



## **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: 14

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

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	59	35	94
<b>K</b>	35	52	87
<b>1</b>	43	35	78
<b>2</b>	40	45	85
<b>3</b>	44	43	87
<b>4</b>	46	36	82
<b>5</b>	31	30	61
<b>6</b>	44	26	70
<b>7</b>	35	30	65
<b>8</b>	21	29	50
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			<b>759</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
4 % 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: 3%  
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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2011	771
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

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

Korean

9. Percent of students eligible for free/reduced-priced meals: 1%  
 Total number of students who qualify: 5

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: 6%  
 Total number of students served: 44

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</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><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>9</u>
Paraprofessionals	<u>12</u>	<u>11</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>12</u>
Total number	<u>54</u>	<u>32</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:

25:1

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	99%	99%	98%	98%	98%
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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Thirteen years ago, St. Patrick's Catholic School was but a mere vision. The vision became reality in August 2000 when the doors opened, welcoming 80 students and six staff members. Today, the school is charged with the responsibility of developing and educating 760 energetic, unique minds with 81 highly trained, compassionate staff members. St. Patrick's staff members include 18 out of 42 teachers with a MA, an additional 9 teachers currently pursuing a MA, and one teacher and one principal pursuing an Ed.D. St. Patrick's school proudly earned AdvancEd Accreditation recognition in 2009. St. Patrick's seemingly idealistic dream became a reality that continues to envision a future of growth and excellence in education while fostering leadership skills and instilling the values embraced by the Catholic faith. The school's mission statement, "To teach as Jesus did by challenging all students to become their very best spiritually, behaviorally, and academically," is clearly evident in every aspect of school life.

St. Patrick's staff pledges daily to teach students to become self-disciplined learners through the Discipline With Purpose (DWP) program. DWP creates an educational environment that fosters respect, compassion, and high behavioral standards with an emphasis on students and staff actively living out God's message. St. Patrick's focuses on educating the whole child so he/she is prepared to excel at the high school of his/her choice and beyond. The school embraces its responsibility in developing the mind while also instilling a desire in students to contribute positively to society. Discipline With Purpose supports the mission of St. Patrick's school by establishing a foundation where everyday learning and behavior of students and staff reflect the teachings of Christ.

The curriculum and differentiation of instruction at St. Patrick's models the studies of Howard Gardner's Multiple Intelligence Theory and supports different learning styles. Students feel a sense of accomplishment, whether the material is delivered from subject or resource teachers, paraprofessionals, or exploratory experiences. St. Patrick's curriculum challenges the unique needs of each student and fosters life-long learning.

St. Patrick's has a strong reputation for providing a learning atmosphere of respect, compassion, high standards, and spirituality. This is evident by the rigorous curriculum that has resulted in performance scores well above the national average on the Terra Nova3 and EXPLORE. In addition, over 90 percent of students display exemplary performance on Archdiocesan assessments. Other student accomplishments include: two 3rd and 5th place finishers at the 2011 World Robotics competition placing in the areas of Excellence, Spirit, Design, Sportsmanship and Innovation ; multiple student awards from the Catholic Daughters of America in essay contests at the local, regional, state, and national levels; students competed at the state level in Science, Forensics, Reading/Literacy (Page I) as well as locally in academic quiz bowl competitions, Battle of the Books, Chess competitions, and math contests. These successes have been achieved while providing a more universal admissions program than most private schools with less than 1% denied admissions.

This positive culture is also apparent through the way the community embraces St. Patrick's and the persistent impact the students make on their community. This is accomplished through a solid balance of educational opportunities and is echoed by the cooperative efforts of staff, faculty, parents, parishioners, students, and the Home and School association; each part of the whole shares a common goal of enlivening students to develop a global awareness that sparks an understanding, acceptance, and sense of responsibility. St. Patrick's Catholic School inspires community action and affords students a variety of activities that develop into well-rounded individuals who sacrifice and give freely of themselves. These activities include students raising \$9,000 annually to provide a fully-funded lunch program or

brainstorming methods to provide electricity through solar panels for a sister school in Uganda (through partnership with Opportunity Education); donating 400 units of blood over seven years for the American Red Cross; donating 432 feet of hair for Locks of Love; providing manpower to complete groundwork at the Nebraska Children's Home; earning \$19,235 for Pennies for Patients and \$12,000 for Jump Rope for Heart since 2004; coordinating food drives for the Sienna-Francis House; adopting families at Christmas time; collecting shoes, coats, gloves, hats, etc. for Omaha homeless; and sending care packages to troops overseas. The school community has embraced the KoAm/foreign exchange student program. Presently St. Patrick's currently educates two foreign exchange students with anticipation of adding five to six more students within the next two years.

