

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

Official School Name Aquinas High School  
(As it should appear in the official records)

School Mailing Address 315 11<sup>th</sup> Street, South  
(If address is P.O. Box, also include street address.)

La Crosse WI 54601-8841  
City State Zip Code+4 (9 digits total)

County La Crosse State School Code Number 501-040

Telephone (608)784-0287 Fax (608 ) 782-8851

Web site/URL www.aquinasschools.org E-mail tknutson@aquinas.la-crosse.wi.us

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

District Name Diocese of La Crosse Tel. (608) 782-0322

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. Kurt Nelson  
(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 \_\_\_\_\_

## **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

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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)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other
- \_\_\_\_\_ NA TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_ NA
- Average State Per Pupil Expenditure: \_\_\_\_\_ NA

**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. 1/2 Number of years the principal has been in her/his position at this school.  
1 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	48	46	94
2				10	35	42	77
3				11	40	38	78
4				12	66	37	103
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>352</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
3 % Asian or Pacific Islander

1 % Black or African American  
1 % Hispanic or Latino  
94 % 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 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	0
<b>(4)</b>	Total number of students in the school as of October 1	352
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0
<b>(6)</b>	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0.6%  
2 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: Chinese, Thai

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 16

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:  $\frac{8}{27}$  %  
27 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>5</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>1</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>26</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>34</u>	<u>5</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 13:1

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%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	98%
Teacher turnover rate	3%	5%	5%	7%	8%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	3%	0%	2%	3%	4%

14. (*High Schools Only. Delete if not used.*)

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	<u>88</u>
Enrolled in a 4-year college or university	<u>95%</u>
Enrolled in a community college	<u>2%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>1%</u>
Military service	<u>2%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>0%</u>
<b>Total</b>	<b>100 %</b>

## **PART III – SUMMARY**

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Aquinas High School, with a current student population of 352, has served La Crosse, Wisconsin as its only Catholic high school since 1928. The population of La Crosse is approximately 50,000 but the school draws students from a wide geographic area. Aquinas is a diocesan school and is part of Coulee Catholic Schools, a district that also includes three elementary schools and one middle school. Aquinas has maintained accreditation through the North Central Association for 75 years.

Since its inception, Aquinas has conscientiously followed its mission to build a community of learners pursuing excellence by challenging its members to develop their potential through a strong academic foundation, leadership opportunities, and spiritual support. The mission of Aquinas High School in action is demonstrated by:

- Providing students with challenging coursework.
- Providing the living example of the Catholic faith and its teachings, emphasizing the value and potential of every person.
- Welcoming all students of every ability, race, religion and socioeconomic group into the membership of the Aquinas school community.
- The philosophy that one can be enriched through the promotion of service, leadership, and educational growth governed by the Christian atmosphere within the school.

Aquinas has a long tradition of academic excellence. All students of every academic level who are willing to pursue a college preparatory curriculum are welcomed. Students of all abilities are challenged to move beyond their current level of success. To graduate, students must earn 26 credits. Required courses include four credits in English, four credits in Religion, 3.5 credits in Social Studies, three credits in Science and three credits in Math, two credits in one Foreign Language, one credit in Fine Arts , 1.5 credits in Physical Education, .5 credit in Health, and .5 credit in Computer Applications. Historically, 85% of Aquinas students take four years of math, 70% take four years of science, and 50% take four years of a foreign language. Over 45% of Aquinas students enroll in Advanced Placement (AP) classes.

Students of all abilities are challenged by the variety of courses offered. Curriculum is a changing entity that requires responding to the student population and their demonstrated need. Data from the EXPLORE test taken by freshmen, the PLAN test taken by sophomores, and the ACT is used to identify systemic issues in need of change. The data is presented to academic departments providing faculty with feedback to promote instructional adjustments in areas of weakness as well as to identify and support areas of strength. The administration and teachers are well versed in the paradigm shift in education with the discovery of multiple intelligences and courses are designed to help each student be successful. Guided study halls as well as tutoring and a resource room have been implemented to assist students in

establishing study habits and find academic success. A project is underway to increase the availability of AP courses from its current offering of four subject areas, as well as investigating on-line courses for subject areas not currently offered on site. The students participate in an active student government that attends and sets up district conferences. Students, parents and community members are represented on the Education Commission. The student run organization, IMPACT, completes over 4,000 hours of service each year. Aquinas recently received the *Mandy Moore Special Achievement Award* from the Leukemia Society for raising over \$6,500 for cancer research. This years ACT composite average of 24.4 speaks highly of the motivation of students, parents and school to work together for success.

