

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Sister Mary John O'Rourke

Official School Name: St Gregory the Great School

School Mailing Address:
85 Great Plain Road
Danbury, CT 06811-3927

County: Fairfield State School Code Number*: 2103403

Telephone: (203) 748-1217 Fax: (203) 778-0414

Web site/URL: saintgregoryschool.org E-mail: sgsoffice@saintgregoryschool.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1375

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ross Rizzo

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 16 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	24	23	47	6	16	11	27
K	11	16	27	7	15	15	30
1	17	14	31	8	10	16	26
2	11	8	19	9			0
3	16	14	30	10			0
4	10	13	23	11			0
5	11	17	28	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							288

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
1 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1.	288
(5)	Total transferred students in row (3) divided by total students in row (4).	0.003
(6)	Amount in row (5) multiplied by 100.	0.347

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Spanish and Tagalog

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

St. Gregory the Great does not participate in the federally supported lunch program, however, every year families are surveyed on the Federal lunch program income guidelines for Title I and for E-Rate purposes. A copy of all returns are kept on file in the school office. The number above is the percentage used for our Title I Program and E-Rate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 7

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>5</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>16</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	23%	17%	9%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate reflects approximately two or three teachers leaving some years, one or two other years. Due to the low number of total teachers, just a few changes create a high percentage. Staff members who have left have done so because of promotion to Assistant Principal, to raise children, to pursue retirement and for financial reasons that required them to seek employment at a high paying public school. Both full time and part time classroom teachers were included in the calculation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

St. Gregory the Great School exemplifies a caring environment with high standards, superior curriculum, and dedicated educators. The leadership and vision of the administration have enabled St. Gregory the Great School to be on the cutting edge of education allowing students to make a difference in a global society. The philosophy of “Excellence in Education” has been the goal and model for the entire St. Gregory’s educational community.

St Gregory the Great School serves students from PreK-8 and flourishes because of a collaborative professional learning community. This provides a learning environment based on the needs of all students, resulting in no child is left behind. The setting creates a stimulating and challenging atmosphere, a desire to learn, a quest for knowledge, and a curiosity about life. Students are challenged daily to discover the talents and strengths in themselves and others. St. Gregory’s increasingly diverse population promotes unconditional acceptance and understanding of one another. During the past five years, methods of teaching have been adapted to meet the needs of this changing population. This is consistent with the school’s mission which is: *We strive for academic excellence in an atmosphere of religious and moral training which leads to self-discipline that gives direction and certainty to the lives of all students.*

St. Gregory the Great School continually improves and evaluates its programs, looking to the future to provide a total learning environment based on excellence in educational opportunities and the formation of Christian community. Outstanding programs exist in liturgical development, individualized reading programs, advanced math programs, Engineering by Design, a full time Spanish program, an active art, music, and drama program, girls and boys sports, and before and after school care. All classrooms, the computer lab, and science lab are equipped with computer workstations, interactive whiteboards, projectors, laptop computers, and digital cameras, making St. Gregory the Great School the lead school in technology as recognized by the Diocese of Bridgeport.

As a result of a well-designed accelerated diocesan curriculum, the students have been recipients of numerous awards and scholarships at the local, state, and national levels. Students received the first place award of \$10,000 for winning the “Cool It! The Climate Change Challenge,” a two-year project on the effects of global warming. In addition students have received top placements in the Science Horizon’s regional and state competitions. The project of the first place state winner, a St. Gregory’s student, went on to be published in the Journal of Science Education. Other top awards include the Johns Hopkins Gifted and Talented State awards, the Presidential Academic Awards, first place art and poetry awards, first place in the Knights of Columbus Spelling Bee, and the Danbury Exchange Club’s Citizenship Award for Academics and Excellence. St. Gregory’s graduates attend the best high schools and go on to prestigious colleges and universities, such as Princeton, Yale, Notre Dame, and the military academies.

Through creativity and imagination students become leaders in today’s global world using independent and interdependent skills. The United Nations Club was established to encourage responsible citizenship in an ever-changing world. The Student Council is a perfect example of students taking the initiative by being involved in multiple local, national, and international community service projects, such as Dorothy Day Food Kitchen, the Juvenile Diabetes Association, GOMA Scholarship Fund, and Heifer International.

St. Gregory the Great students are empowered to be responsible leaders who strive for academic excellence and express their Catholic values in the 21st century global world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St Gregory the Great School assesses students annually with multiple assessments both normative and criteria referenced. The ITBS (Iowa Test of Basic Skills) (Form A) is a series of nationally standardized achievement tests given to students in grades three through seven. The primary purpose of the ITBS is to provide a summative assessment of student progress in all basic educational skills. It is used to gather data that show the students' strengths and weaknesses, help improve and identify instructional intervention strategies, measure each student's year-to-year growth in academic skills, and compare achievements of students with others in the same grade level. The results of these tests are used as criteria to determine course placement in high school as well as eligibility for scholarship programs such as the Johns Hopkins University Talented Youth Program.

