

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Kathleen O'Reilly

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Brigid of Kildare Elementary School

(As it should appear in the official records)

School Mailing Address 7175 Avery Road

(If address is P.O. Box, also include street address.)

City Dublin State OH Zip Code+4 (9 digits total) 43017-2702

County Franklin State School Code Number\* 124883

Telephone 614-718-5825 Fax 614-718-5831

Web site/URL http://www.stbrigidofkildare.com E-mail koreilly@cdeducation.org

Twitter Handle

@StBrigidKildare Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

(Principal's Signature)

Name of Superintendent\*Mrs. Lucia McQuaide

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: cmcquaid@cdeducation.org

Other)

District Name Catholic Diocese of Columbus Tel. 614-221-5829

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Tracy Healy

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	33	39	72
<b>1</b>	35	34	69
<b>2</b>	32	26	58
<b>3</b>	28	34	62
<b>4</b>	27	38	65
<b>5</b>	23	38	61
<b>6</b>	32	20	52
<b>7</b>	41	28	69
<b>8</b>	35	33	68
<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 Students</b>	286	290	576

5. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    2 % Asian  
    0 % Black or African American  
    1 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    94 % White  
    2 % Two or more races  
    **100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1	576
(5) Total transferred students in row (3) divided by total students in row (4)	0.078
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school:      0 %  
    0 Total number ELL  
 Number of non-English languages represented:      0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals:      0 %  
    Total number students who qualify:      2

If this method is not 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.  
 0.3% students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %  
72 Total number of students served

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>3</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>6</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>51</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>2</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award. 2008

## **PART III – SUMMARY**

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Saint Brigid of Kildare School is a Catholic parochial school in the Diocese of Columbus, located in the suburb of Dublin, Ohio. Our school serves 576 students in kindergarten through grade 8, the vast majority of whom are children of our Catholic parish.

Updated in 2011 as part of a five year accrediting cycle, our mission statement states that “The Saint Brigid of Kildare School community provides Catholic faith formation and strong academic foundations to inspire lifelong learners and leaders in the twenty first century.” Foundational belief statements state that: Catholic faith formation through student learning is the priority of our school; our community respects all of God’s people and creation; each student is a valued individual with unique spiritual, intellectual, physical, social, cultural, and emotional needs; our community provides each student with a variety of instructional approaches and authentic experiences so each is prepared for the demands of Catholic citizenship; administrators, teachers, students, parents, and the parish community share the responsibility of living our Catholic school’s mission.

Saint Brigid of Kildare School opened its doors in 1996 with 258 students. While emphasizing both faith formation and academic excellence and utilizing contemporary best practices, our school has more than doubled in size since. Growth continues in all content areas, the arts, health and fitness, world language, technology, and our Afterschool Learning and Service Opportunities (ALSO) program. This growth has not been contained within the four walls of the traditional classrooms. Smartboards, iPads, and Chromebooks extend learning throughout the world as virtual tours, webquests, and author visits occur online. An outdoor education classroom, vegetable garden, and orchard extend student learning beyond the walls of the classroom into the world of nature. The addition of specialized teachers and aides has extended student learning to serve those with learning differences and physical limitations.

Our teachers have an average of 13.5 years of teaching experience. Nine teachers are in their first, second, or third year of teaching and are enrolled in Ohio’s Resident Educator Program with mentor teachers. Half of our teachers hold advanced degrees. All teachers participate in the Teacher Evaluation System, cycling between the formative and summative tasks of reflection, goal setting, observation, portfolio development, and evaluation.

Saint Brigid of Kildare School promotes a warm, child centered, family friendly environment. Teachers in four grade levels “loop” with their students so that the teacher-student family grows over a two year period. In grades three through eight, literacy teachers remain with the children for two years, providing a consistent presence in the literacy strands of every content area. Parent volunteers begin when their children are five years old, and remain until their children graduate from eighth grade. In addition to their classroom teachers, our students know and are known by the school nurse, custodian, cafeteria ladies, recess aide, and special area teachers throughout their elementary years. This warm, community atmosphere supports and inspires our students and their learning.

Student-centered activities also support learning. Field trips and guest speakers expand lessons learned in the classroom. Nationally recognized anti-bullying and self esteem programs, such as Challenge Day for our seventh grade students and The Ned Show for our younger students, empower students to lead and to stand up for others as members of one big family.

Saint Brigid of Kildare School first earned a National Blue Ribbon School award in 2008. Our school was also a recipient of the 2012 Innovations in Catholic Education Award, sponsored nationally by Peter Li Publications. This award recognized the work done by our school in the area of marketing and retention. Though a portion of these marketing attempts were certainly aimed at new stakeholders, the majority of the work involved continuing education for our current stakeholders, particularly in the areas of curriculum, financial planning, twenty-first century learning, and technology.

The greatest accomplishment of our school each year is found in our eighth grade graduates. The strengths of our school certainly come to life in these young people, most of whom spend nine years in our school. The

average total score earned by our eighth grade students on yearly standardized testing has consistently ranked in the highest ten to fifteen percent of the nation. In high school, our students excel and assume leadership roles in student government, athletics, and activities. Our graduates have earned numerous awards for both service and academics. They receive college scholarships at a greater rate than their peers at our local diocesan high school. As our mission statement promises, we work to prepare our students for learning and leadership, and that is most certainly evident in our graduate stakeholders.

Saint Brigid of Kildare School promotes an academically rich, warm, progressive, culture in the Catholic tradition and is dedicated to the growth of each individual student. Saint Brigid of Kildare School continues to be a Blue Ribbon School.

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

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

a)Assessment Results: For the first time this year, our students in grades 3-8 completed the Common Core edition of the Terra Nova. Reading scores demonstrate performance levels in the upper quartile in the nation. The fourth and eighth grade scores are at the highest level in the five year period, while the fifth grade score is tied for the highest level in the five year period. Though the third and seventh grade scores are at the lower end of our school range, these scores are still in the top quartile in the nation. Factors impacting these scores could include staff transition, a lower average cognitive skills index score for the current third grade, and a higher rate of students with learning challenges in both the current third and seventh grades. Reading scores have remained very consistent over time, continually demonstrating the strength of our literacy program.

Testing results in mathematics paint a slightly different picture. Four out of six grade levels performed in the upper quartile in the nation. Lower scores in grades four and five may have been impacted by staff transition and marked differences between our former mathematics course of study in these grade levels and the Common Core. The parity of scores in grades six through eight appears to demonstrate a consistently strong and productive culmination to our math programming.

Saint Brigid of Kildare testing results exceed our diocesan (district) levels. As a high performing elementary school, these scores are considered to be both acceptable and proficient. However, there is always more work to be done, and efforts to maintain and even increase our scores will continue each year.

b)Reading: In the past five years, our reading data has followed an upward or equal trend in most grade levels. It is interesting to compare both the performance of a grade level over time (grade three over the past five years) and the performance of a class over time (the performance of the current eighth grade class in third - eighth grade.)

As shown on the data tables, the reading scores of the third grade classes from 2009 - 2013 ranged from 75-83. This year's score of 75 is the lowest, and the only outlier. This score may be impacted by staff changes, and will be watched carefully going forward, while noting that this score is still in the top quartile of the nation. The reading scores of the fourth grade classes from 2009 and 2013 ranged from 76-85. This year's score of 85 is the highest to date. The reading scores of the fifth grade classes from 2009 - 2013 ranged from 75-80. This year's score of 80 is tied for the highest in the five year period. The reading scores of the sixth grade classes from 2009-2013 ranged from 82-89. This year's score of 87 is the second highest to date. The reading scores of the seventh grade classes from 2009 - 2013 ranged from 80-90. This year's score is the lowest in the five year period, and will be watched carefully, while noting that this score is still in the top quintile in the nation. Finally, the reading scores of the eighth grade classes from 2009 - 2013 ranged from 88-92; this year's score is the highest in the five year period.

Possibly a more significant picture can be gleaned when looking at one class's progression over time. Our current eighth grade class began the five year period in the fourth grade with a reading score of 83. Though fluctuating some over time, by the eighth grade the score climbed to 92. The current seventh grade class began the five year period in the third grade with a score of 83; the score in the seventh grade is 80. The current sixth grade class earned a third grade score of 83 that has now risen to a score of 87. The current fifth grade class earned a third grade score of 83 and a fifth grade score of 80. The current fourth grade class earned a third grade score of 84 and a fourth grade score of 85. In summary, though all scores of our current fourth – eighth grade students have been in the top quartile, and though the current fourth, sixth, and eighth grade classes have trended in the positive direction, the current fifth and seventh grade classes have trended slightly downward (three points) from their third grade scores.

Mathematics: Looking at our mathematics scores through a similar lens provides a slightly different picture. These scores may have been more affected by the adoption of the Common Core Terra Nova, particularly since our students' exposure to the Mathematics Common Core has only just begun. Grades

three and eight had the lowest score in the five year period, though neither drop was exceptionally great.

It may be more accurate to again look at the progress made by each class over time. The current seventh and eighth grade classes actually scored their highest score in the five year period. The fourth - sixth grade classes were within 2-8 points of the previous high scores. This is certainly noteworthy, and much more encouraging. Additional work with the Common Core should prove helpful in increasing our scores.

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

Using Assessment Results: Assessment data are used in multiple ways. First, school data is compared with diocesan (district) data. This helps to put our data into context with not only national results but with local results within our system and within our common courses of study. Scores are studied in both a year to year comparison and in how each group of students in a grade level has progressed over time.

Next, grade level professional learning communities work with the assistant principal to review all data, child by child. Specific attention is paid to the Objectives Report, which shows the mastery level (high, mid, low) earned by each child in each Terra Nova objective and in each Common Core objective. Great attention is also paid when a child is noted as performing below his/her anticipated score. Teachers track any child performing in the low mastery range and any child performing below the anticipated score in any area.

As these data are collected, the teams then develop plans for the second semester to address specific area of student weakness. These areas are addressed with targeted instruction in the specific content area. Intervention specialists and literacy teachers assist in the targeted intervention strategies. The intervention team also determines if a multi-factored evaluation might be necessary or if a student learning plan should be written and accommodations approved.

The vice principal tracks all year to year data and looks for trends within specific grade levels. The vice principal also looks for any specific trends within the content areas of the test. If lower than desired scores are found in a particular area, a building wide response might be needed, such as a course of study analysis or a review of scheduled time allotments per content area in the classroom.

In conjunction with the data analysis and action steps discussed above, parents and stakeholders are informed of yearly results. Parents receive a comprehensive testing report with national percentile scores, mastery levels achieved by Terra Nova objectives and Common Core objectives, and reading suggestions based on the child's reading performance. A letter from the principal is included, which helps to explain more about the test and the test results. All parents are invited to conference with teachers or administrators if they have any concerns or questions about test results. These conferences allow for deeper explanations of the data, a review of the cognitive skills data, and a review of the child's performance over time.

Stakeholders receive an account of yearly testing results in several ways. Our school newsletter publishes school data by grade level. The School Advisory Committee (school board) spends meeting time reviewing all school and grade level data, including reviewing data over a five year period. Test results are published in school information packets for prospective students and on our website. Results are also shared at our yearly "State of the School" meeting attended by interested parents and community members.

As eighth grade students prepare to move on to high school, testing data is shared with our local diocesan high schools to help with course placement in the freshman year. The vice principal meets with a team of administrators and counselors from the high school to discuss student performance and recommendations are made for student placement. In these meetings, local percentile rather than national percentile data is used, as this data allows our eighth grade students to be viewed in the context of the peers with whom they will be attending our local high school. Eighth grade testing data is also used for high school scholarship competitions.

Finally, teachers receive "value added data" from Battelle for Kids. Data provided through this program include an overall view of value added (months of measurable growth achieved in a school year) as well as data on specific groups of learners (months of measurable growth achieved in a school year by high, mid,

and low achieving students.) This data tracks teacher effectiveness, optimally over at least a three year period, by linking a teacher with his/her students as they progress over time. For example, a fifth grade math teacher is linked to those students he/she taught in the fifth grade through those students' sixth grade fall testing results. The vice principal uses this data for teacher evaluation. The assistant principal uses this data in professional learning communities to discuss and troubleshoot any areas of concern and to formulate viable action plans.

In this age of data, the available impacts from standardized testing are many. While it is important to view these data as one snapshot of student performance, it is also important to harvest all possible information from these data in order to support student learning and to support student and teacher growth.

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

Sharing Lessons Learned: Saint Brigid of Kildare teachers are truly leaders in sharing the best practices in education with their peers. Presenting at multiple conferences serving many states, our teachers and administrators endeavor to share the lessons we have learned and best practices with others in elementary education.

Every two years, the Catholic Conference of Ohio sponsors a two-day gathering of Catholic school teachers from Ohio, Kentucky, and Indiana. Workshops, presentations, keynote addresses and networking provide for professional development, collaboration, and continuing education. In the fall of 2013, twenty-six of our teachers presented individual or joint sessions, comprising ten percent of all of the sessions offered. Examples of topics for these presentations include adapting to the English Language Arts Common Core, a day in the life of technology, exploring quilts and spirituals in a collaborative art and music unit, ELA with the daily five, using non-fiction as mentor texts for informational writing, serving students with dyslexia, and flipping the middle school classroom. For the past four conferences, spanning a period of time from 2007-2013, Saint Brigid teachers have presented more sessions than any other school in the three state area.

Beyond our state's convention for Catholic educators, a team of three teachers and administrators presented a session on adaptive technology at the seventh annual National Catholic Educational Association Teaching Exceptional Learners Conference in Tampa, FL in February 2013. This same presentation was then requested for and presented at "Quality Leaders for Quality Schools", the Indiana Non-Public Education Association's 2013 conference in Indianapolis in September 2013. Providing a much more targeted audience and topic than our local convention, both the Florida and Indiana conference gave us the chance to share our work in serving students with disabilities through targeted, technological interventions.

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

Engaging Families and Community: Integral to student success is ongoing, purposeful communication with our parent stakeholders. Many initiatives to engage and educate our school families, focusing on curriculum, conferences, and twenty-first century learning environments, have occurred over the last few years.

Information nights on Common Core Mathematics were held prior to our adaptation. In two grade level bands (K-4 and 5-8), parents listened to presentations on the rationale behind the Common Core, anticipated changes to curriculum, textbooks and resources, and assessment updates. Students were available to showcase the on-line version of our math textbook and all additional activities and tutorials found on-line. Parent understanding and acceptance of this monumental curriculum shift will help to ensure student success.

Focus groups of parents visited with teachers and administrators last year to discuss our traditional parent-teacher conference model. Parents felt that they did not have enough time to meet with all of their children's teachers, and teachers felt rushed through conferences and unable to meet all parents' needs. After reviewing focus group data, a committee of teachers and administrators drafted a new conference model which was piloted this fall. Fall conferences are now held a full month earlier, middle school students attend conferences with their parents, and students write academic and work ethic goals to share. Students will chart

their progress on both goals to share with parents throughout the year. Eighty-eight percent of our families attended fall conferences; we anticipate great results from our new model.

Our school was not built with an eye on twenty-first century learning. Two years ago, a committee of teachers, parents, and administrators began to examine the needs brought about by twenty-first century learning styles and strategies, including technology usage, collaboration, and communication. Working with professionals specializing in school spaces, our committee redesigned several spaces in our building to accommodate these needs. Student in grades five-eight have been provided with Chromebooks for fast, easy, and portable computing and textbook access. Families who could not provide a student with a computer previously are delighted with this offering, and our parents are actually learning about many computer advancements, such as google docs and cloud storage, from their children.

By implementing communication strategies involving our parents that deal with the Common Core, academics, student progress and conferencing, and twenty-first century advancements in learning, our school has been able to truly build an alliance with our school parents and move forward together.

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

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### **1. Curriculum:**

Curriculum: Saint Brigid of Kildare School implements a standards-based curriculum, incorporating Common Core State Standards for Mathematics and English Language Arts, and Ohio and district standards for science, social studies, music, physical education, Spanish, and art. Unit plans are developed to address standards in all areas. Assessments are aligned with standards; rubrics are utilized to guide assessment.

Our mathematics program incorporates Common Core State Standards based on mathematical practices. All levels utilize a problem solving approach to engage in the standards. Mini-lessons identify goals and essential questions for the lesson; activities and reflection follow. Hands-on activities are integral to instruction. Websites, such as IXL and Quizlet, and iPad applications are employed to differentiate instruction.

In English Language Arts, students focus on reading, writing, language, and listening and speaking skills. Students participate in independent and group reading, using informational and literary texts. Close reading and referencing text are areas of focus. The writing process is followed in each grade. In grades K-2, teachers implement the Daily Five, which includes reading, writing, vocabulary, speaking, and listening. Students rotate through activities, such as Read to Self and Work on Writing, with the standards driving the content at each station. Materials developed by Lucy Calkins are used for the writing process. In grades 3-4, students participate in guided reading groups, spelling groups, and a Lucy Calkins approach to writing. Developmental Reading Assessments, Dibels, and Spelling Inventories are used in grades K-4 as data sources for instructional design. In grades 5-8, teachers utilize a variety of text to teach skills. Students work on a variety of writing pieces; they utilize rubrics to assess the quality of their own work. Units often integrate science and social studies standards as students read nonfiction pieces to gain information pertaining to related topics.

The science program is inquiry based, with the scientific method and scientific experiments at the forefront. Students participate in experiments to test hypotheses and to draw inferences and conclusions. In the middle school, students develop detailed lab reports which incorporate writing, mathematics, and science skills. Teachers incorporate science text, videos, and websites allowing students to learn more about topics at hand.

Social studies incorporates an online text (grades 5-8) and supplemental resources to engage students in activities requiring real life applications. Students consider how historical events impact future decisions. Students in fourth grade visit the Ohio Historical Society to study Ohio history, and students in the middle school participate in a History Day project in conjunction with English Language Arts. Students research and present on a particular topic in front of a panel of judges. Writing, research, and presentation skills are assessed.

Technology and library are integrated into each grade. Keyboarding and research skills and fiction and nonfiction book selection are key components. Technology is interwoven into lessons through the use of Smartboards, iPads, iPods, laptops, and student issued Chromebooks.

Art, music, Spanish, and physical education utilize state standards in all grades. Students share their artwork on Artsonia, an online art museum. Music students perform in band or choir. Physical education incorporates fitness, team building, skills, and lifelong activity. Students in grades K-8 study Spanish and Saint Brigid of Kildare School is in compliance with the foreign language requirements for the Blue Ribbon School program.

Our theology curriculum is a focal point daily in all areas of study. Students are asked to act as disciples throughout each day, and our faith and its ideals are integrated into unit plans and lesson plans in all content areas.

With the implementation of the Common Core State Standards, and a focus on problem solving, inferencing, interpreting, and applying information from a variety of text, students will be well prepared for college and careers.

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

a. Reading: Saint Brigid of Kildare School adopted the Common Core State Standards for English Language Arts. The standards are used to develop unit plans and lesson plans which ask students to show progress over time in reading, writing, language, speaking, and listening.

In grades K-2, teachers utilize The Daily 5 instructional method. Students rotate through groups, such as Read to Someone and Word Work. Through spelling inventories, Developmental Reading Assessments (DRAs), and Dibels, teachers place students into reading and spelling groups based on their strengths and weaknesses. Students are re-assessed during the year, and groups are fluid. Materials from Lucy Calkins are utilized for the writing process. Foundational skills are developed through Orton Gillingham based strategies, both in whole class and small group instruction.

Teachers in grades three and four use guided reading groups, spelling groups, and the materials from Lucy Calkins to teach the writing process. Spelling inventories, DRAs, and Dibels are administered to aid in decision making regarding instruction and groupings.

In grades 5-8, students develop critical thinking skills through literature circles and reading in the content areas. Writing is interwoven with content area topics, such as informative pieces in science and History Day reports in conjunction with social studies. Students in grades seven and eight share pieces of writing with students nationally via The Story Box Project. Finally, students in grades five and six participate in essay contests such as Letters about Literature.

The Accelerated Reader program in grades 1-8 is a supplemental, individualized program which asks students to read a variety of text at their instructional level. Vocabulary and literal comprehension are evaluated, and the data is used to monitor reading progress over time.

Informational and literary texts are infused into each day. Reading strategies to develop comprehension, interpretation, and inferencing skills are always a focus. Students are charged with looking into the text for evidence, and students are required to read a text multiple times for a variety of purposes.

For students working above or below grade level, we offer small group instruction and individualized instruction through the support of literacy support staff, intervention specialists, and educational support assistants. Tier 1 interventions are offered at the classroom level, and Tiers 2 and 3 are offered via our support staff. Programs such as the Barton Reading and Spelling System support students in Tier 3 with spelling, fluency, and accuracy.

## **3. Mathematics:**

Mathematics: In the fall of 2012, Saint Brigid of Kildare School adopted the Common Core State Standards for Mathematics. Throughout the adoption process, staff members and parents were provided with professional development opportunities and information sessions, respectively, to gain perspective on this new initiative and to prepare for the implementation.

Saint Brigid of Kildare School provides a standards-based curriculum, utilizing the Houghton Mifflin Harcourt series, Go Math (K-5), and the Big Ideas series through Larson and Boswell (6-8). Pacing guides, RTI based interventions, differentiation practices, and various assessment strategies are provided. Mathematical practices are stressed, with a focus on problem solving and real life application throughout each unit of study.

In grades K-2, prior to each unit of study, students are pre-assessed to determine strengths and

weaknesses. This data is used to place students into differentiated groups to perform a variety of activities. Mini-lessons occur at the beginning of each lesson, and then students break into small groups for games, independent practice, direct instruction, and other hands-on activities, some involving technology through the use of iPads and laptop computers games.

In grades 3-8, students are also pre-assessed to guide instructional practices. Students are engaged in a mini-lesson, and then participate in guided practice activities, independent and partner activities, and learning stations. In grades 6-8, students are placed in leveled groups to promote optimal learning for all students.

All instruction is guided by assessment of skills and practices. Teachers consistently utilize formative and summative assessments to determine if students are progressing towards meeting or are meeting mathematical standards. Foundational skills are developed each day by focusing on areas such as math facts, which aid in the development of fluency and automaticity, and problem solving. Problem solving is woven throughout each unit, with a focal point being the application of strategies and methods to solve problems.

To foster mathematical thinking in students who are working above or below grade level, teachers work with intervention specialists and team members to meet the needs of all students. Within Professional Learning Communities, teachers collaborate with team members to differentiate daily lessons. Lessons include both enrichment and intervention activities. Small group sessions are offered to support students at all levels.

Students at Saint Brigid of Kildare School not only work to develop standards based foundational skills, but to build problem solving practices and to apply these skills in real world situations.

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

The combined areas of physical education, health, and nutrition promote a strong wellness initiative at our school. Students attend physical education classes every week. Lifelong fitness activities as well as skills for team sports are emphasized. Recess is then integrated with these classes as children are offered lifelong fitness activities during recess time, such as walking club. Students have also participated in the NFL Play Sixty program.

Our physical education teacher and our school nurse founded our Wellness Committee, which has been instrumental in advancing healthy initiatives throughout our school. In addition to the daily hot lunch option, students in grades 3-8 may choose the soup and salad bar option. As the seasons and harvest allow, our school salad bar is supplied with produce grown in our own school garden. In the most recent season, our students planted and grew potatoes, tomatoes, herbs, carrots, and other vegetables. A grant from Whole Foods allowed us to purchase fruit trees for our expanding orchard, additional gardening beds, and supplies. A recent grant through the USDA Farm to School Grant Program and the Ohio Department of Education allowed us to purchase and construct two green houses which also now sit in our school's back yard. A video about our garden and salad bar was recently also submitted to the Farm to School Initiative and earned our school a third place award in the state of Ohio.

Graduate students from the Ohio State University regularly visit with our students and teach lessons on healthy eating. A chef from the Ohio State University Hospital network also visits and teaches our children hands-on lessons in preparing healthy foods.

Future planning projections and the need to add additional classrooms to our school building have prompted us to examine our local green space requirements. As we add on to our school, we will be investigating the idea of green roof farming. We are excited about this upcoming adventure.

#### **5. Instructional Methods:**

Instructional Methods: Teachers at Saint Brigid of Kildare School differentiate instruction in all content areas. Through the use of pre assessments, data is analyzed and used to drive instructional practices. Instructional practices, such as small group instruction, weekly intervention periods, learning

station activities, guided practice, and front loading of vocabulary, occur in order to meet the needs of all students. Additional support is provided by intervention specialists and educational support assistants for small group and one-on-one instruction when students are struggling or when students are exceeding the standards.

Assessment practices, both formative and summative, are ongoing so that teachers are able to keep track of student progress. When students are performing below or above grade level, instructional practices, such as those mentioned above, are implemented to ensure that students are working at their maximum potential and to ensure that they are being supported as needed.

Classroom accommodations are in place for all students, and particular accommodations and modifications, such as extended time, reduced number of problem sets, and speech to text, are incorporated for a sub-group of our population requiring specialized instruction.

All students in grades 5-8 have Chromebooks, which they are able to use in content areas for note taking, researching, vocabulary practice (Quizlet) and creating presentation pieces. Students in grades 5-8 also have access to Edmodo and Google Docs. These programs allow students to share documents with students and teachers for small group projects and for feedback, respectively, and they allow for ongoing communication to occur between teachers and students.

Saint Brigid of Kildare School utilizes two iPad carts and four laptop carts, along with a centralized computer lab and a mini lab. Since we are blessed with an abundance of technology, teachers are able to differentiate lessons with the use of myriad resources. Hardware and software is used for video viewing, InfOhio, BrainPop, and other video sites, and presentations, such as Puppet Pal and Google Presentation. Google apps and iPad apps which relate back to content area standards are also used. Technology is utilized for specialized instruction as well, through speech to text apps and through the use of Light Scribe, which aids in the note taking process by providing audio and written notes.

## **6. Professional Development:**

Professional Development: Professional development at Saint Brigid of Kildare School is guided by both our mission statement and by the continuous improvement plan approved by our accrediting body. Our mission statement calls students and teachers alike to be lifelong learners and leaders. Our continuous improvement plan calls us to promote student learning through improved practices in student reflection, self-assessment, portfolio development, and conferencing. Our accreditation plan also calls us to promote the Catholic identity of our school. Currently, we are focusing on discipleship and service. In short, all professional development and work done towards these goals is focused on the growth of our students.

To best address our student learning goals, Professional Learning Communities (PLCs) were established at a variety of grade levels: K, 1-2, 3-4, 7-8, and special areas (art, music, physical education, Spanish, and technology). Each PLC meets once a week, with the assistant principal. The one focus of PLC meetings is student learning. Through collaboration and time spent analyzing student data, student learning increases. Topics such as pre-assessment and formative assessment practices, Response to Intervention (RTI), and student goal setting are addressed, always keeping in mind the content area standards. By addressing these topics, data is gathered and analyzed, and the data is then used to drive instructional practices. Through discussions and work sessions at PLC meetings, teachers are able to collaborate to increase student learning.

Teachers also participate in summer sessions and several sessions throughout the school year with an education professor and consultant at The Ohio State University. These sessions focus on the Common Core State Standards, their implementation, and assessment and feedback practices. Teachers are provided with ideas to utilize in their classrooms, and they are asked to incorporate these ideas and share the results with team members during Professional Learning Community meetings.

Teachers are encouraged to further their formal education by attending graduate level courses at local universities. The Teacher Tuition Fund was established to help fund these classes.

The vice principal leads professional development sessions developed from our Catholic Identity goal. In-services focus on extending teachers' understanding of the role of discipleship in our faith, and subsequent school wide service opportunities provide authentic application. Teachers also complete three certification levels in religious education through our diocesan (district) office; once completed they earn enrichment hours every two years.

## **7. School Leadership**

School Leadership: Leadership is a shared responsibility at Saint Brigid of Kildare School. Our principal, vice principal, and assistant principal, along with team leaders at each grade level band and a variety of committees, work collaboratively to insure focus on our school mission, adherence to our accreditation plan, and, most importantly, the growth and safety of all students.

The principal, vice principal, and assistant principal each focus on specific areas, allowing for optimal student success and development. The principal focuses on the school budget, community outreach, curriculum, professional learning, policy implementation, and programming. The vice principal focuses on Catholic identity, curriculum, data and its implications, and teacher evaluations. The assistant principal leads the Academic Support Team and guides the Professional Learning Communities. By working together, meeting regularly, and communicating constantly, the leadership team ensures that our students are the focus of all initiatives and efforts.

The leadership team shares responsibility with the school staff by creating leaders within teams and committees. Teams and committees suggest changes which will impact student learning and success. Team leaders and committee members communicate regularly with the leadership team.

Recently, our 21st century learning committee suggested changes within building spaces so that areas can be better utilized for small group work, Common Core related activities, and technology pursuits. The members of the health and wellness committee have been working with The Ohio State University to promote healthy lifestyles within our own community. Through lesson plans which relate back to health standards, by developing a school garden and harvesting produce for our own cafeteria, and by utilizing a new outdoor classroom, students are learning life skills which relate back to healthy living and wellness.

Effective leadership also includes providing opportunities for stakeholders to be heard. Parents are invited to participate in a yearly online survey rating varied aspects of our school, such as administrator effectiveness, school environment, academic priorities, and utilization of resources. Last year, our students participated in the national My Voice survey, made available at no cost through the Ohio Department of Education, the Pearson Foundation and the Quaglia Institute for Student Aspirations (QISA). Administrators were provided with interesting and useful data about students' sense of belonging, accomplishment, engagement, leadership, responsibility, and confidence. By studying student and parent perceptions, the leadership team works to insure a sense of community and belonging, which is a vital foundation for student achievement.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$5450
1	\$5450
2	\$5450
3	\$5450
4	\$5450
5	\$5450
6	\$5450
7	\$5450
8	\$5450
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5450  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$2000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      22%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	79	80	82	78
Number of students tested	62	67	64	58	67
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	73	76	79	71	76
Number of students tested	65	60	57	72	66
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	72	77	71	75	76
Number of students tested	61	57	65	69	66
Percent of total students tested	100	100	98	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. One student in grade 5 did not test in October 2011 due to a traumatic brain injury.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	78	78	82	86
Number of students tested	52	68	67	63	48
Percent of total students tested	100	98.6	98.5	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. One sixth grade student in October 2012 and one sixth grade student in October 2011 did not test due to traumatic brain injuries.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	77	87	90	84
Number of students tested	67	69	63	45	61
Percent of total students tested	97	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. Two students in grade 7 did not test in October 2013 due to traumatic brain injuries.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	86	88	86	89
Number of students tested	68	63	47	60	46
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	84	83	83	83
Number of students tested	62	67	64	58	67
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	85	80	82	76	83
Number of students tested	65	60	57	72	66
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					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	80	75	78	79
Number of students tested	61	57	65	69	66
Percent of total students tested	100	100	98	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. One student in grade 5 did not test in October 2011 due to a traumatic brain injury.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	87	82	84	86	89
Number of students tested	52	68	67	63	48
Percent of total students tested	100	98.6	98.5	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. One student did not test in grade 6 in 2011 and one student in grade 6 did not test in 2012 due to traumatic brain injuries.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	82	86	90	87
Number of students tested	67	69	63	45	61
Percent of total students tested	97	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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers. Two students in grade 7 did not test in October 2013 due to traumatic brain injuries.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova 3 Common Core</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>CTB McGraw Hill</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	92	90	90	90	88
Number of students tested	68	63	47	60	46
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** PLEASE NOTE: Testing data is recorded for school years 2013-2014 through 2009- 2010, not for school years 2012-2013 through 2008-2009 as shown at the pre-filled column headers.