

June 11, 2007

Dear Parents,

Every year the Academy of Saints Peter and Paul submits an Annual Progress Report to MNSAA (Minnesota Nonpublic School Accrediting Association). This report verifies annual progress that the Academy has made during the school year.

We have condensed this report and present it to you listing the major improvements the Academy has made during the 2006-2007 school year.

Academy of Saints Peter and Paul
Annual End of the Year Progress Report
June, 2007

As part of our accreditation process in the 2002-2003 school year, the Academy faculty decided on four areas in which they would like to make school improvements. These include:

1. Catholic Faith Instruction
2. School Financial Long-Range Planning
3. Catholic Social Teaching
4. Curriculum Mapping

Catholic Faith Instruction

One of our goals as a faculty is to become more knowledgeable in our Catholic Faith. The purpose is to ensure that each faculty member has appropriate knowledge of the Catholic Church teachings and the Bible so they may incorporate these teachings and the Gospel Message into their curriculum.

On November 10, 2006, our pastor, Father Brian Fier, presented a day workshop with the faculty and staff. The topics chosen by Father Fier were: death and the grieving process and personal spiritual direction. The day included celebrating morning Liturgy and enjoying both a continental breakfast and lunch. Father spoke in the morning on death and the grieving process. His presentation included a video on a book entitled Tear Soup by Pat Schwiebert and Chuck DeKlyen. Small and then large group sharing followed. In the afternoon, Father talked about private retreats and looking for a spiritual director. Faculty/staff present were given resources on this topic.

On April 12, 2007, Father Brian Fier presented a presentation on Creation to the faculty at a regular scheduled faculty meeting. Father included a handout with excerpts from "Humani Generis" and "The Christian Faith" by John Henry Neuman.

We plan to continue workshops both in the fall and spring during which Father Fier will present instruction on religious topics including catechesis and social justice.

School Financial Long-Range Planning

An objective of the Principal was to become more involved in the financial planning of the school. The long-range financial plan is a normative function of the Finance Council.

An objective of the principal was to become more involved in the financial planning of the school. ***The principal's specific plan for the upcoming school year is to work with the Parish Business Administrator in projecting both future income and future expenditures and using these projections to prepare a school budget.***

Catholic Social Teaching

“Our community of faith is blessed with many gifts. Two of the most vital are our remarkable commitment to Catholic education and catechesis in all its forms and our rich tradition of Catholic social teaching.” *Sharing Catholic Social Teaching: Challenges and Directions*, June 1998, U.S. Catholic Bishops. This statement by American bishops also states that if a school fails to communicate these social teachings which are embedded in our Catholic tradition, then the school is not fully Catholic.

As a faculty, we are committed to including Catholic social teaching within our curriculum at every grade level. This year we focused especially on two aspects of Catholic social teaching: (1) Option for the Poor and Vulnerable and (2) Workers' Rights and Dignity of Work.

The strategies used at various grade levels to incorporate these specific Catholic social teachings were shared during our end of the year faculty workshop in June, 2007. Some of the ways the teachers incorporated and ways students demonstrated understanding of the Catholic social teaching on “Option for the Poor and Vulnerable” included: Common Hope Project (Academy adopted two children in Guatemala and paid for their education and school supplies); performing service hours within our and for our community; daily prayer for the poor; field trip to “Feed My Starving Children”; studying about the saints who ministered to the poor; writing to service people; donating Marathon money to Father Matthew in Uganda for the seminarians; Christmas warm clothing drive; donations to African Aids Research; and participation in the March for Life, Jan. 22nd, at the State Capitol.

Some of the ways the teachers incorporated and ways students demonstrated understanding of the Catholic social teaching on “Workers Rights and Dignity of Work” included: discussing doing our best at all times; respecting others and what they do; doing service work for community members; discussing child labor and slavery; the importance of work; vocation unit and how to use our talents for ourselves and the good of others; studying about the Great Depression; learning about missionary work; working for social justice; becoming good leaders; reading and discussing Pope Leo XIII's “Rerum Novarum”; and experiencing management and workers' roles in a real life café project.

Curriculum Mapping

One of our faculty goals in our School Improvement Plan is to have all areas of the curriculum mapped by 2010. At present, we have accomplished mapping our math, social studies, religion, and science. Next year our focus will be on language arts.

We completed mapping our science curriculum, K-8, this year. At the end of the school year, the faculty conducted an analysis of our science curriculum mapping to ensure that all

science topics/areas were taught and that no unnecessary overlapping occurred. Curriculum maps were placed on our server for easy access to all educators. The maps were also placed in three ring binders for easy classroom access and use.

Monitoring Student Learning

Metropolitan Achievement Tests (MAT 8) with Otis-Lennon School Ability Test (OLSAT7)

In the past, these achievement tests were given each October to the third, fifth, and seventh graders. Beginning in October, 2005, the Academy administered these tests to the third, fourth, fifth, sixth, and seventh graders. We did this for the purpose of having the ability to compare grades on a yearly basis rather than on a two year basis.

Following are the complete battery (includes all subject areas tested), reading, and math percentile ranks for the past 4 years. (Percentile Rank indicates the relative standing of a student in comparison with students in the same grade in the norm group who took the test at a comparable time.) Our scores are compared with other Archdiocesan schools who took these tests. Note: almost all Archdiocesan schools administer these achievement tests.

Following are the **Complete Battery** percentile ranks for the past 5 years:

	<u>2002</u>	<u>2003</u>	<u>2004</u>	2005	2006
3 rd grade	60 percentile	71	82	84	76
4 th grade				84	79
5 th grade	73	77	71	77	82
6 th grade				72	76
7 th grade	73	71	82	82	75
Average	68.6	73	78.3	79.8	77.6

Following are the **Reading** percentile ranks for the past 4 years:

	<u>2002</u>	<u>2003</u>	<u>2004</u>	2005	2006
3 rd grade	69	75	87	88	73
4 th grade				85	76
5 th grade	79	83	76	81	86
6 th grade				82	78
7 th grade	78	75	84	86	79
Average	75.3	77.6	82.3	84.4	78.4

Following are the **Math** percentile ranks for the past 4 years:

	<u>2002</u>	<u>2003</u>	<u>2004</u>	2005	2006
3 rd grade	70	64	86	91	87
4 th grade				89	90
5 th grade	59	79	72	81	84
6 th grade				73	81
7 th grade	71	79	80	84	74

Average 66.6 74 79.3 83.6 83.2

Metropolitan Achievement Tests 8th Edition (MAT) with the Otis-Lennon School Ability Test (OLSAT7)

The Metropolitan Achievement Tests are standardized tests recommended by the Archdiocese of St. Paul/Minneapolis for all archdiocesan schools and compare students to thousands of students across the archdiocese who are taking the same tests. This type of achievement test is called a *norm referenced* standardized test. This means they communicate in a manner that permits us to compare a student's achievement to that of other students who took the same test under like conditions. Scores on these tests communicate information about how students rank in achievement.

These *norm referenced* standardized tests are unlike the Minnesota Comprehensive Assessments (MCA's) that are mandated by the State of Minnesota for Minnesota public schools (and which the Delano School District administers). These standardized tests yield scores that are *criterion referenced*; they communicate how each student's test score compares, not to other students, but to a preset standard of acceptable performance as set forth by the State of Minnesota.

Note: The Academy elects not to take the MCA tests. It is the opinion of the school educational leaders that one battery of testing is sufficient for students to take per school year.

B) Analysis of Progress

Complete Battery Scores

Our complete battery test scores are 2.2 percentile points lower than last year's scores. This is very close in proximity, so there is little concern. They are still somewhat higher than four years ago (9 percentile points).

Reading Scores

Our reading scores are down 6 percentile points from last year. Comparing them to four years ago, they are still somewhat higher (3.1 percentile points). We believe we have a successful language arts program having incorporated a new language series in the fall of 2005. However, our reading scores are down somewhat; we will place emphasis on our total reading program in the 2007-08 school year. We added level readers in our new science curriculum; we will continue to tutor individual students who would benefit from such tutoring through our "In-House" tutoring service. (Each teacher donates a minimum of 30 minutes per week for individual tutoring outside of the regular school class schedule.) We also have built in study/tutoring time for middle school students. We also have a designated faculty member who has several periods set aside during the day for individual tutoring.

Math Scores

Our math scores are only 0.4 percentile points lower than last year. This is insignificant. They are still significantly higher than four years ago (16.6 percentile points). This is definitely significant.

For the past four academic years, our faculty has placed math instruction as a curriculum priority. We have encouraged the use of computational games, student involved record keeping, and student daily timed tests. For the past three years, eighth graders have been offered either basic 8th grade math or Algebra. We initiated “In-House” tutoring services one year ago - classroom teachers offer their tutoring services to students who would benefit from such individual attention. We plan to continue to place emphasis on our math program.

Our technology program is a strong one; we introduce computer training in pre-kindergarten and training continues through the eighth grade. Our computer educator has developed and incorporated her own ethics unit into her technology curriculum. Our 7th grade students receive personal laptop computers; these are theirs to keep upon 8th grade graduation. A generous school family donor makes this laptop program available to our middle school students. Many of our 8th graders continue their education in our public school district of Delano, MN; of those students who graduate from our 8th grade, the majority test out of basic keyboarding due to the instruction and practice they receive here at the Academy.

This report is respectfully submitted by,

Diane M. Beutz, Principal
Academy of Saints Peter and Paul
Loretto, Minnesota
June 11, 2007

ACADEMY OF SAINTS PETER AND PAUL

ADDITIONAL IMPROVEMENTS MADE DURING 2006-07

The Academy of Saints Peter and Paul witnessed the following improvement efforts during the 2006-07 school years.

Curriculum

1. A new science curriculum, Scott Foresman publisher, was implemented which included many “hands-on” experiences.
2. We extended the teaching of science in the middle school from four to five days per week.
3. We continued an “In-House Tutoring Program” at the Academy. Each faculty member donates a minimum of 30 minutes per week for individual tutoring. Academy teachers provided a monthly average total of 30 hours of tutoring outside of class time during the school year. We are extremely proud of this service to our students. We are committed to leaving “no child behind” at the Academy.
4. The Academy offered our eighth graders two different math classes: regular 8th grade math (a class designed to reinforce and build on the 7th grade math curriculum) and Algebra. Students in grades 4-7 are able to take advanced math classes with the next grade level.
5. We continued to have a liturgy team, consisting of our music teacher, our band director, and the principal, which meets weekly to plan the music for each of our student liturgies.
6. We taught the Archdiocesan recommended *Talking about Touching* and *Out of Harm's Way* curriculum for our Safe Environment Program. This program was modified to meet our school's and parish's needs and to include all interested parents in the development process.
7. Teachers continued student-led conferences and student-prepared portfolios at parent/student conferences both in the fall and spring.
8. Teachers incorporated the Archdiocesan religion standards into the religion curriculum at each grade level.
9. Dance, Dance Revolution and Square Dancing were added to the K-8 physical education curriculum.
10. Our 7th and 8th graders participated in a NET (National Evangelization Teams) Ministries retreat in September here at the Academy.
11. We initiated a policy on late homework for our middle school students.
12. During Catholic Schools Week, we had presentations by religious: our parish deacon and his wife and two religious sisters.
13. Our 8th graders wrote semi-monthly news articles about happenings at the Academy for local newspapers.
14. We employed a native speaking Guatemalan Spanish teacher for all Spanish classes grades PK-8.
15. We employed a librarian with a media specialist license.
16. In September, the Academy hosted dancers from the Archdiocesan mission in Venezuela. A free will offering for that mission was taken. Parishioners were also invited.
17. Grades 2-5 attended a Maud Hart Lovelace author presentation at the Academy.

Field Trips

18. Seventh graders and chaperones spent an overnight as part of a science program at the Minnesota Zoo.
19. Our 6th graders spent 3 days and 2 nights at Eagle Bluff, an environmental camp in southeastern Minnesota.
20. Grades 3, 4, and 5 participated in a service field trip during Lent. They visited “Feed My Starving Children.”
21. The entire student body went roller skating during Catholic Schools Week. This was a reward for meeting our \$40,000.00 all school/parish goal.
22. A school parent sponsored a trip to a local movie theatre for grades 4-8 to see “The Nativity Story.”
23. The entire student body participated in an Archdiocesan rosary pilgrimage to the Cathedral to pray for world peace.
24. Other field trips included: Lions Park (service project), Stages Theatre, Fire Station, Minnesota Children’s Museum, Minnetonka Orchards, Renaissance Festival, and visits to area senior housing (Hillcrest) to celebrate Mass with pastor.

Extra-Curricular Activities

25. In August, we hosted a volleyball camp for girls in grades 5-8.
26. In March, we hosted a NSPSL (North Suburban Parochial School League) girls’ JV basketball tournament. This was a “first” for the Academy.
27. We purchased new uniforms for our volleyball and basketball teams.
28. Our band was the guest entertainment at our local “Retro” café where it entertained pre-school aged children and their parents with its music. Our band director was the guest storybook reader and entertained the audience with a book about band instruments and their particular sounds.
29. Our 6th and 7th graders performed several plays including one about Martin Luther King, Jr. and one entitled “The Phantom Tollbooth.”

Fundraisers/Almsgiving

30. We reached our goal of \$40,000 in the Marathon for Nonpublic Education.
31. Five percent of our Marathon monies was donated to Sacred Heart Seminary in Gulu, Uganda. This amounted to approximately \$2000.
32. We conducted an almsgiving project during Lent raising money for two godchildren in Guatemala and raised about \$850.00.
33. We raised \$1,353.00 for the Parish’s annual Harvest Moon Festival.
34. We raised \$3,868.00 for the Parish at the Carnival held during the annual Winter Fest celebration.
35. Our annual Book Fair raised \$1200.00.

36. Our spring Plant Sale profited \$1315.00.
37. We held monthly popcorn/juice sales and raised \$1200.00.
38. Our Home and School coordinators organized the second annual Rummage Sale at the Academy which profited \$11,000.00.

39. Other fund raiser efforts included: Campbell Soup Labels; Kemps milk tops and taste tests; Box Tops for Education; Target; Scrip; and Chili and Spaghetti dinners.

Fine Arts

40. We presented two Christmas concerts: PK-3 grades and 4-8th grades.
41. We continued an “Art Adventure” program through the Minneapolis Institute of Arts. This included art presentations to Grades K-8 and culminated in an all school field trip to the Institute.
42. Our music instructors presented a spring musical in May which involved students in grades 4-8.
43. Our band director prepared two band concerts: one at Christmas and one in the spring. This involved band students in grades 4-8.

Staff Development

44. Faculty members attended a variety of workshops throughout the year including the following topics: literature for middle school; teaching reading and writing in kindergarten; MNSAA marketing presentation; Saxon math workshop; Understanding Aspergers Syndrome workshop; Teaching Pre-School: New Research on Best Practice; 6 traits of writing; mental health; and Maud Hart Lovelace author’s conference.
45. Two of our faculty members were selected to participate in a Murray Institute cohort program which will culminate in a reading Masters program.
46. Our administrative assistant was selected to participate in another Murray Institute cohort program which will culminate in a Masters in Religious Education.
47. Our fifth grade teacher completed a Masters degree in education through the College of St. Catherine.

School Furnishings/Equipment

48. New furniture was purchased for our pre-kindergarten room. Additions included new tables and chairs (in primary colors), bookcases, book stand, storage containers, and play food items.
49. A wicker couch and chair was purchased by a parent for our school lobby.
50. New playground equipment was purchased by our Marathon fund raising efforts.

Technology

51. All grades, K-8, now have computerized report cards.
52. A faculty member donated a digital camera to the Academy.
53. All teacher forms were placed on our server for easy access by teachers.
54. Students in grades 7 and 8 continue to have individual laptop computers. For the last 5 years, a school family has donated these laptops to our 7th graders; they become the students’ possessions after completion of 8th grade.