The composite reading score in 2008-2009 for the seventh grade was at the 78th percentile, and the mathematics score for seventh grade was at the 74th percentile, exceeding the cut-off scores of the 76th percentile for reading and the 73rd percentile for math.

Based on five years of ITBS testing data, students consistently scored above average in reading, placing the school in the top 10% of middle and elementary schools in the nation. During the years 2005-2008 total reading scores ranged from a low of 70th percentile to a high of 80th percentile with no outstanding discrepancies. However, weaknesses were noted in total math scores. During the years 2005-2008, data showed total math scores ranging from a low of 68th percentile to a high of 80th percentile. Upon examination of the math subtests, a significant trend was noticed in math computation skills. A downward trend in scores was identified across the grades. Using the D3M Process (Data Driven Decision Making), math computation was targeted to set, review, and revise current goals to improve these scores for 2009.

Elements that contributed to this downward trend were an influx of new students, especially in grades 6-8, and an increase of multicultural diversity, which affected modalities of teaching. Due to changes in staff assignments and teacher attrition, a gap of concepts and skills was noticed and identified.

A specific, measurable, achievable, relevant, and timely goal was set across the grade levels: The percentage of students scoring at proficiency in math computation will increase from 69% to 75% by the end of June 2009 as measured by the 2009 ITBS assessments. To achieve this objective, tasks were identified to make necessary interventions in the math program to reach the set goal for the diagnostic testing in March of 2008-2009. Across all grade levels, teachers adapted differentiated forms of instructional strategies rather than expecting all students to learn from the same style of teaching. With an increasing use of technology and interactive whiteboards, students practiced, reviewed, and applied new and previously learned mathematical concepts. Using the diocesan curriculum map, effective strategies, including flexible group instruction and peer tutoring, were implemented. Multi-sensory approaches, analytical reasoning, and synthesizing of information have strengthened the students' understanding of computation.

Students in grade four took a diocesan administered criteria-referenced, benchmark math test so the diocese could measure the effectiveness of new standard-based, math curriculum maps. Ninety-three percent of students scored at the proficiency or mastery level. With the implementation of these strategies the ITBS scores for 2008-2009 showed the success of these strategies with all grades achieving in the 71st percentile to the 85th percentile. This achievement demonstrates the importance of academic excellence at Saint Gregory the Great School.

2. Using Assessment Results:

All aspects of the assessment process begin with the Principal. Formative and summative assessments are used to determine the impact and evidence of improved student learning. Upon receiving the ITBS scores, the administration and teachers meet in Professional Learning Committees, K-2, 3-5, 6-8, to review these assessments. These teams utilize the D3M (Data Driven Decision Making) process to analyze data to create SMART (Specific, Measurable, Achievable, Relevant, Timely) goals, and develop a vertical and grade specific goal and objective action plan. This allows for implementation of effective instructional strategies to ensure support for every student to improve school performance. These committees make decisions collectively by building on shared knowledge for best practices, focusing on issues and questions that most impact student achievement. The focus of interventions establishes the priority of respective learning standards, which is ongoing and occurs as part of routine work practice. Strategies include individualized work plans, accelerated programs, tutorials, study skills program, differentiated instruction, flexible grouping, and horizontal and vertical articulation.

The Principal and teachers analyze the results of the ITBS to determine the effectiveness of textbooks, technology, and curriculum maps. St. Gregory the Great purchases additional multi-media resources and instructional materials to supplement the curriculum and to improve student achievement. Teachers' continuous participation in assessing curriculum provides student academic success.

3. Communicating Assessment Results:

St. Gregory the Great School utilizes many diverse and ongoing methods to communicate the results of all students' work with parents, students, and the community. The professional learning community creates school wide SMART goals, which are announced and clarified to parents at the grade level open house meetings in September. The majority of student academic assessments are constant, including tests and quizzes, projects, rubrics, progress reports, midterms, and final exams, which are all viewed and personally signed by the Principal. Additionally, these papers are sent home and signed by parents. Informal conferences are held with parents as needed throughout the school year to keep students on track and motivate performance. Formal conferences take place in November to discuss student progress and performance for the first marking period. Goals are set for each child based on his or her level of performance, focusing on issues and questions that impact student achievement.

