

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

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

Name of Principal: Mrs. Beth Hamilton

Official School Name: St. Catherine of Siena

School Mailing Address:
190 Shelton Rd.
Trumbull, CT 06611-5136

County: Fairfield State School Code Number*: 2114402

Telephone: (203) 375-1947 Fax: (203) 378-3935

Web site/URL: scatherinesienatrumbull.com E-mail: bhamilton@diobptedu.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1380

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Richard Spencer

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

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

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

4. 1 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	12	26	6	14	11	25
K	5	14	19	7	10	7	17
1	11	4	15	8	15	15	30
2	3	9	12	9			0
3	10	9	19	10			0
4	12	19	31	11			0
5	10	19	29	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							223

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	246
(5)	Total transferred students in row (3) divided by total students in row (4).	0.049
(6)	Amount in row (5) multiplied by 100.	4.878

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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

10. Students receiving special education services: 1 %

Total Number of Students Served: 3

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u> 1	<u> </u>
Classroom teachers	<u> </u> 9	<u> </u> 8
Special resource teachers/specialists	<u> </u>	<u> </u> 0
Paraprofessionals	<u> </u>	<u> </u> 4
Support staff	<u> </u> 1	<u> </u>
Total number	<u> </u> 11	<u> </u> 12

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 17 :1

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	8%	0%	0%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

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

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

PART III - SUMMARY

Since opening in 1965, Saint Catherine of Siena School (SCSS) has remained true to its mission and its commitment to the values of Catholic education. Pre-school through grade eight students learn and live the mission of the school:

Saint Catherine of Siena School exists to provide a strong moral and religious education and superior standards of academic excellence for our children in an environment that promotes belief and trust in God, respect of self and others, and a lifelong appreciation of learning and ongoing spiritual formation.

Situated on 17 acres shared with St. Catherine of Siena church, there is ample space for outdoor recreation and exploration, including a climbing structure and a soccer field. Adjacent to the school, the parish Family Center houses a gymnasium, stage, and several conference rooms for school and parish use. Parish priests have a presence in the school and support the spiritual development of the school community. SCSS is wireless, and technology is integrated seamlessly into every area of the curriculum through the use of laptops and polyvision boards in each classroom.

Accredited by the New England Association of Schools and Colleges in 1995 and reaccredited in 2005, the school follows national and state standards. Diocesan curriculum maps provide a framework for teachers; professional experience and knowledge of students' learning styles direct the implementation. Evidence of the focus on *superior standards of academic excellence* is found in the ITBS scores. In each of the past five years, the school's average reading scores have been within the top 10% nationally. SCSS students are invested and motivated learners. The ITBS scores, when viewed in concert with the CogAT scores, indicate that the majority of the students are performing above predicted achievement levels.

Faculty tenure speaks to the sustainability of this learning community. Recently, a beloved principal retired after 31 years of leadership. The average number of years of experience for the ten homeroom teachers is twenty-three, fifteen at SCSS. This continuity among the faculty results in strong vertical articulation.

The faculty recognizes the uniqueness of each individual and validates each student based on that uniqueness. The development of individual talents is celebrated through inventiveness and creativity. Integrated into the fabric of the school are respect for others and self, community service, acceptance of diversity, and patriotic pride. The students participate in a strong academic program, patriotic activities, aesthetic programming, and extracurricular activities that promote self-esteem, social growth, leadership, and respect and appreciation for all aspects of learning, life, family, and community.

Extracurricular activities augment the academic day and provide opportunities for students to broaden their learning. Some of the activities offered are student council, Scouts, band, cheerleading, sports teams, drama club, knitting club, yearbook, newspaper, tennis, Engineering with Legos, and literary magazine.

As a mission-driven school, service to others and leadership are integral components of what is taught. Students recognize the responsibility one has to family, community, country, and world by collecting supplies for soldiers, sending letters and cards to shut-ins, providing patriotic programs for the community, and working to support local charities.

The parent body is enthusiastically involved in the success of the school, serving on the advisory board, overseeing a hot lunch program, organizing fundraising opportunities, coaching sports teams, and volunteering in various capacities around the school. There is an active Home-School Association which brings parents together socially and also raises significant unrestricted funds for the school. In addition, a significant number of current parents at SCSS are also alumni. This, too, speaks to the sustainability of SCSS.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The faculty at SCSS believes in gathering data from a variety of sources to plan student instruction, intervention, and enrichment. Both summative and formative assessments are used by classroom teachers to not only measure a student's success in mastering the material taught but direct future instruction.

