

PART I - ELIGIBILITY CERTIFICATION

11PV79

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	30	36	66		6	20	26	46
K	23	19	42		7	30	23	53
1	25	33	58		8	23	26	49
2	26	22	48		9	0	0	0
3	31	27	58		10	0	0	0
4	20	29	49		11	0	0	0
5	23	28	51		12	0	0	0
Total in Applying School:								520

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
2 % 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 2009-2010 school 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, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2009	474
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>2</u>	<u>9</u>
Total number	<u>25</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	95%	98%	97%	97%
Daily teacher attendance	97%	98%	98%	96%	96%
Teacher turnover rate	10%	0%	8%	10%	12%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

St. Angela Merici School began in 1923 with 46 students in seven grades, and the Sisters of the Congregation of St. Joseph (CSJ) served as the teaching community. To meet the needs of a growing school community, the school building was expanded in 1941, 1944, 1950, 1956, 1985 and 1992. Our school campus, which serves 520 students from preschool to grade eight, features 19 classrooms equipped with ActivBoards, three preschool rooms, two intervention resource rooms, a technology lab, a wireless laptop lab, a broadcast studio, a media center, a science laboratory, a visual art room, a world language room, an instrumental music room, a vocal music room, a regulation gym with full locker rooms, and a full-service cafeteria.

St. Angela Merici School is located in Fairview Park, Ohio, which is a first-ring western suburb of Cleveland, Ohio. The majority of St. Angela Merici students, 72 percent, reside in Fairview Park, with nine percent of our student body from Cleveland, seven percent from Rocky River, six percent from North Olmsted, four percent from Westlake, and two percent from other cities.

The mission of St. Angela Merici School is to **“promote a safe environment where students achieve the highest standards of academic excellence and live our Roman Catholic faith in service to others.”** Our mission guides all that we do as a school community.

Our focus on a **safe environment** envelops the holistic education of the entire child. St. Angela’s dedication to the wellness of our students was recognized by the Ohio Department of Education with the 2010 and 2009 Stellar Honorable Mention Award and the Ohio Department of Health with the Buckeye Best 2010 Silver Award. Creating a safe environment rooted in respect for the dignity of each person is visible through programs such as Peer Mediation, Choose Life Program, Operation Keepsake and Internet safety programs.

Reaching the highest standards of academic excellence is the second focus of our mission. Our standardized assessment scores have consistently demonstrated high levels of academic achievement and continue to increase. The vast majority of our students are accepted to the high schools of their choice, including admissions to highly competitive college preparatory Catholic high schools. Building on our tradition of excellence and high achievement, we are committed to continual growth in further developing each of our student’s 21st century skills with continued focus on deepening applied higher order thinking skills through differentiated instruction. This initiative will take our tradition of excellence to the next level: moving forward from strong core academic skills and knowledge to the application of skills using critical thinking.

The spotlight of our commitment to a **lived Catholic faith in service to others** is seen in our initiatives demonstrating respect for the dignity of the human person through lived Catholic values. Gospel values and Catholic social justice teachings permeate the life of the school community beyond our daily religious instruction. Our Service for Others Program encourages students to develop compassion for others by participation in service projects throughout the school year. In addition, our students’ faith formation experiences include school liturgies, sacramental preparation, daily prayer, retreats and student participation in liturgical ministries.

Our school community is blessed with an excellent and caring faculty, administration, and staff whose experience covers a broad spectrum of educational attainment and experience. Our faculty’s experience ranges from one year to 40 years with over half of our faculty and administration achieving a master’s degree or beyond. In addition, four faculty members are alumni of St. Angela Merici School, and three teachers are parents of St. Angela students.

Parents, who are the primary educators of their children, are the heart of the daily life of our school community. Our parents give of their time and talent in a wide variety of activities such as our Parent Teacher Connection (PTC), New Family Mentors, coordinating our Family Mail Program, and assisting in service projects, retreats and other enrichment events. Our parent volunteers served in our school and classrooms for over one thousand hours during the past school year.

