in reading and 52 in math in 2005. Also our Asian subgroup, which scored an average of 64 in reading and 54 in math in 2003 and improved to 76 in reading and 73 in math in 2005.

Even our students with learning disabilities have remained consistent in reading and experienced a phenomenal 10-point gain in math. We believe our improvement can be attributed to our Resource Room. This classroom, made possible through a grant, contains a certified teacher for individual tutoring, a reading specialist, and a speech therapist, who enable us to give our students one-on-one attention and greatly improve their confidence.

As our principal presents the school testing results to the community each year, two things happen. First, the principal reviews the results with the teachers. Second, the principal presents the results to the community through a Parent-Teacher Organization general meeting. Using charts to compare stanine scores for the yearly growth of the classes, parents can see that the children in our school are doing exceptionally well. The parents are thrilled with the results and appreciative of the information.

2. Using Assessment Results

All Saints is committed to being the best. We continually evaluate not only our testing results, but every aspect of the school. Each year during our faculty meetings, grade level meetings and accreditation meetings, we focus upon a specific area of our curriculum to evaluate. Using our testing results, we look for areas of growth and areas of weakness for each child and for each class. We evaluate our school objectives for each subject area, as presented in the Archdiocesan Curriculum Guide and in the PASS (Priority Academic Student Skills) objectives from the Oklahoma State Department of Education, and discuss any suggestions for change in the curriculum or ways to improve our program.

By using our test results over the past four years, we have evaluated our language arts, science and math programs. We identified "gaps" in our curriculum and found ways to eliminate them. We purchased new language arts textbooks at certain grade levels. We now have a single series in math for our pre-kindergarten through third grades in order to create a solid foundation for our math program. Our fourth through eighth grade students have a curriculum that allows us to transition to a textbook approach in math and that challenges every student to the best of their abilities. Last year we even had a group of eighth graders taking tenth grade geometry!

We updated our technology program with the addition of new computers in the classrooms, a new computer lab and the most current edition of SuccessMaker (a total curriculum software program). Our teachers assess our test results and use this program to address student needs and improve performance in

reading, math, spelling, science and social studies. Our teachers also use the AR Reading Program to assess their students' reading abilities and help each child identify areas that they can improve upon.

3. Communicating Assessment Results

One of the greatest pleasures we experience is telling everyone how well we are doing. Our parents are our biggest fans. Each year when testing results are presented to the community, parents leave the meeting with smiles on their faces. They can then brag on their child as well as our entire school. Our principal presents testing results using stanine scores to compare student performance for the current testing period to the previous period. In many instances, the scores reflect more than a year's growth for each class.

Our principal also presents our testing results to our School Advisory Council. This group, which has representatives from each parish that supports the school, is responsible for the formulation and recommendation of policy to guide the spiritual, educational, social, emotional and physical growth of the school. Council members offer advice and make recommendations on matters related to the school during monthly meetings with the principal. They also take any communication out to our parishes, so word of our strong academics and student success reach the entire community.

4. Sharing Success

Teachers use newsletters and notes to report student success and upcoming events in each classroom. They may also phone parents to communicate about student success or a particular issue. We welcome parent meetings at any time and hold parent-teacher conferences twice a year. Our principal has an open-door policy for everyone and has been known to call parents about good news as well as bad. We send our weekly "Eye on the Eagle" newsletter to share student highlights, accomplishments and events.

We have also created "Calling All Saints!" which is a quarterly newsletter that is distributed to each of our parishes. Each issue includes school news, updates on events, articles on the various classes within our school that have achieved success with a specific project and ways we as a school can help our parishes. The next issue will include our testing results for this year.

All Saints Catholic School is physically distant from most of the elementary Catholic schools within the Oklahoma City Archdiocese. We do, however, have two opportunities each year to meet with teachers from other Archdiocesan schools. At the Archdiocesan Teacher In-Service last spring, we helped organize and host several teacher-sharing sessions. Over the past few years, several teachers have served on committees to improve the Archdiocesan Curriculum Guide. These teachers have given their time and expertise to developing new standards for the Archdiocese. Also, our early childhood teachers have attended the Catholic Association of Educators of Young Children meetings.

We have hosted several Discipline With Purpose workshops at the school, which have been attended by teachers from surrounding schools. We attended two sessions for "A+ Schools" and PPARTS (Private and Parochial Art for Students), which allowed teachers to share ideas and resources for arts integration in the schools. As neighbors, we are also visited frequently by students from the University of Oklahoma, who tutor math students, read to classes and work with teachers for student teaching opportunities. It's not surprising that our visitors often comment about the wonderful atmosphere and great students that we have at All Saints.

Our principal has shared her leadership expertise as a member of the Oklahoma Conference of Catholic Schools Accrediting Association Council of Commissioners which evaluates our Catholic schools for annual accreditation. She's been a member of the Archdiocesan Technology Committee to revise and update the Archdiocesan Technology Plan and a member of the committee to revise and update the Catholic Grade School Athletics Association's Constitution and Bylaws.

Being true to our mission to serve, we continue to share with the greater community. It's not surprising that our visitors often comment about the wonderful atmosphere and great students that we have at All Saints.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The focus of Catholic education is to educate the whole child. At All Saints Catholic School, our curriculum is designed with this in mind. We have a strong core curriculum that incorporates standard practices, state objectives, some Core Knowledge sequencing and Archdiocesan guidelines in the areas of religion, language arts, math, science, and social studies. We also offer numerous specialty classes to enhance each child's development. In the lower grades, we offer physical education, Spanish, art, vocal music and library skills. In the upper grades, we also offer band, art appreciation, music theatre, Latin, Math Counts, intermediate and advanced Spanish, Great Books, science communications, photography, speech, drama, engineering, inventions, computer technology, journalism and yearbook. Our religion program is designed to create faith-filled, prayerful students who understand the core beliefs and teachings of the Catholic Church. We prepare each child to know, love and serve God through academic pursuits and service to others.

Each grade incorporates writing and reading into the everyday curriculum. Inventive writing in the early grades and five-paragraph essays in the upper grades are the norm as students begin the art of journal writing. As part of our reading program, students begin with pre-emergent reading skills and progress to the novels and Great Books. We also utilize the Accelerated Reading program in the first through third grades to improve reading skills and comprehension.

Math is cross curricular and challenges students of all levels. We have adopted the Saxon math program through the third grade, McDougal/Littell for the fourth through sixth grades, and Prentice Hall for our junior high students. Teachers and students have experienced tremendous gains with our new program and see the potential for each student to master mathematics.

Our science program is thriving. Students are using hands-on activities to embrace learning in the classroom and in our school science lab. Through a grant from the Oklahoma Department of Environmental Quality and donations from some of our graduates that are now Eagle Scouts, we have a wonderful outdoor classroom next to our pond. Class field trips to this classroom are commonplace and welcomed by the students. Our focus on the scientific method has over 200 students participating in our school science fair this year.

The social studies curriculum spans all curricular areas as well. Our focus includes the study of communities through ancient times, Westward Expansion, American colonial times, the creation of democracy and civic awareness. By the time our students reach the upper grades, they can "vote," create public policy, participate in Project Citizen and the Geography Bee. They understand the social justice issues and have greater global awareness which will help them become conscientious citizens that participate in and improve our society.

The arts instruction includes band, art, art appreciation, vocal music, music theatre, photography, speech, and drama. Our students love the arts curriculum. Our band has received several superior ratings, and our vocal music choir is regularly asked to perform in the community. We send our speech and drama students to high school festivals each year, and they perform admirably. We ended last year with a wonderful presentation of "The Wizard of Oz." We believe that our arts curriculum generates an excitement for learning that carries over to all subject areas.

Our Spanish program is offered in the pre-kindergarten through eighth grades. Our program encompasses a strong vocabulary approach to develop listening skills and sentence structure through our intermediate grades, then moving students toward conversational skills in our junior high. Many of our students are able to test out of Spanish I at the high school level when they have completed advanced Spanish. Graduates are confident of their abilities and seem to thrive.

2. Reading

Our reading program uses a number of sources to create a life-long love of reading. It starts with a child's first critical years. In our pre-kindergarten classrooms, the students begin reading readiness

with letter identification and phonetic awareness. They use the Kid Writing program to develop their first journal writing experiences. The journal writing process is continued throughout their years at All Saints. The kindergarten and first grade students use Saxon phonics to develop their pre-emergent reading skills.

Our first through third grade students use the Accelerated Reader program to hone their skills. This program develops their phonetic base, their sight word vocabulary and their fluency of reading. Each book has a test, in order to give immediate feedback to the teacher and the student about their reading level. Our intermediate and junior high classes utilize poems, short stories and novels to develop their reading skills. Teacher-guided groups, tests and reports (both written and oral) develop the students' reading abilities.

The study of the writing process, from inventive writing to spelling to sentence structure and diagramming to paragraph formation, spans all of our classes and is a part of almost every subject area. Our third grade teachers are beginning to use the "Six Traits of Writing" program, which creates a more structured writing approach through the eighth grade.

3. Additional Curriculum Areas

As a Catholic school community, we place tremendous focus on the whole person. We feel that all subjects are important. Our social studies curriculum helps us integrate a number of extra resources. We believe that we must help each child develop into the best person that they can be. We use our Archdiocesan Safe Environment Curriculum to promote values-based decision-making, and teach children how to stay safe from one another, as well as those around them. Children are taught to recognize situations that make them feel uncomfortable and are given suggestions for a healthy response.

We also utilize the Second Step Violence Prevention Program to instill a sense of values and justice in our students. This program presents a problem to the class by using a picture or short video to evaluate good and bad responses. It enables the student to recognize when they might be being bullied or when they, in fact, might be bullying someone. By discussing, analyzing and reflecting upon certain situations, we enable the students to become better people.

We also use the Discipline with Purpose Program. Designed by former educators, this program teaches students fifteen life skills that enable them to achieve self-discipline. These "skills" are: listening, following instructions, questioning, sharing, social skills, cooperation, reasons for rules, completing a task, leadership, communication, organization, resolving problems, initiating solutions, fact vs. feeling and service to others. Upon the completion of the program, our students are better prepared for the rest of their lives.

4. Instructional Methods

Teachers are challenged to find new and innovative ways to teach and truly reach the students. Each teacher is different. When you enter a classroom, you may see individuals in rows or groups of children on the floor. You might find teachers' assistants working with a small group of students with manipulatives in the atrium area or a group of students working with the teacher at the tables.

Our science lab is an active place with students completing "hands-on" experiments and our junior high "Oklahoma Hall of Fame" science teacher at the interactive white board. Computers are used in a variety of ways, as technology is a part of every classroom. In our new computer lab, students are surfing the Internet to find research material and creating Power Point presentations.

Even our students that encounter difficulties in learning can find reassurance and success in our Resource Room, which is staffed by a certified teacher who provides individualized help, small group learning, peer learning and very positive reinforcement. While in the Resource Room, a child may also receive help from a certified reading specialist or a speech therapist provided to us by the Norman Public Schools.

No matter the scenario, one thing is constant: our mission to teach children to know, love and serve God. Teachers challenge students to help one another and to be successful. They create class

projects that inspire “thinking out of the box” and finding the best possible solutions. All of our teachers are committed to preparing every student for our ever-changing world. Through their example, teachers establish high expectations, provide avenues for success, and continuously model behavior that enables our students to become the best that they can be.

5. Professional Development

All Saints is well known as an exemplary school. The administration and faculty are key to this success. Many of our teachers are seasoned professionals, who have continued to grow and learn from year to year. A handful of teachers are just beginning their teaching careers, while others have their Masters degrees. The fact that these two groups can work together so beautifully to establish such a great school atmosphere speaks to the kind of people that they are.

Each year teachers are required to obtain at least 15 hours of professional development. Every teacher surpasses that requirement by numerous hours. The first part of their development is a formal evaluation from the principal twice a year. Many teachers actually look forward to these evaluations, which provide an opportunity to discuss their growth for the year and evaluate/discuss possible areas of improvement.

The second part of the teachers’ professional development corresponds to their own needs. Over the past few years, teachers have attended workshops on a number of topics to enhance their teaching abilities and strategies. These topics have included Love and Logic, Great Expectations, the Core Knowledge Conference, the National Catholic Educational Association Conference, Oklahoma Fall Arts Institute, A+ Schools, ADHD Strategies, Saxon Mathematics, Kid Writing, Science in the Rockies, and Discipline with Purpose.

The final part of our professional development is religious formation. Each teacher is required to obtain 20 hours of development in this area per year. At monthly staff meetings, using the Echoes of Faith program, we pray together and continue to develop our spiritual community. Twice a year the entire Archdiocese comes together. Recent in-service experiences have allowed teachers the opportunity to hear from nationally-known speakers such as Dr. Thomas Groome, Mrs. Carol Eipers and Fr. Michael Garanzini.

The professional development and professionalism of All Saints teachers is central to the achievement of our mission as a school. We could not be more proud of our teachers. Our teachers seek and embrace opportunities to become better people and better educators. The results of their efforts can be seen in the success and the character of our students.

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 Educators Association, Oklahoma City Archdiocese
 (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>\$2,970</u> K	<u>\$2,970</u> 1 st	<u>\$2,970</u> 2 nd	<u>\$2,970</u> 3 rd	<u>\$2,970</u> 4 th	<u>\$2,970</u> 5 th
<u>\$2,970</u> 6 th	<u>\$2,970</u> 7 th	<u>\$2,970</u> 8 th	<u>\$</u> _____ 9 th	<u>\$</u> _____ 10 th	<u>\$</u> _____ 11 th
<u>\$</u> _____ 12 th	<u>\$3,390</u> Pre-kindergarten				

4. What is the educational cost per student? \$ 4,271
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 301

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12 %

PART VII – ASSESSMENT RESULTS

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 8 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	92	82	80	83
Number of students tested	23	29	25	20
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	4		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	2			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 8 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	82	65	71	66
Number of students tested	23	29	25	20
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	4		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	2			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	86	93	84	79
Number of students tested	28	25	33	34
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	4	3		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	2			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 7 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	78	79	68	53
Number of students tested	28	25	33	34
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	4	3		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	2			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 6 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	85	86	90	80
Number of students tested	39	26	34	33
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	8	3		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	7			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 6 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	73	72	78	60
Number of students tested	39	26	34	33
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	8	3		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	7			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 5 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	87	89	87	88
Number of students tested	33	39	30	44
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	86		
Number of students tested	5	10		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 5 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	77	80	77	67
Number of students tested	33	39	30	44
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	88		
Number of students tested	5	10		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 4 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	86	89	87	86
Number of students tested	45	32	44	36
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	6		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 4 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	72	81	79	77
Number of students tested	45	32	44	36
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	6		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	82	81	84	84
Number of students tested	44	45	38	47
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	2	5		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	75	73	76	68
Number of students tested	44	44	38	47
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	5		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	3			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Reading Grade 2 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	79	84	70	77
Number of students tested	36	37	49	42
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	5		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	6			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				

ALL SAINTS CATHOLIC SCHOOL ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

The following information is for the standardized testing given in reading (language arts or English) and mathematics for the last four testing periods. The subgroups comprising at least 10% of our student body are indicated for the last two school years. All other subgroups are less than 10% of our school enrollment for the past four testing periods.

Subject Math Grade 2 Test Iowa Test of Basic Skills

Edition/Publication Year Form A/ 2000 Publisher Riverside Publishing Company

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

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	October	October	October	October
SCHOOL SCORES				
Total Score	57	66	56	61
Number of students tested	36	37	49	42
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u>	--	--		
Number of students tested	3	5		
2. <u>Asian/Pacific Islander</u>	--			
Number of students tested	6			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE				
NATIONAL STANDARD DEVIATION				