ITBS and Cognitive Abilities Test results are sent to parents at the end of the year in the final report card with an explanation of score reports. Parents are provided with a visual display of their child's performance on each test. The national percentile rank compares their child with students across the nation. A profile of the student's strengths and weaknesses are highlighted. Teachers are available to meet with parents to discuss the results of the testing.

Students, parents, and community are actively informed about the results of assessments through local and diocesan newspapers. Each month a personal note from the principal is included in the "News and Notes" as well as honor roll, awards, and outstanding achievements. The principal meets once a month with parents at an informal "Principal's Coffee." The current achievements and awards of students are announced throughout the year.

4. Sharing Success:

For forty-five years St. Gregory the Great School has aspired to educate and empower communities of learners. The doors are always open to share and exchange ideas, strategies, and methods to enhance learning. The Superintendent of Schools has classified Saint Gregory's as a model of excellence in the diocese, asking the school to share its implementation of technology in all subject areas. Outside educators have observed lessons using laptops, interactive white boards, and tutorials, which provide avenues for

differentiated learning.

Monthly, the diocese offers opportunities for principals and teachers PreK-8 to share topics such as literacy, curriculum mapping, and integration of technology. Discussions ensure that all diocesan schools offer high quality instruction meeting or exceeding state and national standards. Additionally, grades 6-8 teachers meet with area public and private high school teachers to share and compare curriculum and discuss academic expectations for students. This ensures a smooth transition into high school guaranteeing high honor placement and opportunities to excel.

Newsworthy events are reported in local and diocesan newspapers. Awards are displayed prominently in the school's foyer. These include the NCEA (National Catholic Education Association) for Distinguished Home and School Award, the NCEA Teacher of the Year, the Tim Russert Award for the "Teacher Who Makes a Difference", and the "Cool It! The Climate Change Challenge Award."

St. Gregory's has established a culture of sharing among the public and private schools of Danbury. It has shared its plans for a science lab as well as programs in science, Spanish, and social studies. Published curriculum maps, available on the website, guide lesson plans, ensuring a Blue Ribbon culture that recognizes a tradition of excellence and a vision for tomorrow. If Saint Gregory's wins the Blue Ribbon Award, the school will celebrate the honor by publishing the news on the school's website <http://www.saintgregoryschool.org>.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Gregory the Great offers a comprehensive academic based curriculum in grades Pre-K - 8, which exceeds the state standards. The program includes religion, mathematics, science, English language arts, Spanish, social studies, computer/ technology, art, physical education, and music.

The mission of the school is to give the students a God-centered, Catholic outlook in an atmosphere of religious and moral training. The religion program, through instruction, worship, and service fosters the development of responsibility, consideration for the rights of others, and the growth of self-worth. Religion is taught daily and is integrated throughout the curriculum. Students are encouraged to work towards peace and justice in the world.

The reading curriculum embraces a literacy program, consistently followed throughout the grade levels. To encourage strong independent readers, comprehension strategies and vocabulary building are incorporated throughout reading and other academic areas. The English language arts program encourages students to communicate clearly in both written and spoken word. Students learn to critique work through the use of rubrics in all disciplines. Instruction in grammar and various styles of writing ensures that students become real-life communicators. Computer programs enable students to plan, write drafts, edit, and publish work.

The mathematics program encourages students to become proficient problem solvers and critical thinkers. A variety of teaching methods and the use of technology introduce students to various math concepts and assure individual success. Technology is used to enrich and support math lessons through a variety of programs, interactive websites and whiteboards. Pre-algebra, Algebra I, and Algebra II are taught in grades 6 through 8. The science program is an integrated program, which includes life, earth, physical, and health sciences, as well as knowledge of technological advances. Curriculum is enriched by a STEM (Science, Technology, Engineering and Math) program, EBD (Engineering by Design), which integrates science, math, technology, and engineering. Using the inquiry method, opportunities are given to test scientific principles in a state-of-the-art laboratory. Students are consistently placed in honors science and math classes in high school.

The foreign language program meets the requirements of the NCLB-BRS Program. Instruction is given in kindergarten through grade 8, with grades 4 through 8 receiving instruction daily. The Spanish program immerses the students in a world language through Spanish songs, dramatic presentations, a Spanish cookbook, creative writing, and weekly Spanish announcements. Students are instructed in listening, conversation, writing, and reading. Completion of the Spanish curriculum allows graduates to enroll in Spanish II at the high school level.

The social studies program develops students' awareness of the world around them. Beginning at the primary level, students focus on neighborhood, community, country, and world cultures. Emphasis is placed on connecting history to the conditions of the world today. Students view themselves as part of the global community, recognizing that events in the U.S. and in the world impact everyone. Technology plays a major role in instruction and includes the use of computers, videos, music and art to enrich lessons.