St. Patrick's recognizes that good is never good enough. There is a constant desire to advance, stretch, and continue developing in ways that prompt greatness. "Teaching as Jesus did" inspires all who enter St. Patrick's to consistently grow intellectually, spirituality, behaviorally, and socially. All staff members, parents, students, and parishioners create a learning environment where students live with integrity, confidence, and an abiding faith in Christ.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A) St. Patrick's employs a variety of assessment strategies to promote a successful and high-achieving school. Specifically, combinations of standardized tests are given throughout each year including the Terra Nova3, EXPLORE, and STARS reading and math. In 2010-11, students in grades 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> began participating in Terra Nova3 and in 2012-2013, St. Patrick's added 4<sup>th</sup> and 6<sup>th</sup> grade to the Terra Nova3 testing administration. In previous years, the ITBS was administered in grades 2<sup>nd</sup> through 8<sup>th</sup>. St. Patrick's students consistently score an average of **20% higher** than national norms on the Terra Nova3. The EXPLORE test was administered to 8<sup>th</sup> grade beginning in 2010. The average score for St. Patrick's students in reading and math are above the national benchmarks and above the national mean scores for all 4 core subject areas for the most recent testing period. The percentage of St. Patrick's students in 3<sup>rd</sup> through 8<sup>th</sup> grade who are at or above benchmark scores on STARS math has improved from 64 to 85 percent over the past 2 years. The percentage of students in 3<sup>rd</sup> through 8<sup>th</sup> grade who meet or exceed benchmark scores on STARS reading has remained consistently high at 82 percent over the last two years.

Additionally, students take Archdiocesan assessments in several core areas including reading, science, math, English, religion, Spanish, social studies, and technology in all 1st-8<sup>th</sup> grades. St. Patrick's expects students to perform above grade level, and students consistently meet or surpass that expectation.

B) In 2009-2010, St. Patrick's implemented the current school goal of math. Computation and problem solving skills became the primary focus to improve math performance. To address this goal, the school instituted a school wide problem-solving approach, Singapore Math, to be used across the curriculum. Further support is provided by ALEKS math, a computer based math program, being utilized in 3<sup>rd</sup> through 8<sup>th</sup> grades to improve computation and understanding of math concepts. Kim Sutton materials are incorporated in Kindergarten through 6<sup>th</sup> grade math curriculum to improve number sense and fact fluency. The 5<sup>th</sup> and 7<sup>th</sup> grade performance on the Terra Nova3 is a testament to the progress of this goal. Between the years 2008-2012, national percentile scores improved from 70 to 80 and 56 to 74 in the 5<sup>th</sup> and 7<sup>th</sup> grades respectively. In 2012, the additional testing data for the 4<sup>th</sup> and 6<sup>th</sup> grade supports the progress on the math goal with both grades averaging scores at least 20 percent higher than national norms, 74 and 80 respectively. The average math score on the EXPLORE for 8<sup>th</sup> grade is 11.4 percent above the national average. Beginning in 4<sup>th</sup> grade, yearly assessment results are used to help create a matrix to level students in math so that the pace and instructional strategies are appropriate for each individual student and promote effective, differentiated learning.

St. Patrick's believes that reading is the foundation of successful academic performance. St. Patrick's implements programs from Kindergarten through eighth grade in order to promote excellence in literacy. The reading curriculum includes all genres, and is supported through leveled vocabulary programs, leveled and cooperative reading groups, guided reading, individual and grade-level reading goals through Accelerated Reader, DEAR (Drop Everything And Read), The Young Authors Program, and writing in response to literature. Whether in a specified reading class or across the curriculum, St. Patrick's school inspires an enthusiasm for reading, with students also exceeding reading standards and objectives. Student performance on the reading subtest on the Terra Nova3 supports St. Patrick's commitment to literacy. Between the years 2008-2012, reading test scores for 5<sup>th</sup> and 7<sup>th</sup> grade have improved from 70 to 84 and 71 to 79 respectively. In 2012, the additional testing data for the 4<sup>th</sup> and 6<sup>th</sup> grade supports St. Patrick's dedication to literacy with both grades averaging national percentile scores 30 percent higher than national norms, 80 in both grades. Over the last five years, reading scores on the ITBS (Iowa Basic Skills Test) and Terra Nova3 are well above the national norm standards. The average reading score on the EXPLORE for 8<sup>th</sup> grade is above the national average and has steadily improved over the last three years

as well, from 17 to almost 19.

## **2. Using Assessment Results:**

St. Patrick's utilizes assessment results in a number of ways to monitor school, grade level, and individual progress. The Terra Nova3 and EXPLORE test results are communicated to all staff members during a special staff in-service where data is interpreted, analyzed, and discussed to examine strengths and weaknesses at grade level. Teachers then meet in Professional Learning Community (PLC) meetings (horizontal and vertical) where individual test results are further analyzed to determine and implement teaching strategies to improve student learning. St. Patrick's School focuses on specific objectives in response to Terra Nova3 and EXPLORE assessments. Specifically, testing data prompted teachers to increase student exposure to understanding and interpreting graphs and tables. Test results also provide a framework for decision making regarding the ongoing monitoring of the goals for the School Improvement Plan (SIP). For example, with math as a school goal, current testing data prompted our 3<sup>rd</sup> grade teachers to accelerate 17 percent of 3<sup>rd</sup> grade students to 4<sup>th</sup> grade math. Student scores are communicated to parents through a home report describing the Terra Nova3 results for students in grades 3, 5, and 7 and EXLORE results for students in the 8th grade. A parent letter also accompanies the test results highlighting important points for interpreting standardized test results. Parents are encouraged to contact his/her son's or daughter's teachers, the school counselor, or principal with specific questions regarding assessment results. Overall grade level performance is made available to parents and stakeholders through the school profile on the school website.

STARS reading and math is a computer based assessment that provides National Curve Equivalents for student performance pertaining to comprehension and math skills. These assessments identify baseline data for individualizing and differentiating student curriculum needs. For example, in STARS reading, teachers, students, and parents are aware of the student's ZPD (Zone of Proximal Development) identified by the STARS test results. The ZPD provides students with an appropriate reading range that reflects individualized scores in order to enrich literary elements and continue growth in comprehension. Accelerated Reader correlates with STARS, allowing individualized goals specific to the ZPD for each student. STARS Math provides monthly progress checks to assist students and teachers in continuously monitoring progress and differentiate instruction accordingly. Parents and teachers discuss results during school conferences.

Parents check their child's progress in the ALEKS online math program. Students are continually assessed over grade level coursework, which is directly linked to the Nebraska state standards. At a glance, students, parents, and educators are able to see the strengths and areas of concern in easy-to-read graphs. Progress is monitored and displayed for immediate feedback.

St. Patrick's utilizes the resource department or TEAM (Together Everybody Achieves More) program to analyze and review individual scores and identify areas of strengths and weaknesses. Students identified by tests scores and/or classroom performance as needing additional support receive individual and/or small group instruction by TEAM teachers to strengthen academic skills and solidify concepts. Upon review of assessment results and classroom checks, classroom and TEAM teachers may initiate the SAT (Student Assistant Team) process to further evaluate student needs and institute more successful classroom strategies to improve student performance.

Beginning in 4<sup>th</sup> grade, yearly assessment results create a matrix at the end of each school year to level students in math and reading so that the pace and instructional strategies are appropriate for each individual student and promote effective, differentiated learning. As a result, the leveling allows St. Patrick's to offer a variety of math classes comparable to high school courses in middle school. This year there are 20 students who will have completed a ninth grade Algebra I class and 11 students in a tenth Grade Geometry class. St. Patrick's also offers math enrichment groups as a result of assessment scores. Reading classes are leveled so that material and instruction reflects and challenges students at their

academic reading ability. Novel studies, vocabulary, and daily instruction are then used to facilitate learning for all students. Student's progress is continuously monitored through assessments and class performance to maintain appropriate leveled placement.

At the end of each year, teachers meet with the next grade level to discuss the matrix and strategize successful teaching and learning methods to maximize student growth for the following school year. Standardized test results and classroom assessments are shared and individual learning objectives are created for the following year as they pertain to each learner's objectives and outcomes. Resource interventions and TEAM documentation on students are shared and discussed.

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

St. Patrick's utilizes several means to communicate successes. The parish and community are invited to open houses annually where the school showcases student success and classroom instruction. St. Patrick's School consistently shares academic successes with the parish bulletin, *Douglas County Post Gazette*, *The Catholic Voice*, the *Omaha World Herald*, the monthly parish Shamrock newsletter, web pages, and Google docs. The latest addition to sharing successes involves a "Did You Know..." in the principal's weekly newsletter. St. Patrick's school shares the latest and greatest accomplishments of St. Patrick's students and staff.

To share successful teaching strategies and curriculum ideas, St. Patrick's teachers attend meetings within the local community. In addition, St. Patrick's teachers have shared their teaching expertise in the areas of technology, math, cooperative learning, resource teaching techniques, writing across the curriculum, with educators at the Archdiocesan conference for all Catholic Schools in the Omaha Archdiocese.

St. Patrick's teachers not only share within their own community, but also abroad. Since 2005, through Opportunity Education, St. Patrick's has been paired with St. Mary's Primary School in Mubende, Uganda, as the sister school. The principal of St. Patrick's has visited St. Mary's to teach educational techniques, best practices, and assist in curriculum development. He has hosted teachers from St. Mary's in Omaha. The students and staff at St. Patrick's have also been involved in videotaping classroom lessons to be shared with their sister school and other Opportunity Education schools across the globe. These successes and opportunities have been shared with college professors, principals, and hundreds of educators at Louisiana College. The sister school program, initiated and inspired by St. Patrick's School, now has over 1,000 sister schools.

In the last three years, St. Patrick's principal has taken on the task of chairing and assisting in multiple North Central AdvancEd Accreditation external review teams. AdvancED is the premier accreditation organization in the world with a focus on school improvement and knowledge leadership in education. St. Patrick's principal provides leadership as chair of the external team by leading the school's interviews and providing direction for the visit. His impact during those external reviews has been so powerful that he is now assisting other schools' leadership teams in developing their School Improvement Model.

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

St. Patrick's creates a welcoming atmosphere where open, two-way communication between parents and staff ensures student success. This communication is evident in weekly principal's notes, classroom newsletters, school and classroom websites, school updates in the church bulletin, and the web-based grade book program. In addition, teachers and parents correspond through email, face to face meetings, and phone conferences to address specific academic concerns and successes. The variety of methods provides open communication where parents and staff efficiently create a positive learning environment.

Parents access student information such as grades, class schedules, assignments, and progress reporting via Sycamore Education. This allows parents and students continual access to student progress. The

immediate feedback allows teachers and parents to work as a team fostering student success. This, coupled with the open, clear communication, is perhaps one of the greatest tools that St. Patrick's utilizes to involve families in the overall success of the school.

Parents are an integral part of the daily operations at St. Patrick's as they volunteer their time and talents throughout the building. St. Patrick's parents volunteer for the benefit of students and staff on a daily basis by helping with office duties, cafeteria duty, classroom projects, photo-copying, staffing the welcome desk, chaperoning field trips, providing library help, tutoring students, and completing home projects to assist teachers. St. Patrick's parents organize most of the school affiliated activities including morning safety patrol, yearbook, parish carnival, Page 1 Reading, parish dinner/auction, SCRIP program, book fair, used uniform sales, spirit wear sales, Chess Club, Rosary Club, Cub Scouts, Girl Scouts, Walking Club, St. Patrick's Parade, and coaching athletic activities available to elementary and middle school students. St. Patrick's parents also chair several committees including the school board, the recruitment team, athletic committee, the technology committee, Catholic Schools Week Committee, grant writing committee, and wellness committee.

St. Patrick's School is fortunate to have parents who understand and value committed staff members who set high expectations for student achievement. Parental involvement assists teachers and the administration in providing the best possible, well-rounded education for each and every student allowing graduates to excel at any local high school.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The St. Patrick School's curriculum aligns with the Nebraska State Standards and Omaha Archdiocesan Standards. The curriculum standards serve as daily guidelines for lesson planning and student differentiation.

St. Patrick's core curriculum includes: religion, reading, English/language arts, mathematics, science, and social studies. Other areas of curriculum include: technology, library/media, physical education/health, visual and performing art, guidance, and Spanish.

The religion curriculum is the sole purpose of St. Patrick's Catholic School and is embedded throughout all curriculum areas. The teachers strive to inspire students to be lifelong proclaimers of the Catholic faith by leading moral lives that better the world around them.

The goal of the language arts and reading curriculum is to develop students who comprehend all forms of written language, become critical thinkers, proficient writers, and effective communicators. Teachers focus instruction on grammar, literature, writing, communication, vocabulary, spelling, fluency, comprehension, and phonics. Students participate in writing and public speaking competitions to further prepare for careers of the future.

The mathematics curriculum begins building a strong foundation in primary grades by focusing on number sense and problem solving. Advanced students have the opportunity to take Algebra I and geometry on site, and a partnership with a local college preparatory high school allows the most advanced students to complete Advanced Algebra II.

