

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV62

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Debra Rodde

Official School Name: St. Francis Xavier School

School Mailing Address: 145 N. Waiola Avenue
La Grange, IL 60525-1866

County: Cook State School Code Number*: 06-016-529-10

Telephone: (708) 352-2175 E-mail: jcourier@sfxlg.org

Fax: (708) 352-2057 Web site/URL: www.sfx-lg.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Sister M. Paul McCaughey OP Superintendent e-mail: mmccaughey@archchicago.org

District Name: Archdiocese of Chicago District Phone: (312) 534-5212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Anne Metzger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	33	59
K	30	20	50
1	25	33	58
2	31	28	59
3	27	24	51
4	34	32	66
5	24	34	58
6	29	31	60
7	35	31	66
8	26	37	63
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			590

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 8%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1, 2011	590
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 4
Number of non-English languages represented: 2
Specify non-English languages:

Vietnamese & Spanish

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 41

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Forty-one students receive financial assistance in order to attend St. Francis Xavier School. All families receiving financial assistance complete forms required by Private School Aid Services (PSAS). Families eligible for financial assistance at St. Francis Xavier would also qualify for free/reduced-price meals in a federally-funded hot lunch program.

10. Percent of students receiving special education services: 4%
 Total number of students served: 23

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>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</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	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>3</u>
Total number	<u>47</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	94%	97%	97%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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 _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Saint Francis Xavier School is dedicated to fostering and celebrating the academic, social, emotional and moral growth of each student. What draws new families to our doors, and keeps families coming back generation after generation, is our unique ability to successfully educate the whole child. Our goal is to instill within our students an intrinsic desire to use their educational gifts to improve their lives and the lives of those around them. Our rigorous academic core, combined with an award-winning service program, performing arts tradition, and opportunity to participate in a variety of team sports enables us to cultivate wholly well-rounded students.

Our doors opened in 1917, welcoming 140 students. One year later, the first commencement celebrated ten graduates. Today, with nearly 600 children enrolled, our mission statement is "St. Francis Xavier Parish School provides students with academic excellence centered in the Catholic values of prayer, learning, and service." Our physical space has changed and adapted to meet the demands of increasing enrollment over the years. In 1999, our school expanded into another facility, known as the "East Campus" where our preschoolers, kindergartners and first graders enjoy their own dedicated staff and facilities.

We are located in a suburb approximately 15 miles west of Chicago, IL, with an estimated population of 15,500. Serving families from LaGrange and ten other surrounding communities, we continue to welcome students who might otherwise attend our well-regarded public schools or who have been displaced from neighboring Catholic schools forced to close. The local community places a high value on academic achievement, which is reflected in the annual reports for surrounding public and Catholic schools. Families continue, however, to make the choice to send their children to Saint Francis Xavier. With this choice, our families take on a considerable financial commitment. Due to extraordinary fundraising efforts on the part of volunteer parents and generous donations from the community, we are able to annually set aside \$60,000 to \$80,000 annually to aid families in need of tuition assistance.

Academically, our students excel. We consistently score, on average, two to three percentage points higher on each and every category of the EXPLORE test than students in the surrounding township. (EXPLORE is the standardized assessment used to place students at Lyons Township High School, our local public 4,000-student secondary school.) Our curriculum, at grade-appropriate levels, includes religion/family life, reading, mathematics, language arts, social studies, science, Spanish, physical education, drug/alcohol education, art, music, computer and enrichment programs. We provide differentiated learning in both math and reading which carries over to all subject areas. With the use of AIMSweb and other formative assessments, our teachers are able to continuously adjust and adapt the curriculum to best meet the needs of their individual students. As we move towards aligning with the Common Core Standards, we are using research-based approaches and online components to support our current curriculum framework drawn from Illinois State Standards.

Recognizing that technology continues to change and shape the world around us, we prepare our students to successfully meet the intellectual, moral and social opportunities and challenges involved with internet use and technology. We provide iPads for all teachers and have interactive whiteboards at each campus. Our mobile computer labs, iClickers, document cameras and mounted LCD projectors expose our students to the latest technology with an emphasis on using technology more for creation than consumption. From designing presentations to peer editing via Google Docs to academic research and much more, our students learn the safe and proper way to use technology to advance their learning and become part of our ever-changing technological and global society.

Our dynamic staff and corps of dedicated parent volunteers enable us to offer a wide variety of extracurricular activities for our students. Offerings include: chess club, math club, drama, band, Girl

Scouts, Boy Scouts, school newspaper, and choirs. In addition, we enthusiastically provide leadership opportunities through student council, peer tutoring, and peer mediation. We also have in place social-emotional learning programs such as Roots of Respect, Steps to Respect, and Second Step. Our “no-cut” sports programs, coordinated by our Athletic Director, are coached by volunteer parents. With a 98% participation rate, students beginning in 5th grade can join basketball, volleyball, track and field, cross country, football and cheerleading teams.

More than any other program or activity, our all-school Service Program exemplifies who we are as a school. In 2010, we won the Maxine Donahue Award, an award presented by the National Catholic Educational Association. Each year, all year, students are engaged with people and causes throughout the community to allow our them to fully understand the meaning of service. Not only strengthening the community and helping those in need, this program empowers our students to see the change they can affect. For a full explanation of the program, see Part V, Number 4.

Joseph Addison once said, "What sculpture is to a block of marble, education is to the human soul." At Saint Francis Xavier, we strive and succeed to educate mind, body, and soul. For this reason, and all of the above, we believe our school should be considered for the NBR award.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As recommended by the Archdiocese of Chicago, St. Francis Xavier School annually administers the *TerraNova* battery of assessments in grades three to seven. The current *TerraNova, Third Edition Multiple Assessments* measures important higher-order thinking skills as well as basic and applied skills. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores and performance-level information.

Most recently, the assessment was administered in March of 2012. St. Francis Xavier continues to score well above the national norm in every subject area. In 2012, national percentiles for total achievement scores were as follows: seventh grade, 95.3%; sixth grade, 92.0%; fifth grade, 90.2%; fourth grade, 86.0%; and third grade, 91.0%. These test scores are reflective of the expectations set forth by the teachers and staff with the support of the parent community. Of particular note, the grade mean equivalents for the 7th grade class range from a low of 11.0 for Science to a 13.0 for Language. At St. Francis Xavier, we consider individual student scores from the 76th to the 89th national percentile as “acceptable” or “proficient” and 90th to 99th as “advanced.”

In eighth grade, students at St. Francis Xavier complete the EXPLORE standardized assessment, a part of the ACT testing program. In 2012, the eighth grade received the following scores for achievement on the EXPLORE subtests (out of 25 possible points): English, 20.4; Math, 20.3; Reading, 19.6, Science, 20.2. The 2012 composite score was 20.2. This compares to Lyons Township average scores of 18.0 in English, 18.3 in Math, 17.2 in Reading and 18.6 in Science and a composite score of 18.1. The average scores for St. Francis Xavier students are more than two points higher than the average score of students for schools in the surrounding communities, as they have been for at least the past five years. Scores at or above the township averages are considered “acceptable” or “proficient,” while scores in excess of 22 are considered “advanced” at St. Francis Xavier School.

In addition to the TerraNova assessments, St. Francis Xavier uses the reading, math and writing assessments from Aimsweb to monitor the progress of individual students in Fall, Winter and Spring of each year. These scores are used to inform classroom instruction for individual students as well as small groups and grade levels. Scores for these tests vary by individual, and they can be used to compare student performance to national as well as local averages. Often, students who meet or exceed national average scores do not meet or exceed local average scores. As with other assessments, Aimsweb scores are analyzed by the faculty to determine strengths or weaknesses in the instructional program in the interests of adjusting instructional practices or content.

As a group, St. Francis Xavier students perform well above national averages on standardized tests. Data tables (attached) indicate consistent strengths in the Mathematics program at St. Francis Xavier (Everyday Mathematics which is supplemented with fact fluency and daily arithmetic practice). This language-based instructional program promotes understanding of mathematical concepts that contributes to solid mathematical progress and achievement. Reading scores, while exceeding national averages, bear additional scrutiny and analysis to address instructional needs within the Reading programs and practices at St. Francis Xavier. Of particular note is that the percentage of “proficient” plus “advanced” students tends to increase as students progress from “first-time test takers” in grade 3 to grade 7. It would appear that, in general, the longer students are immersed in the St. Francis Xavier academic programs, the better they perform on standardized tests.

