U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV108

School Type (Public Schools):   ☐   ☐   ☐   ☐
(Check all that apply, if any)   Charter   Title 1   Magnet   Choice

Name of Principal: Mrs. Patricia O'Neil Tiezzi

Official School Name: Saint Dominic School

School Mailing Address: 1050 Flanders Road

                                  Southington, CT 06489-1344

County: Hartford   State School Code Number*: n/a

Telephone: (860) 628-4678   E-mail: ptiezzi@saintdominicchurch.com

Fax: (860) 628-6572   Web site/URL: www.saintdominicschoolct.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*: Mr. Dale Hoyt   Superintendent e-mail: DRHoyt@adh-ocs.org

District Name: Archdiocese of Hartford   District Phone: (860) 242-4362

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: Mrs. Susan Houle

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)

Non-Public 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 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

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

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 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: <u>Suburban</u>

4. Number of years the principal has been in her/his position at this school: <u>5</u>

5. Number of students as of October 1, 2011 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	19	20	39		6	0	0	0
K	19	10	29		7	0	0	0
1	10	10	20		8	0	0	0
2	9	16	25		9	0	0	0
3	8	11	19		10	0	0	0
4	8	11	19		11	0	0	0
5	9	8	17		12	0	0	0
						Total in Applying School:		168

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
2	% Black or African American
0	% 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 2010-2011 school year: 2%

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

(1)	Number of students who transferred *to* the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2010	180
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 2%

   Total number of ELL students in the school: 3

   Number of non-English languages represented: 2

   Specify non-English languages:

   Polish and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 1%

    Total number of students who qualify: 2

    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: 0%

    Total number of students served: 0

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

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	3
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	0	7
Paraprofessionals	0	5
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	2	2
Total number	10	17

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:   20:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	95%	98%	99%	98%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
Total	**0**%

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

⊙ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Saint Dominic School is a campus-style pre-kindergarten through fifth grade Catholic elementary school nestled at the base of Meriden Mountain in suburban Southington, Connecticut. Saint Dominic School (SDS) has been educating students in a caring environment rich in Catholic tradition since it began as a nursery school program in 1978. The school has evolved and grown into a vibrant, energetic, family-friendly community that is a part of the church community of Saint Dominic Parish. Students are welcomed regardless of social, economic, racial, or ethnic background. The student population reflects the demographics of the town of Southington, Connecticut.

The entire school community is dedicated to living the school mission. This mission states that the school is "a Christ-centered learning community that fosters Catholic faith and Christian values in our students while striving for academic excellence and preparing our students to become responsible leaders and role models within the Church, family, and community." Saint Dominic School is a nurturing, family-oriented environment with strong academic programs utilizing traditional and innovative teaching methods. Students learn in a safe, disciplined environment that fosters a culture of educational excellence through rigorous curriculum standards. The school strives to maintain a close community while keeping up with a rapidly changing global society.

The school vision, adopted in 2009, focuses on "Saint Dominic School becoming a high quality, comprehensive elementary program. The physical facility will be updated, buildings connected and secure, and will meet the students' continuum of needs. Saint Dominic will be known and valued within the community. With maximum enrollment, the school will be financially stable." All improvements made to programming, instruction, and facilities come from the school's visioning process.

The faculty and staff are guided by Catholic faith, Catholic values, and Catholic social teaching. Every effort is made to establish a positive partnership with parents. Saint Dominic teachers are state certified and participate in professional development programs. Saint Dominic School is accredited by the New England Association of Schools and Colleges (NEASC).

The Iowa Test of Basic Skills (ITBS) scores are above those required for "exemplary high performing schools" according to the criteria established for Blue Ribbon Schools. However, Saint Dominic School's worthiness of the distinction of Blue Ribbon status goes beyond test scores. Preparing the students to be successful in their academic and spiritual lives is at the center of all decision making. Teachers integrate 21st century skills into their instructional strategies. Technology assists teaching and learning within SMART Board-equipped classrooms as well as through a mobile netbook laboratory. Instruction is differentiated so that all students may be successful. The traditional core curriculum of religion, language arts, reading, mathematics, social studies, science and health is enriched with Spanish, physical education, art, choral music, and instrumental music. The school has an automated library and a librarian. A literacy specialist and school counselor assist students with academic needs and emotional and social growth.

Yearly information is requested from local middle schools about the academic preparedness of Saint Dominic School graduates and their ability to meet the demands of middle school. Data collected over the past four years indicates that 87% of our graduates have achieved honor roll status during the first semester of their sixth grade year. Area middle schools report that Saint Dominic graduates are academically and socially prepared and successful.

The feedback from school families is consistent and clear: Saint Dominic students are happy, enjoy school, and have a love of learning fostered during their time at the school. Students participate in student council, chorus, band, soccer and basketball teams, and many other after school clubs such as science,

technology, and art. Classes are responsible for planning and leading Masses and prayer services. Students serve as Mass lectors, cantors, and altar servers. All these experiences help students develop into confident leaders. Saint Dominic School aspires to be a positive member of the community-local, state, and national. Students contribute to community service opportunities that reflect the school's commitment to Catholic social teaching. Yearly projects include coat, mitten, and sock drives, walk-a-thons, Christmas season giving trees, food drives, and coin collection drives for charitable causes.

An active Home School Association (HSA) supports the daily programming of the school by funding cultural arts performances and visits from published authors, performances by Young Audiences of Connecticut, and science-related classroom programs. The commitment and involvement of the parents have earned the school a winning reputation at the town's Apple Harvest Festival and Parade held every October. A consultative school board is responsible for further advancing the quality Catholic education by providing leadership, direction, and support of the administration and members of the school community. Saint Dominic School is a unique and vibrant community dedicated to academic excellence as evidenced by the active involvement and positive interactions of the faculty, parents, and students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.   In the spring of each year, students in grades three through five at Saint Dominic School are administered the Iowa Test of Basic Skills (ITBS) to assess basic knowledge of specific skills and content areas. The ITBS is a nationally-normed series of assessments in mathematics (concepts/estimation, problem-solving and data interpretation, and math computation), reading (comprehension, word analysis, vocabulary, and listening), language arts (spelling, capitalization, punctuation, usage and expression), sources of information (maps and diagrams, reference materials), as well as science and social studies. Students in grade three are also administered separate sub tests on listening skills and basic word analysis. The Cognitive Abilities Test (CogAT) assesses thinking skills (verbal, quantitative, and nonverbal). It is administered to grade two students in the fall and to grade five students in the spring each year. It measures the level of cognitive development of students, along with, general and specific reasoning abilities. Used in combination with other relevant information about a student, these scores can be used to adapt classroom instruction.

Test results from the ITBS are grouped into four categories: below basic, basic, proficient, and advanced. The school goal for students is to achieve the proficient or advanced levels in all grades for all areas tested.

In Spring 2011, students' scores on the ITBS in the areas of reading and mathematics met or exceeded the 91st percentile. In relation to percentile ranks of National School Norms, grade three students scored in the 93rd percentile in reading and the 92nd percentile in mathematics. Grade four students scored in the 98th percentile in both reading and mathematics. Grade five students scored at the 91st percentile in reading and the 99th percentile in mathematics. These results distinguish Saint Dominic School as an *exemplary high performing school.*

B. For the past five years, Saint Dominic School's scores on the ITBS have been exceptional. In mathematics, students in grades three and four have scored above the 90th percentile in relation to percentile ranks of National School Norms. Grade five students performed above the 90th percentile every year except 2010. At that time, data indicated that math concepts/estimation and problem solving/data interpretation dipped to the 76th and 79th percentile respectively. As a result, a needs analysis was conducted to determine the cause of the drop. In response, a new math program and accompanying resources were researched, evaluated, and implemented in the 2011-2012 school year.

In all areas of reading, students in grades four and five attained scores above the 90th percentile for the past five years. In 2008, scores of students in grade three dropped to the 89th percentile. It was determined that a number of factors contributed to the slight drop, including mid-year teacher turnover and a need for additional reading assessments in the primary grades. Using this data, the faculty developed school-wide goals for reading. These goals included implementation of additional assessments for fluency and comprehension, the hiring of a literacy specialist, and professional development for teachers. As a result, student achievement increased.

Standardized test results are analyzed and shared with the entire faculty in the spring. Longitudinal studies are provided along with an overview of the Archdiocesan test results to assist the faculty in understanding performance trends at each grade level. The principal provides an individualized review for teachers in grades three through five utilizing all the features of the Interactive Results Manager (iRM). Instructional goals in reading and mathematics are discussed and formulated based on the performance trends of each class and each student. The Archdiocesan Office of Catholic Schools (OCS) provides the school with a comparison of student performance throughout the Archdiocese which is also shared with the faculty and used for goal setting.

For the past five years, there has been an increased emphasis on collaboration and communication among the faculty. The principal has provided focused and ongoing professional development aligned with Archdiocesan objectives to ensure that the instructional program and school culture is conducive to learning and professional growth. Faculty work together to plan and implement improvement strategies. Student progress is monitored using formative and summative assessments along with teacher observation to improve instruction. The curriculum, instruction, and assessment are aligned with standards to ensure continuity from grade level to grade level.

The success of Saint Dominic School is based on the strong partnership between faculty and parents, united by a common vision of student success in a supportive and academically challenging environment. The students have been very successful because of the commitment of the faculty to do whatever it takes to make sure each student is achieving to his or her potential. Students are respected as unique and valued individuals who are connected to their local and global communities and engaged in learning in a supportive and academically challenging environment. Instruction is personalized and flexible group instruction increases student connectedness with the teacher. Teachers are more cognizant of the benefits of small group instruction and it is an integral part of daily instruction. Additional support and instruction, either during the school day or outside of school hours, is available to students who need assistance.

2. Using Assessment Results:

Saint Dominic School staff is committed to the school's mission of academic excellence. This commitment drives yearly review of test data trends and ensures instructional consistency across grade levels. Results from the ITBS and the CogAT, in addition to routine formative and summative assessments, are reviewed on an individual, class, and school-wide basis to determine strengths and weaknesses and to plan instruction.

The Interactive Results Manager (iRM), software provided by the Riverside Publishing Company, has been used by the faculty of Saint Dominic School for the past five years. This software enables teachers and administrators to analyze test results, design instruction and assess the effectiveness of school programs. In addition, this software enables teachers and administrators to track longitudinal data to evaluate trends within the same class as they progress through to grade five and to evaluate programs within a grade level over time. The purpose of the ITBS is three-fold: (1) to determine the relative areas of strengths and weaknesses of individual students; (2) to assist teachers with setting instructional goals; and (3) to allow the principal and teachers to monitor student achievement and share this with families. These results provide the school with the information needed to choose instructional practices, determine learning objectives and procedures, and create an effective classroom environment. Data from the iRM is used to better understand the unique learning needs of students and to assist teachers with differentiating instruction within their classrooms.

The principal informs parents in the monthly school newsletter when the ITBS/CogAT assessments will be administered. The school communicates the assessment results of both the ITBS and the CogAT to parents via the individual student profile narrative report. This report provides a narrative description of the student's overall performance, using the composite score and the national percentile ranking, as well as a more detailed assessment of the student's relative strengths and weaknesses. A complete explanation that helps families understand their child's test results is included on the profile narrative report. The classroom teacher and principal are available to conference with parents regarding the results.

3. Sharing Lessons Learned:

Saint Dominic School is very proud of all its accomplishments and looks for opportunities to showcase and share them. Saint Dominic School has hosted numerous professional development meetings, inviting teachers and administrators from throughout the Archdiocese of Hartford to its campus. The technological capability available in the Saint Dominic Community Learning Center allows recording and

teleconferencing to occur during various events. For the past three years, the faculty from a local Catholic school has joined the Saint Dominic faculty District Professional Learning Community. Teachers from these schools meet to share grade level concerns and strategies in the area of writing and writing assessment.

Saint Dominic School teachers have led workshops for teachers on Learning Centers and on Writer's Workshop. These hands-on workshops allowed grade level collaboration and discussion of best practices. The Saint Dominic School literacy specialist has presented literacy workshops and has worked with cross grade levels in a modeling and collaboration format.

The pre-kindergarten teachers belong to a regional consortium which serves as a resource for the early childhood educators to develop professional networks, meet curricula standards and to satisfy professional development needs. Saint Dominic School pre-kindergarten teachers have hosted meetings for the consortium and served as topic presenters.

Teachers from other Catholic schools have spent time observing and conferencing with the Saint Dominic staff and have returned to their own schools with new strategies and best practices. Both the principal and kindergarten teacher have served on NEASC accreditation teams in order to enhance their skills and to share best practices.

At the Catholic Educators Curriculum Conference, teachers were able to share some of their own best practices for assessment with grade level colleagues from throughout the Archdiocese. These opportunities to host visitors, present at workshops, serve on a visiting team or attend regional professional development are very important for the faculty at Saint Dominic since it affords them the opportunity to meet with other professionals teaching at their respective grade levels.

4. Engaging Families and Communities:

The school can attribute a significant part of its success to the very high engagement of families and local community members. Saint Dominic School makes the most of its small size by optimizing on the open door policy of the principal and teachers, emphasizing its partnership with parents, and outreach to the local community. Parents of current and former students volunteer in the library, the kindergarten classroom, at after school programs, on committees, as coaches for sports teams, and as support for many technology initiatives. Communication between Saint Dominic School, the parents, and the community includes monthly newsletters, a directory, events calendars, and the student/parent handbook which is emailed to parents and posted on the school website. Teachers have a classroom webpage and email account to communicate quickly and easily with parents. Faculty are accessible in person, by telephone, or by email. For the calendar year 2011-2012, an early alert system was added to inform families of important events or emergencies. The school website offers information about the school and its programs. Parents access progress reports and daily homework assignments through a link on the school's website.

 A Back-to-School Open House is held at the beginning of each year to encourage a strong partnership with parents. Parent workshops are held to introduce new programs and technology available in the school. The school has purchased numerous subscriptions to online programs to support student learning at home and at school such as Lexia, Raz-Kids, and Symphony Math.

Since 2006, the Saint Dominic School Board has hosted yearly town hall meetings to provide parents and parishioners with information about school programming and successes. This meeting serves as an open forum for questions or concerns. Goals, future plans, and assessment results are presented at this meeting.

Saint Dominic School recognizes that engaging family and community in both curricular and extra-curricular programs is essential to the success of its students. Childcare, both before and after school

hours, serves the needs of working parents by providing affordable child care in a structured and familiar setting. Soccer, basketball, bowling, ski club, chorus, drama, band, technology, science club, art club, and summer programs are available to the students. Afterschool tutoring or enrichment provided by teachers ensures that each student is given every opportunity to meet his or her potential. The development of the whole child is of paramount importance.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Saint Dominic School offers a balanced curriculum that integrates Catholic social teachings with strong academics. From pre-kindergarten through grade five, students are offered broad educational experiences to prepare them for middle school including: religion, mathematics, language arts, reading, social studies, science, Spanish, art, music, and physical education. Curricula follow the Archdiocesan Curriculum Standards which are based on national standards. All Archdiocesan standards support the Common Core State Standards.

Religion creates a Catholic climate that shapes students as active participants in parish life. Students participate as altar servers, lectors, and cantors. The primary premise of the Archdiocesan Religion Curriculum Standards is to empower young people as disciples of Jesus Christ, engage them as active participants in the Church, and foster their spiritual, academic, personal, and moral growth.

The mathematics program develops students' problem solving strategies, critical thinking abilities, and life skills as they relate to math. Throughout the grades, appropriate computational skills are taught and applied to real life problem solving situations. The discipline of mathematics is critical to the achievement of students who are productive citizens and critical thinkers.

The language arts program develops students' reading, oral and written communication, and seeks to strengthen the reading/writing connection. Students write for various purposes and in different genres. At all grade levels, writing skills and conventions of grammar are taught explicitly through writing.

Students in pre-kindergarten through grade five, read from a literature-based reading program that includes leveled support materials for flexible, small group, and individual instruction. An appreciation of literature is fostered by introducing students to a variety of genres. The goals of the reading program are to develop independent readers, to facilitate an understanding of literature, and to foster a love of reading.

The social studies curriculum makes students aware of other cultures, of economic and political systems, and of historical developments. Social studies leads to the formation of civic competence and an awareness of social justice and social responsibility on a local, national and global level. Students are taught to make informed decisions as citizens of a diverse, democratic community within a rapidly changing world.

The science curriculum develops a basic knowledge of science and its processes and an appreciation for the wonder of the universe. Students analyze real-life problems and develop appropriate and morally responsible solutions to those problems. The health/wellness curriculum is an integrated component of the science curriculum and emphasizes maintaining physical, mental and emotional health.

Saint Dominic School is in compliance with the program's foreign language requirements. All students receive Spanish language instruction for 30-40 minutes per week. Lessons include music and technology-based activities to promote knowledge of the written and spoken language and an appreciation for the culture.

Technology is integrated into each curriculum area. Classrooms are equipped with SMART boards and two to four desktop computers. The reading and mathematics programs have technology components that enhance instruction and address all types of learners. Interactive response devices are used for formative assessments and a portable netbook lab is available for all classes.

Art and music are integral programs at the school. Students have art and music instruction weekly.

Students are exposed to a wide variety of art, artists, and mediums. Instrumental music is offered in grades three through five and vocal music skills are taught at all grade levels.

Physical education is provided weekly for students. Students learn to become physically fit and appreciate health and wellness in a structured setting. Special events such as a Diabetes Walk and Jump for Heart are integrated to heighten awareness of health and fitness and to assist those who suffer from life threatening conditions.

2. Reading/English:

The reading curriculum follows the Archdiocese of Hartford's standards-based curriculum. A literature anthology series with online resources is used from pre-kindergarten through grade five to ensure continuity. This program was chosen from the Archdiocese of Hartford's approved list because of its high standards that meet and challenge the reading abilities of SDS students. The reading program encompasses all strands of language arts including oral and written language, phonics/phonemic awareness, fluency, listening skills, vocabulary, comprehension, grammar, and writing. Students read authentic literature from a variety of genres. Accompanying each selection are abundant activities with cross-curricular connections to art, technology, science and social studies. Whole group instruction, flexible, guided reading groups using leveled readers, centers, and individualized instruction are used to meet the needs of students.

Beginning in pre-kindergarten, students build a firm base of letter/sound recognition. Kindergarten further develops this foundation, and begins instruction in decoding strategies and sight word acquisition. Students' successful exposure to reading at this young age sets the stage for further success in the primary grades. Throughout the primary grades, students are immersed in literacy activities such as teacher read alouds, choral reading, shared reading, guided reading, partner reading and readers' theater. Students' skills are strengthened through a supplemental phonics program. Independent reading is reinforced as students explore and report on various genres. In the upper elementary grades, high-level comprehension strategies are practiced throughout the content areas. A supplementary vocabulary program supports language development. Reading instruction is enriched and individualized through literature circles using trade books, listening centers, and weekly library visits. A number of assessments are used to monitor student progress, including the DRA 2 assessments (administered to students twice per year). By providing students with numerous opportunities to read independently, discuss literary pieces in small groups, and communicate their opinions of the selections, reading becomes a natural part of their everyday life. In addition to the core curriculum, the school subscribes to a number of online reading programs (Lexia, A-Z Reading and Raz-Kids) for use at home and at school. The literacy specialist supports and scaffolds struggling readers and provides challenging opportunities for accelerated readers. Literacy instruction is enriched through field trips, author visits, and older students reading to younger students. Literature instruction strives to connect students to the global community and instill a lifelong love of reading.

3. Mathematics:

Saint Dominic School's mathematics curriculum follows the Archdiocese of Hartford's standards-based curriculum. The standards for mathematics instruction at Saint Dominic School are benchmarked by quarter for each grade level to ensure a viable mathematics curriculum. The standards encompass number theory, estimations and operations, algebra, geometry, measurement, and data analysis at every grade level. Daily standards-based lesson planning enables teachers to align curriculum with standards. Saint Dominic School challenges students to observe, predict, analyze, and solve problems. Students are encouraged to think critically and persevere in problem solving. Students work collaboratively to explore multiple ways of creatively solving problems.

This year a new math series was implemented across grades kindergarten through five. After careful review by the faculty, this program was chosen from the Archdiocese of Hartford's approved list because

of its high standards that meet and challenge the mathematical abilities of Saint Dominic School students. The goal is to improve instructional consistency across all grade levels through the use of this program. Teachers introduce lessons with context-based situations and move to more abstract problems. Models, manipulatives, pictures, and symbols are used to build mathematical understanding. Lessons are focused on problem solving skills and real world connections.

Students are engaged in mathematics instruction through a variety of methods. Interactive digital manipulatives are used across all grade levels to model and explore math concepts. Real world videos are utilized to motivate students and introduce lessons. Animated math models are used to model, reinforce, and provide direct feedback to students. Students use math journals and portfolios to reflect on and demonstrate their mathematical thinking. Teachers also use video podcasts to review strategies for teaching concepts and skills at their grade level. SMART boards, desktop computers, and individual dry erase math boards are utilized for guided and independent practice.

Teachers differentiate instruction for students through the use of technology, intervention guides, math center kits, and online components. Diagnostic, formative, and summative assessments are used by teachers to monitor students' understanding of lessons, to adjust instruction, and to determine achievement of lesson objectives. Tiered lessons and enrichment resources are utilized to meet the needs of all learners.

4. Additional Curriculum Area:

In order to fulfill the school's mission to prepare students "to become responsible leaders and role models in the Church, family and community," strong programming in the areas of visual and performing arts is offered. Opportunities in this area allow students to take risks in a safe, nurturing environment and to hone essential 21st century skills that will serve them in middle school, high school, college, and beyond. Students have the opportunity to lead the school community in morning opening and prayer. Classes are assigned a monthly Mass where students serve as lectors, cantors, and altar servers. Students also serve in these roles on parish holy days and Sundays.

Through music education, students learn to grow as independent musicians and vocalists. Beginning in pre-kindergarten, students are provided with weekly vocal music instruction. Students perform in concerts for the school and parish community. The Christmas Nativity Pageant and Special Person's Day Concert afford students additional opportunities to lead as performers and narrators. Concerts are professionally recorded and made available to families and the community. Chorus, comprised of students in grades two through five, meets weekly and performs at televised Masses, area convalescent homes, concerts, and for parish and school Masses. Through a partnership with Future Musicians Incorporated, recorders are introduced to students in grade three and students in grades four and five participate in instrumental band lessons. Students who demonstrate a strong aptitude participate and perform in regional and state-wide band concerts.

Drama productions afford students in grades one through five the opportunity to act, sing, and dance on stage for various audiences. Yearly productions produced and directed by parents such as *The Wizard of Oz*, *101 Dalmatians* and *School House Rock* bring together the entire school, parish, and local community.

A local artist instructs weekly art classes. Students are exposed to a variety of media for personal expression and to communicate ideas, feelings, and knowledge through their art.   Various forms of art are explored and shared in portfolios that are showcased during an annual art show. Students participate in an after-school art program; the most recent project created, from recycled materials, was displayed in a town-wide art festival. Saint Dominic School students have many opportunities to enrich their lives through the visual and performing arts. The goal is to develop the whole person---mind, body, and soul---and inspire life-long interest in the arts.

5. Instructional Methods:

Instruction focuses on providing opportunities for acquiring and integrating 21st century skills (collaboration, communication, critical thinking, and creativity) throughout the content areas in a standards-based approach to learning. Online lesson planning affords teachers the ability to connect lesson objectives to curriculum standards to ensure continuity between grade levels. By recognizing uniqueness in each child, the school embraces the use of differentiated instructional strategies in all areas of the curriculum. Teachers create a positive learning environment that sets the foundation for a variety of instructional strategies. Lessons are tailored to support each student at his or her instructional level. Effective instructional strategies include: flexible learning groups, collaborative groups, whole class instruction, manipulatives, visual and auditory aids, hands-on activities, paraprofessional assistance, rubrics, ongoing formative assessments, and a variety of performance-based summative assessments. If a student is diagnosed with a specific learning disability, the recommendations of private school service plans and 504 Plans are used to modify instruction and provide accommodations for students. After school learning clubs in the areas of math, science, writing, and technology serve as reinforcement as well as enrichment. Summer programs in writing, technology, and science are also available at the school.

Each classroom is equipped with SMART boards, laptops, personal computers, printers, listening centers, and compact disc players. In addition, the school has a mobile netbook lab available to all students to enhance learning throughout the curriculum. Wireless internet access is available throughout the school. Online tutorials are used to support students in reading and math. Technology has opened innumerable opportunities to differentiate instruction and enable all students to learn and grow to their potential.

A process writing approach is used in all grades. Students develop confidence as they progress along the writing continuum. Students write in math journals and prepare oral and written reports and projects in science and social studies.   Penpals and e-pals provide for cross-curricular and technology integration. Flexible grouping and whole class instruction are used for reading. The literacy specialist and paraprofessionals offer individual and small group support. Math instruction is based in problem solving and real world application of concepts. Manipulatives are integral components of math instruction. An inquiry-based approach is used in the content areas. Learning is enhanced through field trips and the involvement of local community professionals as guest speakers.

6. Professional Development:

The faculty and staff of Saint Dominic School are provided numerous opportunities for professional development each year. All faculty members are required to obtain 50 hours of professional development yearly. The main purpose of this professional development is to enhance professional knowledge and performance in order to maximize student learning.

Professional development is differentiated to meet the varied learning needs of the faculty. When an extensive technology initiative was introduced, it was acknowledged that the technology abilities of the faculty differed greatly. To remediate this, group and individual faculty training provided support for laptop computers, online grading and lesson planning, the use of SMART board and netbook lab technology, and online curricular materials for the reading and mathematics programs. The literacy specialist trains the faculty to ensure understanding in the administration and interpretation of the DRA2 reading assessment. Teachers work with the literacy specialist to plan instruction based on these assessment results.

Recognizing the need of continuing professional development, Saint Dominic School provides funding for faculty to attend workshops and seminars. Faculty attend Archdiocesan, school based programs, and workshops throughout Connecticut. Teachers annually participate in professional development such as the Catholic Educators Curriculum Conference, Connecticut Private School Summit, Train the Trainer Technology Workshop, Curriculum Conversations for administrators, and committee work for the New

England Association of Schools and Colleges. Teachers and administrators may apply for funding through the Archdiocese of Hartford for graduate coursework that will enhance their professional skills and advance their degree in education and leadership.

Online courses are made available to faculty to strengthen their curriculum knowledge and faith formation. Faculty members attend workshops for professional development that address their individual goals and needs in order for them to become more proficient at their craft. These courses encourage the sharing of new ideas and the implementation of new teaching strategies. These endeavors are aligned with content standards and seek to enable the teachers to better meet students' needs.

For the past two years, the faculty has participated in professional development workshops on the following topics: technology integration, standards-based curriculum and lesson planning, differentiated instruction, writing, and assessment. Teachers also meet weekly to discuss instructional ideas focusing on excellence in education. At monthly faculty meetings, teachers report on the topics they have been discussing throughout the month in order for the entire faculty to have input and benefit from shared experience.

7. School Leadership:

The governance of Saint Dominic School begins with the Archbishop of Hartford who is the canonical head of all Catholic schools in the Archdiocese of Hartford. The Superintendent, appointed by the Archbishop, is responsible for providing guidance and support to schools within the Archdiocese. The pastor of Saint Dominic Parish has authority over and responsibility for implementation of policies and directives as they relate to Saint Dominic School. While final decision making rests with the pastor, the principal oversees the direction of the school programs and the daily administration of the school. The pastor and principal work to ensure the effective operation of the school, set financial priorities to ensure programming needs, and maintain high standards for quality Catholic educational programming.

The principal is the educational leader of the school and plays a critical role in reviewing, evaluating, and funding the programs of the school. The principal works collaboratively with the faculty, parents, school board, and Home School Association to promote student success in a faith community. A consultative, committee-driven school board assists the pastor and principal in the operation of Saint Dominic School. The principal meets with Office of Catholic Schools to stay updated on policies and procedures and to share best practices with other Catholic school principals.

The communication between the pastor and principal concerning school issues occurs on a regular basis. The principal is in daily communication with parents, students, and faculty. The principal is responsible for observing and evaluating the faculty and staff, reviewing lesson plans and grade books, leading faculty meetings, sending out monthly newsletters, meeting with teachers, students and/or parents whenever needed. The principal has an open door policy for faculty and parents at Saint Dominic School. Students are invited to share special events and celebrations with the principal. Each student's birthday is recognized at morning meeting as well as any other accomplishments of the students.

The principal empowers and supports the ideas of the faculty and staff by encouraging them to take responsibility for student programming and enhancements to the curriculum. Saint Dominic School administration and faculty strive to provide the students with the fundamentals necessary for them to become life-long, self-directed learners.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: <u>Catholic</u>

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

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>$4232</u>	<u>$4034</u>	<u>$4034</u>	<u>$4034</u>	<u>$4034</u>	<u>$4034</u>
K	1st	2nd	3rd	4th	5th

<u>$ </u>	<u>$ </u>	<u>$ </u>	<u>$ </u>	<u>$ </u>	<u>$ </u>
6th	7th	8th	9th	10th	11th

<u>$ </u>	<u>$4366</u>
12th	Other

4. What is the educational cost per student? (School budget divided by enrollment) <u>$6500</u>

5. What is the average financial aid per student? <u>$500</u>

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? <u>6%</u>

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

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

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	79	76	63	89
Number of students tested	22	22	27	21	25
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:					

12PV108

NATIONAL NORMS-REFERENCED TESTS

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

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	76	73	85
Number of students tested	22	22	27	21	25
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:					

12PV108

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: Iowa test of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	76	78	91	93
Number of students tested	18	24	17	21	14
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:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: Iowa tests of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	77	91	95	96
Number of students tested	18	24	17	21	14
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:					

12PV108

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	66	74	83	86
Number of students tested	23	15	21	13	14
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:					

12PV108

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	76	75	81	86
Number of students tested	23	15	21	13	14
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:					

12PV108