St. Angela Merici School is strongly committed to providing an affordable Catholic education rooted in excellence to all parish families who seek a Catholic education. Our commitment to offer an affordable excellent Catholic elementary education continues today with 32 percent of the actual cost subsidized by the parish community. Furthermore, four percent of the school budget is devoted to financial assistance with 19 percent of our students receiving tuition assistance through our Guardian Angel Tuition Assistance Program.

1. Assessment Results:

St. Angela Merici School administers the Iowa Test of Basic Skills (ITBS), a nationally norm-referenced assessment measuring student academic achievement, to all students in kindergarten to grade eight every spring. In addition, our school administers the Cognitive Abilities Test (CogAt), a nationally norm-referenced assessment measuring students' cognitive abilities, to all students in grade one in the fall and in grades three, five, and seven in the spring. The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.

Traditionally, the reading and mathematics ITBS scores have been consistently at the level of excellence and above the Diocese of Cleveland and national averages in all grade levels and in all years tested. This high level of academic achievement is seen even though our school has a non-selective admissions policy and accepts all students whose parents seek a Catholic education for their children. In addition, the growth in academic achievement was demonstrated despite new norms beginning in 2007.

In 2010, all eight grades in both reading and mathematics achieved ITBS test results in the top 15 percent nationally, with the vast majority of the scores in the top ten percent nationally. In reading, our students' achievement based on the ITBS national school norms were as follows: grade one at 86th percentile, grade two at 97th percentile, grade three at 93rd percentile, grade four at 96th percentile, grade five at 95th percentile, grade six at 98th percentile, grade seven at 97th percentile, and grade eight at 99th percentile. In mathematics, our students' achievement based on the ITBS national school norms were as follows: grade one at 92nd percentile, grade two at 98th percentile, grade three at 93rd percentile, grade four at 96th percentile, grade five at 94th percentile, grade six at 93rd percentile, grade seven at 91st percentile, and grade eight at 99th percentile.

Over the five year period, an aggregate gain in the national student norms was seen in both reading and mathematics. The aggregate five-year percentile gain in reading was approximately two percentile points while the mathematics aggregate gain was six percentile points during the same period. In reading, statistically significant variations for the five-year period, which are increases or decreases that exceed the standard error of measurement, were seen in the third grade's gain of +5 percentile points and the sixth grade's gain of +7 percentile points. In mathematics, statistically significant variations are observed in grade one of +8 percentile points, grade two of +24 percentile points, grade three of +5 percentile points and grade five of +12 percentile points during the same time period. There were no statistically significant decreases in reading or mathematics achievement during this time period.

Our eighth grade graduating students have consistently performed in the top ten percent based on national school norms in both reading and mathematics, indicating consistent levels of excellence are achieved by the time our students matriculate to high school. In addition, our students' performance on the ITBS is at the 85th percentile or above in national school norms in both reading and mathematics in all years at all grade levels with only a few variations that were less than the standard error of measurement. One notable variation that exceeded the standard error of measurement was the achievement of grade six in 2009 with reading at the 85th percentile and mathematics at the 78th percentile of national school norms. During the 2008-09 school year, a higher percentage of the students had been at our school for less than a school year at the time of testing; however, by the end of their second year at St. Angela, the same students achieved at the 97th percentile in reading and the 91st percentile in mathematics by the end of seventh grade, which translated into gains of 12 percentile points in reading and 13 percentile points in mathematics.

Since there are not sufficient numbers of students in demographic subgroups, St. Angela Merici School does not disaggregate our test results by subgroups. Although all students participate in the ITBS test, exceptional students who are identified and are served under an Individual Service Plan (ISP) participated in the standardized testing but were evaluated in accordance with their special education goals and objectives, and their test scores are not included in the summary results.

St. Angela Merici does not participate in the state's assessment program mandated for public schools in Ohio; however, our school community is proud of the academic achievement of our students and publishes our ITBS test scores on our website at http://www.samparish.org/school_academics.html.