The Iowa Test of Basic Skills (ITBS) is a battery of nationally normed, standardized achievement tests administered to students in grades three through seven. The Cognitive Ability Test (CogAT) assesses students' learned reasoning abilities. SCSS students in grades one, three, five, and seven take the CogAT in March. Taken together with the ITBS, this allows faculty to consider the connection between students' predicted achievement based on their ability per the CogAT, and their actual school performance as measured by both the ITBS and classroom performance. The data indicates that, on the whole, SCSS students are achieving above their predicted levels.

In the primary grades (K-2) the Developmental Reading Assessment (DRA) is the primary tool for reading assessment. The DRA is used to determine both instructional and independent reading levels. Students are administered the DRA three times each year: September, January, and May. In addition, students who are struggling with decoding are administered a phonemic awareness assessment which highlights areas of difficulty. SCSS students are making good progress when compared to benchmark schools using the DRA.

All SCSS faculty members have attended a workshop on Data Driven Decision Making (D3M). At the beginning of the school year, the faculty reviewed the ITBS/CogAT data and determined a schoolwide goal for the 2009-10 school year related specifically to a weak math area: word problems. Once the faculty set a school goal, the Professional Learning Communities (PLC) set goals specific to their grade levels. These PLC meet weekly to discuss students, curriculum, and steps taken towards the set goal. The Blue Ribbon Assessment program provides the tool for teachers in grades four through seven to customize formative assessments to benchmark progress made towards meeting the PLC goal.

SCSS students maintain high levels of achievement: this year, 43% of eighth grade students qualified for the John Hopkins Center for Talented Youth program based upon their ITBS scores from seventh grade. During the past five years of ITBS testing, 96% of the total reading scores and 76% of the total math scores have been within the top 10% nationally. The 2009 testing indicated a drop in the performance of sixth grade students. Upon review, there was a reconfiguration of faculty and a more rigorous math text was adopted. SCSS also hired a math teacher to provide small group intervention for the more concrete learners in the Middle School.

St. Catherine's has access to learning specialists employed by the Diocese of Bridgeport. The learning specialists administer additional standardized tests as needed. A third grade student struggling in math and working well below grade level was recently administered the Key Math test. The results were reviewed by the principal, the classroom teacher, and the learning specialist in order to individualize a Response to Intervention (RTI) program for this young man.

2. **Using Assessment Results:**

SCSS uses the various assessment results to make instructional choices. ITBS and CogAT data is used to ascertain grade level growth, individual areas of strength and relative weakness, and the effectiveness of the curriculum. The faculty reviews the data and compares it with scores from previous years. Within the Professional Learning Communities (PLC) aligned according to grade level (PreK – 2, 3 – 5, and 6 – 8) goals,

strategies, action steps, and a timeline are set with regard to individual and class performance. Deficiencies are identified and studied, and Response to Intervention plans are made. The same process is used to identify those students who would benefit from enrichment and acceleration.

Primary grade classrooms have leveled libraries for student use. The DRA results are used to help students choose “Just Right” texts for their independent reading. The DRA provides teachers the information needed to create guided reading groups tailored to the instructional needs of the class. For example, a group of first grade students requiring additional decoding work based on their DRA testing was provided additional small group instruction and nightly homework in an appropriate workbook.

Assessment results also direct the teachers and principal in choosing job-embedded professional workshops. Given a Diocesan focus on writing, middle school literacy teachers attended a full-day workshop led by nationally known expert Nanci Atwell. Teachers in grades three through five attended a workshop led by Lucy Calkins, an expert in the field of writing instruction. Teachers returned from these workshops to share the information with the full faculty. Faculty members then observed each other’s teaching, provided feedback, and worked collaboratively towards the goal of improving writing across the curriculum. Using a Tuning Protocol, teachers reviewed student work samples and discussed instructional plans.

3. Communicating Assessment Results:

Students receive formal report cards four times a year. In addition, students in grades four through eight receive a progress report at the mid-point of each marking period. Teachers meet with each student individually to deliver the report card or progress report and discuss briefly the information enclosed. In addition, the principal meets with any student earning a grade of C- or below or an effort/conduct grade indicating improvement is needed. This frequent communication allows students, faculty, and parents to monitor student progress and collaborate towards academic achievement.

Parent conferences are scheduled formally three times per year, although the nature of a small community is that informal communication happens frequently. Teachers don’t hesitate to phone families in the evening or call a parent aside at the end of the day.

