

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

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

Name of Principal: Dr. Donald Howard, Ed.D.

Official School Name: Saint Aloysius School

School Mailing Address:  
33 South Ave  
New Canaan, CT 06840-5414

County: Fairfield    State School Code Number\*: 2109002

Telephone: (203) 996-0786    Fax: (203) 972-6960

Web site/URL: www.staloyssiusschool.net    E-mail: macgr2@yahoo.com

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 A. Dames

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

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Mancini

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

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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

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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. 5 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	0	0	0	6	8	13	21
K	11	12	23	7	11	10	21
1	7	14	21	8	13	10	23
2	10	10	20	9	0	0	0
3	13	7	20	10	0	0	0
4	10	9	19	11	0	0	0
5	9	7	16	12	0	0	0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							184

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
4 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % 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: 6 %

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	191
(5)	Total transferred students in row (3) divided by total students in row (4).	0.058
(6)	Amount in row (5) multiplied by 100.	5.759

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

N/A

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.

N/A

10. Students receiving special education services: 2 %

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>15</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :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	95%	95%	95%	96%	95%
Daily teacher attendance	98%	97%	96%	97%	98%
Teacher turnover rate	7%	11%	0%	10%	31%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

St. Aloysius is very small school with many part time teachers who would prefer full time work and therefore leave when they have the opportunity. In the end of the 2004 school year, several teachers left indicating that they were leaving to seek higher paying positions in the public schools. This problem has been successfully addressed through supplemental funding from a local foundation.

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	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	0	%

## PART III - SUMMARY

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St. Aloysius School opened in 1956. It serves students who are diverse in terms of socio-economic status, learning style, modality and ethnicity. The faculty, staff, parents, and students embrace the mission of being “a community permeated by Catholic teachings and values, where academic excellence is promoted through spiritual, intellectual, physical and emotional development of each student.” The result is an excellent academic performance as well as a mission-centered culture.

Constituencies outside the student body support the mission statement. The Home School Association and Friends of St. Aloysius Foundation support the school by providing volunteers and holding fundraising events. The School Advisory Board provides leadership to foster an environment that supports Catholic values, long-term strategic planning and financial stability. The board complements the school’s mission and has a vested interest in the continued success of the school academically and financially. With board support, the technology program remains state of the art. MacBook and SMART Boards were purchased and are used in the lab and in classrooms enabling teachers to deliver interdisciplinary lessons. The technology coach works with students and teachers ensuring that technology is used productively and safely.

Programs at St. Aloysius School reflect the community-wide commitment to learning. Academic excellence is demonstrated through consistently strong performance on the Iowa Test of Basic Skills. Annually, an average of six students per grade receive awards from the Johns Hopkins Talent Search. Eighty-five percent of graduates receive the President’s Education Excellence and Achievement Award. The Catholic Daughters of the American Revolution present deserving students with awards and scholarships annually. Numerous graduates receive scholarships for academic achievement and are placed in advanced classes in high school.

Art instruction was doubled, improving eye-hand coordination and developing fine motor skills, which enhanced reading and writing ability. Students’ artwork has been published in the Long Island Sound Watershed Calendar and the AAA Traffic Safety Poster Program. Work is on display and online.

The music program includes performing arts, six annual school productions and patriotic and religious celebrations. The multi-grade school choir leads religious ceremonies. Each grade from K-8 prepares and leads a liturgy giving them the opportunity to perform in public. The Performing Arts Group was invited to events ranging from a televised Mass in New York City to singing the national anthem at an AHL Bridgeport Sound Tigers Hockey game.

The criteria for promotion and honor roll recognition encourages students to excel. An emphasis on continuously revising curriculum maps through assessment of student needs has led to improved differentiated instruction. Exceeding the Connecticut Standards and guaranteeing that no child is left behind drives the curriculum. The faculty takes advantage of professional development and continuing education courses in order to consistently improve the quality of instruction. This year they completed courses in Balanced Literacy, Formative and Summative Assessment, SMART Goals and our Catholic Mission.

The Catholic faith provides a moral code, which inherently establishes behavioral guidelines for the school community. Providing a safe and supportive learning environment is essential. The Character Counts program was implemented this year. Faculty, parents, and students work together to combat bullying. The character pillars were married to the virtues of the month so that there would be a clear connection to our Catholic identity. The annual Child Lures program equips students with strategies to help avoid dangerous situations. Spiritual development is encouraged through the participation in liturgies and daily prayer. Mission projects develop a strong social conscience in the students.