Vibrant music, art, and drama programs encourage students to appreciate a variety of techniques, media, and artistic styles, enhancing the students' understanding of themselves and the people of the world. The junior high concludes the year with a musical production. Physical education promotes self esteem, body awareness, cooperation, and good sportsmanship through physical, neuromuscular, cognitive, and effective development.

Computer and technology play an integral part throughout the curriculum. Students develop information

technology and technological skills. All students use computer stations and laptops within the classrooms, computer lab, and science lab. Interactive whiteboards are used for instruction in every classroom. Upon graduation, the students are experts in computer skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

St. Gregory's reading program is strong because of continuity and a rigorous balanced literacy program selected for its high academic standards. The program's success is based on consistent and diverse teaching strategies addressing the needs of each student. Technology is a major component of the reading curriculum, providing reinforcement and enrichment to the developing reader.

Pre-K and K introduce the reading experience in a small group setting with an introduction to metacognitive skills through picturing, connecting, predicting, wondering, noticing, guessing, and figuring out. The process continues in the primary grades through anthologies and leveled readers. DRA (Developmental Reading Assessments) are given to ascertain students' individual reading levels, which allows for differentiated reading instruction. The program combines comprehension, grammar, spelling, phonemic awareness, phonics, and vocabulary while encouraging oral and written responses. All genres of literature are introduced at appropriate levels, fostering a progression of skills needed to become an independent fluent reader.

Formal reading instruction continues in grades 3 through 5, using various forms of literature, including anthologies, leveled readers, trade books, and classics. Guided reading instruction and literary circles are used to promote individual and group understanding of targeted skills and strategies.

An integrated literature program is used in Grades 6 through 8 to broaden analytical comprehension to become critical thinkers allowing them to synthesize information. After a selection is read, the text is analyzed through discussion involving questioning, evaluating, and summarizing, which develops a deeper comprehension.

New literature is presented through activation of prior knowledge, expanded vocabulary, and author introduction. Students are given a literary focus, using strategies learned and are prompted to read with more fluency, depth, and understanding. Skills and strategies are reinforced individually and in small groups, using different approaches and leveled books. Student progress is monitored on a daily basis through formative and summative assessments.

3. Additional Curriculum Area:

At St. Gregory the Great School, technology is more than a weekly computer class. Technological tools are a springboard for learning and exploration across the curriculum. Students in K-8 meet for weekly classes in the computer lab in order to become proficient in the technological skills that enhance learning in all subject areas. Emphasis is placed on productivity tools, graphics, and Internet use. These skills are employed throughout the day in classrooms equipped with seamless access to technology. This foundation allows students to develop fingertip control over the tools needed to become creators and originators of knowledge.

Technological tools are integrated into the educational experience. Using interactive whiteboards, teachers engage students in a way that encourages participation and promotes curiosity. Student access to tools such as computers, cameras, and digital microscopes enhances and develops the learning process. Science students in grades seven and eight recently competed against middle and high school students across the state in a competition called "Cool It! The Climate Change Challenge," winning the grand prize of \$10,000. Utilization of technological tools allowed them to communicate; maintain documentation; gather, analyze and graphically represent data; create publications for distribution; and develop presentations for the school, parish, local government, and community at large.

St. Gregory's continually strives to stay on the leading edge of technological innovation. The cooperation of the school family is directly responsible for the "State of the Art" status of the equipment and infrastructure. St. Gregory's is adding interactive response systems into the technological arsenal, allowing students and instructors instant feedback and enhancing assessment of learning experiences. Students also employ Web 2.0 tools, encouraging collaboration and group efforts. The technology program reflects the school's mission statement where students learn in an atmosphere of religious and moral training that guides and encourages thoughtful decision making processes.

4. Instructional Methods:

The teachers make every effort to meet the needs of all students. Lessons are presented in various ways, accommodating different learning styles. Each child's individual abilities are considered when planning and teaching. Teachers are constantly readjusting teaching strategies through faculty discussion, professional development opportunities, and review of all student assessments: including student readiness, interests, culture and learning modalities.

Students' needs are met through small group instruction, peer tutoring, tutorial computer programs, and a multi-sensory approach. Students experience a variety of teaching modalities that include formal and informal discussion, hands-on activities, cooperative group work, modeling, and strong emphasis on the use of technology. Essential questions, used to guide lessons, are included in teachers' plan books. The principal reviews plan books weekly, providing appropriate comments and suggestions. Instructional aides and resource teachers are available, providing reinforcement on a consistent basis. Students, who have IEPs (Individual Educational Plans) or qualify for ESL (English as a Second Language) or Title I, have programs that accommodate individual needs. Differentiated instruction is provided to ensure success. In upper math classes, students are taught in a flexible environment where strengths and weaknesses are identified. Students work at individual levels and move ahead as skills are mastered.