The results of the Developmental Reading Assessment are first shared within the PreK – 2 PLC. The teachers and the principal discuss the scores, noting growth of individuals, patterns within the group, and areas to be addressed through Response to Intervention plans. Teachers next share the results with parents at parent-teacher conferences. In cases of significant weakness, the results are shared with the town school system in order to request additional learning support.

The results of the ITBS/CogAT are also reviewed within the appropriate PLC. The school then provides the parents a copy of the child’s ITBS/CogAT scores along with an explanation. The report identifies the student’s relative strengths and weaknesses as well as suggestions for improvement. Parents are encouraged to discuss the results with their child’s teacher who has reviewed the new data in light of a child’s past performance and class work.

4. Sharing Success:

Principals from the thirty-three Diocesan elementary schools meet monthly to discuss assessment results from standardized testing and school assessments. The principals share how individual schools achieved success and the teaching methodologies that led to those successes. At one such meeting, the SCSS principal facilitated a small group introduction to the Tuning Protocol.

The Diocese sponsors a Teacher's Institute each fall. This fall, the SCSS middle school math teacher facilitated a group of Diocesan math teachers which developed benchmark assessments for accelerated students, and created common assessments for grade level classes.

Students' successes, both academic and extra-curricular, are shared in school through morning announcements, a weekly newsletter to parents, a hall bulletin board, and at a June awards assembly. This news is also published in the school newspaper, *The Siena Times*; the local newspaper, *The Trumbull Times*; and the church bulletin, as well as on the school website.

If awarded the Blue Ribbon, SCSS will proudly announce the honor on the school website, in the local paper, in the parish bulletin, and as a part of its marketing program. The faculty is prepared to utilize the new Diocesan Wiki to facilitate a discussion among the other Diocesan Schools about their best practices and provide leadership for other schools seeking the Blue Ribbon Award. This electronic communication is an effective way for teachers to share ideas.

As a member of the New England Association of Schools and Colleges, the SCSS principal and three faculty members actively participate on visiting committees. Participation in NEASC is a great opportunity for professional growth and a sharing of ideas among educators. SCSS is prepared to speak with other NEASC schools about the Blue Ribbon process and the means to present their own success as potential Blue Ribbon Schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The academic program at SCSS extends beyond state and national standards both in depth and breadth. As a Diocese of Bridgeport school, SCSS follows the curriculum maps developed by Diocesan educators.

Religion Religious instruction is intertwined in all aspects of the curriculum. The content of the Catholic faith is delivered through readings and lecture. The context of living a life which follows in Christ's footsteps is learned through hands-on community service, participation in liturgical services, and opportunities to spend time with religious men and women.

Literacy SCSS commits a 90-minute block to the study of literacy. Guided reading groups meet daily to address decoding, vocabulary, and comprehension skills. Recognizing that different strategies and thinking skills are needed to successfully interpret different genres, students are exposed to various genres throughout the year. A writing workshop model is used to teach different genres of writing; spelling is taught within the context of writing.

Mathematics Math is made practical and concrete for students until they are ready for abstract reasoning. Manipulative materials are available to support and engage young mathematicians. Teachers consistently involve students in activities which transfer math from the text to real life. Students tally surveys, graph lunch preferences, averages heights and temperatures, and calculate the capacity of the milk cooler.

Science The science curriculum is designed to provide information and experiences that engage children's natural curiosity about the world. Life science, physical science, and earth science are addressed through inquiry-based learning and lab-based projects which enhance the understanding of the scientific process. Deductive and inductive reasoning, math, and writing skills are life skills additionally stressed through science.

Social Studies Through a study of the past, the present and the future are better understood. The curriculum stresses the growth of active citizens who study the past through primary sources, field trips, dramatic presentations, cultural awareness, and special programs. Students develop a cultural sensitivity and an appreciation for diversity as well as an appreciation and understanding for the world created through historical events.

Music Through song, students are taught to appreciate music and understand its basic structure. String, brass, and woodwind instruments are used to illustrate how disparate melodies can enhance the overall sound. Liturgical music is a key component of this curriculum, and students sing with enthusiasm at church services.

Art Through art, students explore the creative and aesthetic aspects of the human mind. Coordinating with classroom instruction, art has the ability to add depth to students' learning about other cultures. Two- and three-dimensional projects are integrated into other disciplines to enhance the total program. Students are exposed to a myriad of media with the philosophy that every child is an artist.

Physical Education Students develop their gross motor skills and coordination through games and are taught good sportsmanship. Each student is encouraged to participate with the emphasis being on a cooperative – rather than a competitive – model of athletic activity. There is an aerobic portion to each gym class.

