

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Name of Principal Ms. Stephanie M. DiPrima

Official School Name Queen of All Saints School

School Mailing Address 6230 N. Lemont Avenue

Chicago

Illinois

60646-4910

County Cook State School Code Number* 14-016-604X-10

Queen of All Saints School

Telephone (773) 736-0567 Fax (773) 736-7142

Web site/URL www.gasparish.org/school E-mail lynn.daly@gasparish.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* Dr. Nicholas M. Wolsonovich

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 Mrs. Vicki McMannon

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.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. 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.

DISTRICT (Questions 1-2 not applicable to private schools)

- Number of schools in the district:
 - _____ Elementary schools
 - _____ Middle schools
 - _____ Junior high schools
 - _____ High schools
 - _____ Other
 - _____ TOTAL
- District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL

- 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
- 7 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?
- 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	33	34	67	7	28	32	60
K	30	28	58	8	29	29	58
1	28	25	53	9			
2	34	34	68	10			
3	31	29	60	11			
4	28	30	58	12			
5	30	25	55	Other			
6	30	31	61				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							608

6. Racial/ethnic composition of the school:
- | |
|---|
| <u> 0 </u> % American Indian or Alaska Native |
| <u> 5 </u> % Asian or Pacific Islander |
| <u> 0 </u> % Black or African American |
| <u> 6 </u> % Hispanic or Latino |
| <u> 89 </u> % White |
| 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: 0.8 %
 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	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	608
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0082236
(6)	Amount in row (5) multiplied by 100	0.82236

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

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

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3.9 %
24 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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> </u>
Classroom teachers	<u>33</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>49</u>	<u>2</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 18:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	97%	96%	95%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	1%	1%	2%	1.5%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

“It’s just like Christmas!” This was the response by the QAS faculty in August, 2007, when new technology was delivered to classrooms. Equipment to enhance the curriculum included document cameras, light boxes, LCD projectors, and flash drives. Subscriptions to Edline, Britannica On-line, United Streaming, BrainPop, and WeatherBug were added to augment technology goals. A goal for this school year is to finish developing the school web site with access to teachers via email and links to subjects for homework, projects, schedules, etc.

“Awesome!” This is the reaction by QAS students to the variety and depth of co-curricular opportunities available. Service to others, a priority for the school, is modeled and implemented in many programs. Confirmation candidates serve at local soup kitchens, food pantries, and Misericordia. The Family Service Ministry involves parents and children in local and global projects. Fourth and fifth graders send letters and cards to nursing homes, hospitals, and disabled parishioners through the Outreach and Homebound programs. Sixth through eighth grade girls and boys contribute to the parish as altar servers. A “Faith Partner” program matches younger to older children for various projects. Academic co-curricular programs include: after-school clubs in which over 100 students participate in activities in several subject areas; the Accelerated Reader program for grades 3-8; an accelerated Algebra course for 8th graders who are gifted in math; and the literature appreciation program, Bookworms, for grades 1-4. Leadership is developed through an active Student Council which is involved in service and spirit activities. For students with creative talents, the school offers a yearly theatrical production which demonstrates the considerable talents of 100 to 150 students. A music program in which over 200 students participate consists of the Chamber Singers, the Schola Singers and the Hand Bell Choir who perform at school, church and in the community. The “Art in Action” program with parent volunteers exposes students K-8 to famous artists. Cultural Arts assemblies are provided in dance, music, poetry, and drama. An excellent band program is open to 4th-8th graders and guitar lessons are offered. Social skills are honed through a formal dance program for 8th graders and through the “Respect Starts Here” program for 7th and 8th graders, a forum for discussion of teen issues. “Rainbows for All God’s Children” is a support group for children who have suffered a loss. The Birthday Club gives students a chance to contribute books to the library, and Yearbook Committee taps the talents of student photographers, writers, and artists. A comprehensive athletic program is available to 4th-8th graders in volleyball, basketball, football, soccer, cheerleading, baseball and softball, and to 1st-3rd graders in flag football and floor hockey.

Queen of All Saints clearly develops the whole child. The core curriculum is prepared with the goal of helping children achieve academic excellence with values-based instruction. It is designed to serve students and welcome their individual differences and strengths. The values of Christian and Catholic life are embedded into the education program: respect for others, responsibility, integrity, self-esteem and faith development. The mission of the school is accomplished in a partnership among parents, clergy, faculty and the community. A member of the Archdiocese of Chicago, it meets the requirements set forth both by the State of Illinois and the Archdiocese. Staffed by dynamic and caring professionals, the school is progressive, creative, vibrant and prepares QAS graduates for responsible roles in tomorrow’s society. Centered on a mission of “values for life,” Queen of All Saints is deeply committed to nurturing the whole self through solid core curriculum, diverse co-curricular opportunities and connection to a supportive community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Academic excellence is reflected in standardized test scores and in the achievement of graduates in high school. Each school year, Queen of All Saints School administers the Terra Nova Multiple Assessments to all students in grades two, three, four, five, six and seven in the month of March. Eighth graders who will be attending private high schools take placement tests administered by the respective high schools in January. All of the students in the indicated grades are tested. Students with learning disabilities who have a formal Individual Education Plan requiring test modifications (extended time, tests read aloud, large print and other modifications) are provided with those accommodations by the school. However, the CTB-McGraw Hill Company requires that tests administered with modified conditions are to be scored, but not included in class averages. Two second graders, one third grader, four fourth graders, four fifth graders, one sixth grader and one seventh grader were tested with accommodations. The Terra Nova Reading Test measures objectives in *basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies*. The mathematics test includes objectives covering *numbering and numerical relations, computation and estimation, measurement, geometry and spatial sense, data—statistics and probability, patterns—functions and algebra, problem-solving and reasoning, and communication*.

Class mean NCE scores in reading range from a low of 66 for grade two to a high of 73 for grade five. If those scores were ranked as if they were scores of an individual student, our “middle” student would have a percentile rank between 77 and 86.

Class mean NCE scores in mathematics range from 59 for grade two to 73 for grade seven. These convert to percentile ranks between 66 and 86.

When class means in reading are compared to the 90th percentile school ranking provided for the Terra Nova by the NCLB—BRS application document, Queen of All Saints seventh grade students as a group test in the top ten percent of all school groups (72 NCE compared to the benchmark 66). Likewise for math, seventh graders score at 73 NCE compared to a benchmark level of 64. Students in grades four, five, six and seven achieved class averages in reading and math above the School Mean NCE at the 90th percentile of National School Norms as listed on the NCLB—BRS application materials. In fact, students in grades four, five, six and seven have scored above the School Mean NCE at the 90th percentile of National Norms for the last four years. See tables attached.

Of significance, 36 seventh graders out of 59 scored in the 76-99 quartile nationally in reading and 40 scored in that quartile in math. In that quartile were 30 out of 61 sixth graders in reading and 42 in math, 43 out of 56 fifth graders in reading and 36 in math, 29 out of 50 fourth graders in reading and 24 in math, 33 out of 58 third graders in reading and 28 in math. Only 1.4% of all students in third through seventh grade were in the 1-25 national quartile in math and reading.

2. How the school uses assessment data: Test results for the Terra Nova assessments are reviewed by the teachers and the principal to monitor the progress of all students, to track the performance of students with consistently lower achievement, and to identify students who show academic deficiencies. Group summaries help teachers identify areas that need to be emphasized in our curriculum. The Cognitive Skills Index assesses individual student ability and anticipated achievement scores compared to actual scores. This comparison is an excellent indicator of student performance versus ability. Students who are performing below anticipated scores may require reteaching, remediation, or tutoring. Testing is done by the local public school. Students performing above anticipated levels may need more challenging material to supplement their learning. At the beginning of the school year, teachers review the assessment data for their new students. Teachers make note of the high-mastery, partial-mastery and low-mastery student groupings for each objective. The reports are used as one of three factors to determine groupings for mathematics in 7th and 8th grade and also as criteria for acceptance into the Accelerated Math seminar for 8th graders, the Worlds of Wonder program at National Louis University and Northwestern University's Center for Talent Development.

3. How the school communicates student performance. Mid-quarter progress reports and quarterly report cards including achievement grades and comments on effort and behavior are issued four times a year. Formally scheduled Parent/Teacher conferences are held at the end of the first quarter to discuss progress and achievement. In grades that are departmentalized, grades 5 through 8, a narrative summary of all classes is provided for parents. Parents and teachers commonly use written notes, comments on tracking sheets and assignment notebooks, and phone calls as a means of communication. Individual Terra Nova scores are provided to parents in late spring for all students in grades two through seven. Included with the scores is a summary of class averages and national benchmarks.

4. How the school will share its successes: Through the efforts of the principal and the School Advisory Council Marketing Committee, a public relations folder was created which highlights the school as it exists today, as well as a vision of the future. This PR folder and other pertinent school information are given to prospective families, organizations and members of the community who have a vested interest in the school. Visitors and prospective families are given personalized tours by the assistant principal. The general public is informed about many of the school's achievements, special events, etc., through the efforts of the principal, the assistant principal, a PR liaison from the School Advisory Council—all of whom serve as public relations representatives to the various local newspapers, Archdiocesan media, and the parish bulletin. Reporters are consistently invited to the school for special events. The Junior High faculty attends articulation meetings with the public and private high schools to share the strengths of the school in curriculum, character development and technology. These efforts assist students in making successful transitions to high schools. Stephanie M. DiPrima, the principal, participates in the Archdiocesan School Improvement Plan, visiting other schools, thus creating an opportunity to share successes and best practices. Monthly Council II-3B meetings and quarterly Archdiocesan Leadership Days allow for professional sharing. Miss DiPrima attends conferences and seminars offered by the Archdiocese of Chicago, NCEA, ASCD, NAESP, and IASCD. The school uses its website to share and disseminate pertinent school information with prospective parents, current parents, teachers and school administrators. The weekly Red Folder goes home to all school parents to keep them informed of all of the good news about Queen of All Saints.

PART V—CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum:

Reading: At Queen of All Saints, the students are able to read, comprehend, analyze, interpret and evaluate a variety of written materials. The children are able to explore the key characteristics of literary genres and apply effective communication throughout the content areas. Students are encouraged to apply learned skills through creative projects both oral and written in all areas of study.

Social Studies: The curriculum in the primary grades deals with family, home, community and the study of map and globe skills. In grade four, the emphasis is on the state of Illinois and Chicago history. Grades five and six focus on world cultures. In grade seven the emphasis is on United States history from its inception to the Civil War. Grade eight completes an extensive unit on federal and state constitutions and continues U.S. history from the Civil War to the present. Projects and dramatization activities are presented at all levels to enhance the learning experience.

Mathematics: The foundation of the math program is based on providing students with a way of approaching new challenges through investigating, reasoning, visualizing, analyzing and problem solving. Primary and intermediate grades investigate mathematics through concrete experiences, exploration, use of manipulatives and discovery. Upper grade students receive a full year of pre-Algebra and a full year of Algebra instruction allowing many students to pursue advanced placement in their freshman year of high school.

Science: Topics cover the areas of life science, physical science and earth science. The curriculum encourages discovery of the natural world and exploration of its components. Students develop the abilities to gather, organize and describe procedures and results of an investigation in a scientific manner. Science is enhanced by technology and resources.

Religion: Queen of All Saints religion curriculum is drawn from the basic tenets of the Catholic Church: prayer, Scripture, traditions, sacraments, worship. It is a balanced approach which includes character development, peace and justice issues, family life, AIDS awareness, drug prevention, and service to the community.

Computer Skills and Technology: Students develop computer skills which coordinate with the classroom curriculum. By the completion of eighth grade, students have become proficient at keyboarding, word processing, spreadsheets, *Power Point* presentation programs and researching topics on the Internet. 5th-8th grade curriculum is enhanced by the recent acquisition of document cameras, LCD projectors, and flashdrives. The K-8 curriculum is enriched by subscriptions to *Edline*, *United Streaming*, *Britannica Online* and *BrainPop*.

P.E.: Physical Education deals with both physical and cognitive development. Students work on motor skills, strength, cardiovascular fitness and anaerobic energy systems. Activities develop creative problem-solving abilities and appropriate social behavior.

Fine Arts/Music: Art education encourages students to express their artistic talents, assimilate information in order to appreciate various cultures and to produce works of art through various techniques and media. Students develop an understanding and appreciation of music through singing, playing instruments, and creating, composing and listening to music. Students attend performances by the Lyric Opera and the Chicago Symphony Orchestra. Schola Singers participate in a choral festival at Vander Cook College of Music.

Foreign Language: A two-year course in Spanish is a requisite for 7th and 8th graders. Classes are held five days a week. The *¡En Español!* Program incorporates a wide variety of teaching methods for all types of learning and applies learned material to a cultural context that broadens students' understanding of the Spanish-speaking world. The foreign language curriculum meets the requirements of the NCLB-BRS program.

2. Description of reading curriculum:

Queen of All Saints is a school where everyone is expected to be a reader and a writer. At QAS school, children develop phonemic awareness, decoding skills, word recognition, vocabulary development and comprehension. The Scott Foresman Reading Series is used in kindergarten through grade five. Grades 6 through 8 use the McDougal Littell's Language of Literature. These series were adopted for use because of the quality of the literature they present and because their comprehensive approach matches the school's multi-faceted reading curriculum. These series also support the Archdiocese of Chicago's new reading curriculum and are aligned with state standards. The reading curriculum is supported by a strong Language Arts curriculum that includes instruction in the writing process and daily oral language. Students from fourth to eighth grades complete novel studies and book reports on a variety of reading genres. To enhance the reading program and motivate an appreciation for literature and independent reading, the school uses the Accelerated Reader Program in grades 3 through 8, administered by the school librarian. After-school clubs such as *Book Worms* and *Around the World with Literature* offer more opportunities for children to develop a love of literature. Students also participate in *The Worlds of Wonder* program, an initiative sponsored by National Louis University, and in Northwestern University's *Center for Talent Development*. Students identified by the teacher as having deficiencies in reading receive remedial support from a resource teacher, either in a small-group or individual setting. Remedial reading services are also provided by the local public school for children with Individualized Education Plans.

3. Description of mathematics curriculum:

Mathematics is more than a collection of concepts and skills. The school believes it is a way of approaching new challenges through investigating, reasoning, visualizing and problem solving with the goal of communicating relationships to others. The math program is a good example of the school's mission to educate the "whole child." Students are expected to be able to read, write, visualize and talk about ways in which mathematical problems can be solved in both theoretical and practical situations. The core concepts of geometry and algebra are introduced with recognizing patterns and properties in kindergarten, with consistent practice applying skills in problem solving and spatial relationships in the primary and middle grades, and with higher order calculations, equation solving and algebraic computations in the upper grades. Primary students learn to make comparisons, recognize geometric shapes, and develop an understanding of graphing, geometry, problem solving, time, money and estimation. Various teaching strategies include the use of manipulatives, math games, number charts, exploration, small group work, and individual practice and projects. Middle grades develop strong numeration, computational and estimation skills through investigating, reasoning, visualizing and problem solving. All students work on the Archdiocesan, national, state and Terra Nova standards. The students choose and apply computational strategies to obtain solutions to problems involving whole numbers, fractions, integers, decimals and geometric concepts. The students investigate math through concrete experiences. Pre-Algebra is taught at the seventh grade level and Algebra is taught at the eighth grade level. Students are grouped for math on the basis of their Terra Nova scores and mastery of the previous year's material. By the end of eighth grade, students are able to understand and use formulas, equations, variables; evaluate a variety of problems with polynomials, exponential functions, proportions, ratios, percents, linear equations/inequalities, rational expressions, and geometric relationships. These math skills and concepts are also applied and reinforced in various projects and activities throughout the year.

4. Description of the different instructional methods used:

Across all grade levels, teachers implement a variety of teaching strategies: direct instruction, dialog and discussion, varied individual assessments, cooperative learning groups, reteaching concepts, enrichment activities for encouraging creative, critical, and higher order thinking skills, and appropriate computer software. Journaling and Daily Oral Language activities engage the student in the thought and writing processes. Project-based learning and cooperative learning groups enable students to explore and demonstrate leadership, academic and social skills. Questioning techniques of teachers and lively discussions encourage critical and analytical thinking. Teachers set students on the road to success by being available for help to students before and after school. They consistently expect students to use assignment notebooks and the assignment corner in each room. Projects are varied and include written reports, graphic and visual art work, Power Point presentations, oral presentations, speeches, dramatizations, etc. The administration and teachers implement positive interventions for students who struggle academically or behaviorally by having assignment notebooks signed by teachers and parents, tracking sheets, phone calls and anecdotal correspondence. One of the current on-going goals is to implement differentiated instruction across grade levels to meet the needs of various learning styles among students. QAS has a certified Resource Teacher who provides individual and small group modified instruction/remediation. Early Childhood classes are staffed by certified teachers and paraprofessional aides to provide for small group learning situations. Curriculum committees for all disciplines meet monthly to discuss the scope and sequence of programs, teaching and learning strategies, rubrics, expectations, supplementary materials and professional development opportunities. Terra Nova scores and additional objective data are also reviewed and discussed as part of the on-going short and long range planning.

5. Description of the school's professional development program:

The administration, the Program Improvement Committee, and the faculty collaboratively set school goals for staff development and professional development. The entire faculty has participated in seminars on multiple intelligences, cooperative learning, differentiated instruction, authentic assessment, health education, children and personal safety issues, bullying and teasing, over-indulged and over-scheduled children and their enabling parents, accommodating students with learning deficits, technology and computer skills in the classroom. The on-going goal of integration and implementation of differentiated instruction across the curriculum continues to move forward. A professional affiliation with Dr. Robert Marciante of the Fran Center last year is currently complemented by the expertise of Dr. Michael Boyle from the Center for Catholic School Effectiveness at Loyola University Chicago. All teachers attend professional development opportunities offered by the Archdiocese and the many professional organizations in which they are members (NCEA, ASCD, NAESP, NCTM, NCTE, NCTS, NCTSS, NMSA, IASCD, Ber Institute, Staff Development for Educators). The journals from each organization make up part of the professional library in each faculty lounge. The school provides \$1200.00 to each teacher to be used for seminars, conferences, workshops and subscriptions. This provides teachers choices as they develop their areas of professional expertise.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s):

NCEA, ASCD, IASCD, NAESP, NCSS, NCTM, NCTE, NCTSS, NAEYC, APA, NMSA

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$3870}{K}$	$\frac{\$3870}{1^{st}}$	$\frac{\$3870}{2^{nd}}$	$\frac{\$3870}{3^{rd}}$	$\frac{\$3870}{4^{th}}$	$\frac{\$3870}{5^{th}}$
$\frac{\$3870}{6^{th}}$	$\frac{\$3870}{7^{th}}$	$\frac{\$3870}{8^{th}}$	$\frac{\$}{9^{th}}$	$\frac{\$}{10^{th}}$	$\frac{\$}{11^{th}}$
$\frac{\$}{12^{th}}$	$\frac{\$}{Other}$				

4. What is the educational cost per student? \$4930
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1142

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1.3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

QUEEN OF ALL SAINTS

Terra Nova Multiple Assessments
 Second Edition/Norms Date 2000
 CTB/McGraw-Hill

Scores are reported as NCEs.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 7					
Reading	72	75	69	74	73
Mathematics	73	72	68	72	71
Number of students tested	59	63	62	54	65
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	1	1	1	0	1
Percent alternatively assessed	2	2	2	0	2
Grade 6					
Reading	68	69	76	66	72
Mathematics	69	70	71	66	66
Number of students tested	61	61	64	68	53
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	1	0	1	2	1
Percent alternatively assessed	2	0	2	3	2
Grade 5					
Reading	73	75	77	72	73
Mathematics	66	65	70	67	64
Number of students tested	56	63	62	66	75
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	4	2	3	2	2
Percent alternatively assessed	7	3	3	3	3

ASSESSMENT RESULTS QUEEN OF ALL SAINTS

Terra Nova Multiple Assessments
Second Edition/Norms Date 2000
CTB/McGraw-Hill

Scores are reported as NCEs.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 4					
Reading	68	71	71	73	73
Mathematics	65	67	69	69	67
Number of students tested	50	57	62	69	69
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	4	3	1	1	1
Percent alternatively assessed	8	5	2	1	1
Grade 3					
Reading	68	65	65	68	70
Mathematics	64	61	64	69	70
Number of students tested	58	55	60	61	69
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	1	2	3	2	1
Percent alternatively assessed	1	2	3	2	1
Grade 2					
Reading	66	67	64	62	60
Mathematics	60	55	55	51	57
Number of students tested	60	57	60	61	65
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	2	1	1	2	2
Percent alternatively assessed	3	2	2	3	3