2. Using Assessment Results:

St. Angela Merici School utilizes our standardized assessment data for four key functions: to inform parents with information regarding their child's abilities and academic achievement, to assist our teachers in the identification of students who may need academic intervention and enrichment, to ascertain our school's strengths and opportunities for improvement in our core academic curriculum, and to evaluate the impact of our school improvement plan and curricular and instructional programs.

Once the test results are received during the late spring, the teachers engage in data analysis of the testing results to identify strengths and potential areas for improvement in each curricular area, in each subtest and in disaggregated skills both longitudinally from prior years and vertically from each grade level. In addition, each teacher evaluates his or her students' test results against curriculum maps to identify the instructional strategies that were most successful in producing gains in student achievement. Furthermore, teachers utilize the data to evaluate their personal professional growth goals and to determine professional development goals for the upcoming school year.

ITBS scores, coupled with other formative and summative assessment measures, are utilized to identify students who may need remediation and intervention, such as Title I Reading, in the upcoming school year. The CogAt scores are utilized to identify students who may need enrichment and may qualify for gifted enrichment services. Used in this manner, the data not only describes our students' academic achievement but prescribes individualized interventions and enrichment strategies to meet the needs of each student.

The data derived from the ITBS assessments are used to evaluate our school's progress in our strategic plan goals and objectives. Through comparing actual assessment results to goals, our school community determines progress accomplished towards continuous improvement and identifies target areas for improvement.

3. Communicating Assessment Results:

Parents are provided with individualized ITBS and CogAt results for their child, along with information on interpreting their child's results, each spring when test results are available. Parents are encouraged to discuss with their child's teacher any questions or concerns that they may have with the assessment results or interpretation. In addition, a summary of the ITBS results are communicated with parents in the Principal's Weekly Letter in the spring.

In the fall, the results of standardized testing, along with a brief state of the school update, is shared with parents at our annual Curriculum Night. This event also provides parents information regarding key events for the upcoming year, new curriculum updates, and how our school is meeting our goals and objectives. In addition, parents are encouraged to visit each child's classroom and to meet their child's teacher to hear about the programs.

St. Angela publishes a School Report Card, comparing St. Angela's assessment results with the assessment results of the Diocese of Cleveland Schools. This report is published for parents and for the wider parish and local community through the parish's church bulletin, on the school's website, in the school's marketing brochure, and for prospective new families.

St. Angela Merici School uses multiple means throughout the school year of communicating with parents since regular communication between the home and school is the foundation of a supportive, cooperative partnership. Key vehicles for communication include the following:

- **Edline** -- an on-line communication tool allowing parents access to the school's Edline site, class information, and their student's academic progress.
- **Accelerated Reader** -- an Internet-based program giving parents access to their student's reading progress over the course of the school year designed to encourage independent and recreational reading for all students.

- **Conferences** -- St. Angela Merici School offers both formal and informal conferences throughout the school year. Formal conferences are scheduled twice a year with the first conference, which is a student-led conference for grades 3 - 8, coinciding with the first report card. The second formal conference, which is optional, is scheduled in February. Informal conferences may be scheduled by appointment throughout the school year.
- **Family Mail Service** – Each family receives a Family Mail packet every Friday during the school year. Included in the Family Mail is the Principal’s Weekly Letter, which provides information about upcoming school events, communication from the Parent Teacher Connection and any other information for parents.

4. Sharing Lessons Learned:

St. Angela Merici School proudly shares the good news of our successes with other schools and the local community in various collaborative efforts. Our professional staff is generous with sharing their time and talent with other neighboring schools and at the diocesan level. In this way, the staff exemplifies our mission of “living our Catholic faith in service to others” in the area of professional collaboration.

Our teachers have shared their professional experiences and best practices in various ways. They have served on the Diocese of Cleveland’s curriculum writing teams, which allows their expertise and knowledge to be disseminated to all teachers in the diocese through the curriculum written to align with Ohio standards. Furthermore, teachers have served on Cleveland-area teams such as the Cleveland Museum of Art’s Science and Art Unit Planning Committee.

Our parish and school leadership is committed to collaboration with other schools. Both the pastor and principal have served on multiple Ohio Catholic School Accrediting Association (OCSAA) External Validation Teams assisting local schools in achieving their accreditation through self-study and school improvement. In addition, the principal is a trained OCSAA External Validation Team Chairperson. Finally, the principal welcomes the opportunity to guide other school’s leaders and teachers in providing professional development and coaching on data-driven decision-making.

Sharing best practices is also seen in our support staff and in other supportive roles. Our Nutrition Services Supervisor has shared successes in the nutrition and cafeteria program, which has been recognized as part of our wellness program by both the Ohio Department of Education and Ohio Department of Health, with other local area schools’ cafeteria staff members. In addition, our principal and a teacher serve on the Diocese of Cleveland’s Local Professional Development Committee, which provide guidance for Ohio licensure renewal professional development activities.

Locally, our students’ service for and at various community service organizations, such as the West Side Catholic Center, Providence House, and Fairview Food Bank, gives living witness to our success in Catholic education. St. Angela students’ positive presence in our community reveals the important life lessons in compassion learned at our school.

St. Angela Merici School will continue to serve and share the good news of outreach if selected as a Blue Ribbon School of Excellence. We will seek out even more partnerships of collaboration to inspire, instruct, and incorporate best practices in excellence.

1. Curriculum:

St. Angela Merici's curriculum develops the whole child by nurturing our Catholic faith with 21st century skills enveloping a wide variety of learning experiences. St. Angela Merici School's curriculum is rooted in the Diocese of Cleveland's Graded Course of Study, which meets or exceeds Ohio's Academic Content Standards. The core curriculum at St. Angela is comprised of Religion, Language Arts (*Reading, Vocabulary, Phonics, English, Spelling, and Handwriting*), Mathematics, Social Studies, Science, Wellness (*Physical Education, Health, and Nutrition*), Visual Art, Technology, Music, and World Language (*Mandarin Chinese and Spanish*). Electives include Latin (*grades 5 to 8*) and Instrumental Music (*grades 4 to 8*).

St. Angela's religion curriculum provides daily religion instruction, along with a wide variety of faith-formation experiences, to foster each student's growth in our Catholic faith, to develop a greater love for God through prayer, and to reflect Catholic values through service to others. Catholic ideals and values permeate our school's culture and are not limited to religion class. In addition to religion class and sacrament preparation, our students participate in the Service for Others program, Prayer Partners (*multi-age pairing of students*), retreats, Peer Mediation, and liturgical ministry. Students participate in masses, reconciliation, prayer services, Stations of the Cross, and daily prayer opportunities. The life of the school community is centered as a lived-faith community.

St. Angela's language arts program is the foundation for all other learning, and the development of language skills is integrated in all other subjects. The language arts curriculum develops students' communication skills in listening, speaking, reading and writing through an integrated language arts program, which includes reading, vocabulary, phonics, writing, grammar, spelling, and handwriting. Our students participate in competitions such as the Power of the Pen and other essay contests.

The mathematics curriculum focuses on problem solving, reasoning, computation and mathematical concepts to develop students' understanding of mathematical concepts in real-world contexts. Our students participate in math competitions such as Greater Cleveland Council of Teachers of Mathematics, St. Edward High School's Math Classic, and Math Counts.

The science curriculum encourages our students' curiosity and wonder in hands-on exploration, problem solving, and scientific inquiry in our fully equipped science lab. Students engage in explorations to learn about and understand concepts in life, physical, and earth sciences to become faithful stewards of God's creation. Project-based learning of scientific concepts includes science fair projects, research projects, a composting project, and invention projects such as recycled robots and toy invention. In addition to classroom and science lab experiences, students take field trips to the Natural History Museum, local farms, and Camp Christopher. Many of our middle school students participate in the Northeastern Ohio Science and Engineering Fair and earn awards for their projects.