St. Aloysius School is a unique balance of faith, academic excellence, and service to the community. It is a hidden jewel in the town of New Canaan worthy of the Blue Ribbon.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Saint Aloysius School conducts annual summative assessments of student performance utilizing the Iowa Test of Basic Skills (ITBS), published by the Riverside Publishing Company. The ITBS is a timed standardized group norm-referenced achievement test administered to all students in grades 3-7. The three reasons for conducting this assessment are: the scores from the ITBS provide a reliable and valid measure of academic achievement of individual students; they demonstrate how we compare to similar schools nationwide; and we are able to identify specific strengths and weaknesses in the school.

The standardized scores at St. Aloysius are consistently above national averages in both reading and math. In 2008-2009, the seventh grade composite reading score was at the 80<sup>th</sup> percentile based on the norm. The composite mathematics score for 7<sup>th</sup> grade was at the 80<sup>th</sup> percentile. These scores were in the top ten percent of ITBS test scores. The students excelled in each of the sub-tests that generate the composite scores.

A review of the past five years of ITBS testing data demonstrates that St. Aloysius students consistently produced high scores in reading and math, exceeding the benchmark established by USDE. The average aggregate scores were in the “above average” range nationally. In 2008-2009, data from grades three through grade seven ranged from the 71<sup>st</sup> to the 86<sup>th</sup> percentile in reading and from the 62<sup>nd</sup> to the 89<sup>th</sup> percentile in math. In 2007-2008, data from grades three through grade seven ranged from the 75<sup>th</sup> to the 89<sup>th</sup> percentile in reading and from the 66<sup>th</sup> to the 88<sup>th</sup> percentile in math. In 2006-2007, data for grades three through seven ranged from the 64<sup>th</sup> to the 88<sup>th</sup> percentile in reading and from the 65<sup>th</sup> to the 89<sup>th</sup> percentile in math. In 2005-2006, data for grades three through seven ranged from the 72<sup>nd</sup> to the 94<sup>th</sup> percentile in reading and from the 52<sup>nd</sup> to the 90<sup>th</sup> percentile in math. In 2004-2005, data for grades three through seven ranged from the 74<sup>th</sup> to the 91<sup>st</sup> percentile in reading and from the 71<sup>st</sup> to the 84<sup>th</sup> percentile in math (a teacher administration error in the 6<sup>th</sup> grade math scores in 2005 caused an uncorrectable blank report for math that year). A comparison of St. Aloysius School scores to the 2008-2009 ITBS cut-off scores for the top 10% indicates that four out of the five grade levels were consistently in the top 10% in the nation each year.

Professional Learning Communities including teachers and administrators study assessment results and modify curriculum/instruction to ensure success in areas of weakness using data-driven decision making. Teachers monitor test performance, making recommendations for enrichment or support. These learning communities, teamed K-2, 3-5 and 6-8, establish SMART Goals to meet individual student’s needs. Teachers seek strategies from the Student Study Team regarding test results or behavior to tailor instruction in accordance with Response To Intervention. Success is monitored through the use of class work, quizzes, unit tests, running records, writing portfolios, projects, and reports. Interim reports highlight student’s progress in advance of quarterly report cards. The diocese has issued a criteria referenced math test taken by all 4<sup>th</sup> graders. This measures the effectiveness of the math curriculum maps, which were developed by teachers following the Connecticut Standards. The standard set by the diocese was 85% proficiency. Twenty percent of the students met the standard; eighty percent exceeded it.

The high standards and expectations for the students’ success is achieved due to: data-driven decision-making policies; attention to consistent and collaborative spiraling curricula; commitment to use formative and summative assessment practices that constantly improve and adjust the instructional strategies necessary to support academic success.

## **2. Using Assessment Results:**

Professional Learning Communities set SMART Goals and create action plans to drive the curriculum towards ensuring student success. The small size of the school allows the principal to witness student performance daily. The Student Study Team guides and advises faculty in the Response To Intervention procedures so that an individual plan is put in place for struggling students. Lessons are changed to meet the needs of students. Weaknesses or strengths noted in data are addressed so that students experience success. Leveled readers, running records and DRA2 assessments are used to monitor reading progress in grades K-3. The goal of the faculty is to not only see to it that all students meet the standards mandated by the State of Connecticut but exceed them.

Information from test results assists in identifying strands of deficiencies crossing grade levels. Programs are changed based on this information. Faculty became concerned with student's writing scores in 4<sup>th</sup> and 6<sup>th</sup> grades. It was noticed that the grammar component was lacking and that the students' scores were not at an acceptable level. Changes were made to the writing program to include a more intensive grammar component. Teachers were trained in The Writing Workshop and Empowering Writers which are now taught from grades K-8. Writing portfolios are kept and students select the pieces they wish to become permanent parts of their portfolio. Students are encouraged to incorporate illustrations in their work further expanding the cross curricular aspect of writing.

Textbook and software selection, materials, programs and suggestions for professional development courses are planned and implemented based on the results of the assessments and SMART Goals.

## **3. Communicating Assessment Results:**

St. Aloysius School communicates assessment results in many ways. ITBS scores are mailed to the parents with an explanation of their significance and meaning. Report cards are sent home quarterly and interim report cards are sent at the mid-point of each quarter. Formal parent/teacher conferences are held in November shortly after the first quarter report card is received. This gives the parents and the teacher an opportunity to set a plan as partners in the student's academic success. The faculty encourages informal conferences throughout the year. The small size of the school allows teachers to see most of the parents daily. Most students are picked up at the classroom door. This gives the parents and teachers an informal means of communicating student successes or the need for a private conference. This intimate atmosphere enables teachers to address issues immediately.

Classroom assessments vary by grade. Teachers use tests, quizzes, projects, rubrics, running records, writing samples, and mid-term and final examinations to assess the academic progress of their students. Parents are required to sign all tests and return the test to the classroom teacher. Grades K-3 send home individual reports to the parents of students whose academic performance is of concern. Parents receive a curriculum packet at Back to School night, which not only includes a copy of the program but also includes the email address of each teacher. Parents are encouraged to contact both the classroom teacher and the subject area teachers with any questions or concerns. The school voice mail system is another means of parent/teacher communication.

The school newsletter and local newspapers are vehicles by which the good news of student success is announced. Results of art and music awards and even the Blue Ribbon nomination have been heralded in the press.

## **4. Sharing Success:**

St. Aloysius School is part of an extremely successful school system. Unique in its composition, the Diocese of Bridgeport educates students from varying socio-economic backgrounds. Students in the diocese come from urban, suburban and rural areas. It is the responsibility of educators to share with one another best

practices, methods and strategies to educate a diverse student population. Achieving Blue Ribbon status would affirm that St. Aloysius School's academic leadership is a model for others to follow.

St. Aloysius School competes for students with extremely high achieving private and public school districts. Winning the Blue Ribbon would attract parents to the school and assure them that the program at St. Aloysius School is competitive, challenging, and successful. It would instill in the students a sense of pride in the knowledge that through their efforts St. Aloysius School is nationally recognized. The Blue Ribbon infuses new energy into a faculty and acts as a motivational force towards reaching new academic plateaus.

The techniques, rationale, and methodologies which generated the success of the students are shared with colleagues from other schools within the cluster and diocesan school district. The most successful techniques used have been team teaching, peer coaching, and collaborative planning, all of which have improved the teaching strategies used throughout the school. The professional learning community is united in identifying specific learning needs and developing plans to address them. By utilizing appropriate formative and summative assessments productive decisions regarding curriculum and instruction are developed collaboratively. As a Blue Ribbon School of Excellence, St. Aloysius School would be available to mentor and assist other schools. This is sharing success in the most meaningful way.

St. Aloysius School leads the way in setting the bar of achievement higher. Sharing successes with the other schools in the diocese is simply a responsibility.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The school's curriculum is based on subject specific curriculum maps exceeding Connecticut State Standards. Faculty implements essential questions, SMART goals (specific, measurable, attainable, relevant, timely) and diary maps to drive individual instruction. The faculty uses differentiated instruction and formative and summative assessments to create independent learners.

The religion program reflects the mission statement of St. Aloysius School. Spiritual development is encouraged through the planning and participation of each class in first Friday liturgies, including readings, petitions, music, and altar servers. The student body participates in special liturgies on holy days.