The science curriculum challenges students to understand and question the world through the use of experiments, technological simulations, and field activities. The scientific process guides each student's experience encouraging curiosity, hypothesizing, and deductive reasoning. Both tactile and technological interactive programs enhance student learning and the use of real world learning experimentation.

Social studies weave the strands of history, geography, economics, civics, and government into a global perspective for students. Through the use of technology and instructional aides, students obtain a better understanding of the diverse world we live in.

The physical education and health curriculum teaches the skills and knowledge necessary to maintain a healthy lifestyle. Physical education differentiates instruction through a variety of cooperative games, individual goals as well as cross-curricular activities such as the International Games. Students participate in the Presidential Fitness and the Jump Rope for Heart programs yearly.

Students in grades K - 8 participate in weekly technology courses focusing on moral and ethical responsibilities, keyboarding, data management, word processing, presentation, and spreadsheet programs. The 7th and 8th grade students have a 1 to 1 laptop program providing extraordinary access to information while applying technology skills to enhance learning. Students demonstrate mastery of curriculum areas including word processing, Excel, and PowerPoint by the end of 5<sup>th</sup> grade.

The library curriculum exposes students to all genres of literature and ethical research strategies. The art curriculum offers instruction through a variety of mediums and on knowledge of various artists. The K - 8 music curriculum focuses on an appreciation of all types of music, through researching historically

significant music, using various instruments, learning music theory, and participating in musical productions. The guidance program is based on the DWP self-disciplined program.

St. Patrick's is in compliance with the program's foreign language requirement. All students attend Spanish classes twice a week for a minimum of 25 minutes per class. Students gain an exposure to the Spanish language through a variety of instructional strategies. All 7<sup>th</sup> and 8th grade students compete and test online using the National Spanish Exam where 24 students were highly recognized for their test scores in 2012. An Artisan fair is available for all students to showcase projects and skills in the non-core subject areas.

Middle school students choose exploratory courses to enhance learning and guide students to post secondary education and career choices. The courses offered are Finance, Chorus, Musical, Music Lab, Read Every Minute, Library and Research Skills, Drafting and Design, Ceramics, Leadership Academy, Future Problem Solving, Blogging and Web Design, and Video Yearbook.

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

Reading is the building block for all other curriculum areas. Therefore, a strong reading foundation is necessary for success. St. Patrick's uses a variety of methods, explicitly teaches a number of strategies, and emphasizes the importance of constructing meaning.

St. Patrick's implements a balanced reading program that encompasses phonemic awareness, decoding skills, comprehension, fluency, and writing. Primary grades use the VOWAC series to teach phonics, decoding, and spelling skills. Students learn reading strategies, and teachers monitor skill application to ensure student comprehension. Leveled books provide a reading atmosphere where instruction is based on each student's needs. These levels are extended by participating in challenging vocabulary and grammar curriculum. Cooperative reading groups allow students to work with classmates at a variety of levels. Additionally, students read from many genres, demonstrating appreciation and a love of reading.

Reading development is a continuation of the foundation built in the primary grades. A matrix, using data from standardized test scores, fluency, vocabulary, and comprehension assessments and teacher referrals, calculates a score for each student providing guidelines for appropriate reading level. Prior to the start of the school year, student performance data is reviewed so that student placement reflects the current reading level. Instruction based on reading level is implemented within the classroom. Students identified at the bottom 10% at all grade levels receive in-class and pull-out services through the TEAM program that provide for necessary modifications. Students master a variety of literary elements and create critiques, summaries, and essays related to readings. In short, the curriculum supports reading and writing development across subject areas, and challenges students to be critical thinkers.

Within the reading classroom, technology provides an opportunity for curriculum enhancement. For example, the Accelerated Reader program is a web-based program that correlates with STARS reading and allows students to develop individual goals, which inspires students to read. Students extend their reading experience through the use of computers by listening to books, researching through Grolier Online, and creating unique projects to share with classmates.

St. Patrick's students are immersed in a literature-rich environment, which encourages the development of a life-long love of reading and writing. All students apply literacy skills while writing a story for the young authors program in the spring.

## **3. Mathematics:**

St. Patrick's curriculum addresses the math goals of problem solving, math computation, and number sense. These goals are met by developing lessons while using a variety of instructional aides and

strategies to meet the multiple learning needs of every student. St. Patrick's incorporates technology in the classrooms utilizing an on-line textbook curriculum and web based math programs for enhanced learning and assessment (STARS math and Simple Solutions). In addition, ALEKS an online Mathematics program is used to remediate or enrich each student's academic needs. This program assesses each student's mathematical ability and then creates a pie chart of mastered concepts as well as goals for students. ALEKS also allows teachers to understand what concepts an individual student has mastered and what he/she is ready to learn. The program is linked to the Nebraska State Standards to ensure the curriculum is relevant to what is being taught in all classrooms. Math skills are incorporated across all curriculum areas. In addition to math textbooks, primary and intermediate grades enhance student learning through Kim Sutton materials, which focus on number sense and fact fluency in the early grades reinforce and deepen the students' knowledge set at the intermediate level. Singapore Model Drawing Problem Solving is also being used to help students solve real-world application problems.

The teachers have structured the mathematics program to meet the needs of students at all levels. Teacher assistants and resource teachers are utilized to ensure successful students. This allows more opportunities to work in smaller groups and incorporate cooperative learning. At each grade level, students are placed in differentiated math classes or small groups based on mastery of concepts. The students performing above grade level are also challenged. These students work at an accelerated pace with peers and guidance from teachers to promote development. In addition to acceleration, students complete differentiated projects to promote life application of mathematics principles. Students performing below grade level are given individualized attention to learn in small groups as well as with a TEAM teacher. Teachers evaluate data for every student repeatedly throughout the year to maintain proper placement. A matrix is compiled at the end of every year using scores from the Terra Nova3, STARS math, and classroom performance to determine appropriate level for the following year. By the time students reach 8th grade, they are able to take Algebra I, Geometry, or Algebra II based on their skill set.

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

St. Patrick Elementary School's curriculum aligns with Nebraska State Standards as well as Omaha Archdiocese requirements. Students experience all disciplines of science including: physical, life, space, and earth. Through a combination of inquiry-based methods, technology, guest speakers, and field trips a strong foundation in science is established for students.

Students are introduced to each science lesson within a chapter through online interactive videos. All grades levels utilize science materials to participate in labs within the classroom. Students also have access to an up-to-date lab fully equipped with technology and instruments including an interactive white board, projector, computers, microscopes, scales, lab tables, etc. that allow students to experiment, research, and analyze data using small group problem solving skills. St. Patrick's also has a fully functioning greenhouse to extend the science curriculum, specifically Botany, which all science teachers utilize throughout the school year. Students listen to presenters and engage in special projects at the outdoor classroom.

Students in primary grades are exposed to a variety of experimental activities to foster a passion for learning science through cooperative partnering between grade levels. They explore topics including seed growth and life cycle metamorphosis using butterfly pavilions. Students in 3<sup>rd</sup> grade are exposed to life science by watching chickens hatch in an in class incubator. Students also participate in field trips to local farms, botanical gardens, and zoos. Primary grades also explore areas of physical science including matter, forces, and motion through 4-H presentations and hands on activities.

Students in intermediate through 8<sup>th</sup> grade are expected to master scientific inquiry and problem solving skills. Students deepen their scientific method skills through learning centers, hands-on labs, interactive web-based programs, and field trips. The greenhouse promotes not only understanding of life science but also an appreciation of natural resources. Students participate in the growth of flowering and vegetable plants that contribute to the beautification and feeding of our school and community. Students also

participate in dissection of hearts and fossil digs for life and earth science respectively. The relationship between the sun, moon, and Earth are explored through web based interactive activities. Students in 7<sup>th</sup> and 8<sup>th</sup> grade participate in the annual Science Fair to demonstrate their understanding of the scientific method.

The science curriculum helps students understand that science is part of everyday life and emphasizes the need to be responsible and productive citizens who actively preserve God's resources.

## **5. Instructional Methods:**

St. Patrick's utilizes a multitude of instructional methods to promote differentiated learning. The school focuses on challenging every student in the classroom at his/her level. St. Patrick's teachers strive to challenge the diverse needs of all learners through the use of individual and group instruction, cooperative learning, formal and informal lectures, experiential learning, guided discussion, demonstration-performance method, and technology assisted instruction.

Teachers continually monitor student performance and progress through the use of ongoing informal and formal assessments. Teachers modify curriculum and adapt instruction to meet the needs of all diverse learners. Differentiation of student instruction is provided through leveled reading and math groups. Students are grouped according to abilities and needs starting in preschool and continuing through 8<sup>th</sup> grade. Students in the primary level are grouped within their classroom, while students in 4<sup>th</sup> through 8<sup>th</sup> grade are grouped in each grade.

Sixth grade students are required to take a Study Skills course to provide strategies for test taking, studying, and note taking. This course helps transition students into middle school. Teachers also implement Kagan Strategies to engage students and promote social skills.

Teachers implement formal lecture, experimental learning, auditory and visual instruction to meet the needs of diverse learners. For struggling students whose needs exceed the scope of classroom instruction, St. Patrick's utilizes TEAM teachers. It consists of three certified Special Education teachers who provide support to struggling students in core curriculum areas. The students in need of additional curricular support are provided direct, individualized small group instruction through a systematic sequence of concept instruction and the use of multi sensory strategies, materials, and activities. For students whose abilities are above grade level, St. Patrick's provides additional opportunities for extended learning through enrichment activities. Students are accelerated in reading classes above their current grade level.

Technology is being used in every classroom to enhance curriculum and instruction. Teachers are innovatively using iPads to engage students in demonstrations, capture lectures, and post documents online. Instructors are also utilizing iPad apps for student remediation and/or as an additional study tool.

Every classroom features a projector granting the teachers the opportunity to utilize Mimio boards, Elmo's, iPads, and web based programs to enhance learning. Utilizing wireless mice and keyboards along with iPad applications allows teachers to interact directly with students while enhancing student interaction. Instruction has been enhanced by the addition of an interactive curriculum in a variety of subject areas.

## **6. Professional Development:**

Professional development at St. Patrick's is driven by the school's goals which were created and developed by the SIP, the staff, and school board. Each of the goals was driven by academic standards, student achievement, and an effort for continuous improvement. Staff attends in-services, PLC meetings, and professional growth opportunities to support continuous improvement on the school goals of Math, DWP, and technology as well as any personal/professional goals for individual staff. Weekly PLC meetings occur at each grade level to collaborate and discuss student needs and progress towards school

goals. PLC's have been established in all other academic areas and meet regularly to discuss curriculum. For example, math teachers have been trained in the Kim Sutton program and Singapore Math that is utilized in the classroom, and meet regularly in PLCs to discuss how these programs enhance student academic progress. Several staff in-services focus on DWP to provide lessons and strategies to incorporate skill language into every classroom.

Integrating technology into the learning environment is a primary focus at St. Patrick's. Numerous teachers have attended NETA (Nebraska Education Technology Association) during the past several years. St. Patrick's has certified staff that provide multiple technology fairs to staff throughout the year. The presentations range in topic, but each is focused on providing pertinent information to be used in the classroom.

In the beginning and throughout the school year, all teachers participate in workshops given by educational consultants and teachers. During these sessions, teachers are offered ideas and strategies to meet the needs of students who may have obstacles with learning. Lively discussion continues beyond workshops among staff to develop action plans in all grade levels as well as across all areas of the curriculum.

Teachers attend workshops, conferences, guest speakers, and courses in specific disciplines or areas of need for their grade level to improve learning for students. The information is shared with other teachers to enhance the curriculum in the specific areas. For example, several teachers participated in Kagan workshops to incorporate cooperative group work in the classrooms, as well as team building. Concepts and ideas from Kagan workshops are shared with staff members during bi-monthly staff in-service meetings. An additional staff development opportunity includes horizontal and vertical observations where by teachers share teaching concepts and strategies as well as strengthen curriculum alignment in content areas.

## **7. School Leadership:**

St. Patrick's provides governance and leadership promoting student performance and school effectiveness. The pastor, principal, and school board are advocates for the vision and mission of the school. The leadership philosophy of the principal is that all stakeholders, staff, and students are a team working collaboratively to improve teaching and student learning. Student success is enhanced through a shared vision that works toward the mission of St. Patrick's challenging all students to be their very best spiritually, behaviorally, and academically.

All staff members promote the school's mission while working in conjunction with the principal to create a positive learning environment. The principal at St. Patrick's is supportive, provides opportunities for professional development, and respects teachers and staff as quality professionals. For example, the PAC (Principal Advisory Committee) staff members work with the principal to attend to day-to-day and year to year planning. The SIP collaborate to update curriculum and technology, school goals, school improvement plans, and daily operations that focus on student and staff success. Individual staff strengths are utilized in committee involvement and leadership roles so that talents are used to their fullest potentials. All staff clearly feel that they are members of a team created to function as a system with constant improvement in all educational aspects of the decision making process. Teachers are involved in all decision-making processes including the interview and hiring of new faculty members. The principal provides support and leadership for effective teaching. He leads with the school mission at the forefront of his initiatives.