The social studies curriculum strives to develop students' understanding of cultures, societies, government, geography, economics, and history so that they become active and faithful citizens in our global world. Students explore social studies concepts through visits to City Hall, Chocolate Economics, study of famous Americans, and explorations of current and historical cultures and societies. In addition, our students develop a sense of democratic government through our representative Student Council.

The visual and performing arts curriculum cultivates our students' artistic sense through participation and appreciation of the visual and musical arts. All students from kindergarten to grade eight participate in weekly instruction in art and music classes and participate in artistic performances during our annual Christmas Program, Spring Fling, and Art Show. Students experience cultural events through school-sponsored field trips to Severance Hall for the Cleveland Orchestra and Cleveland Playhouse Square. In addition, interested students have the opportunity to participate in instrumental music and band as an elective.

Our world language curriculum provides students an opportunity to explore other cultures while learning another language. Our younger students in kindergarten through grade three explore Mandarin Chinese language and culture, while students in grades four through eight study Spanish language and culture. As an elective, students in grades five through eight have an opportunity to learn introductory Latin. St. Angela Merici School is in compliance with the program's foreign language requirements.

The wellness program, which is a blend of our physical education, health, and nutrition curriculum, is centered in the belief that each student's spiritual, social, emotional, intellectual and physical needs must be addressed to become a confident and self-directed lifelong learner.

Technological literacy and 21st century skills are fostered in our technology curriculum. St. Angela Merici students develop these skills through the application of a wide range of state-of-the-art technological resources to enhance both teaching and student learning. The 21st century resources include technology lab, laptop mobile lab, TIInspire graphing calculators, ActivBoards in each classroom, online interactive textbooks, broadcast studio, ActivVote, ActivExpressions, and various software programs. In addition, St. Angela provides parents with technological tools such as web-based Accelerated Reader and Edline in order to monitor their child's progress and to foster home-school communication.

2. Reading/English:

Through grade five, our language arts program, Treasures, integrates listening, speaking, reading, and writing using best practices recommended by the National Reading Panel. Literacy skills are applied in context to a variety of reading selections. Whole class instruction is balanced with flexible small group instruction to specifically targeted literacy skills. Leveled readers, along with leveled literature selections, are used to encourage independent reading.

Our middle school students refine their literacy skills in the literature-based language arts program. Coupled with the reading and vocabulary skills learned through authentic literature, students apply those skills in the other language arts to provide a comprehensive language arts foundation for all other content areas in preparation for a college preparatory high school experience.

Our language arts program utilizes multiple measures to assess literacy skill acquisition and multiple instructional methods to individualize instruction. Students are engaged in regular, flexible small group instruction to bridge student needs to high expectations. To assess students' literacy progress, curriculum-based measures for fluency and vocabulary are used to describe student growth and to prescribe individual interventions. For those students who need additional support to acquire literacy skills, specialized instruction through Title I Reading or the Learning Resource Center are provided.

St. Angela students are encouraged from kindergarten onward to develop a love for reading through our mixture of literacy programs. All students participate in the Summer Reading Program to encourage recreational reading and to sustain reading skills. In addition, students participate in the Accelerated Reader Program to promote independent reading. Accelerated Reader is the foundation for a reading incentive program, which is organized by our media specialist and a parent team. Annually, St. Angela participates in Right to Read Week, providing activities to promote reading.

The reading and language arts program fosters creative expression of reading. Students in kindergarten to grade four participate weekly in our Reader's Theater program, which is a best practice strategy to develop fluency through dramatic script reading. Annually, the Great Lakes Theater Residency Program allows our students to experience the dramatic performing arts, under the direction of professional actors, in context of literature explored in class. Through this program, students in kindergarten to grade five, students read and perform contemporary literature, while our middle school students read and perform Shakespeare. Finally, our Book Buddies Program allows emerging first grade readers to collaborate with our preschoolers, building reading confidence while providing positive peer modeling to the preschoolers.