2. Using Assessment Results:

St. Francis Xavier leadership and staff use the results of standardized assessment data to analyze student and school performance in an attempt to identify opportunities for differentiated learning, to record longitudinal progress, and to inform parents, students and the community about academic progress. Because assessment scores are used for these purposes, a child's learning needs can be met, and he or she does not become a number at St. Francis Xavier. In this way, teachers and staff have built an atmosphere where children flourish academically, socially and emotionally.

a) Regarding TerraNova testing, St. Francis Xavier uses the data to improve instruction and learning in a variety of ways. For example, because assessment data is organized by individual performance objectives for each subject area, each teacher works with a grade-level team to identify the objectives for which students need additional support and instruction. Teachers compare and contrast the assessment data against state and Archdiocesan standards, previous report cards, and class work to develop a plan for targeted instruction that incorporates "best practices" and meets the needs of each child, each classroom, and each grade. In addition, teachers use the data to identify possible groupings for core instruction in subjects such as reading and mathematics. The data from the reading portion of the assessment provides a Lexile Reading level for each student. This level is used to help the teacher provide books and instruction targeted to each child's individual reading level.

In eighth grade, the data aggregated by the EXPLORE testing is used to compare student performance at St. Francis Xavier to student performance in the Archdiocese of Chicago as well as in Lyons Township. The data provides teachers with a "big picture" view of the curriculum and identifies areas in which students may need additional instruction or practice as preparation to excel at the secondary level. Teachers meet on several occasions each fall and spring for the purposes of examining and analyzing Terra Nova testing results. The normal curve equivalent (obtained) is compared to the normal curve equivalent (anticipated) in an effort to determine the rigor of the instructional program. The question, "Are we expecting enough from ourselves and our students?" is at the heart of our examination. We also look at academic growth over time and how scale scores (often more informative than national percentiles) change from year to year for individuals and groups of students. Strengths and needs are viewed with respect to the objective performance index with an effort to most appropriately align curriculum and instruction.

Teachers meet with the Resource Department as grade level teams to score Aimsweb assessments three times per year. Students already identified as needing additional classroom supports and/or pullout instruction or special education services through the local public school district are monitored more frequently to determine if the interventions are actually helping students to progress adequately in a particular area of need.

The Terra Nova results, Aimsweb scores, classroom assessments and teacher observations are used together to determine the types of additional assistance or challenge that an individual child might need, determine appropriate learning tools, and identify when outside assistance might be required to assist a child in learning.

b) Academic achievement is shared with parents, students and the community in a variety of ways. At the beginning of each year, during Back-to-School Night, school leaders provide a presentation that explains the previous year's assessment results and explains how these results compare with neighboring communities' and throughout the state and nation. The presentation explains how these results are being used to inform instruction. Assessment scores are also shared with parents at parent-teacher conferences to share student progress and to help each child set future short- and long-term academic goals. Results of standardized testing are shared with the community through the school web site, parish bulletin, letters to parents, and informational brochures highlighting the school. Teachers and parents are guided to take

great care in providing their children with information about their standardized testing scores and to see them as “one piece of a bigger picture” about how they learn and for the academic progress made over time. From both teachers and parents, students receive information about why standardized tests are given and how they and their teachers might use the data gathered from the assessments to improve their learning. Teachers and parents help students see assessments and assessment data as one of many key indicators of learning and progress—and students are informed that all evidence of learning is important, including participation in and out of class, daily work, projects and “regular” classroom assessments (ie. chapter and unit tests).

3. Sharing Lessons Learned:

Service is a hallmark of the academic experience at St. Francis Xavier. In a public school setting, service is often experienced via social studies or civics courses. In the Catholic school setting, service is experienced as an aspect of Catholic Social Teaching. In 2007, St. Francis developed a comprehensive, school-wide service program, which has since received national recognition in the form of a 2010 National Catholic Education Association (NCEA) Distinguished Home and School Association Award. (For an explanation of the program, see Part V, Number 4.) Due to the overwhelming success of the program as an example of exemplary organization, implementation, and positive change in both the school and the community at large, representatives from St. Francis Xavier have shared their strategies and plans with area Catholic and public schools on a variety of occasions, including a workshop at the Archdiocese of Chicago Strengthening Catholic Schools Conference and as invited guests at more than a dozen area schools, explaining the program’s mission to connect meaningful service opportunities with curriculum-based learning and reflection throughout the year. Program coordinators are currently responding to training inquiries from numerous local and out-of-state public and private schools and school districts.

Administrators from St. Francis Xavier have an active role in organizing and sponsoring a variety of professional development events. One such event is “Top 20 Training.” Partnering with the Strategic Learning Initiatives, this event is aimed at creating a positive school culture and climate. In 2012, this event was hosted by St. Francis Xavier on behalf of Archdiocese of Chicago Council Schools. Other events hosted by St. Francis Xavier for area schools include: Responsive Classroom / Social-Emotional Learning (2009, 2010, 2011), Designing Effective Rubrics (2010), Getting Started with the iPad (2012), FEMA Emergency Management Training (2010), AIMSweb Training (2010), Aligning Instruction with Standards (2008), etc.

The administration at St. Francis also serves Archdiocese of Chicago Council principals by organizing and implementing events and programs geared to administration. One such program is a Book Study Group in which council principals read current “best practice” literature and meet to discuss relevant topics related to education. Books include Leveraged Leadership by Paul Bambrick-Santo and How to Grade for Learning by Ken O’Connor.

School administrators and staff participate and present in various workshops and professional development programs, including “Safe at School: Preventing and Responding to Bullying,” Treasures Reading Program In-service, Terra Nova Data Camps, Science Textbook Selection, ACE Academy of School Leaders at Notre Dame University, Using Computers as Learning Centers and the Leadership Institute for Board Development.

4. Engaging Families and Communities:

St. Francis Xavier School believes that students succeed when they feel safe, welcomed, and they and their families “belong” to their school community and the community at large. Great efforts are taken each year to ensure that all students and their families have this positive experience.

At the heart of the family-school relationship at St. Francis Xavier is the Family & School Association (FSA) comprised of all families of day-school students. FSA leadership is comprised of a Board of ten parents, forty committees, and hundreds of parent volunteers. FSA offers opportunities to participate in various school social events, fundraisers, and community service projects, including our annual Service Day.

At the onset of each new school year, FSA hosts a social gathering for new families to mingle with current families and become acquainted with the school. An FSA representative stays in contact with each new family throughout the first school year to ensure a smooth transition, providing insight and advice for navigating the new environment. FSA organizes an annual Open House in the fall to allow current and prospective families the ability to explore the vast opportunities at St. Francis. An introduction to the core curriculum and enrichment programs including Junior Great Books, Art Smart, religious programs, and athletics is provided.

Throughout the year, FSA coordinates with a core of volunteers to organize a variety of events open to the community including the Falcon 5K race (officially sanctioned by the Chicago Area Runners Association), an annual talent show or musical theater production for grades five to eight, an annual ice-cream social, holiday socials and parent-child events.

St. Francis fosters collaboration and communication between parents and staff. Teachers and parents collaborate to provide programs including Roots of Respect, an anti-bullying initiative; Art Smart, an art enrichment program; yearlong themed service projects; and field trips. Open communication is facilitated through traditional means as well as technology. An educational web site, Edline, provides students and parents with access to teachers' pages; assignments; due dates; and up-to-the-minute progress reports for grades K - 8. Pertinent classroom information can be easily accessed, and teachers readily respond to e-mail contact from parents.

St. Francis Xavier has an active and involved School Board to advise the administration of the School. The School Board presents a "state of the school" report to parents and hosts a parent forum to receive feedback and hear questions from the parents of St. Francis Xavier students.

Numerous parents from St. Francis are active members of the Parent Community Network. This network helps parents and area schools emphasize the importance of respectful behavior, positive interpersonal skills and an acceptance of diversity. In addition, local district schools, neighborhood churches, and social groups utilize our weekly electronic parent bulletin to share information about community events and programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Francis Xavier's curriculum meets the requirements of the State of Illinois and the Archdiocese of Chicago's Office of Catholic schools. While our Catholic identity is a presence throughout our courses, our curriculum is comprehensive.

Our language arts program promotes a lifelong love of reading and writing at the earliest levels while keeping its sights on future academic success and developing written communication skills for all students. Formal literacy instruction begins in three-year-old preschool in the form of Michael Heggerty's Phonemic Awareness program and continues through grade eight. St. Francis uses the most rigorous curricula available in reading, writing, and grammar. Formal instruction is required; informal instruction is integrated across the curriculum. Throughout every grade, the writing process is integrated into every subject area, including physical education and music. In addition to the curricula described in Part V, Number 2, students learn to use web-based applications for writing and self-expression, by using applications such as Glogster, online portfolios, PowerPoint, and e-books.

St. Francis uses the Everyday Mathematics program, a comprehensive curriculum for pre-K through sixth grade. This spiraling program promotes understanding of math concepts and mastery of application. Seventh graders are introduced to pre-Algebra and grouped by levels as they begin the study of Algebra and Geometry. High School equivalent Algebra I is available for eighth graders who qualify (by means of past math performance in class and on standardized tests). AIMSweb math testing is used to track student progress. Additionally, students are encouraged to use manipulative games and word problems, all offered on the school's website, to supplement their math instruction.

St. Francis uses an interactive, hands-on approach to teaching science and the scientific method, using experiments and activities in conjunction with standard classroom instruction. In 2011, a new textbook program was adopted for grades K-5 that is also available to students online. Teachers have implemented the use of interactive notebooks, a method of note-taking that promotes organization and encourages students to process information, combine words and visuals, demonstrate critical thinking, and develop a working portfolio for each area of science study, including earth science, biology, physics, and space. The interactive notebook has proven an effective teaching and learning tool. It has been well received by both teachers and students.

In social studies, we use the History Alive! and Social Studies Alive! programs. The research-based approach and on-line component provided through the programs affords opportunities to align with the Common Core Standards and meet the diverse learning needs of students. As with science, we use interactive notebooks and integrate writing throughout. We also host an annual Geography Bee, sponsored by the National Geographic Society.

Music, the performing arts, and the visual arts are also important learning experiences at St. Francis Xavier. Each week, students attend music and art classes. Seasonal and holiday concerts showcase students' abilities. Students perform in talent shows, plays, and choirs. Band, an elective program offered to fourth through eighth graders, includes brass, string and wood instruments. Through art class, students learn to express themselves through a variety of the visual arts, including drawing, painting, sculpture and weaving.

Students attend physical education class once or twice weekly (depending upon grade level). Each grade level experiences developmentally appropriate lessons to learn the benefits of physical activity as they are taught the basic components of games, sports, and movement activities such as dance. We emphasize the

importance of safe practices, good sportsmanship, and fair play. Our physical education teachers also teach units on health and nutrition at each grade level.

On the technology front, we are committed to having the latest technologies available for our students. We have both a stationary computer lab with iMacs and four mobile labs containing MacBooks. Students use multiple platforms, such as Microsoft Windows and Google Docs. Students learn to use technology as a powerful tool for research and presentation of written and multimedia works. Each teacher is equipped with an iPad and trained how to use it as an effective instructional tool. Our school website www.sfx-lg.org includes numerous educational programs for use at home.

St. Francis Xavier is in compliance with the NBRIS program's foreign language requirements. Spanish is taught once each week in grades two to six and twice in grades seven to eight by an instructor who not only holds a degree in Spanish, but has also lived abroad. Her education and life experience offer the students an approach to learning a foreign language that is both realistic and engaging.

St. Francis prepares its students for higher education by honing skills such as taking notes, developing study guides and using test-taking strategies. Students participate in a variety of independent, small group and large group learning experiences that range from hands-on experimentation such as building earthquake-proof structures to in-depth research and providing a thorough literary analysis of Lord of the Flies. Upon graduation, students are well-primed for high school and college. Students who graduate from St. Francis Xavier consistently achieve high honors at our local public and Catholic high schools. As high school freshman 75% of alumni from the class of 2012 were on the honor rolls at their respective high schools at the close of the first academic quarter.

2. Reading/English:

St. Francis Xavier School understands the importance of literacy development from the earliest age. We are fortunate to have three-year-old and four-year-old preschool programs, so literacy education begins in earnest when children are most receptive to language learning and spirals through the grades. Teachers in preschool through first grade use Michael Heggerty's Phonemic Awareness program. This curriculum emphasizes environmental/emergent language, modeling, oral language development, and helps students make language connections to life and the world around them. In addition, a print-rich environment surrounds our youngest students, and teachers make use of interactive word walls. In kindergarten through third grade, students experience Intensive Phonics; this multi-sensory program provides a strong foundation students can apply to their formal reading and writing instruction.

In grades second to sixth, formal reading instruction is presented through Treasures, a basal reading program developed for differentiated instruction by addressing individual reading levels. Treasures offers strategic skills for each reading selection, and each lesson provides opportunities for small group activities and learning centers. Leveled readers are used to explore topics from the text in greater detail.

Developing literate, articulate writers is important at St. Francis. Beginning in kindergarten through grade two, students participate in Lucy Calkins Writer's Workshop program that focuses on quality over quantity, enables children to identify themselves as authors, and allows students to write on topics of their own interests. In grades three to eight, teachers integrate formal writing lessons with writer's workshop and grammar instruction through the use of the Voyages in English program (Loyola Press). Students learn and practice all steps of the writing process and the six traits of effective writing at every grade level.

The integrated middle school reading curriculum elicits from students deeper levels of analysis, thought, and reflection. Reading selections are a blend of classic novels, modern fiction, and nonfiction pieces drawn from content areas that include the grade-level service themes such as Civil Rights and the Holocaust. Students apply synthesis and analysis skills to develop reports and multimedia presentations

that reflect their understanding of reading selections. We make a concerted effort to integrate both reading and writing throughout our curriculum.

Outside of the formal literacy curriculum, students are provided with many reading and writing opportunities. Each grade level is given a summer reading list. Students can also join Junior Great Books, an extracurricular program in which students read and discuss classic works with adult volunteer moderators. Students develop writing and editing skills by working on the school newspaper and the yearbook. Students compete against other schools in Scholastic Bowls sponsored by local high schools. “Battle of the Books” for 5th & 6th graders occurs annually in collaboration with the LaGrange Public Library and neighboring elementary schools. Seventh and eighth grade students vote each year for their favorite Rebecca Caudill Award book.

3. Mathematics:

St. Francis Xavier understands the importance of mathematics education from the earliest ages. Its approach to mathematics instruction is to prepare children to think, solve problems and apply mathematical knowledge so they will be ready for careers of the future—some of which are not even conceived yet.

In three-year-old preschool and four-year-old preschool, math instruction takes the form of counting, number recognition, number sense and mathematical operations. They learn about tools for Math simple measurement and number patterns.

Students in grades kindergarten to sixth utilize Everyday Math (EDM) published by the University of Chicago. This program introduces children to multiple strategies for solving problems, which as a result, serves all kinds of learners. Because students are provided with a variety of ways to solve problems, they can develop strategies to suit their personal learning styles. EDM also uses a spiral approach in which constant repetition of concepts leads to mastery. To provide students with additional practice and skill application, teachers provide interactive online practice activities, assessments and games. In addition, the use of the Arithmetic Developed Daily program allows students to review and master basic math concepts. To inform grouping decisions, instructional emphasis, and differentiation for both struggling and high-achieving students, and ensure that students master basic skills, teachers assess students with AIMSweb assessments of core curriculum (three times a year), the Springfield probes, (for fact fluency) the annual TerraNova testing, and EDM program assessments.

At the middle school level, the seventh grade uses the textbook and online components for Pre-Algebra from McDougall Littell. The curriculum continues in eighth grade with the textbook and online components for Algebra from McDougall Littell. Students are grouped by ability and learning style, and instruction is customized for each group of learners. These programs emphasize step-by-step problem solving, multi-step literal equations, quadratic equations, graphing, and the use of graphing calculators. The eighth grade program offers Accelerated Algebra, a high school level course, which provides students the opportunity to place into honors algebra or geometry as high school freshmen. Middle school mathematics is supplemented with “Brain Aerobics” to promote mental problem-solving. All grade levels emphasize writing in the math curriculum through the encouragement of extended responses. In addition to the curriculum, there are extra-curricular activities in which students may choose to participate. Math Club competitions and Math Club activities give interested students an opportunity for challenges at high school competitions and through National Math Competitions such as Quiz Bowl.

4. Additional Curriculum Area:

The principal, faculty, and staff at St. Francis Xavier are dedicated to the school’s mission of providing students with academic excellence centered in the Catholic values of prayer, learning and service. To that end, the school strives to apply its motto, *We Pray, We Learn, We Serve*, in every aspect of curriculum

and extracurricular activities. The school has committed itself to providing an integrated service program that connects meaningful service opportunities with curriculum-based learning and prayerful reflection.

To achieve this goal, each grade level is assigned a service theme to focus on throughout the academic year. Guided by the seven key principles of Catholic Social Teaching, themes are selected by a consensus among the principal, faculty, and parent coordinators based upon enrichment program topics and age-appropriate content. For the 2012-2013 school year, service themes include: Caring for God's Creation (preschool and kindergarten), Aging and Elderly (gr. 1), Education (gr. 2), Poverty & Homelessness (gr. 3), Hunger (gr. 4), Veterans and Service Members (gr. 5), Ability Awareness (gr. 6), Human Rights & Civil Rights (gr. 7) and Social Justice (gr. 8). The exploration of the themes adopted by each grade level is facilitated by three components: Education, Taking Action, and Reflection.

Education consists of teachers and parent volunteers introducing the chosen theme via the use of handouts, speakers, power point presentations, videos, and books. In addition, engaging group activities are utilized as a means for continuing education throughout the year, often presented by one of our partner organizations. If a class is focusing on hunger, for example, they study hunger in an effort to understand the scope of the problem in our world.

Taking Action is theme-specific, catering to the needs of a partnering organization. The goal of this component is for students to develop a deeper awareness of the impact of their service to others and to make connections with real people. These student activities have included: organizing collections of food, warm clothing, school supplies, toys and household items; visiting nursing home residents and corresponding with residents throughout the year; serving meals at a soup kitchen; setting up cots and making food for a community program serving the homeless; packing food at an international distribution center; clearing a local forest preserve; hosting a mass and reception for local veterans; partnering in buddy programs with special needs individuals; stocking our local food pantry; participating in fundraisers such as walk-a-thons; and organizing a school-wide recycling program. SEASPAR (South East Association for Special Parks and Recreation) and our school recently received statewide agency recognition for partnership and programming. Our work with SEASPAR, for the fourth consecutive year, has many facets including Ability Awareness training for sixth grade students, volunteer training and experience for students in various grades, community involvement for students, and a joint bowling program for SEASPAR participants and the students.

Reflection involves students in opportunities to consider what they have learned in their service experiences and to connect these experiences with their expression of faith. They consider the value and meaning of their service for those who serve and those who are served.

The service program is at the heart of what St. Francis Xavier School is as a faith-filled community of learners.

5. Instructional Methods:

The staff at St. Francis Xavier provides differentiated instruction in the core subjects of Math and Reading and across the curriculum within and outside of the classroom. By grouping students, encouraging a variety of learning strategies and learning products, the staff serves a wide range of learning needs and styles. For struggling students, Resource services are provided. As a supplement to the Treasures reading program, teachers use Triumphs, an integrated reading intervention program that focuses on phonics, fluency, comprehension and vocabulary to support identified students. This program allows for multi-sensory learning with small group instruction. Struggling readers with decoding issues may also be instructed with the Just Words program (Wilson). In the primary grades, classroom teachers work with trained resource teachers to provide in-class and pullout phonics, reading, and writing intervention strategies for students who show needs.

Although our academic program continues to challenge the majority of students appropriately, differentiation for the highest achieving students is an area for growth for St. Francis Xavier. In the core subject of mathematics, teachers differentiate learning by creating flexible groups in the classroom for enrichment as well as reteaching. In-class and pull-out assistance is also provided for identified students.

Resource teachers monitor the progress of identified students more frequently than the general population using AIMSweb, Triumphs, and EDM resources. The use of assessment data such as the AIMSweb results for the subjects of Reading, Math and Writing allows teachers to continuously adjust cooperative groupings as needed. Lesson plans and other curriculum decisions are also modified as assessment results are taken into account.

Technology offers a wide range of differentiation opportunities. For example, teachers may use computers to have test directions read aloud to students. Other times, teachers provide screenshots of test directions to scaffold learning and provide students with practice in taking tests. Basic typing skills are reinforced in technology class., particularly for students experiencing fine motor issues. In addition, classroom teachers regularly help students develop multimedia presentations such as student-directed/acted films for social studies and science and audio- and visual-embedded Power Point research presentations for a variety of subject areas.

Technology offers a wide range of remediation and enrichment opportunities, from practicing skills-based activities and games to conducting research to the creation of multi-media presentations.

6. Professional Development:

Professional development for teachers and staff is important for improving classroom instruction and student achievement. For teachers to be as effective as possible, they need to continually expand their knowledge and skills to implement the best educational practices. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. When St. Francis teachers participate in professional development, they learn and apply new knowledge and skills that will improve their performance in the classroom. Teachers at St. Francis learn to help one another to achieve their instructional goals.

Good teaching is not an accident. While some teachers are more naturally gifted than others, all effective teaching is the result of study, reflection, practice, and hard work. A teacher can never know enough about how a student learns, what impedes the student's learning, and the impact the teacher's instruction can have on student learning. When our teachers engage in professional development, they work with their colleagues, learn from each other, support one another, and hold each other accountable for applying what they learn. Learning during the school year makes it easier for our teachers to apply their understanding within the classrooms so students benefit immediately. A culture of learning exists throughout the school and supports teacher's efforts to engage students in learning. The goals of professional development for St. Francis follow. Each goal includes professional development initiatives in which teachers participate and are expected to identify their own professional goals.

Best Practice: to examine research-based instructional and management strategies and use them effectively in the classroom to positively impact student engagement and achievement (Initiatives: Teach Like a Champion, Running a Good Discussion, Student Engagement, and Writer's Workshop Training for lesson plans, rubrics, and assessment)

Technology: to progress in the ability to use technology and to integrate its use with classroom instruction and student assessment (Initiatives: Training for Computers in the Classroom, iPads, Epson Interactive Boards, Edline, Easy Grade Pro, Google Docs, and Online Portfolios)

Social-Emotional Learning: to actively and intentionally promote a sense of community in the classroom and throughout the school (Initiatives: Roots of Respect/Anti-bullying program, Morning Meeting training, and ongoing team building among faculty and staff)

Professional Learning Community: to use available data to design instruction that meets the needs of all learners in the classroom (Initiatives: Training in TerraNova Analysis, AIMSweb, and curriculum development & implementation)

7. School Leadership:

The principal takes the primary leadership role at St. Francis Xavier School. The principal consults with and is supported by talented, dedicated leaders including the parish pastor, the assistant principal, an eleven-member school board, and department chairs comprised of teaching staff. The leadership team collaborates and collectively works for the success of the student body. In the last two years, St. Francis Xavier School has adopted five overarching goals, or tenets, which inform the leadership as they make decisions regarding environment, curriculum, programming, and sustainability. These five tenets are the following:

Inspire Our Students To Do God's Work: This tenet guides leadership to teach children that they have the duty to care for God's creation, treat others with dignity and respect, and serve as a way to make the world a better place. Evidence of this tenet includes the oversight of the school-wide Service Program and the Roots of Respect anti-bullying program.

Offer An Excellent Academic Experience: This tenet guides leadership to ensure that all grades have appropriate curriculum, achieve high academic standards, and participate in local, state, and national academic showcases and competitions. Additionally, the School Board conducts exit interviews for all families and teachers who leave St. Francis Xavier for their feedback and the opportunity to recommend changes or additions to improve the St. Francis Xavier's academic program and general school experiences.

Provide a Sustainable Catholic Education: As a private, tuition-based school, the leadership uses this tenet to ensure that school operations are fiscally responsible, within budget guidelines, and able to ensure a secure future. Evidence of this tenet includes student enrollment, retention and development initiatives as well as budget oversights.

Engage the Community: This tenet prompts leadership to create and maintain connections with current school families, alumni, local businesses, and the civic community. Through this tenet, leadership oversees fundraising efforts to keep tuition costs at a minimum while promoting the school through various forms of media.

Create and Maintain a Physical Space That Inspires: Leadership continuously reviews and updates goals and objectives for the physical and technical space of the school. Leadership strives to keep facilities visually attractive and conducive to learning. This tenet also guides our ever-evolving Technology Plan to ensure that we continue to provide state-of-the-art technology.

Two school board members spearhead each tenet. Board members work directly with leadership, staff, and parent committees to ensure goals are being achieved. Ultimately, the principal and assistant principal delegate responsibilities as needed among the staff and/or committees to complete necessary objectives.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$4700</u>	<u>\$4700</u>	<u>\$4700</u>	<u>\$4700</u>	<u>\$4700</u>	<u>\$4700</u>
6th	7th	8th	9th	10th	11th
<u>\$4700</u>	<u>\$4700</u>	<u>\$4700</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5700

5. What is the average financial aid per student? \$1949

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

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

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	85	87	91	86
Number of students tested	65	59	61	70	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	76	82	83	81
Number of students tested	65	59	61	70	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	92	88	85	85
Number of students tested	59	55	68	63	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	91	84	86	83
Number of students tested	59	55	68	63	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	85	87	91	86
Number of students tested	59	68	61	66	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	83	85	79	84
Number of students tested	59	68	61	66	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	88	91	90	93
Number of students tested	66	61	66	71	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	88	87	89	86
Number of students tested	66	61	66	71	66
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 2 (08-09) 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	94	95	92	92	90
Number of students tested	62	62	71	70	67
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

13PV62

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 2 908-090 3 (10-12)

Publisher: CTB McGraw-Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	85	88	90	84
Number of students tested	63	62	71	70	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					