To ensure that any student who desires an education at Aquinas High School is able to attend, a need based scholarship opportunity is available. Furthermore, supporting parish funding, individual scholarship opportunities and fundraising activities additionally aid in keeping the tuition affordable.

Aquinas is responsive to the demonstrated needs of its student population and ready to enter its 80<sup>th</sup> year pursuing the mission to educate young men and women spiritually, academically, physically, and socially.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Assessment results:**

Aquinas High School uses national standardized tests to measure success and improvement. It does not participate in the state assessment exam.

ACT is a national organization recognized as a leader in assisting colleges in the admission and placement of prospective students. Through assessments, ACT aids in determining student's educational development and predicting ability to succeed in college level academics. Results from the ACT College Entrance Exam demonstrate that Aquinas High School scores in the top ten percent of the high schools in the nation in reading and mathematics. Aquinas High School's graduating class of 2007 had an average reading score of 25.2, well above the national mean of 21.5, and an average mathematics score of 24.4, again significantly above the national mean of 21. While achieving above average ACT scores at Aquinas has been consistent in recent years, a measurable improvement has been observed in the school's scores over those of four years ago. Since 2004, reading has increased by 1.1 and mathematics by 1.6 points implying a significant growth in school improvement. ACT is considered a curriculum based test, assessing students on what they have learned in high school rather than an aptitude test evaluating ability. By scoring in the top ten percent of high schools in the nation, Aquinas' results indicate that the curriculum and teaching methods utilized enable students to excel in high school and prepare them for post-secondary education.

All sophomore students at Aquinas High School take the PLAN test. The PLAN is a product of ACT and is used as a resource to help students individually as well as the system as a whole measure academic development. It provides students with career exploration and values assessments as well as directs students in a personalized approach to making academic plans for their remaining high school years. The PLAN is considered a predictor of the ACT and measures skills and knowledge expected to have been presented to the nation's tenth grade students. The 2006 results at Aquinas report an average reading score of 20.7 and mathematics average of 21.1. The scores are well above the national means of 17.5 and 17.4 respectively. Additionally, like the ACT, the school's PLAN scores have increased in the past 3 years demonstrating the commitment of Aquinas to systemically assess student achievement and address areas of needs of the student body as a whole.

The EXPLORE test is also an ACT developed assessment intended for students in the 8<sup>th</sup> or 9<sup>th</sup> grade. Aquinas administers the EXPLORE test early in the year to all of its 9<sup>th</sup> grade students. The EXPLORE test is a reliable measure used to determine incoming academic performance level and to assist students in investigating options for their future in high school course selection. Some students at Aquinas High School may desire additional assessments, so participate in the optional opportunity to take the PSAT as sophomores or juniors as well as the ASVAB during their junior year.

Aquinas High School's standardized test scores from the ACT, and PLAN tests are evidence that

students are presented with the appropriate curriculum and instructional methods to promote high academic achievement.

### **Using Assessment Results:**

Aquinas High School uses assessment data in a variety of ways. Assessment results are used to promote individual student achievement, track student progress, as well as to identify areas in need of systemic attention. Standardized test scores are shared with faculty and administration providing opportunity to note areas of improvement and identify areas in need of curricular attention. Equally as important, the results are used for individual student planning to encourage areas of strength and identify weaknesses for remedial assistance.

Because Aquinas requires both the PLAN and the EXPLORE assessments, development of the individual student as well as curriculum can be tracked. Aquinas High School's ultimate goal in utilizing assessment data is to encourage rigorous curriculum to prepare students for post-secondary education. ACT confirms that students who use EXPLORE and PLAN information in educational planning are more likely to take rigorous college preparatory coursework in high school. Aquinas is investigating the idea of using results of the EXPLORE and PLAN to assist in course placement and readiness for advanced classes.

Because a college preparatory curriculum is a graduation requirement at Aquinas, the academic preparation standard is set high and must be responsive to changing student needs. Over 90 percent of Aquinas high School students take the ACT exam. Approximately 10 percent of Aquinas High School students take the SAT. With over 97 % of Aquinas students continuing on to post-secondary educational institutions, the use of data and assessments for guidance during high school is valued. The results from the EXPLORE, PLAN and ACT demonstrate that the curriculum as well as student and school performance are important tools to assess continuing high standards.

### **Communicating Assessment Results:**

Standardized test results are communicated in several ways. Aquinas High School has monthly staff meetings where assessment results are presented to faculty. These results are used to discuss and implement ways to improve student academic performance and improve school curriculum.

School counselors meet individually and in groups with students in ninth and tenth grades to present standardized assessment results, interpret meaning, and direct individuals in ways to use the results. Parents are provided with printed reports and instructions for interpreting the results. Counselors meet individually with students in grades eleven and twelve to discuss assessments that the student has taken and to help prepare them for post-secondary education.

The high school newsletter provides information to parents and interested community members. The community also receives standardized assessment information through the Aquinas High School webpage, the Aquinas Report (national alumni newsletter), marketing brochures, the media, and local newspapers.

Traditional report cards representing course assessments are sent home at mid-quarter, quarter, and semester periods. Formal, individual conferences including both student and guardians with the various teachers are conducted each semester. More frequent communication between guardians and teachers through e-mail, phone, or conferences is encouraged as needed.

### **Sharing Success:**

Aquinas High School's success is communicated in several ways. Meeting with other school principals from both public and private schools allows an opportunity for learning and sharing of ideas and success. The La Crosse Diocese has quarterly meetings of presidents and principals, who share information about both achievements and concerns. The diocese covers a large geographic area that oversees seven high schools. In addition, the Aquinas High School principal meets monthly with other local school principals in the Mississippi Valley Conference (MVC). Both academics and athletics are discussed and there is an opportunity to share the areas of each individual school's success and concerns.

Aquinas also shares student success by being involved in community supported ventures. Community Youth Initiative (CYI) is a community action group consisting of area leaders and student representatives from all the local high schools working together to affect a positive youth-focused change in the community. Aquinas High School is also part of Coulee Cap, an organization that supports at-risk children, and the YMCA. Students work together each month to discuss ways to improve their schools and community, share successes, and learn to work together.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **Curriculum:**

A College preparatory curriculum is followed at Aquinas High School. Students must earn a minimum of 26 credits to meet graduation requirements. The specific courses required for graduation include four years of English; four years of Religion; 3.5 years of Social Studies; three years of Science; three years of Math; two years of the same Foreign Language with a choice of Spanish, French, or Latin; one year of Fine Art; 1.5 years of Physical Education; one semester of Health; one semester of Computer Applications and at least two additional full year elective credits.

In each academic discipline, students are offered classes that meet or exceed the requirements of the state of Wisconsin. Equally as important, Aquinas High School attempts to meet the individual needs of all students, promoting high standards and academic progress for all abilities. Courses are offered that fit the needs of individuals requiring remedial assistance and courses are offered that challenge those students pursuing advanced academics. Some departments such as mathematics and foreign language offer several performance based sequence levels for students to enter in ninth grade. Offering different levels promotes success and progress for all students. In each academic discipline, students are offered the opportunity to challenge themselves beyond the minimum by taking advanced elective courses in addition to the requirements and also the opportunity to pursue honor level and Advanced Placement courses.

The English Department curriculum consists of four levels of English that incorporate instruction in Writing, American Literature, British Literature, World Literature, and Speech. In addition, various electives such as Debate, Yearbook, and The Holocaust as well as honors classes are offered.

The Math Department provides students with the necessary mathematic preparation including opportunities for applied problem solving, inductive discovery, real life application and an integration of modern technology. In addition to the regular sequence of algebra, Geometry, Algebra II, Pre-Calculus, and Math Topics, the department offers electives, advanced courses, skill building remedial courses, and Advanced Placement classes.

The Science Department requires Physical Science for all freshmen and Biology for all sophomores. In addition, students may select from Chemistry, Physics, Anatomy/Physiology, AP Chemistry, AP Physics, AP Biology, Advanced Chemistry Honors, Space Science I, Space Science II, and Environmental Science. Historically 70% of students at Aquinas earn four or more credits in science and 25% take five or more credits. Additionally, 40 % of Aquinas students take at least one of the science AP courses. The history of students pursuing challenging science coursework above the required level demonstrates the culture of valuing high academic standards at Aquinas.

The Social Studies department offers a sequence of required courses, World History, World Geography, United States History and United States Government and Law. In addition, students are required to take at least one semester elective and may pursue their interest among various courses of Sociology, Psychology, or Economics.

All Aquinas High School students are required to take at least two years of one foreign language. The foreign language curriculum at Aquinas High School meets the requirements of the NCLB-BRS Program. The Foreign Language Department offers French I-V, Latin I-II, and Spanish I-V. These courses provide the students the opportunity to expand communication skills via reading and listening comprehension plus speaking and writing competencies. All of these courses contain various cultural components which help prepare the student for travel and life experiences in a foreign culture. National Honor Societies in Spanish and French are offered and Latin students have received gold medal awards on

the National Latin Exam each year.

The Fine Arts department provides students the opportunity to express and interpret ideas, attitudes, and emotions creatively through verbal and non-verbal methods. The goal is to prepare students in a meaningful way to value and enjoy the arts throughout their lives. Course offerings are wide-ranging and extensive. They include among others, courses in art foundations and history, design, sculpture, photography, and technology. In addition, students have the opportunity to participate in theater performance, set design, and costuming as well as various styles of choir and band.

### **English:**

The Language Arts curriculum is a four-year sequential course of study with required classes in American, British and World Literature, also including Speech, Creative Writing and Debate. The courses are structured to provide a language-learning environment that enhances student's self-awareness as they refine skills in using the English language. The curriculum challenges students to use creative and critical thinking skills in researching, reading, analyzing, writing, and discussing, and provides students with tools to make literary judgments in fiction, poetry, and drama. Teachers encourage students to make connections between the varied literatures of the world and their personal lives. Teachers provide assignments and assessments that appeal to varied learning styles and to different areas of creativity and interest. The goal of the department is to help students appreciate the importance of writing as a means of learning about self and of communication, and thus to understand the need for improving writing skills.

The needs of students found to be reading or performing below grade level are addressed. Aquinas High Schools' Learning Needs Coordinator assesses the student, referring them for evaluation if concerns warrant. Individual Educational Programs (IEPs) are not developed within the school, but rather students are evaluated in the public school system or private medical centers. IEPs as well as the accommodations that are developed on site are supported and followed. Meetings with family, community support professionals, and faculty are held regularly to assure compliance, and assess ever changing individual student needs.

An Academic Skill Center was recently added and is staffed with a licensed teacher who provides tutoring and academic support to any student seeking assistance. Students with diagnosed disabilities that require tests read orally or special accommodations are served in the Academic Skill Center. Recognizing a growing need, Aquinas is building its academic resources for students and is developing its library of audio books and small-group guided-study opportunities. Future plans include hiring a reading specialist to work with struggling students. Both peer-tutoring and tutors from outside sources are utilized. In addition, any student found to be failing or near failing is put on an alert list and meets with a school counselor to develop a personalized plan for success.

### **Additional Curriculum Area:**

The Mathematics curriculum supports the mission of Aquinas High School; to build a community of learners pursuing excellence through a strong academic foundation, leadership opportunities, and spiritual support. The Mathematics curriculum is further based on six major department goals for students. These goals are designed to help students find success in each area of math:

- To apply problem solving skills in other academic, vocational, and professional areas.
- To develop critical, logical, and intuitive reasoning skills.
- To create algorithms that translates abstract mathematical concepts into concrete problem solving techniques.
- To incorporate the use of graphing calculators and computers in instructional methods.
- To develop algebraic skills of approximation, computations, and formation.
- To instill an appreciation of intrinsic and aesthetic value of mathematics in our society.

Recent curricular changes include the introduction of a two year course in Algebra I for students identified as performing below grade expectation in general math skills. The first year addresses weaknesses in Pre-Algebra and introduces Algebra, while the second year completes Algebra I and transitions into Geometry. Students may then continue into the course most appropriate to their skill level,

either Geometry or Advanced Geometry and still finish their academic preparedness by taking Advanced Algebra or Advanced Algebra and Trigonometry as their fourth year of Math.

With adjustments to curriculum occurring based on student needs, a more flexible class schedule was recently introduced to allow up to sixty minutes per day for all AP classes, including AP Calculus. An articulation agreement with Saint Mary's and Viterbo universities allows students to receive credit for this and other courses while attending Aquinas High School. The success of currently offered AP classes has encouraged the high school to investigate the addition of adding more AP opportunities for students including in the mathematics department, an AP Statistics course.

### **Instructional Methods:**

The teaching methods at Aquinas High School vary by discipline and teacher style, but there are common techniques and expectations. In the areas of Language Arts and Social Studies, teachers frequently use direct instruction, instructional media, questioning, memorization and cooperative learning to convey their content to students. These techniques reflect the influence of educational researchers Charlotte Danielson and Robert Marzano. In Science, teachers use those techniques as well as individualization, tutoring and laboratory experiments to assist in instruction. Fine Arts and Physical Education teachers often model and demonstrate the skill they are teaching and use one-on-one feedback to improve learning. All classes commonly utilize presentation incorporating large and small group discussion, collaboration and various assessments. Field trips and presentations from outside sources are also provided for students to enhance knowledge.

Equal to its instructional methods, is the Aquinas High School learning atmosphere. One of the premier qualities of Aquinas High School that initiates success, is the commitment of the teaching staff to see students as individuals and display commitment to each one's personal success. The attitude of the teachers and expectations for students is very positive. A high degree of respect is displayed between faculty and students. Indeed, a major tenet of the Aquinas High School mission is providing a living example of the Catholic faith. Interaction that respects the value of others is the heart of that Christian atmosphere and the primary foundation that enables an environment of learning to occur. Faculty members assist students in their academic pursuits, encourage them and guide them in discovering strengths and discerning goals.

### **Professional Development:**

Aquinas High School teachers have many opportunities for professional development. At the beginning of each year, teachers complete a Professional Growth and Commitment Form, which includes one goal that is based on one of the Wisconsin Teaching Standards. The goal should help the teacher grow as a professional educator and enhance student learning. The teachers work on their goal throughout the year by doing research, observing other teachers, attending workshops or conferences and attending university classes. To motivate teachers to continue their education in their field, the system provides partial reimbursement for the cost of tuition.

The Coulee Catholic School System conducts professional development days. The Director of Catholic Schools with the help of the principals, provide opportunities to evaluate curriculum, analyze test scores and new trends in the field of education. Once a month, the principal facilitates a discussion of goals, objectives, and best practices. During the monthly department meeting, goals and objectives are discussed. The system continues to evaluate current curriculum and plans to add course work that would offer students more opportunities to achieve. In addition, two professional development days are allowed for each teacher to participate in workshops outside of the system to enhance individual professional growth.

Teacher evaluations consist of classroom observations as well as formative and summative evaluations. The educational leader develops relationships with the teachers by visiting the classroom on a regular basis. The principal then meets with the teacher privately to discuss positive strategies that focus on student achievement and also provides feedback for improvement. The teacher is then formally observed and a written evaluation is provided and discussed. Lastly, teachers are given an opportunity to

self-evaluate in the form of a summative evaluation, to determine progress on goal and objectives set at the beginning of the school year. The major goal of the educational leader is to improve the learning environment by providing an evaluation process that encourages teachers to improve their teaching styles and methods which will ultimately improve student achievement.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*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): NCEA, NCA, AP Collegeboard, Diocese of La Crosse  
 (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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 <sup>st</sup>	\$ _____ 2 <sup>nd</sup>	\$ _____ 3 <sup>rd</sup>	\$ _____ 4 <sup>th</sup>	\$ _____ 5 <sup>th</sup>
\$ _____ 6 <sup>th</sup>	\$ _____ 7 <sup>th</sup>	\$ _____ 8 <sup>th</sup>	<u>\$3350.00</u> 9 <sup>th</sup>	<u>\$3350.00</u> 10 <sup>th</sup>	<u>\$3350.00</u> 11 <sup>th</sup>
<u>\$3350.00</u> 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$6,762.00  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,475.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 16 %

## ASSESSMENT RESULTS AQUINAS HIGH SCHOOL

**Name of Test: ACT**  
**Year: 2007, 2006, 2005, 2004**  
**Publisher: ACT Inc.**

Scores are reported as scaled scores.

\*ACT scores from multiple testing dates.

	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>
<b>Grade 12</b>				
<b>*Reading</b>	25.2	25.5	24.8	24.1
<b>*Mathematics</b>	24.4	24.2	23.4	22.8
<b>Number of students tested</b>	82	71	91	95
<b>Percent of total students tested</b>	91	92.2	96.8	93
<b>Number alternatively assessed</b>	1	1	0	0
<b>Percent alternatively assessed</b>	.01	.01	0	0
<b>National Mean Reading</b>	21.5	21.4	21.3	21.3
<b>National SD Reading</b>	4.8	4.8	4.8	4.8
<b>National Mean Math</b>	21.0	20.8	20.7	20.7
<b>National SD Math</b>	4.8	4.8	4.8	4.8

**Name of Test: PLAN**  
**Year: 2006, 2005, 2004**  
**Publisher: ACT Inc.**

Scores are reported as scaled scores.

	<b>2006</b>	<b>2005</b>	<b>2004</b>
<b>Testing Month</b>	October	October	October
<b>Grade: 10</b>			
<b>Reading</b>	20.7	19.3	20.1
<b>Mathematics</b>	21.1	20.0	20.5
<b>Number of students tested</b>	80	113	90
<b>Percent of total students tested</b>	97.5	100	100
<b>Number alternatively assessed</b>	1	0	0
<b>Percent alternatively assessed</b>	.01	0	0
<b>National Mean Reading</b>	17.5	15.8	15.8
<b>National SD Reading</b>	3.8	4.5	4.5
<b>National Mean Math</b>	17.4	16.3	16.3
<b>National SD Math</b>	4.6	4.1	3.8