

*U.S. Department of Education*  
**2013 National Blue Ribbon Schools Program**  
*A Non-Public School - 13PV104*

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mrs. Patricia Griffin

Official School Name: St Jude School

School Mailing Address: 707 Monroe Turnpike  
Monroe, CT 06468-2380

County: Fairfield State School Code Number\*: 2108502

Telephone: (203) 261-3619 E-mail: pgriffin@diobpt.org

Fax: (203) 268-8748 Web site/URL: <http://www.stjudesmonroe.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\*: Dr. Margaret Dames Superintendent e-mail: mdames@diobpt.org

District Name: Diocese of Bridgeport District Phone: (203) 416-1373

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: Mr. William Stronge

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**

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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

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### 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: 1

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	4	3	7
K	9	10	19
1	7	10	17
2	6	6	12
3	8	12	20
4	1	10	11
5	7	10	17
6	9	9	18
7	2	5	7
8	12	9	21
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>149</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % White  
0 % 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: 1%

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2011	184
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%  
 Total number of students who qualify: 0

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.

10. Percent of students receiving special education services: 2%  
 Total number of students served: 3

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>2</u>
Total number	<u>15</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:

15:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	96%	97%
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**

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**Saint Jude School Community strives for academic excellence in an environment based on the teachings of Jesus Christ. We nurture and encourage students to reach their potential, practice their faith and deepen their commitment to make a difference in the local and global community. We believe in preparing students to be lifelong learners and critical thinkers to meet the demands of the 21st Century.**

Saint Jude School is a Pre-K to Grade 8 Roman Catholic School in Monroe, CT where students are celebrated for their uniqueness, parents are valued as partners, and faith joins the community as one. Gospel values permeate all that we do as a school community and students are recognized with a Crusader Shield when they exhibit one of the four gospel values focused on this school year: respect, community, forgiveness and justice. A “HALL of FAME” prominently displays the Crusader Shields awarded to students, as a visible reminder of the Christian leadership qualities expected of all students and teachers. At the beginning of each day, after morning prayer, students are honored with the Crusader Award and a Shield is added to previous student winners.

Saint Jude School uses an academically rigorous curriculum in all content areas as designed by the Diocese of Bridgeport curriculum maps. The learning community has embraced the Common Core State Standards in English Language Arts and Math and has integrated the rigor of the standards into daily instruction. Academic excellence is a hallmark of a St. Jude education. Students leave Saint Jude well prepared to continue their education in outstanding Catholic and private institutions in the surrounding area including New York State.

Saint Jude School has consistently improved student performance over the last five years. Students not only meet but exceed the expected performance levels on standardized tests and rank in the top 15% nationally. Students have excelled in local Spelling and Geography Bees, the Woodman’s Oratorical Contest and poster contests sponsored by the Knights of Columbus, the Monroe Fire Department, and the Lions Club. Several students are John Hopkins Scholars. In addition to participating in STEM at St. Jude, a student was recently selected to participate in a high school STEM experience at the STEM Academy at a local Catholic high school.

Academic achievements and personal success are celebrated each quarter of the school year. A Student Recognition Breakfast is held for middle school students and their families in honor of their achievements. Honor Roll, Principal’s Award and the Crusader Award are given to students who are exemplary in academics, effort, and leadership. The prestigious Saint Jude Award is given to a student who lives a life that demonstrates faith and service to others. Students in grades K-5 also have an assembly recognizing their efforts and personal successes. The parent community is invited to attend these celebrations of learning and growing.

Creating a positive school culture and developing leadership ability literally go hand-in-hand at Saint Jude School and is visible as older students walk younger students over to Church. Upper grade students model respect for younger students during the celebration of the liturgy, school prayer services, and school-wide celebrations and events. Caring and responsibility is fostered through the weekly Book Buddy program where older students mentor younger students weekly through a shared learning activity. A Buddy quilt was created by seventh graders and their Pre-K buddies and presented as one of the Offertory gifts at mass.

Extracurricular activities promote fun, creativity and sportsmanship. Through team sports such as boys and girls basketball, softball and cheerleading, students not only gain the sport specific skills but the lifelong skills of perseverance and teamwork. Developing resilience while learning how to appropriately

manage feelings and disappointments are seen as a by-product of being on a St. Jude sports team. Student participation in tennis, golf, Legos, and chess promote social development and build relationships among students. Chorus, ART SMART, school productions and talent shows nurture self-expression in students. Leadership and service is developed through involvement in the Make a Difference Committee, Student Council and Yearbook.

Selfless giving in service to others is modeled by Saint Jude parents, faculty, staff, and clergy who volunteer their time, energy and talents to the school community. The St. Jude Basketball Tournament, Scholastic Book Fair, Elves Corner, Breakfast with Santa and Field Day are just a few of the events managed by parent volunteers. An active Home School Association (HSA) contributes many hours in fundraising including the Walk-a-Thon, Auction, Golf Tournament and Ladies Night Out.

Saint Jude School maintains accreditation by the New England Association of Schools and Colleges and is a member of the National Catholic Education Association. The commitment of parents, faculty and clergy to maintain the high standards of an academically excellent Catholic education infused with gospel values has never been stronger in its fifty year history.



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

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### **1. Assessment Results:**

#### **PART A**

In March of each year at Saint Jude School, students in grades three through seven are administered the Iowa Tests of Basic Skills (ITBS), a norm referenced test that compares students' scores to student scores nationwide. ITBS results inform us of how our students are mastering reading, language arts, and mathematics. Results are used to evaluate student achievement at the individual, school and national levels. The third, fifth and seventh grade students also take the Cognitive Abilities Test (CogAts) that assess verbal reasoning, quantitative, and non-verbal skills. All students are administered the ITBS within their grade level classroom. ITBS provides Saint Jude with data that indicates school-wide strengths, areas of need, and evidence of student growth.

The results of the ITBS are closely scrutinized by the teachers and principal at Saint Jude School using data-driven decision making. Analyzing the results allows the faculty the opportunity for thoughtful reflection and discussion on the impact of the curriculum as it is delivered to students at their grade level. Teachers examine the ITBS results to validate any curriculum changes or adjustments made since the previous year's assessment and to identify necessary support or enrichment needs to further impact student learning. Teachers use these assessments to make instructional decisions regarding necessary support and differentiation needed to increase student performance. Using common planning time each week, teachers meet in grade level groups called PLCs (K-2, 3-5 ,6-8) to discuss student progress, ensure vertical articulation of the curriculum, and collaborate on strategies that work to impact student growth.

#### **PART B**

In analyzing ITBS longitudinal data by grade over the past five years in Total Reading, scores are fairly consistent across grades and across years with the exception of the current seventh grade class. This class showed a drop from 81% in 2010-2011 to 75% in 2011-2012. This drop in scores can be attributed to a transition period to a new teacher. Overall the reading scores show stability within a reasonable margin which indicates that the reading program is effective in maintaining high standards and students are meeting these standards with success.

When analyzing the scores through a cohort view for the past five years, it can be noted that the Total Math scores are less consistent than those of Total Reading. The current sixth grade class had a score of 81% in 2009-2010 and showed a significant decrease to 70% in 2010-2011. This can be attributed to an increase in many new public school students attending Saint Jude for the first time due to an educational issue in the town of Monroe. These students did not have some of the prerequisite skills needed to master the sixth grade math curriculum at Saint Jude School. The significant increase in the current sixth grade Total Math score from 70% in 2010 -2011 to an increase of 77% in 2011-2012 shows the impact of providing the appropriate level of support in both regular and advanced sections of math. Significant increases can be noted in the 2011-2012 Total Math scores from the previous year. Refocusing the school on math through the school SMART goal and using iPads to enable easier access to educational software applications, supported the math curriculum and significant increases were seen in all cohorts with a slight decrease from 77% in 2010-2011 to 75% in 2011-2012 with the cohort representing the current sixth grade. The increase in Total Math scores can also be attributed to the creation of an after school math club that provided intervention for students who were identified as needing support and reinforcement in basic skills. The addition of an advanced math teacher and diocesan professional development in 'best' practices in math provided teachers with new instructional strategies to increase student learning. These additions, changes and enhancements have had a positive impact on student achievement as evidenced in the increase in ITBS Total Math scores.

## 2. Using Assessment Results:

Saint Jude's mission to provide an academically challenging curriculum is attained through the commitment of school faculty to continually analyze, reflect and self-evaluate our programs and instruction based on ITBS, Blue Ribbon Testing, an interim assessment of reading and math used to monitor student progress, DRA (Developmental Reading Assessment), and other student performance data collected and analyzed by teachers. Using assessment data, Saint Jude School examines the connection between the current curriculum maps and student growth in order to plan the appropriate support or enhancements for the following school year.

One of the most significant ways in which we measure student growth and school improvement is through the analysis of ITBS data for grades 3-7 in conjunction with the last quarter DRA results for grades K-2. The standardized test scores are received at the end of April and are reviewed by the school principal and the data team which includes the Reading Resource teacher and the Middle School Advanced Math teacher. Strengths and weaknesses are noted and the scores are then compared to those of previous years to identify trends. Next, the individual skills on the ITBS are examined closely and the team drills down to attain more specific information to allow for more focused intervention.

At a faculty meeting, under the leadership of the principal, the data team shares their findings and provides support for teachers as they analyze their class and individual student scores. Observations are charted for each class and trends are noted. Grade level Professional Learning Communities (PLCs) meet to plot the results the faculty has discovered over the past three years and to determine the grade level needs and celebrations. Further collaboration in grade level PLC's is necessary to prioritize the identified needs, determine their cause and collaboratively create SMART(specific, measurable,achievable,relevant, and timely) goals that specifically address them.

Vertical articulation groups comprised of a grade level teacher with a teacher of the grade above and the grade below examine the skill gaps found through the PLC analysis of the ITBS scores and sub-test results. The goal for this vertical articulation is to be certain that the curriculum and instruction are aligned and to be cognizant of the responsibility for specific curriculum at each grade level. Refining instructional strategies to increase student learning and developing a structure for teacher accountability is an important by-product of this process. Being aware that a skill is introduced at one grade level, reinforced and reviewed at the next, and taught to mastery at another, closes the gap and ensures that with specific and focused instruction, students will demonstrate proficiency and show growth in the identified skill.

Towards the end of the school year, teachers of the three PLCs; primary level; intermediate level; and middle school are reconvened at a faculty meeting for the purpose of sharing their work and developing a school SMART goal for the following school year. As they collaborate, they arrive at a decision regarding the process to be used for monitoring class and individual student mastery of the targeted skill and what assessment tool will be utilized across all grade levels.

At the beginning of the next year, teachers revisit the school SMART goal with renewed commitment to meet students' needs. Data helps teachers plan specific instruction to address weak areas as indicated by lower test scores, as well as provide accelerated instruction to challenge advanced students. Progress toward goal is monitored using formative assessment to check for student understanding and modifying instruction to increase student learning. Interim assessments such as Blue Ribbon, DRA, and student work are used by PLC's to monitor the progress of the SMART goals. At the end of each quarter of the school year, the data team collects the student scores from the previously agreed upon school-wide interim assessment and analyzes the results to ensure that all students are demonstrating growth in the targeted area. Sharing those results at the next faculty meeting opens discussion and collaborate problem solving. Any student demonstrating mastery of the targeted skill at 80% has met the school goal. Students who score below 80% would be recommended for intervention in an after school program designed to increase student achievement until they demonstrate proficiency.

To ensure that Saint Jude School meets or exceeds the SMART goal for the year, classroom practice is observed by the principal and constructive and instructive feedback is given to teachers to support them in meeting the needs of all students and maximizing student potential. Student success is celebrated in a letter to parents, a learning celebration is held for students and an article celebrating student achievement is published in the school online newsletter read by current families and alumni.

### **3. Sharing Lessons Learned:**

At Saint Jude, our teachers work closely in grade level groups to challenge and support one another in best practice. Utilizing the common planning period each week, teachers have focused conversation about assessment, data, instructional practice and ways to differentiate instruction to better meet the needs of the students.

Saint Jude teachers meet with colleagues from other schools in the diocese to discuss the implementation of Common Core Standards. Teachers reflect and share instructional strategies about how they plan to integrate the standards into their classrooms. The sixth grade teacher recommended specific iPad applications to enhance the curriculum in science and math with colleagues from eight other diocesan schools during a recent professional development session. The eighth grade teacher offered her expertise in developing rubrics to assess learning and demonstrated how student blogging can be used effectively for response to focused questions about literature. Just recently, the fifth grade teacher participated with colleagues at her grade level across the Diocese, to review and rewrite the Language Arts curriculum map to align it with Common Core Standards.

Teachers have contributed to many district-wide improvement programs. Several teachers were involved with redesigning report cards to better reflect student growth and learning. As the discussions evolved, teachers openly shared the types of assessment used in their classroom and the many ways they measure student growth using the standards as a guide.

The sixth grade teacher has participated at the diocesan level in the development of the STEM program. She is viewed by her colleagues as an expert in this area and shares innovative ideas at local cluster level and diocesan meetings. She is participating in a diocesan sponsored course on God and Modern Biology at a local university and in doing so has shared her reflections with her colleagues in the diocese.

The principal has shared her expertise in literacy through her development of the Teachers' Learning Community, a professional development model utilized in the diocese to effect change in teacher practice. She has worked closely with teachers and staff in other diocesan schools who have become interested in this teacher-to-teacher model. At cluster level principals' meetings, she has engaged the other eight principals in discussions about how to effect and sustain change in teacher practice. The principal has spoken to numerous faculties within the diocese and at an inner city school in the Archdiocese of Boston.

### **4. Engaging Families and Communities:**

A shared vision for academic excellence, lived gospel values, and service to others solidifies the school community where selfless giving abounds and school spirit is prevalent.

Beginning the year with the Ice Cream Social brings the community together and provides an opportunity for new families and faculty to be introduced and welcomed. Parents, teachers and students enjoy an informal evening and partnerships are developed.

Through Back-to-School nights, Student Success Plan meetings, and Parent Teacher conferences, parents are engaged in collaboration with teachers. School sponsored curriculum nights bring parents and teachers together to share ideas on learning in the content areas of reading and math.

Communication is key to student success and the development of a home-school partnership. To that end, teachers are available to parents via email, phone call, and conferences. Student progress is reported online once a month to keep parents informed about their child's learning. A variety of communication methods are consistently used to keep parents informed about policies, activities and achievements. These include the Principal's *Thursday Thoughts*, the family envelope, the online school Newsletter, school website, and teacher web pages. The school utilizes email blasts to communicate emergencies in a timely manner.

Saint Jude parents are actively involved in the school. Volunteerism is high and parent support is crucial to the success of students on every level. As lunch moms, room mothers, and library assistants, parents give support, organize classroom events and facilitate learning in meaningful ways. The demand for parent volunteers during the four week basketball tournament is high and is happily met by Saint Jude families. Our Home School Association (HSA) has successfully provided fundraisers as well as community building events. Classroom support materials and technology have been enhanced by the HSA's commitment to academic excellence.

As part of a parish community, St. Jude students attend monthly liturgy and prayer services. The parish food pantry is supported by ongoing school food drives.

Students are encouraged to participate in various service projects that benefit the local community. *Pennies for Patients, the 9/11 Orphan Fund, Mercy Center for Women and Children, and the Bridgeport Rescue Mission* are supported through student council dress down days.

The academic reputation and visibility of St. Jude School in the local community has been advanced through the collaborative efforts of the principal with the town's First Selectman and Superintendent of Monroe Public Schools.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Saint Jude School recognizes that curriculum and instruction need to be exemplary for students to achieve educational milestones and become life-long learners. The school's rigorous curriculum is based on the Diocesan curriculum maps, the standards from the State of Connecticut, and the Common Core Standards in both Language Arts and Math.

Through the collaborative efforts of educators at the local and diocesan level, the existing curriculum maps have been aligned to the Common Core Standards to ensure that clear and realistic goals can be set for student success.

The English Language Arts Curriculum is taught through a diverse array of literature and informational texts in all content areas. Students develop decoding, fluency, vocabulary, comprehension and spelling by being exposed to texts of varying complexity. The skills of listening, speaking and writing are integrated into academic discussion in all content areas.

In Mathematics, an emphasis is placed on understanding concepts and problem solving using "real" life issues. Students develop automaticity in recalling number facts to increase the accuracy of their problem solving. The vocabulary of math is used and practiced in all classrooms. An accelerated program is available to advanced students in grades five through eight, offering pre-algebra and algebra, which often qualifies students to take Geometry when they enter high school.

The Science curriculum covers a variety of topics in earth, life and physical sciences. Students learn through inquiry based lessons and hands-on experiences. The integration of engineering and technology through the STEM program at Saint Jude has empowered students to apply what they learn to solve "real life" problems.

The focus of the Social Studies curriculum is to develop responsible citizens who understand how they can make a positive contribution to the local and global community. Geographical concepts and students' awareness of the diversity of people are developed through an interdisciplinary approach utilizing literature, content specific textbooks, and technology to broaden the students' base of knowledge.

Basic keyboarding, software application and Internet research using computers and iPads are taught in the computer lab. The computer teacher assists classroom teachers to effectively integrate technology into classroom practice. SMART boards and projectors are available in all classrooms and utilized for instruction.

Saint Jude School is in compliance with the foreign language requirement. Students in the primary grades are introduced to Spanish through songs, games, and the development of everyday vocabulary. Middle school students hone their oral and written skills in Spanish through instruction three times a week. Exposure to Mandarin Chinese through the arts and culture is being integrated this year, with a more formal program planned for the following year.

The religion curriculum emphasizes the beliefs and teachings of the Catholic Church. Students learn that faith surpasses understanding and that prayer and service to family and community is the visible expression of their relationship with God. The religion curriculum is enhanced through school attendance at liturgy, communal prayer and participation in the sacraments. Students learn to live faith-filled lives of service by participating in student initiated outreach projects that impact both the local and global community.

The purpose of the art and music program is to develop self-confidence and self-expression in students while exposing them to the elements of design and composition. Diversity is encouraged and celebrated as students create work for display in the halls and during the school-wide art exhibit.

Through the physical education curriculum, students acquire life-long skills to ensure a healthy and active lifestyle. Students learn to play developmentally appropriate games, develop sportsmanship and learn to apply rules and skills across many sports.

## **2. Reading/English:**

Saint Jude School provides students with foundational reading skills that facilitate, develop, and encourage a life-long love of reading. Balanced Literacy begins in Kindergarten and continues through Grade Three with reading in whole and small group settings. Students develop a broad range of competencies which include phonemic awareness, decoding, fluency, and comprehension.

Comprehension strategies are modeled and practiced through teacher read aloud using explicit questioning. The ELA Common Core anchor standards guide the instruction of reading in fiction and informational texts. Reading is taught each day in a ninety minute uninterrupted block.

DRA (Developmental Reading Assessment), running records and sight word lists are utilized to assess the instructional reading level of all students and guided reading groups are formed. Leveled reading material is used to promote decoding and comprehension skills. Flexible skill based groups are also formed to meet the needs of all students.

In fourth and fifth grade, students begin to work in Literature Circles to develop an understanding and appreciation of different forms of literature. The complexity of literature explored at this level allows students to develop an understanding of themes, plot, character, and draw connections between literary form and meaning. Reading and writing across the content areas are supported through informational text.

Comprehension monitoring strategies of connecting, picturing, wondering, noticing, guessing, and figuring out are taught explicitly in grades K – 6 to facilitate metacognition. All students in K-6 have many opportunities to hone their listening, speaking and writing skills as they respond to literature through reflection, focused discussion and written reader response.

The middle school reading program focuses on reading critically and analyzing fiction and informational texts. Students reflect upon their reading experience and blog in response to teacher directed questions. Blogging is utilized as an informal assessment of thinking and writing skills. After reading student blogs, instruction may be changed to provide reinforcement. Student blogs have been differentiated to meet the needs of all learners.

DRA monitors students' progress in comprehension and fluency at the primary level. Blue Ribbon, as well as the ITBS scores, is utilized in grades four through eight to identify students in need of intervention or enrichment in literacy skills. Instructional decisions to meet the needs of all students are data driven. The reading resource teacher provides on-going support for students in need of intervention and consults with classroom teachers to provide support to all students at Saint Jude.

## **3. Mathematics:**

Saint Jude is dedicated to teaching our students 21st Century skills and has adopted the Common Core Standards in our curriculum. Teachers have been putting more emphasis on teaching the language of math through math story problems and vocabulary. The curriculum is designed to prepare students to handle everyday math problems, and provide them the foundational skills to continue an education in

advanced math as it applies to scientific research and advanced problem solving. A spiraling curriculum and the concepts developed in a previous grade are the foundation to be built and expanded upon.

The language of math is taught specifically and is evidenced by math word walls, student conversation and student writing. Students work from concrete understandings to abstract concepts of mathematical thinking. Students are asked to construct viable arguments for the solutions to their problems. For example, students must provide a written explanation for their problem and how they solved it. This written response causes students to justify their understanding which is a strong indication of mastery.

Math pretests and analysis of results help teachers identify strengths and weaknesses of students before beginning instruction in each unit. Teachers use this data to plan differentiated classroom experiences to build and increase conceptual understandings through scaffolding and hands-on activities for students. SRBI techniques are used to identify students who are performing below grade level. These students may work in small groups, individually with the teacher for re-teaching or use the On-line Intervention software aligned with the math series. Additional support for struggling students is available before and after school.

Students identified as above level, are provided meaningful application opportunities through extension problems. Students in grades five through eight are eligible to advance their studies at a pace more closely related to their learning needs. The criterion for advanced placement is tri-fold: requiring an 80% or better score on a grade level pre-test, Blue Ribbon and the ITBS Total Math. Pre-algebra in grade seven and algebra in grade eight prepare most students for Geometry in high school.

Technology is frequently integrated to provide interactive student learning in all grades. Every teacher has a laptop and LCD projector to bring the lessons to life. SMART Boards are used extensively for instruction. In addition, to prepare students to prosper in today's fast-paced, high-tech society, student iPads are utilized to promote scientific research and advanced problem solving techniques that have real world applications.

#### **4. Additional Curriculum Area:**

The Social Studies curriculum encourages students to appreciate the cultural values, traditions, and history of diverse groups of people. Social Studies is taught as the sum total of all of mankind's achievements and disappointments. In this way, it becomes a tool to celebrate human inventions and a lesson to illustrate the consequences of not getting along. Through understanding how and why events occurred, students learn that history and its related subjects are a continuum that is on-going and shaped by actions.

Through the use of informational texts, magazines, news articles, discussions, and literature, students investigate the past and its impact on the future. Emphasis on ethical and cultural differences teaches respect for diverse civilizations that have contributed to the modern world. Students experience how religion, economics, and geography have helped shape the present. Looking back in time they can assess problems and propose solutions using moral judgment they have acquired as a student in a Catholic school. They learn the processes by which separate groups learned to survive and flourish in their environments.

Students are engaged in the learning of social studies through the utilization of informational texts, maps, games, role playing, art, music, and world language. Social studies is enhanced by technology which makes even the most remote location in the world accessible for student learning. Students' participate in an Annual Cultural Fair held each spring. It is a unique opportunity when social studies comes alive and is shared with classmates and parents. Through cooperative learning and small groups, K – 8 students produce aspects of the social studies curriculum. Projects, dioramas, models, posters, music, food, and artwork abound as students demonstrate their learning. Students also present their information through

continuous Power Point presentations, interactive games on the Smart Board, dramatic presentations, and storytelling. All teachers collaborate on the Culture Fair and technology, art, music, and physical education are integrated into student presentations. The components of STEM (Science, Technology, Engineering, Math) are visible in student work as inventions of ancient peoples are demonstrated accompanied by student explanation about how and why they worked.

The social studies curriculum has created an opportunity among students for thoughtful reflection on the past and creative problem solving for the future. Students are increasingly aware of their interdependence on one another, learn to value diversity, and are personally inspired to make a difference in today's world through exercising good judgment and civic responsibility.

## **5. Instructional Methods:**

Saint Jude School differentiates instruction to ensure that students reach their potential and are able to exceed the expected outcomes of the curriculum in all content areas. Teachers use state of the arts technology to enhance the delivery of instruction and to provide for the diversity among student learners in both style and modality.

Identifying student learning style and student preferences through observation, student conferences, and interest inventories, prepares teachers to meet the needs of all students through effective instructional strategies. Interactive classrooms with print rich environments are conducive to increased interest in reading and language. Student engagement within whole and small group, cooperative learning groups, and a variety of developmentally appropriate learning activities are used to model, develop and practice skills to mastery. Effective use of word walls, manipulatives, center- based learning games, behavior management plans, evaluation rubrics and differentiated assessment in product based learning activities are utilized to meet the diverse needs of all students.

Technology such as SMART BOARDS, computers, iPads and educational applications are used to enhance the curriculum across all content areas. Students in grades four through eight increase their academic and skill based language through vocabulary practice on Quizlet which is consistently used by all teachers.

Personal responsibility and student accountability are increased in the primary grades through the use of independent choice during centers. The expectation to produce a product in each center helps teachers to assess individual student learning and design instruction to meet the need for intervention or enrichment. Hands-on activities in all subject areas also enrich student learning.

Student success plans are developed for each individual student based on their learning needs. With the participation of parents and students, teachers conduct a conference to develop a plan in the first quarter of the year. The input of all participants and the buy in of all constituencies provides the support needed to meet the established goal. The student goal is monitored and re-visited each quarter to assess progress. If a student meets or exceeds the goal, another plan is written.

Teachers support students on IEP's (Individualized Education Plans) and 504 Plans with explicit and strategy based instruction to meet their needs. SRBI is implemented to specifically instruct and monitor progress for these students. The use of formative, interim and summative assessment is used by all teachers to plan appropriate and specific instruction to meet the needs of all students.

## **6. Professional Development:**

Saint Jude School and the Diocese of Bridgeport are committed to providing numerous opportunities for professional development at the local and diocesan level. Teachers are exposed to innovative programs that demonstrate "Best Practices" in instruction, assessment and intervention to impact student learning.



As Catholic school teachers, professional development also provides opportunities for reflection on gospel values, increasing Catholic identity and meeting the diverse needs of all students in our schools.

The diocesan goal to provide an academically excellent education to all students has been realized and supported through teacher professional development. The over-arching goal of all diocesan schools is to prepare students for college careers and life. Curriculum mapping, ELA and Math Common Core implementation, STEM and Balanced Literacy have supported teachers in instructional strategies to meet the demands of the 21<sup>st</sup> century. Teacher development in SRBI (Scientific Research Based Intervention) implementation, assessment using SMART goals and standardized tests such as the Terranova and building background in Positive Climate initiatives have created a more effective platform for monitoring, measuring, and increasing the success of all students.

The Diocese is offering a unique opportunity for teachers to learn about and implement Close Reading which is a comprehension strategy found in the ELA Common Core. The principal, believing in the teacher-to teacher model of professional development, is sending three teachers to these on-going workshops with a literacy coach to increase their understanding and implementation of “best” practice in Close Reading, so that they may conduct building level professional development with their colleagues. These teachers will be expected to instruct and demonstrate Close Reading strategies in their classrooms for their colleagues to observe. This is a powerful way for teachers to develop their capacity for leadership, deepen their understanding of instruction and impact student learning and success.

To meet and exceed the school SMART goal set this year in reading, teachers have been provided with school based opportunities in balanced reading, guided reading management, analysis of DRA, common core curriculum mapping, writing across the content areas, effective use of iPads to develop and practice reading comprehension strategies and literacy coaching. The St. Jude faculty has embraced these learning opportunities. The impact of both the diocesan and school based professional development is evident in the instruction observed, the professional dialogue shared at meetings and student work.

## **7. School Leadership:**

The leadership at Saint Jude School provides a strong presence, consistent with the mission of the school to foster life-long learners. The principal engages students, parents, teachers and parish clergy in dialogue and action that promotes a school community that strives for academic excellence, lives the gospel values, and serves the local and global community. Her passion for education is evident as she leads, mentors, coaches, and collaborates to impact student achievement.

The principal, as a previous Master Teacher and Coordinator of a Cluster-wide professional development model known as The Teachers’ Learning Community, has become a change agent at Saint Jude School. Through her extensive work in changing teacher practice, she has mentored her faculty in the components of Balanced Literacy to increase student achievement in reading. She holds teachers accountable for implementing rigorous instruction aligned with the ELA Common Core Standards. Her expectation for a significant increase in non-fiction reading and critical questioning is being met at all grade levels. Students are growing in content area reading and are able to support their thinking which is evidenced in classroom assessments and through student observation.

The principal has raised the bar, supporting instruction with new materials and providing on-going teacher training to meet the demands of the Common Core Standards. As the instructional leader, she collaborates with teachers to change classroom practice, executes accountability through classroom observation and gives both constructive and instructive feedback to change practice

In her work with parents, she has shared her belief in the uniqueness and capability of each student. She has engaged parents as partners in the education of their children through Back to School Nights, informal discussions about curriculum and parent meetings to further support their children.

The principal believes in developing the capability of all students and teachers, enabling them to assume ownership of their learning and leadership. Through her initiative, she has empowered student leaders through increasing student led prayer, providing opportunities for community service through the student led Make a Difference Committee, and forging relationships between older and younger students through the Book Buddy mentorship model. Students are also active members of the school's positive climate committee.

In summary, the principal's passion for education, leadership, and collaboration has promoted learning, leadership and growth in all students and staff. Her motto to the entire school community is, "We are good but together we are destined for greatness!"

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

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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.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$5500</u>	<u>\$4995</u>	<u>\$4995</u>	<u>\$4995</u>	<u>\$4995</u>	<u>\$4995</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4995</u>	<u>\$4995</u>	<u>\$4995</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7073

5. What is the average financial aid per student? \$1000

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
5%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 34%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: IOWA Tests of Basic Skills

Edition/Publication Year: 2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	77	81	68	59
Number of students tested	12	17	18	19	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	79	76	81	71
Number of students tested	12	21	18	19	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	70	70	69	76
Number of students tested	20	25	18	15	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	77	78	77	73
Number of students tested	20	25	18	15	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: IOWA Tests of Basic Skills

Edition/Publication Year: 2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	69	69	76	71
Number of students tested	22	18	23	15	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104



## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	81	77	79	82
Number of students tested	22	18	23	15	16
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	67	75	66	70
Number of students tested	18	24	15	16	19
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6. 0</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	76	78	76	76
Number of students tested	18	24	15	16	19
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	71	76	76	69	78
Number of students tested	24	16	18	22	25
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: IOWA Tests of Basic Skills

Edition/Publication Year:  
2006

Publisher: Riverside Publisher (Houghton Mifflin)

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	79	78	76	87
Number of students tested	24	16	18	22	25
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	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	***	***	***	***	***
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13PV104