

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

Name of Principal Mr. Paul R. Mott
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Thomas More Parish School
(As it should appear in the official records)

School Mailing Address 7071 East Otero Avenue
(If address is P.O. Box, also include street address)

Centennial CO 80112-3172
City State Zip Code+4 (9 digits total)
Arapahoe State School Code Number* N/A

Telephone (303) 770-0441 Fax (303) 267-1899

Website/URL www.stthomasmore.org E-mail paulm@stthomasmore.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.

Paul R Mott Date 1/17/06
(Principal's Signature)

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

District Name Archdiocese of Denver Tel. (303) 715-3132

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.

Richard Thompson Date 1.19.06
(Superintendent's Signature)

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

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

(School Board President's/Chairperson's Signature) Date _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000, and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- N/A 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. 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?
5. Number of students as of **October 1, 2005**, 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	41	32	73
K	41	34	75	8	34	37	71
1	36	39	75	9			
2	38	37	75	10			
3	33	42	75	11			
4	42	33	75	12			
5	33	34	67	Other			
6	34	39	73				
TOTAL STUDENTS IN THE APPLYING SCHOOL							659

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>89</u> | % White |
| <u>1</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| <u>100</u> | % Total |

7. Student turnover, or mobility rate, during the past year: **1.82 %**

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(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)]	12
(4)	Total number of students in the school as of October 1	659
(5)	Total transferred students in row (3) divided by total students in row (4)	.0182
(6)	Amount in row (5) multiplied by 100	1.82

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:
9. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0
10. Students receiving special education services: 0%
0 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>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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:

	<u>Number of Staff</u>	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>57</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:

18.3

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	94%	94%	93%	94%	93%
Teacher turnover rate	21%	18%	11%	19%	19%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100%

PART III - SUMMARY

St. Thomas More Parish School (STM) opened its doors in August 1994. It was the first Catholic school built in the Archdiocese of Denver in over 30 years. STM is a co-educational school for Kindergarten through eighth grade and currently serves 659 students. Thirty-three of the current 35 full-time teachers are state licensed. In addition, three teachers hold doctorate degrees. There are currently three classes per grade with up to 25 students per class. The school is at full capacity with a waiting list for each grade. Kindergarten-5th grade staffing accommodates one classroom teacher and a part-time teacher assistant for every 25 students.

In the spirit of the Catholic tradition, the STM Mission is “to bring the whole person to Jesus Christ, and through education, prepare our students to serve the Church and community now and in the future.” Daily exercise of the Catholic Faith permeates and enriches every aspect of the academic and extra-curricular activities at STM.

The school’s academic program is accredited by the North Central Association (NCA), adheres to the Archdiocese Standards for Curriculum, and meets or exceeds the requirements of the Colorado Department of Education. STM is a member of the National Catholic Education Association. STM provides a rigorous academic program, concentrating on a core curriculum of math, language arts, social studies, science, religion, and Spanish. This core curriculum is enhanced by state-of-the-art technology in a multi-media center. STM also offers a well-rounded program of music, art, technology, and physical education to all students. Spanish is taught in Kindergarten through grade eight and is considered part of the core curriculum in grades 7-8. Student performance is carefully monitored through a variety of instruments. A resource room exists for those needing academic services and for those advanced students who participate in the school’s many enrichment programs.

STM students are required to wear school uniforms to build school spirit, foster a sense of belonging and promote a positive learning environment while minimizing superficial differences among the students.

A full array of extracurricular activities which includes sports, clubs, and service groups is available. An extended-day program, before and after school, provides a necessary service for working parents. The school has a very active Stewardship Program through which, in accordance with the teachings of the Roman Catholic Church, the students learn to share their time, talent and treasure. Classes have adopted a variety of stewardship opportunities as a way for the students to become involved in the broader community.

Working in partnership with the STM faculty, a very active parent volunteer program helps to ensure great strength in our student’s academic and social programs. Parent volunteers are integral to the implementation of many of the school’s programs. They actively participate in a wide range of school activities including athletics, fundraising, lunch programs, and other after-school extracurricular endeavors. Our parents serve over 18,000 volunteer hours annually. The annual school auction, which is organized and managed primarily by parent volunteers, most recently raised over \$125,000; this helps maintain affordable tuition rates.

STM resides on a permanent campus adjacent to the Parish church and offices. It includes 27 classrooms, a music room, a science lab, a computer lab, a library, an art classroom, 1 full-size gymnasium, administrative offices, a staff lounge, 3 teacher assistant work rooms, a kitchen, 2 cafeterias, a clinic, and 3 playgrounds.

The NCA conducted an on-site visit and evaluation of STM in November 2003, and conferred a full seven-year accreditation upon the school. The report commended the administration, faculty and staff

for the excellent education they provide. It stated that “the committee found the school to be beautiful and alive. The physical plant is welcoming for members of your community, and your staff members are professional, supportive and open with students and parents. The spirit of your mission statement lives in the hearts of all we met.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School’s Assessment Data Narrative

Students in grades 2-8 at STM take the Iowa Test of Basic Skills (ITBS) published by the Riverside Publishing Company. This is a widely used, nationally normed, wide-range achievement test. The school administers the test in February of each year. One purpose of this test is to identify a student’s relative strength and weakness in a given area. In addition, the faculty and principal use the test results to assess the school’s instructional program and to determine overall strengths and weaknesses. The test results allow students to be compared to other students, and schools to be compared to other schools in the Archdiocese of Denver and to schools across the nation.

Student individual scores help the teachers address a student’s strength or weakness. They are part of the overall assessment of the aptitude of each individual student. ITBS scores, teacher-made tests, class work, and placement tests are all used to evaluate students who are not succeeding academically and these tools help to develop appropriate interventions to coach a student on how to be more successful.

Each year STM’s reading and math scores for grades 2-8 are well above the national averages and, for the past five years, have ranked consistently in the top 10% of schools nationally. The composite reading score this year for the 8th grade is at the 84th percentile based on the norm. The composite math score this year for 8th grade is at the 79th percentile. The average reading scores for grades 2-8 this year, range from 83%-87%, and the average math scores for grades 2-8 this year, range from 78%-89%. According to CAPE standards, this places the STM student population well within the top 10% of elementary and middle schools across the United States and satisfies the test performance criterion for No Child Left Behind – Blue Ribbon status.

2. Use of Assessment Data

Teachers analyze assessment data by grade-level trends to direct the school efforts toward self-improvement. Data are used to determine curriculum, resource allocation and focus. For example, in 2002, analysis of the school’s composite ITBS scores led to the decision to review the STM math program. We established a math curriculum committee and changed the textbook series. The math teachers attended instructional in-services and shared teaching strategies. As a result, standardized test scores and high school placement exam scores improved overall.

Faculty development plans address underperformance in specific curriculum areas or classes. Likewise, faculty shares those best practices that have resulted in high levels of achievement by a particular group of students.

Assessment data of individual students is a factor in determining placement of students who are ready for enrichment programs. These programs include the Junior Great Books Reading Program and the Rocky Mountain Talent Search Program. The Junior Great Books Reading Program is an enrichment reading program aimed at students who score at least two grade levels higher on the reading portion of the ITBS. The Rocky Mountain Talent Search program identifies students to participate in college-level preparatory summer enrichment classes, as well as early SAT test taking.

Scores in the lower stanines of the ITBS are also analyzed and those students are provided special assistance to ensure that academic improvement is occurring and to determine how best to meet an individual student's academic needs.

3. Communication of Student Performance

STM communicates the students' performance in a variety of ways. These data include regular assessments, such as progress reports, trimester report cards, and results of standardized tests. Teachers send home weekly folders that include the particular student's classwork for that week which a parent is to acknowledge receipt and return. Parents and students, in grades 5-8, can access a homework hot-line which is a listing of current homework assignments. Honor Rolls are published in the school and parish newsletters. Teachers evaluate students through quizzes, tests, projects, classroom participation, writing portfolios, and homework. Grades for schoolwork are sent home regularly, as well as communication about the current lesson plans. Formal parent/teacher conferences are scheduled in the fall and spring, but conferences may take place at any time during the year at the request of the parent or teacher. The administrators and teachers are also accessible to the parents through telephone, e-mail, and in person, to discuss any individual concerns or questions. Individual ITBS testing results are sent home with spring report cards.

The school-wide and grade-level results of the ITBS are communicated in the weekly, school-wide communication vehicle, *Monday Notes*, as well as the school's Annual Report. The Archdiocese of Denver publishes city-wide assessment results of the ITBS for all Catholic Schools in the *Catholic Register, Denver Edition*.

4. Sharing Success With Other Schools

Archdiocesan principals meet formally on a monthly basis to discuss and share best practices, to exchange successful strategies, and to share other information. In addition, a group e-mail list connects all 39 Archdiocesan schools and the Superintendent offices. Regular Q&A is encouraged through the group e-mail list and STM is an active participant. The school periodically hosts educational organizational meetings, thus enabling other schools to visit STM and observe it first-hand. The school also hosts open houses for the entire community with the Middle School students serving as ambassadors for the school. This is a superb opportunity to promote the value of a Catholic education and showcase the strengths of STM. Prospective families are welcome to visit the school and the principal and assistant principals regularly conduct campus tours so that families can see the school "live" and "in action."

Active stewardship is embraced by the administration, teachers, and student body at STM and is an important part of the Catholic tradition and natural extension of our faith. This includes sharing our talents and successes with others. A No Child Left Behind – Blue Ribbon School has a responsibility to make a positive impact on its community. STM would accept this responsibility seriously and, if it is honored to receive this prestigious designation, will be dedicated to continuing its stewardship in this fashion.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Description

The STM core curriculum is designed to prepare students to succeed in a rigorous academic high school program. The core curriculum, consisting of religion, language arts, mathematics, social studies, Spanish (in grades 7 and 8), and science, conforms to the guidelines of the Archdiocese of Denver. STM students also take courses in computer skills, music, art, and physical education. Study skills, emphasizing the SQ3R method (study, question, read, recite, review), are embedded in each

core curriculum course. Learning objectives are taught in a spiral manner, building from year to year.

Two measures of the success of STM's curriculum, indicating that its students are engaged in significant content based on high standards, are the consistent high scores STM students achieve on the ITBS tests, year in and year out, with achievement in the top 10% nationally, the number of students distinguished with the President's Award for Educational Excellence (19% last year), and the extremely high percentage of students who attend competitive Catholic and private high schools. Eighty-three percent of STM's 2004 graduating class were admitted to Catholic high schools. Of the students who gained admission to Catholic schools, 18% were awarded scholarships last year. The faculties at these high schools consistently report that STM students are among the best prepared, most well-mannered, and academically mature students they teach. Students who choose to attend local public high schools are typically placed in honors courses.

Religion: Toward the fulfillment of STM's mission with respect to the formation of the whole child, all students are taught religion, stressing the doctrine of the Roman Catholic Church. In the lower grades, the students memorize Catholic prayers and the Ten Commandments, and are introduced to concepts such as God as the loving Creator, Jesus, the Sacraments, and Scripture. In the higher grades, the students read the Hebrew Scriptures and the New Testament, and are taught Church history and the Church's views on topics such as moral law and free will, abortion and contraception, euthanasia, and other ethical issues. Students participate in daily prayer and attend Mass weekly. The goal of the STM religion program is that the student knows and loves God and serves others.

Language Arts: Through developmentally appropriate methods, STM students are taught reading and reading comprehension, creative and report writing, handwriting, grammar and usage, spelling and vocabulary, and oral expression. In grades 6-8, there is a greater emphasis on literature, to enable students to master skills in critical reading and thinking, identification and application of literary terms, and definition of literary techniques. STM participates in the Archdiocesan Spelling Bee and Speech competitions.

Mathematics: The math curriculum is a balanced program that teaches problem-solving techniques, math concepts, and computational skills. Students are introduced to algebra and geometry concepts from Kindergarten, which are covered more in-depth in each successive grade. In the Middle School grades, the students are divided into three ability-grouped (*i.e.*, homogeneous) classes, based on ITBS scores, historical grades and placement test scores. Select students in grades 5-8 participate in Math Olympiad.

Social Studies: STM students are exposed to a variety of topics, including community, world history, U.S. history, Colorado history, current events, geography and map skills, and the study of various international cultures. A key objective of this curriculum is to inculcate the students with an appreciation of how the past influences the future and how diverse is the world's population.

Spanish: Commencing in Kindergarten and continuing throughout, STM students learn vocabulary, grammar, pronunciation, and study Spanish and Mexican cultures. STM's goal is to place our graduating students in high school Spanish II upon passing a proficiency test.

Science: In the elementary grades, the STM science program emphasizes a discovery-oriented approach to the disciplines of human body, life science, physical science, and earth science. During the Middle School years, earth and space science, life science, physical science, and the nature of science are emphasized. Where appropriate, ethical discussions that are consistent with Catholic doctrine are a required part of the class. Supplementing the texts, students learn through field trips, experiments, videos, and guest speakers.

Computer Skills: Computer instruction is taught in every grade from Kindergarten through 8th grade. Keyboarding skills, word processing, PowerPoint presentation, report writing, database, spreadsheet applications, and use of the Internet as a research tool are emphasized. Equally important, in accordance with Catholic values and teachings, our students are encouraged to maintain high ethical standards when using any form of technology.

Music: Age-appropriate instruction is given in all grade levels and includes music theory, music history, singing, and instrument instruction.

Art: STM art curriculum is offered to students in Kindergarten-8th grade and covers art appreciation, art criticism, art history, and instruction in creating art projects using various media. Students in grades 6-8 enter the National Scholastic Arts Show.

Physical Education: In Kindergarten-2nd grade, the STM physical education program focuses on the development of motor skills through various games and activities. In grades 3-8, the program provides opportunities for cognitive development in sport and written tests, affective development in sportsmanship and teamwork, and psychomotor development through activities and skill practice. The students compete in various track and field events at an annual Field Day.

2a. Reading Curriculum

STM follows the Archdiocesan reading academic standards for reading. The McGraw Hill reading series is implemented in Kindergarten-5th grade and the Prentice Hall series is used in the 6th-8th grades.

The program used in Kindergarten-2nd grade is all-inclusive and blends the best of whole language with a systemic phonetic approach and focuses on the reading and writing connection. Daily center activities develop skills in reading and listening, phonics, writing, and work development. Cross-curricula center activities extend concepts and ideas presented in each unit. Mini-books review skills children have studied weekly and the mini-books also address diversity in learning styles.

In 3rd-5th grades, the teachers use a variety of materials and texts, including Reading Counts (a computerized reading program that allows students to read at their own level and practice comprehension skills), various trade books, *Storyworks* magazine, and *Scholastic News*. *Writer's Express* supports English grammar. Spelling is coordinated with the reading text, as well as content words from core subjects.

In Kindergarten-5th grade, reading progress is closely monitored by many assessments, including the Individualized Reading Inventory, McGraw Hill Reading Assessment tests, and running records that provide meaningful data and evidence of student growth.

In 6th-8th grades, the curriculum includes the following: identifying a variety of fiction and non-fiction selections to teach students to develop an understanding of the elements of the short story and the novel; learning to extract important details and make inferences from selected readings; and practicing the skill of identifying cause and effect to enable the students to master skills in critical reading and thinking; and identification and application of literary terms. The curriculum begins to build skills in writing style as it relates to different writing purposes, using a variety of organizational structures for narrative, expository, persuasive, poetic, and expressive writing.

In addition to the reading series, supplementary resources may include Reading Counts, novels, and poetry, and SRA Reading Kits in the lower grades.

3. **Additional Curriculum Area--Religion**

The entire religion curriculum follows guidelines provided by the Archdiocese of Denver and emanates from our mission statement, “to bring the whole person to Jesus Christ and prepare our students to serve the Church and community now and in the future.”

In Kindergarten-grade 2, children come to know God as Creator of Heaven and Earth and begin to recognize their responsibility to respect others and care for the world. In conjunction with the Religious Education Department, second graders prepare for and receive the Sacraments of Reconciliation and First Eucharist and begin to experience Mass in its fullness. Many hands-on activities (*e.g.*, making rosaries, re-enacting the Last Supper) enhance the textbook presentations and meet the needs of differentiated learning.

In grades 3-5, students recognize faith as a gift from a loving God and deepen their relationship with Jesus and the Holy Spirit. Fifth graders plan a liturgy for their retreat at Mother Cabrini Shrine and take an active part in the Archdiocese’s Fifth-grade Liturgy. Students actively participate in traditional prayer services, such as the rosary and Stations of the Cross, and attend Penance services and Reconciliation during Advent and Lent.

In the Middle School grades, students study both Hebrew and Christian Scripture as a basis for all other aspects and beliefs of the Catholic faith. They delve into Church history, moral issues, and peer pressure. In the 8th grade, students participate in *Game Plan*, a state-approved curriculum pertaining to issues of character and self-control.

In all grades, students engage in frequent daily prayer, celebrate a student-led Mass at least once a week as a school community, and practice age-appropriate stewardship of time, talent, and treasure. Many participate in the parish’s children’s offertory program, 100% of which is entered into a Children’s Charity Account. Classes research charitable causes and request donations to them from this fund. School-wide service projects include annual clothing drives for Indian reservations, food drives, book and school supplies collections for inner-city schools, care packages for the local needy and overseas troops, and community service days. Students participate in a Clergy Appreciation program. Each trimester, every class confers a “Peacemaker” award to students who exemplify the attributes of friendship, compassion, and cooperation, judgment and maturity, and service to others. Religion extends well beyond the classroom at STM.

4. **Instructional Methods Used**

Teachers employ a broad range of instructional techniques to take advantage of the varying intellectual strengths that exist within the student population. The teachers effectively use instructional assistants who are invaluable to the classroom teachers in maximizing the educational growth of our students.

Teachers keep abreast of new methodology allowing them to develop creative ways of presenting skills and concepts and to evaluate student learning. The faculty uses a wide variety of effective instructional planning techniques and strategies to fit the needs of our students at various levels of learning and to provide opportunities for students’ successes. These include whole class instruction, small group instruction, students working with teacher assistants and parent volunteers, self-directed learning, independent study, working with students at their knowledge level, and students attending the resource room for additional reinforcement of skills being taught.

Some examples of the variety of learning and formational experiences that actively engage our students include the following: collaborative and cooperative learning groups, experimental learning, audio/visual presentation of material, PowerPoint presentations, oral and written presentations, guided

and independent research projects, the use of technology for interactive learning activities and projects, writing portfolios, field trips, professional guest speakers and presentations, library, Jump Rope for Heart, leadership through Student Council, BETA and Yearbook Clubs, annual Christmas programs, Prayer Buddies, celebrations of the Sacrament of Reconciliation during Advent and Lent, participation in the Stations of the Cross, recitation of the rosary, school Masses, retreats, ministry as altar servers, lectors, cantors, planning and preparing of special prayer services and Masses, community outreach and service projects, and athletic programs. Chess Club, Junior Achievement, and Enrichment classes offer students opportunities beyond the traditional curriculum.

Kindergarteners through 5th grade students are grouped in heterogeneous classrooms with reading and math levels within the classroom setting. Middle School students are in homogenous classrooms.

5. Professional Development

STM has implemented a self-directed action plan for improvement through the NCA process. This process relies heavily on student achievement and goal setting. In November 2002, during the first year of the process, stakeholders gathered to determine student goals. Parents, students, community leaders, and faculty members determined through consensus that, as a result of an education at STM, students would be effective communicators, faithful/active Catholics, proficient learners, and critical thinkers/problem solvers. All professional development of STM faculty and staff is aligned with these goals.

STM has an annual professional growth fund of \$750.00 per teacher for continued education. Additionally, teachers attend workshops and in-services, such as the Educator's Conference, Catechetical Conference and Life-Long Learning workshops for continued academic excellence and religious development provided by the Archdiocese of Denver. Members of the faculty are represented on the Archdiocesan Curriculum Committee which reviews curriculum and selects textbooks for the entire Archdiocese of Denver. STM has conducted The Six Trait Writing Workshop, NetTrekker Training, Differentiated Instruction, How High Achieving Schools Succeed With All Students (by the HOPE Foundation), Easy Grade Pro, Reading Counts, CPR/First Aid (mandatory certification), and faculty retreats, and security measure instruction, including table-top exercises conducted by the local Homeland Security Office of the Arapahoe County Sheriff's Office. The variety of professional in-services attended by the faculty and staff and the use of newly acquired information clearly demonstrate a commitment to continued improvement. Teachers keep abreast of new methods allowing them to explore creative ways of presenting lessons and evaluating student learning. Teachers new to the Archdiocese of Denver complete a year-long induction plan that acquaints the teachers with Diocesan and school curriculum, policy, and procedure.

Weekly faculty meetings and separate grade level meetings are conducted to share knowledge regarding teaching and learning. These meetings enable the faculty to share activities and effective strategies and to give valuable input for curriculum improvements. Master and Mentor teachers monitor the application of new learning in the classroom through modeling, coaching, and co-teaching. Student data validate the effectiveness of the instructional strategy.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Archdiocese of Denver; National Catholic Education Association

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

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3900</u>	\$ <u>3900</u>	\$ <u>3900</u>	\$ <u>3900</u>	\$ <u>3900</u>	\$ <u>3900</u>
K	1 st	2 nd	3 rd	5 th	6 th
\$ <u>3900</u>	\$ <u>3900</u>	\$ <u>3900</u>	\$	\$	\$
6 th	7 th	8 th	9 th	10 th	11 th
\$	\$				
12 th	Other				

4. What is the educational cost per student? \$ 5,169.40
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,751.00

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%

PART VII - ASSESSMENT RESULTS

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 8				
Reading	84	87	87	85
Number of students tested	71	67	71	56
Percent of total students tested	99	100	100	97
* Number of students alternatively assessed	1	0	0	2
Percent of students alternatively assessed	1	0	0	3

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 8				
Mathematics	79	81	78	78
Number of students tested	71	67	71	56
Percent of total students tested	99	100	100	97
* Number of students alternatively assessed	1	0	0	2
Percent of students alternatively assessed	1	0	0	3

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 7				
Reading	85	82	82	87
Number of students tested	71	71	71	71
Percent of total students tested	100	99	100	100
* Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 7				
Mathematics	84	72	79	78
Number of students tested	71	71	71	71
Percent of total students tested	100	99	100	100
* Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 6				
Reading	83	80	78	82
Number of students tested	72	72	72	71
Percent of total students tested	100	100	99	99
* Number of students alternatively assessed	0	0	1	1
Percent of students alternatively assessed	0	0	1	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 6				
Mathematics	84	77	77	78
Number of students tested	72	72	72	71
Percent of total students tested	100	100	99	99
* Number of students alternatively assessed	0	0	1	1
Percent of students alternatively assessed	0	0	1	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

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Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 5				
Reading	85	86	87	83
Number of students tested	72	69	70	68
Percent of total students tested	100	96	100	99
* Number of students alternatively assessed	0	3	0	1
Percent of students alternatively assessed	0	4	0	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 5				
Mathematics	83	83	81	74
Number of students tested	72	69	70	68
Percent of total students tested	100	96	100	99
* Number of students alternatively assessed	0	3	0	1
Percent of students alternatively assessed	0	4	0	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 4				
Reading	83	86	82	86
Number of students tested	72	71	71	71
Percent of total students tested	99	100	99	99
* Number of students alternatively assessed	1	0	1	1
Percent of students alternatively assessed	1	0	1	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	February	February	February	February
Grade 4				
Mathematics	78	80	81	77
Number of students tested	72	71	71	71
Percent of total students tested	99	100	99	99
* Number of students alternatively assessed	1	0	1	1
Percent of students alternatively assessed	1	0	1	1

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
Without Subgroups**

St. Thomas More Parish School

Iowa Test of Basic Skills
Form A, 2000
Riverside Publishing

Scores are reported as percentiles.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 3				
Reading	83	78	84	84
Number of students tested	73	70	71	68
Percent of total students tested	99	97	99	94
* Number of students alternatively assessed	1	2	1	4
Percent of students alternatively assessed	1	3	1	6

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 3				
Mathematics	84	74	81	77
Number of students tested	73	70	71	68
Percent of total students tested	99	97	99	94
* Number of students alternatively assessed	1	2	1	4
Percent of students alternatively assessed	1	3	1	6

* Alternative Assessment: More time and isolated setting. Not included in school scores.

**ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
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St. Thomas More Parish School

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Riverside Publishing

Scores are reported as percentiles.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 2				
Reading	87	87	81	76
Number of students tested	75	71	72	71
Percent of total students tested	100	99	100	100
* Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0

* Alternative Assessment: More time and isolated setting. Not included in school scores.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	February	February	February	February
Grade 2				
Mathematics	89	79	81	(1)
Number of students tested	75	71	72	71
Percent of total students tested	100	99	100	100
* Number of students alternatively assessed	0	1	0	0
Percent of students alternatively assessed	0	1	0	0

(1) Error in scoring for all schools in the Archdiocese of Denver. Riverside Publishing instructed schools not to use scores.

* Alternative Assessment: More time and isolated setting. Not included in school scores.