Foreign Language Spanish classes begin in the fourth grade, and instruction is primarily in Spanish. Students focus on vocabulary, syntax, and Hispanic culture, enabling them to appreciate the diversity of the world and build foreign language skills. Motivated students have been able to move on to Spanish II in ninth grade. The foreign language curriculum meets the requirements of the NCLB-BRS.

Technology All students, K-8, have a weekly class utilizing the school's laptops. Students also use digital cameras, flip videos and numerous online resources to explore ideas and learn to use technology while meeting the school goals in creative ways and developing life skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading program at SCSS is designed to be a critical tool for discovering, clarifying, and evaluating ideas. Instruction is explicit and sequential, focusing on both decoding and comprehension from the youngest grades. Reading instruction is taught within a daily 90-minute literacy block which integrates reading with writing, grammar, vocabulary, and spelling. A multi-sensory approach to phonemic development is used in the primary grades.

Teachers plan their instruction to accommodate individual learning needs. There is whole-group instruction as well as small-group instruction for remediation or enrichment. Teachers choose from a plethora of commercial materials depending on the needs of the students. Each classroom also has a library from which students can choose appropriate texts for their independent reading. At the primary levels, these libraries are leveled to correspond with the DRA levels. Time is set aside for independent reading each day.

In the middle school, students use a literature-based approach, choosing texts which support the social studies or science curriculum. For example, during the study of World War II, eighth grade students read The Diary of Anne Frank. Seventh graders enjoyed reading science fiction texts within literature circles while learning about the solar system. These cross-curricular projects add depth to the students understanding, engage student interest, and are often a vehicle for critical thinking.

Teachers are aware of the importance of reinforcing reading concepts across the curriculum. The skills necessary for reading and language are intimately tied to the activities of all other academic disciplines. Beginning in kindergarten, the reading curriculum includes a genre study of nonfiction. Learning to utilize the nonfiction characteristics of a text to improve comprehension prepares students to apply these skills to the textbooks used in class.

3. Additional Curriculum Area:

The social studies curriculum plays an integral role in supporting the mission of SCSS. The ability to recognize, honor, and understand the contributions made by those who have helped to form the United States is the basis of every level of the social studies program. Through the social studies curriculum, students realize the responsibilities of members of a family, a community, a country, and the world. Topics such as social justice, equality, service to others, environmentalism, and patriotism are covered in a variety of ways.

Field trips enhance the program. This year, students have visited a Native American Museum, historical monuments, and the state capital. These trips bring history to life and help students understand the human nature involved in past events. Primary sources are used whenever possible.

Studying world cultures, students are introduced to the role of the Catholic Church in history and gain an appreciation for the great contributions of the church towards the development of a civilized world. Bringing together the study of world history with the study of Catholicism builds an appreciation for both

subjects. Forgiveness as a tenant of the Catholic faith is often part of discussions as students learn about some of the tragedies in history and recognize the humanity of those in leadership positions.

Social studies incorporates skills that are presented in other subject areas, such as comparing and contrasting, determining main ideas and details, understanding cause and effect, writing clearly, reading critically, and interpreting graphs, diagrams, and timelines.

The social studies program continues to promote a respect of self, others, and the world. Students learn to appreciate the values of lifelong learning and the strong spiritual foundation of the United States.

4. Instructional Methods:

Teachers at SCSS recognize that optimum student learning takes place when students are invested in learning and understand the connections between various disciplines. The faculty understands that learning is enhanced when a child feels noticed and validated as a person and as a learner. The small school community lends itself to teachers knowing the learning styles of individual students so differentiation of instruction happens naturally. Students who require pre-teaching before the whole class lesson arrive at school early to meet with the teacher. Teachers administer spelling tests orally for students who are most successful reciting the spelling words. A multi-sensory approach to phonemic awareness is employed for some early readers. Gifted readers are given challenging texts and enriching activities which extend their learning.

Believing that each child is a gift from God and utilizing Gardner's theory of Multiple Intelligences, faculty promote academic excellence for all students by utilizing various methods of instruction: lecture, discussion, small group projects, technology-based activities, simulations, research, experimentation, and individual conferencing. In the primary grades, math instruction includes the use of manipulative materials to demonstrate concepts concretely before moving to an abstract understanding. Part-time aides facilitate the use of small-group instruction to best meet the needs of a diverse group of learners. The Town of Trumbull provides a part-time social worker who assists with the process of determining the most effective intervention for struggling learners. Faculty make themselves available for extra help after school on a regular basis.

Technology is integrated into every content area to support learners. Each classroom is equipped with an interactive whiteboard which can be used to engage students actively in learning. Digital video streaming provides a strong visual component to instruction. To modify the written expectations for some students, AlphaSmart units are used.

5. Professional Development:

The Diocese of Bridgeport has been involved in curriculum mapping for four years. Classroom teachers play an integral role in the grassroots process of mapping the curriculum. In-service days are devoted to mapping and conversation among the teachers about the implementation of the maps. Administrators new to the Diocese attend the National Curriculum Mapping Conference over the summer.

In the fall, the faculty uses Data Driven Decision Making to set a school-wide SMART goal. In addition, each faculty member sets two professional SMART goals. Professional development activities are then chosen that link the SMART goals to classroom instruction and student achievement. This year, five classroom teachers attended workshops on the teaching of writing which resulted in changes to the way the teaching of writing is approached. Classroom rubrics indicate that student writing is improving.

A periodical library of professional magazines and journals is housed in the school library. The primary grades' PLC is considering a new word study workbook for 2010. The teachers have been reading articles in the NCTE and IRA journals about spelling to better understand best practice in word study and inform the decision regarding a new workbook.

A summer reading plan for faculty is in place for the summer of 2010. Every classroom teacher will be provided a copy of *Mosaic of Thought, Teaching Comprehension in a Reader's Workshop*. Reading comprehension strategies will then be a focus for faculty meetings throughout the school year, specifically looking at how the strategies explained in *Mosaic of Thought* are woven throughout the K-8 curriculum.

The principal reviews lesson plans biweekly and makes classroom observations to provide feedback to the faculty. The three Professional Learning Communities meet weekly to discuss pedagogy, methodology, and student needs based on the data gathered by the homeroom teacher.

6. School Leadership:

SCSS is a diocesan school under the jurisdiction of the Diocese of Bridgeport. The administrative structure includes a principal and an Advisory Board. The Saint Catherine of Siena parish priest also provides leadership and spiritual guidance to the school community. There is a collegial atmosphere among the faculty and administration as a result of their common commitment to the school's mission and the students.

The principal strives to create a culture of collaboration where each child is nurtured and supported in his/her intellectual, emotional, social, and spiritual development. After greeting students in the morning, the principal sets the tone for the day with morning announcements which begin with the mission statement and the 2009 - 10 scripture reading, "This is the day the Lord has made; let us rejoice and be glad in it."

The school office is open and welcoming, encouraging teachers, parents, and students to enter. A weekly newsletter is sent home to all families. This communication is an opportunity to not only share news but to reinforce the common goals of faculty, students, and parents. There is a monthly coffee with the principal scheduled for parents. This is another opportunity to talk about the importance of home-school collaboration and parents' role in supporting academic achievement.

The faculty meets weekly after school. The principal solicits items for the agenda in advance and there is open conversation about school issues, individual student issues, and overall curriculum and instruction. When a colleague returns from a workshop, meeting time is set aside for a sharing of the material learned with the other faculty members. Teachers are empowered to explore new ideas in their teaching and collaborate on cross-curricular projects. Teachers share instructional materials willingly with each other and informally mentor new colleagues.

PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$3420</u>	<u>\$3980</u>	<u>\$3980</u>	<u>\$3980</u>	<u>\$3980</u>	<u>\$3980</u>
K	1st	2nd	3rd	4th	5th
<u>\$3980</u>	<u>\$3980</u>	<u>\$3980</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 4637 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1350
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
6 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: ITBS
 Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
 Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	59	77	82	64	79
Number of students tested	30	30	29	18	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading Grade: 3 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	80	81	74	87
Number of students tested	30	30	29	18	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Mathematics Grade: 4 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	74	62	71	70
Number of students tested	29	24	18	31	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading Grade: 4 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	86	76	86	74
Number of students tested	30	24	18	31	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Mathematics Grade: 5 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	66	83	70	73
Number of students tested	25	18	29	27	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading Grade: 5 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	76	88	79	86
Number of students tested	25	18	29	27	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Mathematics Grade: 6 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	64	82	89	72	70
Number of students tested	19	26	26	30	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading Grade: 6 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	85	70	84	79
Number of students tested	19	26	26	30	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Mathematics Grade: 7 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	65	77	71	76
Number of students tested	28	26	29	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes:

Subject: Reading Grade: 7 Test: ITBS
Edition/Publication Year: 2001-02 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	72	87	81	84
Number of students tested	28	25	29	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
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. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

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

Notes: