

U.S. Department of Education
2018 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 Ms. Mary E. Larkin

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

Official School Name Saint Ignatius Loyola School

(As it should appear in the official records)

School Mailing Address 48 East 84th Street

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

New York NY 10028-0885
City State Zip Code+4 (9 digits total)

County New York

Telephone (212) 861-3820

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Web site/URL

http://www.saintignatiusloyolaschoo

.com

E-mail larkinm@saintignatiusloyola.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Timothy McNiff

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

E-mail

Dr.Timothy.McNiff@archny.org

District Name Archdiocese of New York Tel. (212) 371-1011

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Mary Larkin

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	27	57
1	23	35	58
2	30	29	59
3	29	28	57
4	32	30	62
5	31	30	61
6	37	23	60
7	25	37	62
8	26	33	59
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	263	272	535

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 5%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2016	535
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas): Albania, Arabic, Chinese, Farsi, French, German, Greek, Italian, Japanese, Korean, Maltese, Polish, Portuguese, Russian, Spanish, Tagalog

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 4 %
20 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>20</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

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

	Number of Staff
Administrators	6
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	98%	99%	99%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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. 2011

15. In a couple of sentences, provide the school's mission or vision statement.

Incorporate Catholic Christian Values with high academic achievement, thus encouraging enthusiasm for learning and civic responsibility.

PART III – SUMMARY

Since its founding in 1854 by Father Walter J. Quarter, Saint Ignatius Loyola School has been an academically challenging and supportive learning environment rooted in Catholic faith and tradition. The School was originally built to provide an education for the local immigrant population and was staffed by the Sisters of Charity. As the Upper East Side of Manhattan changed physically and socioeconomically, the School evolved from a neighborhood school to a community comprised of a diverse population from over 50 nations. The School now welcomes families commuting from the five boroughs of New York City, Westchester County, Long Island and New Jersey. As the parish community changed, so too did the charism of the School. Now led by a team of lay administrators and faculty, the School remains under the auspices of the Archdiocese of New York as the parish school of the Church of St. Ignatius Loyola.

The School's spiritual philosophy acknowledges and affirms the presence of God and the Gospel message. The value of integrity is promoted and an awareness of social justice is instilled through good works. The students and faculty live this mission through various community service projects, including the collecting and donating of food, volunteering in soup kitchens or at local nursing homes and building an awareness of global needs through fundraising endeavors.

Five years ago, the School adopted the New York State Common Core Curriculum. The curriculum is an avenue to help the students develop their higher order thinking skills and to understand that no subject is taught in isolation. The School invested in professional development for the faculty and in new Common Core aligned books and technology to help support the implementation of the curriculum. Academically, it is Saint Ignatius Loyola School's continued goal to create and maintain an atmosphere conducive to learning and fostering independence. At times, the students may find areas of learning to be a challenge, hence, there are specialists on staff who are available to offer additional support.

Saint Ignatius Loyola School students maintain a healthy balance between academics and extracurricular activities. Whether it is through the fine arts, a sports team, an academic team or an afterschool variety club, the School continually looks for opportunities for the students to discover and refine their individual talents. The students distinguish themselves in various programs offered by the School such as boys and girls basketball, soccer and track teams, musical productions, string orchestra, jazz ensemble and band. Afterschool clubs include 4-H Club, Art Club, Craft Club, Jewelry Making Club, Chess Club, Creative Writing Club and Girl Scouts of America. The students have also distinguished themselves in various academic competitions, including The Modern Woodmen of America Speech Competition, Catholic Math League, The Johns Hopkins Center for Talented Youth Program and The Science Olympiad. These opportunities provide avenues for the students to be joyfully engaged working together toward a common goal.

Schools thrive when the relationship between the School and home is strong. The parent community and the School share the same goal: to support the students' spiritual, academic, social and emotional development. The parents are purposeful stewards and demonstrate their support in many ways: attending report card conferences, serving as class parents and on advisory committees, celebrating together at school liturgies and events, fundraising on behalf of the School and supporting charitable outreach initiatives.

Since being acknowledged as a 2011 National Blue Ribbon School, enhancements have been made to the academic program. The third to fifth grade has been restructured from self-contained classes to departmentalized classes. The students now benefit from the expertise of master teachers in the fields of Math, English Language Arts, Science, Social Studies and Latin. Accelerated Math classes are now offered to the students beginning in the fifth grade. Accelerated Eighth Grade Math students are studying Algebra I and will take the New York State Algebra I Regents. Additionally, Accelerated English Language Arts classes are offered to the students in the sixth to eighth grade. Coding classes, under the direction of CodeSpeak Labs, have been added to the computer curriculum for the sixth to eighth grade. The success of these initiatives is tangible, based on higher achievement levels on the Iowa Test of Basic Skills and the New York State Tests. The number of merit scholarships awarded to the graduates has increased as well. The School has also seen an increase in admissions applications, meriting the hiring of a full-time

admissions director and the creation of a marketing team. The School is now recognized as a competitor among the top private schools in New York City and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Saint Ignatius Loyola School follows the New York State Common Core Curriculum. The teaching resources that are utilized ably address each learning standard.

The Reading/English Language Arts (ELA) curriculum includes daily lessons in phonics, reading, grammar, writing and spelling. In kindergarten to third grade, Houghton Mifflin Harcourt Journeys is followed. The fourth and fifth grade utilizes McGraw-Hill Education Wonders with Voyages in English, Sadlier Vocabulary Workshop, Houghton Mifflin Spelling and Vocabulary and Triumph Learning Performance Coach as additional resources. The mechanics of writing and the development of oral and listening skills are essential parts of the curriculum from kindergarten to eighth grade.

The methods used to assist kindergarten to second grade emergent readers include whole and small group instruction, the use of iPad applications, learning centers and books-on-tape. A reading specialist, using Letterland, is an additional asset to the reading program.

Third to fifth grade students are taught to apply critical thinking skills to their reading. Students are encouraged to analyze and respond to what has been discovered through reading fiction and nonfiction selections, such as folk tales, articles, poetry and drama. The curriculum standards begin to focus on the distinction between literal versus nonliteral language, inference, character analysis, citing references, determining the main idea and comparing and contrasting. Through mini lessons, think-pair-share, graphic organizers, iPad applications, book reports and author studies, the students explore the world of literature.

In sixth to eighth grade, a love of reading is fostered through the exploration of various genres in either an on-level or accelerated ELA class. Greater emphasis is placed on the writing process as a tool for students to establish a personal voice when analyzing two or more texts, supporting an argument or creating a narrative.

The Mathematics curriculum ensures that each student gains a solid foundation and an understanding of math as it applies in the practical world and in abstract thinking. Using higher order thinking skills, students solve multi-step word problems through writing, illustrating and building. Resources used are McGraw Hill My Math and Glencoe Math Course I, Course II, Course III, supplemented by Sadlier-Oxford Fundamentals of Algebra and Regents Algebra I.

In kindergarten to second grade, students learn addition, subtraction, graphing, measuring, working with geometric shapes and arrays through the use of manipulatives, iPad applications, group work and centers.

In third to eighth grade, the emphasis shifts from basic computation to problem solving and critical thinking, while working with fractions, decimals, area, perimeter, algebra and geometry. Accelerated math classes are offered to qualified students from fifth to eighth grade.

The Science program offers the students the opportunity to experience science in action. Kindergarten to fifth grade use Houghton Mifflin Harcourt Science Fusion series and the students from sixth to eighth grade utilize McGraw Hill New York Science. Topics explored range from life science to earth science to physical science. In addition to the worktext and the online component, students stay current reading the monthly Scholastic publication, Super Science. Students perform hands-on experiments in a dedicated science lab and greenhouse and record and share discoveries in written lab reports. The program is complemented with class discussions, projects and field trips. Sixth to eighth graders participate in annual science fairs, the Science Olympiad and other statewide competitions.

The Social Studies curriculum begins with community and progresses through state, national and global studies. Kindergarteners to sixth graders use Pearson My World series and the students in seventh and eighth grade use McGraw Hill Discovering Our Past series. Topics include chronology of historical events,

geography, economics, political systems and civic participation. The use of worktext online links, primary sources and document-based questions are used to analyze events in history. Why did these events happen? How did they affect the country? What bearing does it have on the world we live in today? Discussions, debates and projects based on current events and articles in publications such as Time Magazine, Newsweek and The New York Times are enriched by field trips to locations such as the police station, the courthouse, newspaper offices, museums and national landmarks. Students actively participate in student government opportunities and community service.

2. Other Curriculum Areas:

Saint Ignatius Loyola School incorporates special area classes to enhance kindergarten to eighth grade learning. Students attend Art, Coding, Latin, Library Science, Music, Physical Education, Religion, Study Skills and Technology classes which are 45 minutes in length and meet one or more times a week, depending on the grade level.

A well-articulated Performing Arts curriculum builds a mastery of skills. The music program begins in kindergarten with an introduction to music theory and history. Students explore rhythm, harmony and melody through instrument playing and movement. Third graders study the recorder. A highlight in the fourth and fifth grade music program is the study of folk music and dance, culminating in the creation of original dances. Sixth grade students compose 12 bar blue compositions. Seventh and eighth grade students, through a two-year study of the ukulele, learn the fundamentals of chord analysis and structure and how to compose simple melodies for vocal accompaniment. Eighth grade students address social issues through the writing and performing of personal rap poetry. Music comprehension and ability develop through the study of reading and writing music, exploring musical genres and performing in musical productions.

The Visual Arts program fosters an appreciation of art history along with the students' sequential development of personal art skills. Using various mediums, the students attempt to mimic the style of world-renowned artists. Students utilize a variety of materials and techniques to create paintings, architectural renderings, drawings and other forms of visual art. The art teacher takes the math standards into account when planning lessons. Student art work is displayed throughout the building.

The Physical Education program is designed to develop gross and fine motor skills through games and team sports. Through volleyball, basketball, softball and hockey, the students gain greater understanding of the rules of the game, techniques and good sportsmanship. The importance of living a healthy lifestyle through exercise and diet is addressed.

Latin is a core subject for students in fourth to eighth grade. Saint Ignatius Loyola School is in compliance with the program's foreign language requirements. Seventh and eighth grade students study Latin five days a week in 45 minute periods. Latin develops and reinforces an understanding of the English language and lays the foundation for further language studies. The grammar and Latin teachers collaborate to demonstrate the supportive connection between the two languages. The curriculum emphasizes declensions, vocabulary and translations, as well as the study of Roman history and Greek mythology. Each spring, the seventh and eighth graders take the National Latin Exam.

Technology class complements all areas of student learning. Students are taught how to best use technology to research topics related to the core subjects. In collaboration with CodeSpeak Labs, the sixth through eighth graders enjoy an additional 45 minutes per week in technology class, studying the application and implementation of coding. Technology in student learning is not limited to the lab. The use of iPads is incorporated into the daily lessons of all grade levels.

In Library Science class, various forms of media, print and technology are utilized. The library science teacher in the kindergarten to third grade leads the students in a study of classic American literature. Fourth to eighth graders study the organization of a library using the Dewey Decimal System, author studies and current events. The program is further complemented by author visits and field trips. An additional 45 minute Study Skills class has been incorporated into the sixth through eighth grade students' weekly

schedule. In preparation for the rigors of high school, the teacher models personal time management, how to approach studying for a test and planning for long-term projects.

The core subject of Religion fosters an expansion of knowledge of the Catholic faith, as well as other faiths, through the study of the Old and New Testaments, the Ten Commandments, the liturgy, prayer, the history of Catholicism and sacramental preparation. Central to Ignatian Spirituality and the understanding of the mission of St. Ignatius of Loyola is the students' sense of social justice to give back to those less fortunate. As a part of the eighth grade curriculum, the students are required to participate in ongoing community service projects.

3. Instructional Methods, Interventions, and Assessments:

Saint Ignatius Loyola School appreciates the diverse learning profiles of each student. On any given day, tiered instructional approaches can be observed in the classroom. Auditory, visual and kinesthetic learners have an opportunity to be fully engaged through class discussions, cooperative learning, projects, written and oral reports, interactive whiteboard technology, iPads and SurfacePro tablets, books-on-tape, interviewing and PowerPoint presentations. Through song, second graders can name the fifty states. Through role play, third graders take on the personas of historical figures in the "Annual Wax Museum." After much research, the fifth grade students debate viewing Christopher Columbus as hero or villain. During the month of March, the students celebrate "Pi Day" with a Student Government sponsored pie sale and the "Ides of March" with a "Toga Day." The eighth graders host a Halloween Carnival for the school community.

Multiple opportunities increase outside the classroom as students progress in age and competency. Participation in competitions, such as the Modern Woodmen of America Speech Contest, Science Olympiad, Mount St. Michael's Academic Challenge, Catholic Math League and Scholastic Awards, affords the students an opportunity to excel. Field trips to sites such as Franklin D. Roosevelt Four Freedoms Park, New York Botanical Gardens, The Museum of Natural History, Liberty Science Center, United States Military Academy at West Point and Broadway productions enhance the students' learning experience.

In kindergarten and first grade, a reading specialist works with emergent readers in small group instruction for those requiring further support. Enrichment activities are also provided in a small group setting to high performing students. A math specialist is available to offer support within the math class, as well as in small group instruction. Through math games, manipulatives, construction of models and brain teasers, students see the usefulness of math in everyday life while reinforcing basic skills and concepts.

In the fifth to eighth grade, an annual determination, based on ability and performance, is made regarding the placement of students in either on-level or accelerated Math and English Language Arts (ELA) classes.

Two psychologists are on staff to work with administration, faculty, students and parents. In biweekly meetings, the Administration meets with the psychologists to discuss specific students experiencing academic, social or emotional issues. One of the school psychologists facilitates lunchtime meetings with new students and students with families in transition to discuss and share challenges.

From the kindergarten to eighth grade, student progress is tracked through informal and formal assessments. Teachers evaluate the students through class discussions, written responses to open-ended questions, homework, quizzes, unit tests, midterm exams, final exams, essays and projects aligning with the Common Core Standards. Every spring, the Iowa Test of Basic Skills (ITBS) is administered to all students.

The New York State Tests in Math and ELA are administered to the third through eighth grade students. The test format differs from the multiple choice ITBS. The multi-day tests include multiple choice, open-ended and essay questions. The New York State Test scores range from Level One to Level Four, with Level Four being above grade standards.

Each fall, an entire day is devoted to analysis of standardized test results. The purpose is twofold: to pinpoint areas of the curriculum that were not fully addressed and areas of concern for individual students.

Teachers reflect on any shortfalls in lesson planning and make changes in future teaching of the curriculum. A determination is made on how to best support the students scoring below grade level. Those students are offered an additional English or Math class during the school day. Teachers offer extra help in the morning, during recess or at the end of the school day to assist students. Occasionally, when a student is faced with an ongoing academic challenge, a tutor is recommended.

The Administration and Faculty are committed to developing creative and engaging approaches in the classroom. The School's instructional philosophy is to give each student a strong academic foundation while fostering an excitement for learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

An environment conducive to student academic, social and emotional success is of utmost importance to the Administration and Faculty. Student accomplishments are recognized through achievement awards, such as Principal's List and Honor Roll, and participation in competitions throughout New York State and beyond.

Fourth to eighth grade students have the opportunity to serve as either elected Student Government representatives or officers. The members meet weekly to present ideas to the Administration on ways to enhance student life.

Each September, new students are welcomed into the community at a reception where classmates share personal experiences about the School. Additionally, a school psychologist meets biweekly with the new students over lunch to discuss the successes and challenges of transitioning into a new school.

The School recognizes the stresses of applying to high school with respect to numerous entrance exams, essays and interviews. Support is offered monthly to the eighth graders during lunchtime, creating a space to share experiences and strategies with peers and faculty.

Through the School's sports program, students have the opportunity to excel, whether it be on the soccer field, the track or the basketball court. Student athletic success is recognized in the weekly parent newsletter and the annual sports dinner.

Performing artists are celebrated at the annual Christmas Pageant and the winter and spring orchestra, band and jazz ensemble concerts. Students may participate in the annual musical as an actor, light and sound technician or member of the backstage crew.

A collegial atmosphere is created from the time a teacher is hired. In weekly individual meetings, the Administration mentors each first year teacher. Monthly faculty meetings, division level and weekly administrative staff meetings are held. Each week, a newsletter is sent by the Administration to the Faculty and Staff outlining events in the week ahead. Teachers share expertise outside of the classroom as coaches, club moderators and directors in the fine arts program. The Faculty comes together to enjoy special breakfasts and dinners, celebrations and monthly lunches hosted by the Administration.

Each January, during Catholic Schools Week, a panel of parents is invited to a Career Day Assembly to share experiences with the sixth through eighth grade. The panel comes from a varied host of professions.

2. Engaging Families and Community:

Relationships thrive among the School, the parents and the community which includes colleagues, alumni and prospective parents.

The School uses many different ways to communicate and celebrate the students' academic and extracurricular successes. Students receive interim progress reports and quarterly report cards. Teacher and principal comments are written on each report. Report card conferences are scheduled twice a year. Beyond these formal meetings, administration and faculty are available to discuss student progress at any time.

Each November, the Administration, the Pastor, the School's Treasurer and the Chairman of the Finance Committee hold a "State of the School" meeting for the parent community. Comparable to an annual report, the meeting's purpose is to share the overall academic, fiscal and spiritual health of the School.

Other types of parent meetings are held during the school year. Specifically, third grade parents meet with

the Administration to discuss the transition from primary to intermediate grades. Additionally, seventh grade families meet with the Administration for an overview of the high school application process. Evening parent meetings are held to focus on timely topics.

The weekly newsletter is the pivotal communication tool for the School. This newsletter shares school updates, events and the accomplishments of the community. The newsletter is sent home and posted on the School's website. The School calendar, the lobby television monitor, the church bulletin, online and print newspapers and magazines provide additional communication. A school wide automated alert system is in place in the event of school closures or emergencies.

Parents are encouraged to participate in the life of the School. Admissions tours are led by parent guides. Incoming families meet yearlong parent mentors at the "New Family Mentor Breakfast" each spring. A Principal Advisory Committee is in place to offer a parental viewpoint. The Development Office works closely with parent volunteers in the organizing of all fundraising and community building events.

Saint Ignatius Loyola School life extends beyond the building in ongoing partnerships with Ronald McDonald House, Citymeals on Wheels and local parish drives. Parents attend and voice concerns at District Community Board meetings when issues directly impact the School. Neighboring school students and parents are invited to attend the School's annual High School Fair. The annual June Street Fair is enjoyed not only by school families, but also by local residents, alumni, and parishioners.

3. Professional Development:

Professional development is an important tool to support an educator's growth. Saint Ignatius Loyola School allots an annual budget for administrators and teachers to attend workshops, conferences and classes. Opportunities abound to attend regional conferences to learn more about trends and innovations in education while giving teachers the opportunity to meet fellow educators across the nation.

Upon adopting the Common Core Standards, multiple professional development workshops were offered to support a better understanding of the curriculum and its incorporation into daily lesson plans. These workshops included webinars and new textbook and assessment training sessions. When new textbooks or teaching materials are purchased, a representative from the book company is invited to the school for multiple in-service training workshops.

As a school in a Jesuit parish, administrators and teachers participate in workshops to promote personal spiritual growth and how this may foster a stronger connection with the students. Teachers in the Archdiocese of New York are required to attend catechesis classes. These classes provide a more in-depth understanding of the Catholic faith imparted to the students in daily religion classes. Upon completion of the catechesis classes, professional certification is awarded.

Guest speakers are routinely invited to attend faculty meetings to discuss current educational and social issues which may have an impact on students and curriculum. In light of recent tragic events across the nation, security officials present seminars to educate all school personnel on how to best proceed in the event of an emergency.

As technology becomes a more integral part of daily lessons, additional professional development focuses on how to best utilize the capabilities of iPads, SurfacePro tablets and updated Smart Board technology. Administration and faculty receive whole group seminars and one-on-one instruction scheduled during regular class periods.

The Administration attends monthly districtwide Principals' Meetings and twice yearly Archdiocesan Principals' Conference Days. Speakers focus on initiatives in academics, how to deal with human resource issues, best practices in formal and informal teacher observations, how to manage state and local requirements and the use of marketing tools. Under the auspices of the Archdiocese of New York, training webinars are offered as a support in the operation of the latest student information system. This system houses all student records and is a more efficient way for administrators and teachers to access student data.

4. School Leadership:

The Administration of Saint Ignatius Loyola School focuses on the well-being of the student beyond academics. Central to the leadership is the realization that it is not just the student who is accepted to the School, but the family as a whole. Empathy, trust and openness are the cornerstones of the Administration's philosophy.

The Principal and the Assistant Principal are a visible presence daily at arrival, lunchtime and dismissal. This affords the Administrators, students and families the opportunity to get to know each other on a more personal level.

Effective school administration is achieved by the cooperation, mutual respect and understanding between the Pastor and the Principal. In weekly meetings, the Pastor and the Principal exchange information and ideas on procedures, school finances, personnel, tuition, development, school facilities and current and prospective families. The Principal and the Assistant Principal are the leaders and administrators responsible for the safeguarding and application of the School's philosophy and mission. The Administrators are the School's spokespersons who communicate the vision, mission and accomplishments of the School. The Administrators interface with the Archdiocese of New York by implementing policies and procedures.

The Principal and the Assistant Principal regularly observe the teachers in both formal observations and walk-throughs. Post-observation meetings are required. Plan books are reviewed and used as a tool to monitor the week-to-week progression of the curriculum. Division level, faculty, child study and administrative staff meetings allow for collegial conversation. Observations and ongoing communication support the Faculty in methods of teaching and ensuring student engagement. The teachers are encouraged to be attuned to any marked differences in academics, behavior and overall affect of each student. In June, annual performance appraisal meetings are conducted with each teacher.

Each spring, the Principal and the Assistant Principal discern on the events of the current school year to determine a course of action to enhance the upcoming year. Initiatives to maintain the School's high standards include shifting grade level teacher assignments in order to best utilize teacher expertise, introducing accelerated math class in the fifth grade and Latin class in the fourth grade, reorganizing the structure of the fourth and fifth grade classes and launching a two-year study of the ukulele in the seventh and eighth grade music program. A formal academic intervention program, coding classes and study skills classes for sixth through eighth grade have most recently been implemented.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

All Saint Ignatius Loyola School students are encouraged to become independent learners. An essential element of the Administration and the Faculty's efforts is to help the students understand personal and academic responsibilities, while navigating through the primary, intermediate and middle school years.

In kindergarten to second grade, teachers model and encourage students to take ownership of personal belongings, classwork, homework, personal space, physical movement and behavior. Upon arrival in the morning, students are expected to submit notes from home and homework, place coats and backpacks in cubbies and begin morning work, whether it be journal writing or a math problem of the day. As the school year progresses, the importance of making good choices in personal relationships is central to student development. The awareness of the daily schedule becomes second nature. Transitioning from period to period involves many independent responsibilities, such as bringing materials to art class, dressing for gym, recycling at lunch and managing hats and coats to go outside.

As the students transition from the second grade to the third grade, expectations and responsibilities grow. As students change classes for four core subjects, the foundation of independence established in the primary grades is now put into practice. In the third through fifth grade, students interact with more teachers and encounter differing teaching styles and personalities. Students are taught to be better organized through time management, note taking, the use of assignment pads, individual folders and notebooks and how best to study in anticipation of upcoming assessments and prepare for long term projects.

In sixth to eighth grade, the class schedule is fully departmentalized. The students meet with seven teachers on any given school day in 45 minute periods. Transitioning from class to class and managing all teacher expectations are mastered during these years. Students are encouraged to become self-advocates by scheduling individual teacher meetings, asking for clarification on subject matter and becoming confident speakers by sharing viewpoints in class discussions and school wide presentations.

The success of fostering student independence is evident as eighth graders negotiate the high school application process. The students are required to test, write essays and interview for particular schools. The life skills accumulated from the kindergarten to the eighth grade prepare the students well in the transition to secondary education and beyond.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$11279
(School budget divided by enrollment)

4. What is the average financial aid per student? \$156

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	79
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 3

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	89
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 47% of the students scored a Level 4 and 42% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	83
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 4

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	82
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 45% of the students scored a Level 4 and 37% scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	80
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 5

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	74
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 26% of the students scored a Level 4 and 48% scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	81
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 6

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	90
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 53% of the students scored a Level 4 and 37% scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	83
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 7

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	87
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 39% of the students scored a Level 4 and 48% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Test of Basic Skills

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	92
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: 2017 Common Core Mathematics Test

Grade: 8

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	62
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 26% of the students scored a Level 4 and 36% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	79
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 3

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	91
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 18% of the students scored a Level 4 and 73% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	86
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 4

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 45% of the students scored a Level 4 and 43% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	82
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 5

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average scored listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 29% of the students scored a Level 4 and 48% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	90
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 6

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 47% of the students scored a Level 4 and 30% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	87
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 7

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	90
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 43% of the students scored a Level 4 and 47% of the students scored a Level 3.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Iowa Test of Basic Skills

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside Publishing

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	87
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: 2017 Common Core English Language Arts Test

Grade: 8

Edition/Publication Year: 2017

Publisher: Questar Inc. for New York State Department of Education

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	94
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: Please note that the average score listed above is a combination of the students scoring a Level 4 and a Level 3. The breakdown is 34% of the students scored a Level 4 and 60% of the students scored a Level 3.