

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

[] Public or [X] Non-public

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

Name of Principal Mrs. Debra Ann Haney

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

Official School Name St. Laurence the Martyr Catholic School

(As it should appear in the official records)

School Mailing Address 2630 Austin Parkway

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

City Sugar Land State TX Zip Code+4 (9 digits total) 77479-1235

County Fort Bend County State School Code Number* N/A

Telephone 281-980-0500 Fax 281-980-0026

Web site/URL http://www.stlaurence.org/school E-mail dhaney@stlaurence.org

Twitter Handle	Facebook Page
<u>https://twitter.com/intent/tweet?screen_name=StLaurence1992</u>	<u>https://www.facebook.com/pages/St-Laurence-Catholic-School/105517722831132</u>
YouTube/URL	Google+
<u>http://www.youtube.com/user/SLCSSaints/videos</u>	<u>news.stlaurence.org/</u>
	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*Dr. George Laird E-mail: glaird@archgh.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jim Murray
(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

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

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. 8 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
PreK	24	37	61
K	31	36	67
1	28	42	70
2	30	43	73
3	42	30	72
4	26	46	72
5	31	44	75
6	34	41	75
7	34	42	76
8	43	34	77
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	323	395	718

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 3 % Black or African American
 - 24 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 6 % 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: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	712
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 7%
47 Total number ELL
 Number of non-English languages represented: 15
 Specify non-English languages: Arabic, Chinese, French, German, Greek Ilocano, Italian, Portuguese, Spanish, Swedish, Tagalog, Tamil, Urdu, Vietnamese, and Yoruba
8. Students eligible for free/reduced-priced meals: 1%
 Total number students who qualify: 8

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.

St. Laurence does not participate in free and reduced-priced school meals program. Annual Income Eligibility Parent Surveys were used to answer this question. Families who answered that their annual gross income was the same or less than the minimum amounts indicated based on the family size were used to calculate the 1% who qualifies.

9. Students receiving special education services: 15 %
110 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.

2 Autism	0 Orthopedic Impairment
0 Deafness	26 Other Health Impaired
0 Deaf-Blindness	13 Specific Learning Disability
1 Emotional Disturbance	10 Speech or Language Impairment
5 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	4 Visual Impairment Including Blindness
24 Multiple Disabilities	3 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:

	Number of Staff
Administrators	3
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 23:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	97%	97%	97%	97%
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

Post-Secondary Status	
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. 2005

PART III – SUMMARY

St. Laurence Catholic School (SLCS) in Sugar Land, Texas, has a history of setting high expectations, then meeting and exceeding those goals. From its beginning in 1992 to the present 2013, this dually accredited school has continued to evolve in the areas of meeting the needs of diverse learners, technology integration, communication with its constituencies, and educational as well as extracurricular programs. The school's mission statement is as follows: "As a pastoral instrument of the Church, St. Laurence Catholic School sees as its mission the development of the whole Christian person. We will prepare our children to relate positively with the larger society by providing a program of Christian values, strong academics, social skills, and community service. Just as the Holy Trinity permeates the life of the Church, the personal relationship of parent, child, and educator gives life to our school."

As the largest Catholic school in the greater Houston area, enrolling 718 students, St. Laurence is proud of the diversity of its students as it reflects the culture and identity of the surrounding community, and the school celebrates multiculturalism with special events. The school offers a developmentally appropriate, academically strong curriculum in religion, language arts, math, science, and social studies. An emphasis on fine arts, Spanish, physical education, executive functioning, study skills, and technology enhances the core curriculum. The educational mission centers on spiritual development and direction, strong academics, social skills and relationships, and community involvement and service. St. Laurence nurtures its students in the Catholic faith, instills values, and teaches spirituality in a secure, responsive environment much like that of an extended family. A dynamic, creative faculty offers instruction in special interest areas through after-school enrichment programs that range from chess to guitar lessons to cooking and crafts to athletics. Students are visible throughout the community, extending service to many charitable projects, and there are many clubs for students to participate in at school.

The faculty of degreed and certified teachers and administrators is committed to professional growth, with each having over 30 hours of gifted-talented training and extensive training in differentiated instruction and the use of technology as an effective tool to enhance learning. Faculty members participate in archdiocesan presentations and on accreditation and curriculum writing committees. Several have presented at the local, state, and national levels at a myriad of conventions for educators. SLCS also shares its resources with other schools through materials, professional observations and consultations, and in hosting student groups in educational activities. St. Laurence hosts the DeBusk Enrichment Center for Academically Talented Scholars summer program to provide in-depth subject exploration for gifted and talented children from SLCS, as well as students from around the archdiocese. At each grade level, teachers encounter bright students with special learning needs. Their teaching routines accommodate exceptional children, children of average ability, and children who require special consideration every day. The expressed goal to keep families together at St. Laurence has led to the decision to make a resource team available to students and parents. The benefit to these families is that resource personnel can collaborate and help classroom teachers as children of all ability levels receive services on the same campus.

The award-winning School Board is exceptional in its dedication to St. Laurence. Twice in the school's brief history, the board has been awarded national recognition by the National Catholic Educational Association, as well as local honors for excellence by the archdiocese. Thousands of volunteer hours are accrued annually by parents and parishioners through their support of teacher projects and school events. Along with the faculty, volunteers promote families, drawing senior citizens into the school community through opportunities for spiritual development, parenting classes, and social events. St. Laurence continually evolves from the dialogues, surveys, and interactions of its parents and faculty, who work together in decision-making processes that strategize growth and vision for the future. Parishioners are financially supportive of school events, including the auction gala and fundraisers for tuition assistance. Parishioners donate to the school's annual fund, and the faculty and school board support the annual fund as well as the auction with a 100% participation level in giving.

In 2013, 40 seventh graders (or 53%) as well as 68 fourth/fifth graders (or 46%) were recognized as Duke Talent Identification Program Scholars. From the school's beginning, students have distinguished themselves by earning high school scholarships and honors from local civic organizations. St. Laurence

students shine in academic competitions and are well received by area high schools, both Catholic and public, where they consistently excel. Many graduates matriculate in accelerated and honors level classes in high school. More importantly, they measure up to the school's primary goals by becoming young adults with a strong sense of themselves as leaders in faith, academics, citizenship, and service to their community and beyond.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a)

From 1992-2008, St. Laurence Catholic School students took the Stanford Achievement Tests. In 2009, the archdiocese mandated a change for all schools to the IOWA Test of Basic Skills and CogAT (Cognitive Abilities Test) as the standardized testing instruments. The school has employed these instruments to gain information regarding objectives that students have yet to master. In conjunction with the IOWA for all students, students in grades two, four, and six also take the CogAT, which provides insight into the ability level of students at these special grade levels. These two assessment tools allow teachers and administrators the opportunity to evaluate student learning compared to student ability and to adjust instruction for each student accordingly.

When looking at which standard is acceptable in this school, the 50% in national percentile rankings is acceptable as a minimum level of proficiency, as that is considered average on a national level. It is our desire that SLCS students score in the 75-90% in national percentiles in an effort to perform up to the school's desired standards. The community feels much pride when students score above the 90% and is aware that students that score in the 95-99% are exceptional. SLCS has been proud to share in the successes of students at that level of test performance. Given the increased academically and culturally diverse population that the school serves, the abilities of the individual students are certainly most important in determining the students' progress levels and ways teachers can individualize instruction to enhance student learning. While the community recognizes that excellent standardized test scores present but one component or piece of information about individual students and about the school, these scores help to assess individual success as well as the overall success of the school's educational programs.

b)

For many years, students' standardized test scores have been individually graphed on a cumulative grid, allowing a snapshot view of individual progress year-to-year. Careful analysis reveals trends such as students that maintain a steady learning pattern; students who need to be enriched; students whose performance erratically changes; and students who suddenly appear to be having difficulty in a particular area. The school looks also for the brightest students who continue to excel and who need to be consistently and appropriately placed in challenging learning environments. Standardized testing is also used to determine which students are not scoring at the levels of their classmates and who may need special consideration in regard to instruction. At St. Laurence, all of the students are tested, including those who have been identified as having learning disabilities. These students, accounting for 15% of the population, are offered a special testing environment with the approval of the archdiocese. As SLCS has increasingly become an all-inclusive parish school, the demographics have changed, and the school has enrolled more students with special learning needs. In keeping with a philosophy of individualized instruction for all children, students receive the personal assistance they require.

The school's administration reviews test results in depth, noticing both national and local testing comparisons. Test results over time indicate that students perform very well on standardized tests. If scores indicated an achievement gap of ten or more percentage points between the test scores of all students and the test scores of a subgroup, the plan is for particular attention to be given to students through in-class support, monitored response to intervention strategies, and documented mastery of 80% or better on benchmark objectives. St. Laurence students consistently perform better than the archdiocesan averages (and SLCS scores are averaged into their totals). In the areas of reading and math, students average approximately 10 percentile points higher than the archdiocesan (or local) average. Score averages show that St. Laurence students have performed as well as or better than 85% of students across the nation in both reading and mathematics. These scores lead to the conclusion that teachers are doing a very fine job in delivering instruction and in challenging students. St. Laurence truly believes that teachers' awareness of and accountability to their curriculum benchmarks and objectives, as well as teachers' concerted efforts to meet the individual needs of students with differentiated instructional strategies, impact the impressive student test scores that make SLCS among the top in the nation. A final discussion point is that not only do St.

Laurence students perform exceptionally well nationally, but they also outperform students in their local area who attend similar schools and who follow the same curriculum governed by the Archdiocese of Galveston-Houston. It should further be noted that SLCS teachers do not spend time preparing for these tests and do not “teach the test.” As has been reported in the accompanying review of standardized test scores, St. Laurence has successfully prepared students academically for the challenges of each subsequent school year. The school community is pleased when students take advance placement courses consistently in high school, when they win scholarships and academic competitions, and/or when they are recognized through the Duke University Talent Identification Program or DeBusk Center for Academically Talented Scholars. As a result, the school feels confident that it has done a great job in helping children learn and excel as it continues to direct its energies toward always serving students through excellent teaching.

2. Using Assessment Results:

The school uses a variety of assessment data to analyze and improve student and school performance through its development of students’ individualized educational plans. a) Using standardized test scores, Children’s Progress assessments, PAPI scores, classroom performance, and teacher input, student services and educational plans are determined. Teachers meet with their counselors and administrators to study individual standardized scores as well as grade level strengths and weaknesses. Instructional goals are considered as teachers review the group’s scores. Students needing extra attention are provided services through additional in-class support, intervention from the Reading Specialist, help from specialized instructors, pull-out assistance for executive functioning and study skills, and/or small group instruction for cross-curricular enrichment projects. Weekly grade level planning meetings also contribute to the success of students as teachers work together to ensure that curriculum benchmarks and objectives are delivered to students in the most consistent and effective way. Assessment data is also used to design staff training and teacher professional growth so that all will have the necessary skills to address those topics identified as needing strengthening. Using student interests, variety in grouping, and leveled curriculum in some grades and subjects, teachers strive to create student centered environments that meet students where they are and move them to the next level of learning. St. Laurence continually uses assessment results to build a challenging, meaningful academic program that not only challenges students academically, but encourages them to build their executive functioning skills and critical thinking to further enhance their education. b) The school uses several methods of communication with the community. School-wide performance on standardized test scores is shared through the weekly newsletter and at school board meetings, which are open to all. Grade level results are shared through specific letters to parents that indicate their child’s individual scores as well as the average score of the whole grade level so that parents can determine their child’s relative performance. Parents do meet with teachers, counselors, and administrators as requested to discuss their child’s results. Progress for performance at school is shared through communication in weekly folders, and online through a parent portal, as well as through progress reports sent home to students who are receiving any special services. In addition, the school shares the successes of students through the school website, in the school newsletter, in the alumni newsletter, in an annual report to all stakeholders, in announcements at school and in the parish bulletin, and at assemblies with the student body. Within the local community, St. Laurence has earned a reputation for academic excellence. This is communicated through verbal and written reports with the pastor, pastoral council, and archdiocese. The well-being of St. Laurence is also shared with the public during open house and through press releases.

3. Sharing Lessons Learned:

St. Laurence Catholic School is seen as a leader in the Archdiocese of Galveston-Houston and in this area of the country, specifically in the areas of technology integration, foreign language instruction, inclusive practices, service to the community, and differentiation. There have been numerous requests from administrators in schools around the city of Houston to come and tour St. Laurence during the school day so that observers may see the work of teachers and the resource team in action. The school is often called upon to share best practices and to allow teachers to serve on curriculum committees or be observed by teachers from other schools. Teachers, curious to share and learn from others, email teacher partners at other Catholic schools about instruction and classroom management. Annually, middle school teachers meet with high school teachers to plan curriculum alignment and share ideas. Counselors have been called to assist other schools in crisis situations. The principal meets monthly with other administrators and shares information

about St. Laurence and its successes. Faculty members from St. Laurence have presented at a host of local, state, and national conferences including the Texas Computer Education Association Conference in Austin, the DeBusk Enrichment Center for Academically Talented Scholars Coalition Annual Meeting, the National Catholic Educational Association Annual Conference, and presentations at city-wide meetings or archdiocesan gatherings. In the last three years, they have given professional development presentations at inservices and meetings regarding such topics as math instruction, differentiation, reading strategies, the “flipped” classroom, intervention strategies, executive functioning skills, topics related to school counselors such as bullying and grief counseling, Spanish instruction in the 21st century, identifying and serving gifted learners, Saints Families (student groups that support the school’s Catholic identity), creating and sustaining positive school morale, cooperative learning, multiple intelligences, the social and emotional needs of learners, vocations awareness and strategies for developing vocations in classrooms, classroom management, and enrichment/remedial services. In addition, teachers from around the city work on the SLCS campus every summer and gain ideas from St. Laurence teachers about how to meet the needs of diverse learning populations, specifically those of gifted and talented students. The school also shares its successful strategies with other schools through participation and attendance at professional development opportunities in which dialogue between colleagues in small group settings is encouraged and supported.

4. Engaging Families and Community:

In an effort to engage families and work with community members for the success of students, St. Laurence has incorporated many ways in which stakeholders are invited to brainstorm and develop ideas that will lead St. Laurence Catholic School into the future. First and foremost, being open to hearing and sharing ideas with all members of the community is key to having people feel comfortable sharing their input for the school’s success. Secondly, the formation of committees of teachers, administrators, school board members, parishioners, and parents helps the leadership of the school formulate ideas and objectives in the strategic planning process. St. Laurence Catholic School has open communication through the school’s weekly newsletter and parent-led volunteer groups such as PTO, Booster Club, SPICE Board, Athletic Committee, and School Board. SLCS has communication that goes out on the school website, inside a parent portal, through strategic planning committees, with Social Media on Facebook, Twitter, YouTube, and through efforts with the parish. In parent meetings and through parent education opportunities that highlight speakers dealing with topics requested by parents, SLCS strives to provide for its students’ successes. Parent education topics have focused on parenting, bullying, Internet safety, anxiety, child development, and supporting adolescents. These opportunities for parents also provide an outlet for them to share their thoughts and feelings about the needs of students and ways the school can support their learning and success. The school has made a concerted effort to reach out to grandparents and alumni for their input as well. Alumni are returning to campus to help support the school’s activities through their volunteerism in school programs and activities. Feedback from alumni is critical in ensuring that SLCS’s work with students is preparing them for their successes in high school and beyond. In the community, business partners display student artwork, and members of the parish serve as judges in the Science Fair, Geography Bee, Spelling Bee, and oratorical competitions. In serving as volunteers, members of the community get to know SLCS and develop an awareness of the students and parents, as well as the school’s desire to provide the best learning environment for students. In turn, these community partners support the school and help to provide resources that enhance learning and strengthen teachers’ abilities to serve the students. By communicating with parents and community, SLCS molds partnerships that will guide and support the school’s life-long learning endeavors.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Within a Christ-centered environment, St. Laurence delivers a developmentally appropriate academic program in accordance with archdiocesan directives and under the accreditation auspices of the Texas Education Agency. The school offers a challenging academic atmosphere where emphasis is placed on the development of analytical, higher-order thinking skills and interpersonal relationships, enabling students to become lifelong learners. To this purpose, the faculty engages in weekly dialogue regarding instructional innovation in the core subject areas as well as mastery benchmarks for each grade level. The well-rounded educational program also emphasizes instruction in art, band, music, physical education, Spanish, and technology at all grade levels. Within the middle school, students may pursue an elective area for in-depth study. St. Laurence seeks to develop each individual to the fullest potential, whether the child is capable of challenging, honors-level instruction in the middle school or requires more individualized instruction with accommodations and help. Teachers are expected to be creative and resourceful in their instructional delivery. Religion is embedded throughout the curriculum with a focus on the basic principles of the Catholic faith, church teachings, and its formal practices. These values are modeled by all in word and action. At all grade levels, children learn to be moral Christians and to serve others.

From prekindergarten through primary grades, there is a heavy emphasis on phonics and the development of vocabulary and comprehension skills as students are expected to become proficient readers and writers. Teachers encourage writing skills so that students are capable of producing good sentences leading to and culminating in well-constructed multi-paragraph essays. Students are to develop strong spelling, vocabulary, and grammar skills. From an early age, teachers instill a love for reading by incorporating novels as part of the reading curriculum. By middle school, students are analyzing literature and comparing/contrasting works in various genres as well as researching and developing strong writing skills.

Teachers emphasize building a solid foundation of basic mathematical skills in addition to understanding their application in practical, real-world situations. At each grade level in math, children are encouraged to investigate, analyze, and problem solve beyond rote memorization. As appropriate, math manipulatives and other hands-on activities are used to strengthen learning. Middle school students may place in honors-level math classes, and pre-algebra and algebra are offered in seventh and eighth grades.

Science instruction offers a balanced curriculum among earth, life, and physical sciences. Teachers promote the development of reasoning by incorporating the scientific method and laboratory investigative skills. Students also have access to specialized programs such as a local media-linked WeatherNet, which allows access to area weather patterns and reporting. The social studies program teaches students about how to apply the lessons learned from history and from community into their lives. Using interactive notebooks, students learn about geography, events that have shaped the world today, and ways to use that knowledge to be productive, faithful citizens in a society that represents many cultures with diverse backgrounds.

Beginning at the prekindergarten level, students study the Spanish language and customs in order to foster a better understanding of the culture, geography, and history of various Hispanic countries. Students are expected to be able to listen, speak, read, and write in Spanish. St. Laurence Catholic School is in compliance with the program's foreign language requirements.

An extensive fine arts curriculum develops children's creative talents in art, music, and band. Children learn about famous artists and composers and become competent in expressing themselves through paint and song. St. Laurence produces major musical programs as it encourages artistic expression. The physical education program offers students a chance to excel athletically as it focuses on motor skills, good nutrition and health, as well as the development of lifetime fitness.

The technology curriculum drives the technology that is used at SLCS. The focus is on learning objectives and how technology tools and integration can be used to move the curriculum to a more meaningful level. In prekindergarten, students begin to learn the importance of executive functioning skills and self-management.

This is a focus for students throughout their education at SLCS. By providing students with a strong academic and personal development program, SLCS is confident that students are prepared for the college and career of their choice.

2. Reading/English:

Part V, 2a, (Elementary Schools) Reading

St. Laurence teachers are quite particular about reading instruction, recognizing that it is their inherent responsibility to establish a love of reading and competency within each child. Combining a wide range of teaching methodology with a knowledge of how children learn, teachers teach the reading skills necessary to every segment of their curriculum: in social studies where children learn to outline, pick out main ideas, and interpret maps and charts; in science and mathematics where they read graphs, tables and diagrams; and in computer literacy where they practice research skills. Teachers delight in seeing “the light bulb turn on” with the youngest children whose progress through extensive phonics instruction, vocabulary development, and word recognition skills leads to more advanced reading to learn. Beginning foundations in prekindergarten, kindergarten, and primary grades encourages the development of competent readers who glean information and enjoyment from the books they read. To this purpose, teachers expose children to fine literature beginning with easy readers and textbooks and progressing to novels, plays, and more diverse genres in the middle school. Actually, by second grade, students are reading chapter books and novels related to cross-curricular themes. Additionally, teachers select novels based on content, cultural relevance, and as a means of self-discovery, and teachers use the Accelerated Reading Program to encourage all students to read for enrichment. St. Laurence teachers find that no single approach to teaching reading reaches all students. SLCS depends on their versatility to match instructional strengths to individual learning styles and needs. In an effort to improve progress for struggling readers, the Reading Specialist meets with students and uses the Basic Language Skills Program to build a strong foundation in reading and writing strategies. These strategies are also taught in the regular classroom, at a faster pace, to all students as research shows that this program is very effective in reading instruction. Children needing a more challenging reading curriculum are allowed to read books at their level and have some choice in the products that share their progress in skill development. In addition they are encouraged to read more informational, non-fiction texts to gain vocabulary and technical skills. Students and practitioners alike improve their knowledge of multi-sensory teaching and hone their language and instructional skills in the areas of phonological awareness, letter recognition, syllable division, spelling, decoding, fluency, comprehension, and composition.

Part V, 2b, (Secondary Schools) English

In middle school, the teachers take a combined approach to teaching literature and writing. Students develop strong reading habits, enjoy and value good writing, and gain proficiency in analyzing and evaluating text at the middle school level. Through class discussions, vocabulary development, literary circles, and writing about their reading, students are able to explore the depth of characters, demonstrate understanding of literary elements, and debate the purpose of the author’s writing. Teachers use reading comprehension strategies, understanding of a variety of genres, analysis of writing styles and elements, various levels of questioning, evaluation of story structures, the acting out of story maps, different journal formats, and explanation of and use of creativity in figurative language, as well as studying the relationship between reading and writing. Students practice various reading strategies and write literary analyses, character analysis, and cause and effect, as well as the creation of their original works of writing. Middle school adolescents learn to read and understand Shakespeare, argue ideas, and analyze writing styles while developing their own writing skills. Students use their experiences in reading to create their own works and analyze others’ writings through pre-writing, editing, and revising multi-paragraph expository, narrative, descriptive, persuasive, and compare/contrast essays, while simultaneously building library/research skills, extending their vocabularies, and developing their spelling. Students leaving middle school have written several creative works, research papers, all types of formalized pieces, and created a novel that has specific literary elements and story structure. Some of our students have even been published! Students are well prepared in both their verbal and written skills to communicate effectively. Students whose reading skills are weak are given extra assistance through in-class support, and those whose level is beyond their grade level are encouraged to read at a level that will challenge them while receiving support from the curriculum

specialist, who develops cross-curricular projects for these students to use as a challenge in their literary skills and writing.

3. Mathematics:

The school uses every available resource to promote and improve student learning in math. The math curriculum is based on the curriculum guide provided by the Archdiocese of Galveston-Houston with addendums from Texas Education Agency. With an emphasis on learning facts so that other concepts can be built upon the basics, teachers in elementary grade levels use daily practice of math facts as well as weekly timed tests to promote fact memorization. In elementary classes, SLCS utilizes a program that focuses on the application of math skills in problem solving and daily application of skills. All grade level teachers use repetition, guided practice, manipulatives, work stations, partners, small group instruction with flexible grouping techniques, and cross-curricular materials to connect concepts and enhance lessons. In middle school, the math classes are leveled and the curriculum offered includes grade level instruction as well as advanced placement courses in order to prepare students for high school curriculums. A great deal of emphasis is placed on using technology to assist student learning. Each classroom is equipped with computers, iPads, and a Smart Board for interactive learning. Additionally the library/media center and two computer labs are available for instruction and skills practice. Most importantly, math is taught with real-world relevance as mathematical concepts are all around us; math affects daily life and the ability to function in society. With this knowledge, teachers provide math instruction that connects learning to practical living. Examples include being asked to measure things around their home or classroom, consider time as it relates to managing the evening at home or ensuring compliance with school schedules, and practice knowledge of temperature and money as they prepare for each day's attire and activities. Developing critical thinking skills through word problems that relate to life experiences also enhances students' understanding of math concepts and real-world relevance of math objectives. Teachers are actively involved in vertical and horizontal team planning to insure that curriculum objectives are being met and that students are prepared for subsequent grade levels. For students that struggle in math, an in-class support teacher is utilized to work in conjunction with the regular teacher to pull some groups and help individual students that need objectives taught in a different manner or that need additional practice. Students needing extension are given more application and problem solving opportunities and are pulled to work with the curriculum specialist at their level.

4. Additional Curriculum Area:

The school has an outstanding Spanish department, and in keeping with the Catholic identity of the school, the Spanish department strives to enhance the school's mission by providing students avenues for development of the whole Christian person while at the same time complementing the core curriculum areas in reading, language arts, math, and social studies (with an emphasis on history, cultural traditions, and geography). The Spanish program begins in prekindergarten, and many students continue through 8th grade. Because students are acquiring a second language, they practice the skills of vocabulary development and basic writing skills in English and with their new language. They also learn and practice the English and Spanish skills relating to colors, shapes, relationships, numbers, time, money, community, culture, and the ability to compare and contrast the cultures of the Americas. Because they begin at an early age in their development of two languages, students are more solid in their skills as learners in primary grades. The curriculum standards for prekindergarten – 3rd grade in Spanish and English are similar, and the ability for students to build vocabulary, write sentences, and express ideas in writing are all supported through the Spanish curriculum. In addition, Spanish supports early development of math skills as students learn numbers, shapes, and time in both Spanish and English. They also are more open-minded and willing to learn about other cultures and participate in activities that promote ethnic diversity. Indicators of the impact of early education on school readiness and success in primary grades is evident in classrooms as students relate what they are learning in Spanish to what is being taught in the regular core curriculum. Activities in Spanish classes are developed through a philosophy of involving a total physical response (TPR) by the students. The Spanish program is designed to promote, support, and enhance education in the core curriculum areas, as well as the fine arts. Instead of just reading and writing about salsa dancing and listening to the music, students dance the steps and sing the songs, engaging in the action as they learn both the English and Spanish language skills and elements of the Spanish culture. The use of instructional

technology is also incorporated in the classroom to address different learning styles and to create a productive and meaningful learning experience. The technology program supports a transformative approach to learning when a more traditional approach is not as effective. The Spanish teachers use technology often to help students engage in learning a second language. Technology is seen through the lens of the SAMR (Substitution Augmentation Modification Redefinition) model. Technology substitutes so that it augments instruction with functional improvement. It allows for online collaboration or significant task redesign by modifying the strategies used; then technology redefines or creates new tasks that are not possible without technology. Examples include blogging and getting feedback from other countries instantaneously or making a Skype call to bring in a guest speaker or Salsa dancer. The program is packed with rich and engaging activities that help students learn Spanish through the five Cs: Communication, Cultures, Connections, Comparisons, and Communities. The program also supports the school's focus on higher level thinking skills and cultural diversity. This program makes second language acquisition fun and easy through Spanish listening, reading, speaking, and writing activities. When students have gone through all 10 years of Spanish instruction at St. Laurence (beginning in prekindergarten and extending through 8th grade), they leave St. Laurence as bilingual students who are able to converse and enjoy many skills and understandings of different cultures. In addition, the school is proud to say that 128 middle school students have voluntarily taken the National Spanish Exam (which is the only standardized testing and competition of its kind), and 115 of them have placed earning a total of 80 medals: 21 gold, 40 silver and 19 bronze, and 35 honorable mentions. This means that most of the students that take this test perform above the national average. Many of SLCS's graduates who take their Spanish placement test in high school go to Spanish II; they earned high school credit with the Spanish classes from St. Laurence. It is evident that the Spanish program and curriculum is an enhancement to the school and creates a stronger overall program at St. Laurence.

5. Instructional Methods:

The school differentiates for the diverse needs of its students. Teachers create differentiated lessons looking at learning styles, interests, abilities, resources available, and planned objectives. Students receive in class support and response to intervention programming when needed. The programs include small group assistance by the teacher with the students who struggle, plus additional assistance to students by a paraprofessional (grades 1-2) or an additional certified teacher (grades 3-8). This support varies according to the teacher and can include a co-teaching model, a pull-out model for small group re-teaching, alternative strategies and assessments, and hands-on activities to reteach or challenge students in a different way. These additional teachers come daily (grades 1-5) or at least weekly (grades 6-8) to address specific skill sets for students struggling in mathematics, reading, and writing. Students identified with Dyslexia and/or a metacognition issue, attend a Neuhaus BLS program. Students are also serviced through the SPICE Program (Special People in Catholic Education). Utilizing a specialized teacher, SPICE services students in the core areas, as well as executive functioning and social skills. Extension and discovery learning are provided for enrichment with advanced learners through the whole group, to a pull-out small group for independent study and enrichment, and to individual student research projects to challenge and extend the learning beyond the scope of the regular curriculum, in addition to providing student choice in learning. In the middle school, honors classes in core subjects allow for modified curriculum using greater depth and complexity, giving students opportunities to use their creativity and gain ownership of their learning.

Technology is used to provide interactive, student-led and teacher-facilitated activities and enrichment using Smart Boards, iPads, desktops, laptops, and Chrome books. Technology supports instruction because it allows flexibility in instructional methods and a high interest level that increases student engagement. Technology gives additional access to online items, ubiquitous with a variety of tools that span across the curriculum areas as teachers work collaboratively to ensure student projects relate to the real world. Using resources and programs that help to practice skills or be creative, students produce work of higher interest to them, and it allows for individualization. This ability to harness student access to resources, while allowing teachers and students to use different multimedia programs, complements learning. Most importantly, technology is another tool for teachers that helps them to meet the current needs of students and supports goals and objectives.

6. Professional Development:

Life-long learning and continuation of growth as a professional are expected and highly regarded at St. Laurence. The daily schedule is designed to provide time for team planning and professional activities. Opportunities to engage in collegial dialogue regarding subject matter, pedagogical methods, and current educational trends are encouraged. It is expected that the faculty will take advantage of opportunities to attend conferences and to take courses of benefit to their area of concentration.

Monies are set aside annually for each staff member to attend personal choice training that will benefit professional growth and job performance. St. Laurence also provides ten days of inservice for its teachers. Topical workshops addressing faculty concerns related to areas such as learning disabilities, early identification, crisis management, and safety are scheduled. Whenever possible and appropriate, teachers are encouraged to attend national conferences and state level teacher conventions for reading, math, social studies, science, Spanish, fine arts, and technology. The school makes a financial commitment for each graduate level class taken in order to promote and enable teachers to continue their education.

Within the school, strong professional relationships are nurtured through opportunities to dialogue about teaching, about students, and about the direction of the school. Teachers have been invited to share their opinions about curriculum and instruction, in the building expansion process, and for strategic planning. For teachers new to the school, SLCS has built strong mentoring relationships among new teachers and experienced master faculty. Through a model of shared leadership and individual goal setting, the school grows stronger. Teachers enjoy learning and sharing with their peers and a plethora of opportunities have been given to share best practices and align curriculum standards amongst grade levels, subject areas, and departments. There are many superb examples of service and leadership within this generous faculty, largely because they have an opportunity to develop and exercise these skills.

The faculty and staff also gain professional insights through their dialogue with other educators that are working in professional committees or with other professional organizations. Teachers are asked to visit other schools and to collaborate with other staffs. These opportunities for networking are encouraged as groups come together to hear an expert speaker or share curriculum ideas and strategies that will advance student achievement and innovative teaching practices for continued professional growth. SLCS has a phenomenal group of professionals that are life-long learners sharing their passion with the school community.

7. School Leadership

The leadership philosophy at SLCS is student-centered and focused on ensuring that teachers have the support they need to fully engage students in the learning process and increase students' skills as they advance through the curriculum in a safe, nurturing, supported, and engaged learning environment. The structure is a principal and two assistant principals, each specifically serving areas of expertise. The principal oversees the entire school and ensures that all departments support the school's mission. The principal works directly with the school board and parent organizations in strategically planning for and supporting the school's mission. One assistant principal serves prekindergarten - 4th grades and the other 5th - 8th grades. The assistant principals each oversee the grade level teachers and auxiliary staff that work with their students and grade level teams. They coordinate curriculum and handle all the discipline at the beginning level.

The counselors act as leaders in the areas of guidance, curriculum integration, and the testing program. They provide small group pull-out instruction for students that need help with executive functioning skills and emergency counseling during crisis situations. The instructional coordinator oversees the integration of special needs students into the regular classroom and the implementation of accommodations for all students receiving support services. She also serves as a co-teacher in middle school classrooms in supporting students that need extra help. The curriculum specialist works to ensure benchmark assessment mastery levels are documented and helps to provide enrichment for students who need additional challenge in their learning. The instructional technologist leads technology integration to support instruction. He ensures that the equipment is functioning, that teachers are trained and comfortable in the use of the equipment or

programs used, and he also teaches classes to students related to digital media and computer literacy. All of these professionals also help with professional development for the teachers and staff. With this administrative structure, all work together as a team to encourage student success and provide the support for student achievement. Each child is expected to do his personal best, and this team uses the data to shape and inform instruction and support services for students through a whole child approach to learning. Benchmarks and lesson plans are closely monitored, early intervention is provided through support services, and procedures are in place and reviewed often to ensure that all students' needs are met to the best of the school's ability.

PART VI - NON-PUBLIC SCHOOL INFORMATION

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	\$5535
1	\$6430
2	\$6430
3	\$6430
4	\$6430
5	\$7070
6	\$7070
7	\$7070
8	\$7070
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$9728
(School budget divided by enrollment)
5. What is the average financial aid per student? \$3107
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 39%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	82	80	87	87
Number of students tested	70	71	70	77	72
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	81	79	83	87
Number of students tested	74	70	74	72	76
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	83	86	83	89
Number of students tested	75	75	75	74	74
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	88	86	85	90
Number of students tested	76	76	76	73	78
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	86	86	87	91
Number of students tested	80	74	76	77	76
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).
We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	90	90	89	91
Number of students tested	69	71	74	77	77
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	78	78	81	81
Number of students tested	70	71	70	77	72
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	80	75	76	88
Number of students tested	74	70	74	72	76
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).
We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	78	80	82	86
Number of students tested	75	75	75	74	74
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).
We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	84	80	78	86
Number of students tested	76	76	76	73	78
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).

We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	85	84	81	86
Number of students tested	80	74	76	77	76
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).
We did not meet the 10-student threshold for reporting subgroup scores.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Test of Basic Skills (ITBS) Form C</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>The Riverside Publishing Company</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	86	86	84	88
Number of students tested	69	71	74	77	77
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Scores from 2008-2009 are from Harcourt Educational Measurement's 2004 publication of the Stanford 10 Achievement Test (SAT).
We did not meet the 10-student threshold for reporting subgroup scores.