

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Sister Anne McCarthy S.S.N.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Mary School
(As it should appear in the official records)

School Mailing Address 24 Dodgingtown Rd.
(If address is P.O. Box, also include street address.)

Bethel CT 06801-2241
City State Zip Code+4 (9 digits total)

County Fairfield State School Code Number* 2100901

Telephone (203) 744-2922 Fax (203) 798-8803

Web site/URL http://www.stmarybethelct.org E-mail srmccarthy@diobpt.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Margaret A. Dames
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Sean Folan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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.

purposes. A copy of all returned surveys is kept on file and the low-income percentage is calculated and used on the Federal ERATE forms that Saint Mary School files annually. The number above is the percentage used for E-Rate for the 2007-2008 school year.

10. Students receiving special education services: 2%
5 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</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	

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>12</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>14</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the **FTE of classroom teachers**, e.g., 22:1 17:1

Note: the FTE calculation used in this formula includes the 12 full-time classroom teachers and the five part-time teachers at .4 equivalency (5 * .4), for an additional 2.0 FTE.

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	24%	18%	11%	24%	18%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

The teacher turnover rate reflects approximately two or three teachers leaving per year. Due to the low number of total teachers, just a few changes create a high percentage. Staff members who have left, have done so to raise children, to pursue retirement, to care for ill family members, to pursue opportunities closer to home, or for financial reasons that required them to seek employment at a higher paying public school. Both full-time and part-time classroom teachers were included in this calculation.

PART III – SUMMARY

Since its inception in 1963, Saint Mary School has earned a well-deserved reputation of academic excellence, faith sharing, and character development. The school serves students in Pre-K through grade eight. The collaborative effort and family atmosphere found in the school are consistent with its mission of being “*a Christ-centered educational community, dedicated to fostering Catholic faith and values while striving for academic excellence within a nurturing family atmosphere*”. The school leverages excellent academic/extracurricular activities, extraordinary volunteer support, and a mission-centered culture to provide a truly premier education. Saint Mary is a beacon of inclusion and collaboration.

Saint Mary School is the only accredited elementary school in Bethel, Connecticut. During the most recent NEASC re-accreditation visit, the panel wrote, “Saint Mary School has been re-accredited for ten years. The school’s exemplary practices, including a sense of community, commitment to early childhood education, technology program, foreign language and advanced math programs, highly qualified staff and ongoing parent and family involvement make this a role-model school. There is an atmosphere of mutual respect between the adults and the students. The interaction among parents, students, faculty and administration is truly admirable”.

Saint Mary School enriches the curriculum by providing diverse academic, extracurricular, athletic, cultural arts and performing arts opportunities. As a direct result of the school’s outstanding academic and extracurricular activities, individual students and the school have won more than 600 awards in the past ten years. Student awards include: Johns Hopkins Gifted and Talented State Awards; Presidential Academic Awards; Presidential Physical Fitness Awards; Third place, National Catholic War Veterans Spelling Bee; First Place, State of Connecticut Science Fair; Trips to NASA Space Camp; placement in the top ten in regional MATHCOUNTS competitions; Knights of Columbus substance abuse poster competition winners. Students leaving the eighth grade graduate to high school, they are not merely “advanced”. The school is in full compliance with the No Child Left Behind guidelines. Graduates of Saint Mary attend the best area high schools and the nation’s most prestigious colleges and universities including Harvard, Yale, Notre Dame, and all of the nation’s service academies.

Parent respondents to a school survey said, “Students graduate knowing who they are and where they are going. They have a full set of outstanding values and have learned the important lesson of civility.” One of Saint Mary’s goals is to help nurture students as moral, outstanding people. Although the school is predominately Catholic, the curriculum includes teaching an understanding of cultural differences including an awareness of other religions. The goal is to develop children who accept each other as equals with no prejudices. Students are involved in multiple community service projects such as visiting the elderly; making monthly lunches for a soup kitchen; contributing to Brotherhood in Action; donations to missions both domestic and abroad; collections for Ronald McDonald House. After graduation, students often continue their service by working with Habitat for Humanity, volunteering to teach in inner-city schools, and serving as religious education teachers.

Parents proclaim that the school provides a safe, secure, and loving environment with the focus on a collaborative effort between school and home. The principal welcomes any parent at any time. Parents are an integral part in the education of their child and are encouraged to read with and study with their child regularly. The active Home School Association provides volunteers and fundraising, including a trend setting major spring carnival with over 95 percent parent participation, which is now in its 31st year. Upper grade students pair themselves with lower grade students in a “buddy” program. This spirit of volunteerism is truly unique. On any given day, students, parents, teachers, parents of former students and community members can be found actively involved in the school. Enrollment is open to students regardless of religion, race, or creed. There are two forms of financial aid available, and every effort to enroll students who have a desire to attend is made.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Saint Mary School assesses students yearly utilizing the Iowa Test of Basic Skills (ITBS). The ITBS (A) is a series of nationally-normed, standardized tests administered to students in grades three through seven. All students are tested together, in a self-contained classroom environment, with no subgroups tested separately. For St. Mary's, the purpose of utilizing the ITBS test is threefold: to gauge individual academic progress; to determine systemic strengths and weaknesses within the school; and to compare performance to similar schools across the nation.

As St. Mary's teachers and administrators study these results using **D3M**, data-driven decision making, they evaluate the school's curriculum to determine whether past adjustments have been met with success and decide what changes and enhancements will be made to continue to increase the quality of education provided. Each teacher also reviews individual test performance to see if resource or enrichment programs are necessary. Teacher-made tests, classroom work, and quizzes are also useful tools in evaluating the needs of the individual child. This year, students in grade four took a Diocesan administered criteria-referenced, benchmark math test so that the Diocese can measure the effectiveness of the new standard-based, math curriculum maps. All students achieved above an 85% on this assessment.

Saint Mary's standardized scores are consistently above not only national averages, but also NCLB-BRS program standards, placing the students annually well within the top 10 percent of elementary and middle schools across the United States. The composite Reading score in 2006-2007 for the 7th grade was at the 78th percentile based on the norm, and the composite Mathematics score for 7th grade was at the 80th percentile. These scores exceed the cut-off scores of the 76th percentile for reading and the 73rd percentile for math for the top 10% of IOWA test scores. Further analysis of the data also demonstrates that students in grade 7 excelled in algebra with the class averaging 80% correct.

Based on five years of IOWA testing data, Saint Mary School has consistently demonstrated high scores in both reading and math across all grade levels. In 2006-2007, data for grades three through seven ranged from the 72nd percentile to the 88th percentile in reading and from the 78th percentile to the 88th percentile in math. In 2005-2006, data for grades three through seven ranged from the 73rd percentile to the 89th percentile in reading and from the 82nd percentile to the 86th percentile in math. In 2004-2005, data for grades three through seven ranged from the 77th percentile to the 88th percentile in reading and from the 66th percentile to the 88th percentile in math. In 2003-2004, data for grades three through seven ranged from the 81st percentile to the 86th percentile in reading and from the 79th percentile to the 83rd percentile in math. In 2002-2003, data for grades three through seven ranged from the 70th percentile to the 86th percentile in reading and from the 74th percentile to the 92nd percentile in math. When these IOWA scores over the last five years are analyzed against the IOWA cut-off scores for the top 10%, almost every grade's score for every year falls within the top 10% in the nation.

This high level of performance is expected of Saint Mary students where the school's exemplary practices and programs support academic success.

Information can be found regarding the Iowa Test of Basic Skills at www.riverpub.com.

2. Using Assessment Results:

The principal leads all aspects of the assessment process. Throughout the year, the principal reviews weekly tests of all students and reads each child's interim progress report and report card as well as studies the annual IOWA test scores. In this way, she understands the academic performance of the whole child and ensures that each student is working to his/her potential.

Upon receipt of the IOWA scores, the administrator and teachers meet to review these assessments. Teachers then identify students who are achieving below grade level and also students who are achieving significantly above grade level. In both instances, teachers then develop a plan of action to meet the needs of these individuals whether it is remedial help, an individualized work plan, or inclusion in an accelerated math program. Lessons and instruction are continually adapted based on data gathered from both formal and informal assessments to ensure that all students are meeting the curriculum standards. Each fall, the previous years IOWA results are reviewed, and the principal and faculty use the results to develop the academic school goals for the new school year.

IOWA test results are also utilized to identify common deficiencies across grade levels. These results are part of a larger systemic assessment undertaken at the beginning of each school year. The principal and teachers also use the IOWAs to evaluate the effectiveness of textbooks as well as identify other instructional materials needed to supplement the curriculum. Collaboration is encouraged among teachers in analyzing test scores each year to ensure consistency and focus on areas of weakness. For example, when analyzing the reading scores on the 2007 IOWA test, it was noted that the area with the greatest weakness across most grade levels in reading was vocabulary. As a result, the school is focusing its efforts on improving vocabulary in all of the content areas. Each year the teachers throughout the Diocese review the curriculum maps in light of the students' performance on the IOWA test. If there are deficiencies, the maps are reviewed and modified so the students' needs will be met. The mapping process is consistent, flexible, and continuous. It provides an opportunity to share best practices among all teachers in the Diocese.

3. Communicating Assessment Results:

Saint Mary School uses diverse and ongoing approaches to share the results of all students' work at all grade levels with parents, students, and the community. IOWA test results are sent to parents with explanations as to how the scores were derived and how the school makes use of these results. A majority of student academic assessments are internal and relate to achievement in a wider range of learning areas. Teachers use a variety of assessment tools including rubrics, quizzes, tests, mid-term and final exams, interdisciplinary projects, and formal and informal writing samples. All students in grades four through eight receive formal interim reports every quarter. Formal conferences are held with all parents each November. All test results are sent home to parents and must be returned signed. This ensures that parents are aware of their child's progress throughout the year. Students in the early grades take home a weekly work folder with completed work to be viewed by parents. Folders must be signed and returned to the teacher each week. If a student's grade falls below a C, the teacher communicates with the parents and discusses the areas of weakness. The teacher then develops a plan of action with the principal in order to ensure that the individual student's needs are being met. Also, all teachers post their homework on the school website each day so parents are aware of assignments.

Progress at Saint Mary School is reviewed informally as well. The school assesses students' use of technology in a fun and non-threatening way. Classroom Jeopardy is used by teachers to review and test students' knowledge of curriculum areas. The school communicates student successes with the church and school community through church bulletins and by letters to parents recognizing students for their awards or distinctions. Teachers communicate student progress and concerns with other specialists from the public school who provide services for students. Student assessment results are provided to families who request private tutoring services.

4. Sharing Success:

Saint Mary School is a part of the Diocese of Bridgeport which educates approximately 11,000 students Pre-K through grade 12 in 39 schools throughout Fairfield County. To a great extent, the school shares its successes, goals, and aspirations with the other Pre-K through eighth grade Diocesan schools in Fairfield County. The school also collaborates with the public schools in Bethel, Connecticut, and neighboring Catholic high schools to discuss academic expectations for students entering high school, thus ensuring that the curriculum is adequately preparing students for this next step.

Teachers meet regularly with other Diocesan K through eighth schools in the region on topics such as literacy, curriculum mapping, and integration of technology. The school continues to participate in Diocesan-wide curriculum reform and enrichment efforts in mathematics, literacy, and science. These actions ensure that all Diocesan schools offer high quality instruction that is aligned with state and national standards and that can be objectively assessed and evaluated for high quality content.

Through the Diocesan-wide curriculum mapping process, teachers in all 39 schools are provided the opportunity to share best practices and innovations in teaching and learning. Teachers have the opportunity to participate in ongoing program evaluation with other schools. They work together to enrich and modify the curriculum to build a community of learners. Collaboration is embraced whether it is among teachers in the school, other grade level teachers in the Diocese, or the local public and private high school teachers. Through these collaborative efforts teachers are empowered to improve instruction to meet each student's needs.

The Diocesan superintendent has recently asked Saint Mary School to share its marketing plan with other Diocesan schools so that it may be used as a model in the Diocese. The school principal and Saint Mary School teachers compose articles for the Diocesan newspaper "Fairfield County Catholic". The town paper and local regional paper are also called when newsworthy events are taking place at the school. Student and school successes are also celebrated through the use of the church bulletin.

PART V – CURRICULUM AND INSTRUCTION

The school curriculum consists of daily instruction in religion, reading, language arts, and mathematics in grades K through eight. Social studies and science are taught daily in grades four through eight and one hour per week in grades K through three. Spanish and vocabulary are taught in grades six through eight three days per week. Physical education, art, music and technology are taught weekly in all grades Pre-K through eight. The current curriculum meets both Diocesan and CT State Content Standards.

The religion program reflects the mission of fostering Catholic values so that all may live responsibly as stewards of God's creation while working towards peace, justice, and human dignity. The goal is to provide a foundation for a life of faith through the development of an understanding and appreciation of Scripture, creed, prayer, sacraments, Christian morality, doctrine, tolerance, church history, as well as service to the community.

The school's reading program develops, enhances, and encourages reading skills and strategies at all levels. Efforts are made to enhance students' enjoyment and appreciation of reading. Upon graduation, students are confident in their daily reading, comprehension, and critical thinking skills. The purpose of the English program is to develop the students' communication abilities using the written and spoken word.

The St. Mary School mathematics program seeks to develop students' problem-solving strategies, critical thinking abilities, and life skills as they relate to mathematics. Upon graduation, students are confident in basic problem solving, have a foundation in algebra, informal geometry, graphs, and statistics, and have mastery of percents, consumer math and unit conversions. For the 2007-2008 school year, a new science curriculum map is being implemented. The science program fosters an appreciation for the wonders of God's creation, respect for the environment, and helps students develop a broad base of knowledge in the four disciplines of science/technology, earth, life, and physical science. The program strives to strengthen students' critical thinking skills through activities that involve observation and examination while they become proficient in the steps of scientific inquiry, numeracy, and literacy.

Social Studies curricula develop and enhance student understanding of the elements of culture and civilization from ancient times through the current by integrating history with geography and economics. Special emphasis is placed on deepening a sense of American heritage along with civic responsibility.

The Spanish program at Saint Mary School fosters an appreciation for all God's people from many cultural backgrounds of the Spanish speaking world, while developing skills in the four areas of second language acquisition: listening, speaking, reading and writing. The Spanish program is part of the curriculum for all students in grades six through eight, providing three 40 minute classes per week for the school year. The foreign language curriculum meets the requirements of the NCLB-BRS program.

The art program helps students learn to recognize a variety of techniques, artistic styles, different cultures and historical periods. The music program helps students develop a life-long appreciation of music and musicians. The purpose of the physical education program is to enhance students' athletic capabilities; expand their overall knowledge of being physically fit; recognize the activities in which they excel; know the importance of sportsmanship and having fun. The technology program provides students and teachers with the skills to infuse and integrate technology throughout all curriculum areas. Special emphasis is placed on computer ethics, safety, and using technology to improve productivity and efficiency.

A variety of after-school programs is offered to enrich the curriculum including the Missoula Theatre program, instrumental music, computer robotics, MATHCOUNTS, and stock market simulation.

2a. (Elementary Schools) Reading:

The reading curriculum in the elementary grades is consistent with the school's philosophy on literacy. It integrates phonics, phonemic awareness, vocabulary, comprehension, and both written and oral responses to literature. The materials used were chosen because they use authentic literature to teach reading, and because they present a sequential building of the skills necessary to be good readers, leaving no gaps in reading instruction.

Students in all grades receive reading instruction in the context of literature whether it is through an anthology, trade books, or the classics. Key skills taught beginning in Kindergarten include connecting, picturing, wondering, guessing, noticing, and figuring out. The middle school reading program builds upon the foundation already set in the earlier grades. Before reading, students are introduced to the author, new vocabulary words, and background information about the text. While they are reading, students utilize reading strategy prompts to read more critically and are taught to read with a literary focus in order to determine appropriate text structure. After reading a selection, students focus on questions that help them develop literal comprehension. They participate in class discussions to enhance their understanding of the material and are encouraged to evaluate the material they have read. The reading program has been supplemented with developmental readers to provide on-grade level work for students in need. Reading skills are strengthened using leveled readers with explicit small group instruction using guided reading strategies. Students are provided with individualized work plans, independent reading lists, tutorial reading services, supplemental on-grade-level instructional materials, and reinforcement of key skills through the use of technology.

Language instruction, which includes reading, English, spelling, vocabulary, and handwriting, takes place in all grades. Lessons incorporate differentiated instruction, hands-on activities, multimedia tools, cooperative learning opportunities, graphic organizers, oral reading, and independent reading in school and at home. Student performance is continually tracked through formative and summative assessments.

3. Additional Curriculum Area:

The mathematics program develops students' problem-solving strategies, critical thinking abilities, and life skills as they relate to mathematics. Teachers work with students to increase proficiency in performing basic computations, in solving word problems, and in determining the reasonableness of answers. Basic skills instruction is then applied to the areas of unit conversions, geometry, ratios, percents, graphs, statistics, and algebra. Math vocabulary is taught to help students better understand how to decode word problems. The math curriculum provides consistency from grade to grade by using the same textbook series in grades one through seven. Students in grades five through eight can take accelerated math if their IOWA scores and class work indicate they have the ability to do so. Currently, 46% of the students in grades five through eight are in the accelerated math program. Students who are enrolled in the eighth grade accelerated math program take Algebra I. Saint Mary School has offered accelerated math for over 25 years and was one of the first Catholic schools in the region to offer this program to students.

The math program focuses on providing enrichment opportunities to enhance the curriculum. All students in grades five through eight participate in the New England Math League contest in order to experience contest-type math questions. Students may also elect to participate in MATHCOUNTS or an internet-based stock-market simulation. Last year, 20 students participated in MATHCOUNTS, eight attended the regional competition, and one qualified for the state competition. This year nine students participated in the First LEGO League robotics competition. The team received 2nd place in the State Competition for the Most Innovative Solution. Saint Mary School is the first school in the Diocese to offer the LEGO program. These programs offer an opportunity for students to use their math and critical-thinking skills in real world practice, which is consistent with the school's mission to "strive for academic excellence" and with the STEM (Science, Technology, Engineering, and Mathematics) movement.

4. Instructional Methods:

Teachers present well-rounded lessons that address different learning abilities and styles using various approaches consistent with differentiated instruction. The developmental levels of the children are taken into consideration in planning programs and teaching methodologies. The teachers have attended professional development workshops in differentiated instruction/responsive teaching. The instructional philosophy stems from the school's recognition of the importance of educating the whole child: spiritually, intellectually, emotionally, and socially. The teachers include in their plan books the objective of each lesson. The principal reviews all plan books weekly and provides feedback to the teacher. Students work independently, and in large and small groups. Teaching methods include informal and formal lectures, questioning, demonstration, general discussion, brainstorming, directed discussion, hands-on activities, cooperative learning, and extensive use of technology. Instructional aids are used to stimulate, enrich and provide variety as needed.

All content areas are approached with a focus on literacy to help students develop the four-language capacities: reading, writing, speaking and listening. Some examples include: having students communicate with a partner and having the partner express what was told to them both orally and in writing, focusing on high frequency words in all content areas, teaching students to look for key words to help solve math word problems, using both paper and technology-based graphic means to organize ideas visually for prewriting as well as to build reading comprehension, incorporating writing in all content areas, and having students continually practice writing using visual prompts, story starters, journal writing, and creative writing.

5. Professional Development:

Each full-time teacher is required by the Diocese to complete 16 hours of professional development annually. All full-time teachers either have or are pursuing a Master's Degree. Each year teachers have the opportunity to attend in-house workshops, Diocesan training, and outside professional development. The teachers' commitment to students transcends the job and can be witnessed daily after school. All full-time teachers participate in several ongoing technology integration trainings offered both by the Diocese and by the in-house technology coordinator.

Teachers are engaged in ongoing curriculum mapping workshops offered by the Diocese, in conjunction with the Connecticut State standards. Saint Mary's teachers are also taking part in literacy training, offered by the Diocese. This training allows teachers to augment the existing reading program as it focuses on the strengthening of reading skills through explicit small group instruction. Many teachers are benefiting from the science workshops being offered by the Diocese which focus on the implementation of embedded tasks into the curriculum. Differentiated instruction and responsive teaching workshops provide additional help to teachers working to meet the varied needs of students. Other Diocesan workshops attended have included D3M (data driven decision making), development of 504 plans, fundamentals of the grading and attendance system, scoring holistic writing, and Virtus-“Protecting God's Children”. Teachers have also attended outside workshops or enrolled in online courses on topics such as Kidspiration, school violence, CPR, and digital microscopy. The school provides opportunities for teachers to share new ideas that have been learned at workshops and work together to improve the teaching/learning process.

The various professional development opportunities offered in curriculum mapping, differentiated instruction/responsive teaching, and D3M (data-driven decision making), have the teachers continually looking at assessment data to better meet the needs of their students and to help them improve their performance. Research indicates that using concrete data to make decisions has a positive impact on student performance.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Education Association; New England Association of Schools and Colleges; Connecticut Association of Schools
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4,150</u> K	<u>\$4,150</u> 1 st	<u>\$4,150</u> 2 nd	<u>\$4,150</u> 3 rd	<u>\$4,150</u> 4 th	<u>\$4,150</u> 5 th
<u>\$4,150</u> 6 th	<u>\$4,150</u> 7 th	<u>\$4,150</u> 8 th	<u>N/A</u> 9 th	<u>N/A</u> 10 th	<u>N/A</u> 11 th
<u>N/A</u> 12 th	<u>\$2,005 - \$2,215 (Pre-K based on number of days)</u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$4,298
5. What is the average financial aid per student? \$1,000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? * 34%

*tuition reduction is mostly in the form of multi-child discounts

PART VII - ASSESSMENT RESULTS

Saint Mary School, Bethel CT

Name of Test: Iowa Test of Basic Skills

Form, Year: Form A, Spring 2000 /*2003 test used publication year 1995

Publisher: Riverside Publishing

Scores are reported as percentiles.

	2007	2006	2005	2004	2003*
Testing month	March	March	February	March	March
Grade 7					
Reading	78	83	81	86	81
Mathematics	80	84	79	79	80
Number of students tested	24	24	18	26	26
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
Grade 6					
Reading	78	75	80	81	79
Mathematics	88	82	86	83	74
Number of students tested	23	25	25	22	25
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
Grade 5					
Reading	88	89	83	84	77
Mathematics	87	86	81	80	76
Number of students tested	23	24	29	28	23
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
Grade 4					
Reading	84	88	88	83	86
Mathematics	88	85	88	81	92
Number of students tested	22	24	23	30	29
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
Grade 3					
Reading	72	73	77	82	70
Mathematics	78	82	66	82	77
Number of students tested	27	22	25	26	29
Percent of total students tested	100%	100%	100%	100%	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%