3. Mathematics:

St. Angela Merici School's mathematics curriculum, based on Ohio Academic Content Standards and the Diocese of Cleveland Graded Course of Study, encompasses student learning of number sense and operations, measurement, geometry, data analysis, patterns and algebraic thinking, and mathematical process. Problem solving, mathematical reasoning, computation, mathematical concept applications and mathematical representations are integrated at all grade levels. In the past five years, the greatest gains in

student achievement based on standardized test results were seen in mathematics with an aggregate gain of six percentile points during this time period. Where many schools struggle in the area of mathematics student achievement, St. Angela School excels in mathematics.

The Simple Solutions math series used in kindergarten through grade eight is employed as an overlay to the mathematics curriculum, allowing students to continually review and reinforce mathematical skills and concepts. Simple Solutions complements classroom instruction based on the development of computational skills and mathematical concepts through hands-on exploration and real-life applications.

Rooted in St. Angela's high expectations for all students, all St. Angela middle school students study Pre-Algebra in grade six and Algebra I over a two-year period in grades seven and eight. Rather than track students by ability, as is the case in many middle schools, students are grouped by clusters to ensure a high level of expectancy for all students. Technological tools, such as online mathematics textbooks, TIInspire graphing calculators, and an Elmo document camera, are used to engage the middle school learner in complex mathematical concepts and skill attainment. Middle school students have the opportunity to compete in various local mathematics and problem-solving competitions.

The mathematics program also utilizes multiple measures to assess students' understanding of skills and mathematical concepts. Differentiated instructional strategies include flexible small group instruction, math centers, math instruction differentiated by interest and skill, extra help sessions, and interventions for at-risk students. In addition, both the gifted intervention specialist and special education intervention specialist provide differentiation in the inclusive classroom.

4. Additional Curriculum Area:

St. Angela Merici's Wellness Program is a synthesis of the physical education, health and nutrition curriculum and is an exemplary curricular area. Student wellness is rooted firmly in the school's mission and is based in the Catholic teaching of respect for the dignity of human life. In addition, one of the school's belief statements is centered on the holistic view of the development of each child: *"Each student's spiritual, social, emotional, intellectual and physical needs must be addressed to enable him or her to become a confident and self-directed lifelong learner."*

The Wellness Program is an example of how collaborative leadership and community partnerships can successfully meet the needs of students. The wellness teacher is the Wellness Committee Coordinator, which is comprised of a diverse professional representation from health professions. The Wellness Committee was empanelled as a consultative team to the principal and pastor to research, design, implement, and monitor student wellness programs and policies. Community partnerships with Fairview Hospital and Case Western Reserve University have provided students with the 5K Fun Run and nutrition presentations.

Our physical education program is an interactive approach in maintaining an active lifestyle; it is a sequentially organized program that fosters self-confidence, discipline, and direction. In addition to regular instruction and participation in physical education and health, St. Angela's Wellness Program has encouraged healthy life choices through programs such as Girls on the Run, PlayZones (*a recess program encouraging physical activity during recess*), CPR training for seventh grade students, Jump Rope for Heart, Internet Safety Presentations, and the President's Fitness Challenge.

Parent education is a central component to the student wellness program at St. Angela and includes Nutrition Nuggets Newsletter, Family Physical Activity Monthly Calendar, and parent presentations on various topics such as cyber safety, child abuse prevention, and adolescent maturation.

The school community has been recognized for its wellness initiatives by the Ohio Department of Education with the 2010 and 2009 Stellar Award Honorable Mention and by the Ohio Department of Health with the 2010 Buckeye Best Silver Award and the 2009 Buckeye Best Bronze Award. The success of other wellness initiatives and events has been highlighted in the local press, including a feature article in the Diocese of Cleveland's *Universe Bulletin* special Catholic Schools Week edition and front page coverage by the local newspapers for the annual Fun Run, Girls on the Run, and Jump Rope for Heart.

5. Instructional Methods:

St. Angela Merici School believes that instruction should address a variety of learning styles and incorporate innovative strategies to accommodate every unique learner. The foundation for St. Angela's high standard of academic excellence is rooted in the high expectations for all students, a strong belief that all students can learn, and the integration of varied instructional strategies.

To provide the younger students with continuity of care, the kindergarten through grade three classrooms are heterogeneously grouped in a self-contained classroom with one teacher. As the students grow and mature, students in grades four and five are heterogeneously grouped for a two-year loop with teachers departmentalized for core academic areas. To prepare students for high school, the middle school students follow an individualized schedule based on heterogeneous and cluster groupings with teachers departmentalized by specialty.

The Response to Intervention (RtI) framework is employed throughout the school to blend assessment and learning supports. Assessment flows from and to instruction using curriculum-based measures, pre-assessments, short cycle assessments, and benchmark assessments. The information gathered through multiple measures is used for flexible small group instruction, differentiation by skill and interest, intervention, and enrichment. The RtI framework provides tiers of support beginning with high-quality instructional strategies in each classroom to evidence-based interventions for at-risk students. Working in partnership with the Intervention Assistance Team, teachers set specific goals and interventions for at-risk students. Students at-risk in reading receive Title I Reading or Auxiliary Services Reading small group instruction as needed.

Exceptional students, including both gifted and special education, are provided with special services based on their needs. Gifted students have a Written Education Plan identifying goals and gifted services, which includes Project Challenge pullout enrichment, classroom enrichment, and inclusive enrichment with a gifted interventionist. Special Education students have a Service Plan identifying goals and services in the least restrictive environment. In addition, at-risk students receive speech and language or psychology services as recommended by the Intervention Assistance Team.

Meeting the needs of diverse learners requires the use of diverse instructional strategies in each classroom. To ensure that all learning styles are addressed, the principal conducts classroom walk-through visits daily and gathers data using McRel software on the observed instructional strategies, context, technology, assessment, and student interviews. This data, coupled with informal and formal observations and unit plan review, provides feedback to teachers on instructional strategies used to ensure that the learning needs of our diverse students are met.

6. Professional Development:

A commitment to lifelong learning is unmistakably evident in St. Angela's teachers and leadership through their enthusiastic pursuit of a wide variety of professional development endeavors that result in continuous improvement. Equipped with the latest best practices in pedagogy and catechesis, our teaching team continues to refine instructional practices aligned with our continuous improvement plan goals and current research-based practices, aligning the educational and faith formation needs of our students within the context of 21st century skills.

St. Angela leadership models collaborative learning strategies through a variety of professional development opportunities throughout the school year. The weekly faculty meetings are primarily devoted to professional collaboration with teaching peers through professional learning teams or critical friends groups, curriculum mapping sessions, and collaborative consensus-building sessions. In addition, the school's master schedule is engineered to provide co-planning periods for teaching team members, peer observations and mentoring, and peer professional rounds.

Our faculty participates in both school-sponsored and diocesan-sponsored professional development opportunities. Differentiated instruction, professional rounds training, power instructional strategies, response to intervention, technology training, safety and health training, and values-centered discipline are a few of the topics explored during recent school-sponsored professional development.

All staff members, from our novice teachers to our master teachers, develop individual professional growth plans (PGP) for the current school year. Our educators design their personal PGPs based on their

individual development needs derived from multiple sources of data, such as standardized test scores, observations, and personal reflection in alignment with our school improvement plan goals and research-based best practices focusing on student outcomes.

To encourage independent professional development work, St. Angela Merici School reimburses faculty and staff for up to \$300 in coursework or workshops per year. In addition, the school provides for the teachers' professional development resources, such as weekly professional and faith formation reading materials, a professional resource library available to all teachers, subscriptions to professional journals, school-sponsored workshops, two paid days of release for independent professional development, and providing each teacher with a summer professional reading assignment.

7. School Leadership:

At St. Angela Merici School, we believe that stakeholders share responsibility for advancing the school mission, and the goals and needs of all involved must be taken into consideration to achieve continuous improvement in students' faith formation and learning.

The leadership structure at St. Angela Merici School consists of the pastor and principal in consultation with school staff, parish staff, parents, and parishioners. The pastor provides active and engaged leadership for both the parish and school in matters of faith, pastoral concerns, administration, and employment. The pastor and principal are fully committed to the school community and communicate daily and meet frequently to discuss all school matters. The principal's collaborative and collegial leadership style is centered in engaging and empowering the staff to reach for and achieve the school's vision, mission, and values in a manner that is student-centered and data-driven.

St. Angela faculty members are actively engaged in the leadership and decision-making of our school community. The Lead Teacher Leadership Team is comprised of teacher representatives (*Early Childhood, Intermediate, Middle School, and Special Subjects*) and acts as the central school leadership team. In addition, teacher leadership is seen on leadership teams such as Candidate Search Teams, Academic Leadership Team, Catholic Identity Steering Team, Catholic Identity Event Planning Team, and Technology Planning Team. The Intervention Assistance Team, which is composed of specialists such as special education, reading, gifted, speech and language, and psychology, provide guidance in assisting teachers in the problem solving process to meet the needs of all learners.

Our parents are actively involved in our school's mission through the Parent Teacher Connection (*fostering family community building*), the New Family Mentoring Program (*connecting new families with experienced families*), and the Parent Skills Bank (*providing our school with the time and talent of our parent volunteers*).

Our school engages in community collaborative initiatives, such as our Wellness Committee, and in community partnerships, such as our partnership with Case Western Reserve University for Nutrition Education and Cleveland Clinic/Fairview Hospital's sponsorship of our Fun Run.

Each stakeholder group provides the school leadership with a wealth of experience and perspectives, and it is through the spirit of consultative and shared leadership with the varied stakeholders that St. Angela Merici School achieves our mission to "*promote a safe environment where students achieve the highest standards of academic excellence and live our Roman Catholic faith in service to others.*"

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2825</u>	<u>\$2825</u>	<u>\$2825</u>	<u>\$2825</u>	<u>\$2825</u>	<u>\$2825</u>
K	1st	2nd	3rd	4th	5th
<u>\$2825</u>	<u>\$2825</u>	<u>\$2825</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? (School budget divided by enrollment) \$4166

5. What is the average financial aid per student? \$1241

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 19%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	86	70	88	75
Number of students tested	49	51	51	56	50
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	76	81	74	89	77
Number of students tested	49	51	71	56	50
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	90	85	90	80	77
Number of students tested	59	48	56	53	52
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	86	79	85	72	83
Number of students tested	59	48	56	53	52
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	80	84	76	77	75
Number of students tested	47	54	50	56	51
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa1 Test of Basic Skills

Edition/Publication Year: A 2000/C 2005

Publisher: Riverside Publishing

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	72	72	72
Number of students tested	47	54	50	56	51
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	80	79	80	84
Number of students tested	56	43	57	48	61
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	81	75	76	68	83
Number of students tested	56	43	57	48	61
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	80	79	81	80	68
Number of students tested	44	56	50	62	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	79	73	80	79
Number of students tested	44	56	50	62	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	77	67	83	72	73
Number of students tested	55	50	56	53	62
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	70	81	73	77
Number of students tested	55	50	56	53	62
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	76	88	80	79	80
Number of students tested	51	50	49	59	59
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

11PV79

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	82	88	81	82	80
Number of students tested	51	50	49	59	59
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

11PV79

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	89	80	83	81	77
Number of students tested	51	50	57	58	63
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

11PV79

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: A 2000/C 2005 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	88	81	81	75	86
Number of students tested	51	50	57	58	63
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: The ITBS Form A 2000 norms were used for 2006, and the ITBS Form C 2005 norms were used for 2007 to 2010.					

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