Literacy skills are incorporated throughout the entire curriculum. All academic programs integrate the four language areas of reading, writing, listening, and speaking. Literacy strategies are used to increase students' reading comprehension whether it is reading fiction, informational text, or understanding a math problem. Students practice writing and listening skills in all subject areas, including Spanish. They are taught to communicate effectively and are encouraged to use higher levels of thinking. Students begin with knowledge and understanding and progress to application and synthesis. Science fair and social studies projects are good examples where students exercise these skills and orally present ideas.

5. Professional Development:

The Principal and teachers embrace the opportunity to continue professional development. The Principal attended and presented at the National Curriculum Mapping Institute in Utah and has assisted the diocese in implementing the curriculum mapping of math, science, religion and ELA (English Language Arts). The diocese engages teachers in on-going curriculum workshops, which are aligned with Connecticut State Standards. The teachers are actively involved in a literacy-training program, which has provided a consistency in reading and writing instruction across the curriculum. Full time teachers participate in several ongoing technology integration training sessions offered by the Diocese and by the school's technology coordinator.

For the past two years, the science teacher at St. Gregory the Great School has attended the National Science Teachers Association summer in-service training sponsored by NASA at the Kennedy Space Center in Florida. This experience has enriched the physical science program by further enhancing the inquiry method through labs and demonstrations. The diocese offers science workshops for teachers during the year, focusing on the implementation of embedded tasks into the curriculum. Differentiated instruction and responsive

teaching workshops provide additional help to teachers working to meet the varied needs of students. Teachers have taken the online course, Designing Performance Assessments. Other Diocesan workshops have included D3M, development of 504 plans, scoring holistic writing, Connecticut Scientifically Researched Base Intervention (SRBI) Conference, and Virtus Protecting God's Children program. Teachers have also attended early childhood education workshops and the New England Kindergarten Conference. The professional learning community of teachers share ideas learned at workshops weekly at vertical grade-level meetings and planning periods before and after school.

Through these professional development opportunities, teachers continually assess student learning, resulting in significant gains in reading and math, and especially in the area of science inquiry.

6. School Leadership:

Throughout this application, the Principal's role is clearly seen in the areas of curriculum, instruction, and assessment. The Principal is student-centered. She knows each student by name and greets the students every morning as they enter an optimal environment for learning. The Principal has an open-door policy that is used by students, parents, and teachers.

The Principal empowers the teachers to review, to reflect, and to inform curriculum and instruction. Throughout the year, with the leadership of the Principal, the faculty meets monthly. At weekly grade level meetings, the professional learning community meets to discuss and assess curriculum. The Principal and teachers make necessary changes in curriculum in order to address problems or enhance programs to meet the needs of all students.

A strength of the Principal is the ability to engage all constituents to support student learning. Recently, space became available to the school and a major decision was made regarding its use. The Principal, with the approval of the Advisory Board, created a committee of science teachers and parents to research construction of a science lab. The goal was to ensure that the students were provided with an enriched science curriculum, which included increased lab time. Through collaboration of the Alumni Association and parents, money was raised, blueprints were drawn up, and ultimately a state-of-the-art science lab was built. St. Gregory the Great School has fulfilled its mission to provide academic excellence and has enhanced student's educational opportunities by offering additional resources toward student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3880</u>	<u>\$3880</u>	<u>\$3880</u>	<u>\$3880</u>	<u>\$3880</u>	<u>\$3880</u>
K	1st	2nd	3rd	4th	5th
<u>\$3880</u>	<u>\$3880</u>	<u>\$3880</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? \$ 4600 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
14 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
44 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Publications

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	87	85	72	83	80
Number of students tested	22	29	28	28	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	84	77	81	82	80
Number of students tested	22	29	28	28	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	74	80	72	68	77
Number of students tested	29	30	28	30	28
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	79	82	81	76	77
Number of students tested	29	30	28	30	28
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	83	71	84	82	72
Number of students tested	29	31	26	25	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	86	79	83	82	76
Number of students tested	29	31	26	25	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 6 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	76	71	74	65	78
Number of students tested	29	28	26	24	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 6 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	74	77	74	73	79
Number of students tested	29	28	26	24	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	74	71	71	68	80
Number of students tested	30	30	31	30	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside Publications
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	78	70	79	76	80
Number of students tested	30	30	31	30	31
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes: