

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

Official School Name Shrine Catholic Grade School  
(As it should appear in the official records)

School Mailing Address 1621 Linwood  
(If address is P.O. Box, also include street address)

Royal Oak MI 48067-1067  
City State Zip Code+4 (9 digits total)

County Oakland School Code Number\* N/A

Telephone ( 248 ) 541-4622 Fax ( 248 ) 541-6969

Website/URL www.shrineschools.com E-mail gsadmin@shrineschools.com

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Sr. Mary Gehringer, OSM  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Detroit Tel. ( 313 ) 237-5775

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. Michael Keith  
(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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:     N/A Elementary schools  
   \_\_\_\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
   \_\_\_\_\_ Other  
   \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure:     N/A  
     Average State Per Pupil Expenditure: N/A

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 5 Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	38	36	74	7			
K	38	46	84	8			
1	37	31	68	9			
2	38	33	71	10			
3	36	45	81	11			
4	42	37	79	12			
5	45	47	92	Other			
6	36	37	73				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>622</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 85 % White  
9 % Black or African American  
.6 % Hispanic or Latino  
5 % Asian/Pacific Islander  
.4 % American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.07 %

(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.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1 (same as in #5 above)	652
(5)	Subtotal in row (3) divided by total in row (4)	.0107
(6)	Amount in row (5) multiplied by 100	1.07

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

9. Students eligible for free/reduced-priced meals: 1.76%  
Total number students who qualify: 11

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: 2.5%  
16 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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>28</u>	<u>    </u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>    </u>	<u>2</u>
Support staff	<u>5</u>	<u>11</u>
Total number	<u>37</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio: 22.21%
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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97.9%	97.4%	97.6%	97.7%	97.5%
Daily teacher attendance	96.3%	96.8%	96.7%	97.2%	96.9%
Teacher turnover rate	13%	3%	10%	20%	20%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004. **Not Applicable.**

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	_____ %
<b>Total</b>	<b>100 %</b>

## **PART III - SUMMARY**

---

Shrine Catholic Grade School in Royal Oak, Michigan is guided by its mission, “At Shrine we try to exemplify Christ by praying, learning and growing together.” The mission statement is posted in each classroom and recited daily by the students and teachers following morning prayers and announcements. Our mission through its simplicity is easily understood by our children, and not only guides us in the education of each student but in the growth of each and every adult who works at the school and comes in contact with our children.

Our annual theme also brings us together as a community. This year our theme is “T.E.A.M. – Together Everyone Achieves More.” We partner with our parents, our parish, and our local community to provide a safe, caring environment where children arrive happy, ready to learn, and leave at the end of the day happy and eager to return home. Smiles, encouragement, humor, and praise are frequently used. Teams are formed within the classroom and in tandem with other classes across grade levels. Book buddies and computer buddies are just two ways our younger children partner with our older students to learn and develop friendships.

Our preschool is housed in a portable building behind our main building. Community building begins here as parents volunteer and are an active part of the program. Our preschool provides a nurturing beginning for our three and four year olds with socialization of the children as our goal.

Kindergarten through grade six is housed in the “Big School” as our preschoolers say. There are three classrooms of each grade, with the exception of kindergarten and grade five, which have four. Kindergarten through grade three is self-contained. Teamwork is evident in these grades as the teachers plan together and frequently bring the children together for special projects and activities. Grades four through six have a homeroom teacher but also have the experience of being taught a subject by the other teachers.

One of our strengths is the way our teachers work closely together to integrate subject matter. A science unit may be pulled into math and reading content. A novel in reading may closely accompany a social studies unit. Our computer, art, Spanish, physical education, music, and library teachers work with all teachers to incorporate grade level concepts and skills in their classrooms. Our resource room teacher supports our struggling children as well as our bright 5<sup>th</sup> and 6<sup>th</sup> graders, working with them independently and in small groups.

Another strength is the variety of teaching methods and strategies used to reach each and every child. We work very hard at our professional development as a staff and have updated ourselves on the most effective teaching methods, differentiating instruction and incorporating the multiple intelligences into teaching. An up-to-date technology program, which includes the use of Smartboards, has made learning come alive.

In 2002 Shrine Catholic Grade School was re-accredited by the Michigan Non Public Schools Accrediting Association. It was a positive experience for all, and some of the report’s summary comments are pertinent to this application. The Accrediting Team noted that the “school climate exudes tremendous amount of warmth and caring. . . the faculty works together as a team, enforcing consistent policies and sharing ideas and talents. . .communication between administration, faculty, parents and students is very strong. . .the school has done an effective job in the area of long range planning. . . .” The report further states that we have a “strong catholic identity.. .which continues the teaching mission of Jesus.” It is who we are.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

1. Shrine Catholic Grade School takes the complete battery of the Iowa Tests of Basic Skills (ITBS) in grades two through six and the Cognitive Abilities Test (Cogat) in grades one, three, and five. The ITBS is a standardized test that allows comparisons, due to the “sameness” of tasks the students must complete, procedures used to administer the test, and the methods used to score the test. The scores give us an “external” look at the performance of our students independent of our own assessment of student learning. It is a norm-referenced test using norms from 2001.

The Grade Equivalent (GE) number describes a student’s performance in terms of grade level. If a third grader has a GE of 4.6 on the reading comprehension test, this child is performing as a fourth grader might, who took that test in the sixth month of fourth grade.

Stanines (S) are groupings of percentile ranks. They range from 1-9 with an average value of 5 and are less precise indicators of student achievement than percentile ranks.

A Percentile Rank (PR) is a score from 1-99 that tells the percent of students in a particular group who received lower scores on a test than a given student did. For example, if a third grader has a percentile rank of 76 on a reading comprehension test, that child did better than 76% of the students in the national normed group.

PR:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
S:	1	2	3	4	5	6	7	8	9

Reading is a strength for us. There are two parts to the reading test: vocabulary and comprehension. Generally our percentile scores for these parts are the same or within five points of each other. Classes demonstrate some variation from year to year in academic ability, however, by fifth and sixth grade there is consistent and steady progress. When you compare the scores from the verbal section of the cognitive abilities test with the reading scores on the skills test for grades three and five, you see that usually the students received reading scores about ten percentile points above what might be expected. The students are being challenged and their performance indicates this.

Grade 3	2001	2002	2003	Grade 5	2001	2002	2003
Cogat. Verbal	75	72	76		76	72	76
Read. Achievement	87	82	85		82	83	86

The math tests are taken in three sessions: concepts and estimation, problem solving and data interpretation, and computation. In 1999-2000 the current administration was new. The achievement tests were only taken in grades three and five. When the math scores came back in 1999 with percentiles in the mid-sixties and even a fifth grade test in the low fifties, math immediately received attention. Tracking our progress was deemed important, so grades four and six were added to the testing program in 2000. Grade two was added in 2002. Today the math score totals range from the 71<sup>st</sup> to the 79<sup>th</sup> percentile. There are still variations in our progress, so cognitive abilities are considered. Again, it is evident the children are performing well.

Grade 3	2001	2002	2003	Grade 5	2001	2002	2003
Cogat. Quantitative	61	56	56		66	61	67
Math Achievement	79	76	78		71	70	77

Each year no more than 2% of the students are assessed alternatively, so that doesn't appreciably impact our scores. Also, the minority population of the school is less than 10%, so the subgroup doesn't warrant separate reporting.

The testing website is: [www.riversidepublishing.com](http://www.riversidepublishing.com)

2. The test results play a definite role in curriculum assessment and development. The teachers devote at least one general faculty meeting and several smaller team meetings to discussing information from the test scores annually. After 1999 we decided to make the 70<sup>th</sup> percentile our goal and a couple of years later we moved our goal to the 75<sup>th</sup> percentile.

Five years ago the punctuation and capitalization scores were low for the two grades tested, third and fifth grade. Daily Oral Language (DOL) was adopted in grades two through six. In third grade punctuation scores went from the 64<sup>th</sup> to the 84<sup>th</sup> percentile in two years. For fifth grade the scores went from the 56<sup>th</sup> to the 80<sup>th</sup> percentile. Similar gains occurred in capitalization. Whether it was the daily repetition or the visual impact of looking for and correcting mistakes, this approach has helped. DOL continues today.

Computation has been the weakest area in math. Three years ago, Friday skill and drill sessions were started in each homeroom. Parents were asked to drill facts at home. Optional summer materials were suggested. Teachers modified the way concepts were presented. This past May, students in grades one through five were given a math activity book, which was completed and returned in August. We utilize a parent educator for remedial instruction. In fifth and sixth grade there are math clubs that function in a tutorial capacity, as well as for enrichment. High scoring students are invited to take the Midwest Talent Search Test and/or participate in math competitions. Teachers provide opportunities for stronger students to interact and work with differentiated materials. The math gains have been steady though less dramatic.

Finally, we targeted maps/diagrams and reference materials. This attention increased those scores too.

3. Students are given information regarding their academic performance both formally and informally. Teachers offer suggestions daily regarding progress. Class work, projects, homework, tests, and extra credit are assessed with oral or written comments. Graded papers are returned. Special study sessions are offered for anyone who wants or needs extra help. Report cards are distributed quarterly and progress reports are given mid-quarter, so it is clear to the student when adjustments in performance will enhance their grades.

Parents may contact the teachers whenever they want to discuss their child's performance. Formal parent-teacher conferences are held in the fall. Prior to this, teachers notify parents if a student is evidencing difficulty with class work, tests, or is failing to turn in assignments. The mid-quarter progress reports must be signed by a parent. At this juncture, teachers, parents and students may meet to plan for change. The school mails the standardized test scores to the parents. They receive national percentile rankings for each achievement test. The parents may contact the teacher if they want further clarification regarding the test results.

The administration and/or teachers write a weekly column for the church paper. They focus on current activities, major accomplishments of the students, and general comments about school programs, including standardized test results. The principal writes a monthly newsletter for school families. The teachers write weekly or monthly newsletters for the parents highlighting classroom activities. The principal meets regularly with the School Committee to discuss issues or concerns. The Unified School Board of Shrine Catholic Grade School, Shrine Catholic Academy, and Shrine Catholic High School, and the School Committee receive an annual study of the standardized test results. Finally, every effort is made to have press releases when the school engages in special events.



4. We are always looking for ways to let others know about the good things that are happening here, because we are proud of our students and faculty. There is a concerted public relations effort in place to notify the community and indirectly other schools of our successes and accomplishments.

The principal attends all archdiocesan and vicariate principal meetings. Academic performance is one of the regular topics, either on the agenda or as part of informal discussions. Since everyone is interested in improvement and steps toward achieving it, many ideas are exchanged in conversation.

Principals and teachers have been invited to visit our school, so they can see some of our activities first-hand. For instance, we have an annual declamation contest with outside judges. As a result of viewing this program, another school has adopted declamations and they invited some of our students to give a brief presentation to their students and teachers. Principals and teachers have come to see our technology program. They observed many teachers and subjects, so they could consider broad applications for themselves. Watching science and math lessons on an interactive Smartboard was of particular interest to them.

Our teachers attend workshops and grade level meetings where they share ideas and samples of work. These opportunities stimulate discussion and all the teachers build up their repertoire of material. Our principal has planned and facilitated some of these meetings with schools in our area. We have hosted some of the meetings in our building.

Last spring we flew flags and a banner on our fence to declare our participation in a county wide health program, Count Your Steps. When we won some of the contest levels, we announced that on banners. We also share successes with other schools informally through parent and student comments with neighbors, friends, and relatives.

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

---

1. The curriculum consists of reading/literature, spelling/vocabulary, English, handwriting, math, social studies/history, science, and religion. We also have weekly classes in art, computer, gym, music, library and Spanish. Our goal is to provide the children with every opportunity to grow spiritually, physically, socially, and intellectually, so they acquire life skills to meet future challenges.

The reading/literature program is designed to capture the children's interest as they become independent readers. Fiction and nonfiction selections delight and entertain the students, provide new information, and expose them to various genres. Phonics, decoding skills, and high frequency words are introduced early, so everyone has the necessary foundation to interact with the world of print. Comprehension skills are developed, which can be applied across the curriculum to material in any discipline. The children engage their creativity and imagination as they interact with literature and discover the joy of learning.

Spelling/vocabulary is part of the total reading program. Mastery is the goal with the expectation that words will be spelled and used correctly in any context.

English instruction combines both writing and grammar skills. The students have numerous opportunities to write using different styles and purposes. The writing process is practiced and shared, so everyone understands the steps that are necessary to present a finished piece. The students' work is displayed in school and entered in contests, so they experience public recognition for their best efforts. While the emphasis on good writing begins in English classes, it is integrated through all subject areas.

Handwriting is studied in both manuscript and cursive forms so all students will practice and employ legible penmanship skills.

Math skills are needed for life. Therefore, numbers, concepts and geometry are developed in the context of practical application. For example, comparative shopping using newspaper ads or menus can involve percentages, fractions, and basic computation. Physical surroundings and architectural structures offer an opportunity to apply geometry to daily life. Bills, checks, saving accounts, and the stock market introduce economic reality. Drill and timed activities are used for basic facts. Computer activities, trial and error, manipulatives and projects further develop and expand the children's logical and analytical

thinking.

Social studies/history delves into the interaction of people with their environment and with other cultures. The students gain an historical perspective so they can enter into dialogue regarding their assessment of the past and their hopes and dreams for the future. We focus on preparing the students to be knowledgeable and responsible citizens of our country and the world of tomorrow. When they study Michigan, the students meet government representatives and visit the court and State Capitol, experiencing first-hand some dynamics of our own local government and the political process. Field trips to area museums, like the Museum of African American History, provide vivid images and primary sources to contact the past directly.

Scientific knowledge is ever developing, so our aim is to teach the children to be effective problem solvers. Using the scientific method the students are introduced to concepts that allow them to experiment and discover established truths and lead them to question further when answers aren't so apparent. Topics from life science, physical science, and earth and space science are studied. Hands-on learning includes things from dissecting a sheep's eye to observing specimens under the microscope and building DNA models. Cultural programs and field trips immerse the students in situations and materials we don't have onsite.

Religion classes and weekly Masses promote the children's faith development. Societal needs are the focus of our Christian service projects. We want all students to have a moral framework to guide their interactions with others and their life choices.

**2a. (Elementary Schools)** To enjoy reading and to become fluent and successful readers is the goal of our reading instruction. The teachers look for interesting stories with colorful illustrations that immediately appeal to youngsters and capitalize on their natural curiosity and desire to read. The curriculum includes a strong phonetic base and reading comprehension skills, such as finding the main idea, understanding cause and effect, comparing and contrasting, and sequencing events. Writing applications that draw students into a piece of literature and allow them to explore and develop their own skills are other key components. The children are being challenged to think critically and creatively.

Course work includes working independently and in groups to construct meaning from text at comprehension, application, analysis, synthesis, and judgment levels of understanding. Projects and book reports are assigned to share insights and opinions, which further stimulate interest in a topic or author, to assess the student's grasp of the material, and for the pure enjoyment of reflecting on what has been read. Ultimately, the students are learning about the world of reading, writing, speaking and listening.

The teachers selected the Macmillan/McGraw Hill reading program for its balanced approach to reading and language arts skills. This is a scientifically researched-based program that immerses the students in a variety of materials. The faculty liked the systematic and explicit instructional design, the exposure to fiction and nonfiction texts, the varied assessment options, practice materials, and leveled books. Since writing applications, grammar instruction, and spelling lists are intertwined with the daily lessons in the program, the children's experiences promote an understanding of the interconnectedness of all they do. The results of our standardized test scores are reviewed annually as one indicator of how each child and the class as a whole is progressing toward becoming strong, independent readers.

**3.** To prepare our young people to become good stewards of our resources and to think critically about the effects of specific actions, the science program teaches the children to observe and ask questions, to use logical reasoning, and to draw conclusions. Their lives will be continually impacted by the choices and decisions people make in the world. The science curriculum includes life sciences, physical science, earth and space science, and personal health.

Whenever possible the science program engages the students in hands-on learning. They form and test hypotheses by identifying and controlling variables that affect the outcome of an experiment. From experimentation, they judge the validity of their ideas and confirm or disprove earlier thinking. They communicate their findings so others will understand what has been discovered. If the results lead to new questions, the process begins again.

Scientific endeavors involve reading, writing, math and technology. The science curriculum challenges the students to read carefully, so they grasp the main idea, understand the technical vocabulary, and know what the supporting details are saying. Working like a scientist, students learn to communicate their ideas and one way to do this is through writing. Using informative writing they describe their observations, inferences and conclusions. Sometimes they may use persuasive writing to compose a letter or essay expressing their opinions about a scientific issue. Scientists use numbers when they collect, interpret and display data. The children are given many opportunities to use and interpret tables, graphs, and charts, so they understand visual information. Using the Smartboard and the internet, the students' "scientific laboratory" is expanded beyond our walls. All science is done against a moral backdrop that demands honesty in presentation, respect for life in its many forms, prudent use of limited resources, and attention to the needs of the whole human family.

4. The faculty is working to improve student learning through differentiating instruction and teaching to various learning styles. For the kinesthetic learners we have hands-on activities with manipulatives and educational games, experiments, projects, and interactive work on the Smartboard. For visual learners there are colorful texts, bulletin board displays, videos, the internet, software programs, and classroom presentations with the Smartboard. Auditory learners benefit from classroom lectures and discussions along with working in whole group and small group settings. Units of study are broken into manageable pieces and skill levels are met by tailoring the demands and style of an assignment to the students.

Thematic units designed across the curriculum give the children a clearer understanding of the interconnectedness of what they are studying. Pre-tests, informal assessments and quizzes give the teachers a quick overview of where to begin or reinforce instruction. Explaining the objective for the particular lesson clarifies for everyone what the focus and direction will be for the work today. That also provides the students with a final question to ask at the end of the period: Did I get it?

Study skills are modeled and practiced. The students are taught note taking skills and how to use graphic organizers, maps, and reference materials. Some assignments are group activities done in class, so children can interact and learn from each other. Some assignments are done individually to give students time to reflect and focus on their own learning. Homework is used to review concepts, prepare for tests, and reinforce skills. Rubrics are offered on some assignments to give everyone an opportunity to strive for their best outcome. After-school math and science "clubs" are offered to stretch or solidify learning. Finally, a reading specialist is available for students with special needs and to engage very talented students in optional activities.

5. Professional development is given priority at Shrine Catholic Grade School. It is a budgeted item. Every year the teachers are encouraged to attend conferences and workshops that will assist and strengthen their teaching skills. Information is posted in the faculty lounge describing professional conferences. Registration fees are covered by the school, so the teachers don't incur that expense. The faculty has also been given numerous computer training sessions in-house to learn how to set-up and use websites, the internet, software programs, and a grading system.

Over the last five years the administration of the school has planned and/or provided time annually for the whole faculty to attend a conference or an in-service together. Teachers have participated in the Michigan Association of Non-Public Schools Conferences, Vicariate presentations, Oakland Schools workshops, subject-related talks and presentations, and grade level meetings. These have given everyone an opportunity to hear national and local speakers and to interact with public and private school teachers. Specific gatherings, such as the Kindergarten Association or vicariate teachers of the third grade, provide time for exchanging pertinent information as well as sharing ideas and "dreams" to spark new energy. Current issues, like understanding brain development, learning theories, bullying, love and logic, and differentiating instruction are some of the topics that have been chosen in the past few years.

Time is provided at faculty meetings for exchanging new ideas and discussing issues from workshops and conferences. The teachers are encouraged to share plans with their grade level partners at weekly team meetings and to incorporate new ideas into their routines. The use of word walls, no-bullying approaches

to student behavior, varied and modified assignments, and technological advances through our computer network system with internet access in all the classrooms are direct applications gained from conferences/training to enhance student learning.

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

---

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Education Association, Michigan Association of Non-Public School

(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  No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.) **In-Parish**

<u>\$1,575</u> K ½ day	<u>\$2,650</u> K Full	<u>\$2,650</u> 1 <sup>st</sup>	<u>\$2,650</u> 2 <sup>nd</sup>	<u>\$2,650</u> 3 <sup>rd</sup>	<u>\$2,650</u> 4 <sup>th</sup>	<u>\$2,650</u> 5 <sup>th</sup>
<u>\$2,650</u> 6 <sup>th</sup>	<u>\$</u> 7 <sup>th</sup>	<u>\$</u> 8 <sup>th</sup>	<u>\$</u> 9 <sup>th</sup>	<u>\$</u> 10 <sup>th</sup>	<u>\$</u> 11 <sup>th</sup>	
<u>\$</u> 12 <sup>th</sup>	<u>\$</u> Other					

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$2,887 (2003-2004) / \$3,310.00 (2004-2005)
5. What is the average financial aid per student?      \$302.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      67%

# PART VII - ASSESSMENT RESULTS

## SHRINE CATHOLIC GRADE SCHOOL

### Iowa Test of Basic Skills

Form A, 2001  
Riverside Publishing

Scores are reported as percentiles.  
No subgroups.

	2003-2004	2002-2003	2001-2002
Testing Month	October	October	October
<b>Grade 6</b>			
Reading	81	80	75
Math	79	78	76
Number of students tested	74	82	82
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>Grade 5</b>			
Reading	86	83	82
Math	77	70	71
Number of students tested	76	78	84
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>Grade 4</b>			
Reading	81	86	83
Math	72	81	76
Number of students tested	101	69	75
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>Grade 3</b>			
Reading	85	82	87
Math	78	76	79
Number of students tested	81	100	68
Percent of total students tested	99	98	100
Number of students alternatively assessed	1	2	0
Percent of students alternatively assessed	1	2	0
<b>Grade 2</b>			
Reading	85	78	Not Tested
Math	71	70	Not Tested
Number of students tested	75	77	
Percent of total students tested	99	100	
Number of students alternatively assessed	1	0	
Percent of students alternatively assessed	1	0	