The SIP team seeks input from students, alumni, staff, parents, and parishioners on school improvement. In turn, the staff and teachers address this feedback and make modifications in procedures and instruction where applicable for the benefit of teaching and student learning.

The school board is also actively used as a parent/parishioner Principal Advisory Committee. Parents have the opportunity for constant input to the principal via email, phone calls, personal meetings, and committee involvement. The principal relies on student leadership through monthly meetings with the student council while utilizing the group as a Student Advisory Committee (SAC). Students also provide input to the principal through formal and informal meetings, presentations, emails, student ambassadors, Leadership Academy class, and committee representatives. School leadership reflects a team approach where school staffs, parents, and students are an integral part of its success.

## **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>\$2830</u>	<u>\$2830</u>	<u>\$2830</u>	<u>\$2830</u>	<u>\$2830</u>	<u>\$2830</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$2830</u>	<u>\$2830</u>	<u>\$2830</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4570

5. What is the average financial aid per student? \$62

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra  
Nova/ITBS

Edition/Publication Year:  
3rd,2008/Form A,2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing Company

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	87	79	76	66	71
Number of students tested	87	84	64	72	79
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 per the request of the Omaha Archdiocese.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra  
Nova/ITBS

Edition/Publication Year:  
3rd,2008/Form A,2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing Company

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	84	76	82	69	71
Number of students tested	87	84	64	72	79
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 per the request of the Omaha Archdiocese.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra  
Nova/ITBS

Edition/Publication Year:  
3rd,2008/Form A,2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing Company

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep			Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	74			75	78
Number of students tested	81			75	67
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese to get a more complete picture of student performance. The change in testing series was not due to an oversight by St. Patrick's but a mandated testing change by the Archdiocese of Omaha.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2008/Form A/2000 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep			Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	80			76	75
Number of students tested	81			75	67
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese to get a more complete picture of student performance. The change in testing series was not due to an oversight by St. Patrick's but a mandated testing change by the Archdiocese of Omaha.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd,2008/Form  
A,2000

Publisher: CTB Mgraw-Hill/Riverside  
Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	80	79	69	71	70
Number of students tested	61	73	75	58	65
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd,2008/Form  
A, 2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	84	78	77	74	70
Number of students tested	61	73	75	58	65
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd,2008/Form  
A, 2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep			Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	80			66	65
Number of students tested	71			65	56
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd, 2008/Form A, 2000

Publisher: CTB McGraw-Hill/ Riverside Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep			Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	80			65	69
Number of students tested	71			65	56
Percent of total students tested	100			100	100
Number of students alternatively assessed	0			0	0
Percent of students alternatively assessed	0			0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd,2008/Form  
A, 2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	74	73	77	64	56
Number of students tested	65	58	62	50	53
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra  
Nova/ITBS

Edition/Publication Year: 3rd,2008/Form  
A, 2000

Publisher: CTB McGraw-Hill/Riverside  
Publishing

Scores reported as:  
NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	79	82	79	64	71
Number of students tested	65	58	62	50	53
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					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese.</p>					

13PV15

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Basics Skills Test

Edition/Publication Year: Form A, 2000 Publisher: Riverside Publishing Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month				Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score				68	68
Number of students tested				47	22
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese. St. Patrick's began administering the EXPLORE to the 8th grade during the Fall 2010 per the request of Omaha Archdiocese for which there are no cut scores for Blue Ribbin Application. The change in testing series was not due to an oversight by St. Patrick's but a mandated testing change by the Archdiocese of Omaha.</p>					

13PV15

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Basics Skills Test

Edition/Publication Year: Form A, 2000 Publisher: Riverside Publishing Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month				Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score				68	67
Number of students tested				47	22
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>2012-2013 testing scores are reported under the 2011-2012 column. Actual 5 year testing scores are 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009. St. Patrick's was taking the ITBS standardized test through fall 2009. St. Patrick's began administering the Terra Nova3 during the fall of 2010 to grades 3rd, 5th, and 7th per the request of the Omaha Archdiocese. St. Patrick's added administration of the Terra Nova3 to grades 4 and 6 during fall 2012 testing period after receiving permission from the Omaha Archdiocese. St. Patrick's began administering the EXPLORE to the 8th grade during the fall 2010 per the request of Omaha Archdiocese for which there are no cut scores for Blue Ribbin Application. The change in testing series was not due to an oversight by St. Patrick's but a mandated testing change by the Archdiocese of Omaha.</p>					

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