Mathematics instruction is consistent in addressing targeted content and skills with continual vertical assessment of student progress. The majority of middle school students qualify for the accelerated math program based on their standardized scores and their achievements in 5<sup>th</sup> grade math. Many of these students are placed in advanced math classes in their high schools. Students needing additional intervention are placed in a personalized math program.

Students practice scientific inquiry skills through hands-on science tasks in grades 5-8. Instruction includes lab work, journals, and science projects. All St. Aloysius students participate in an annual science fair. Projects from students in grades 5-8 are judged. Grades K-4 participate by displaying projects that integrate content and skills of the science program. St. Aloysius School has "gone green". Led by the student government, the recycling program engages all students in collecting plastic, paper, and aluminum cans. Bins are found in the cafeteria, school office, and each hallway. Even the youngest student participates.

The language arts program is based on student-centered balanced literacy. Students are placed in flexible reading groups based on DRA2 assessments. Literature circles are introduced in grade 1 and continued to grade 8. Students develop written and spoken language skills through journal writing, process writing, class presentations and essays. The five paragraph essay is introduced in grade 6. Use of this writing tool spans across the curriculum.

The social studies program begins in kindergarten with the simple study of family and community and progresses through the grades covering the study of the history and geography of the United States and both ancient civilizations and world history. Students are encouraged to explore and develop an understanding of diversity in the world.

Spanish is taught in grades 6-8. It is a part of the core curriculum. Immersion in Spanish culture is integrated into the study of the language. Students in grades K-5 receive instruction in Spanish language and culture to prepare them for the serious study of language in the upper grades and beyond.

Music and art are taught to all grades K-8. All students participate in several musical productions throughout the school year. The Performing Arts Group performs at school and public events. The music program focuses on developing an appreciation for music from all generations and cultures. Music theory is also part of the program. The school choir leads the student body at Mass and special liturgies. The art program stresses the ability of the students to recognize various techniques and artistic mediums. Students learn technique in both 3-dimensional and 2-dimensional art forms. Classes are held twice weekly. Music and art help improve academics and are essential components of the program at St. Aloysius.

Instruction in physical education is given twice weekly. Concentration on life skills and fair play is part of the curriculum. The small size of the school permits students of all abilities to participate in intramural and extramural cross country, basketball, volleyball and cheerleading teams. No student is excluded and all are guaranteed playing time. A variety of after school programs further enrich the curriculum.

## **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading program in grades K-5 provides students with the foundation needed to become successful independent readers and thinkers. The teachers in grades K-5 use explicit small group instruction, which incorporates guided reading, literacy centers, phonemic awareness, and DRA2 assessments. In addition literary circles are introduced in the 1<sup>st</sup> grade and continued through the 8<sup>th</sup> grade. This mixed ability, high interest method enables students to choose a book of interest to them and play an active role in discussing it. Recognizing new vocabulary, accessing prior knowledge, illustrating story parts, and leading a group discussion enables each member of the group to approach reading as a critical thinker. Students read a variety of materials such as leveled readers, trade books, magazines, and poetry. This is essential to prepare the students for the rigorous curriculum they will be facing in grades 6-8.

The St. Aloysius students in grades 6-8 are preparing for high school and a life of expository writing and critical thinking. This preparation includes an introduction and application of writing a five paragraph essay, MLA research and formatting in the 6<sup>th</sup> grade as part of their study of *The Good Earth*, and literary works which often cross the curriculum into Social Studies. *A Christmas Carol*, by Charles Dickens is introduced to the 7<sup>th</sup> grade by having them create a podcast. The 7<sup>th</sup> grade participates in a mock trial in social studies as part of their study of *The Crucible* in English class. In addition, the 7<sup>th</sup> and 8<sup>th</sup> grades visit Salem, Massachusetts to help visualize the setting of *The Crucible*.

Vocabulary is learned by both content based and vocabulary exercises. The 8<sup>th</sup> grade creates its own business model, which integrates technology, mathematics, and writing skills. Continuity, consistency, and coordination allow the teachers to provide quality reading and writing programs.

## **3. Additional Curriculum Area:**

Information technology at St. Aloysius School is a major component of the cross-curricular initiative. The computer is used as a learning tool in virtually every subject taught at St. Aloysius School. The curriculum has been mapped making even the novice teacher more comfortable incorporating the computer into the classroom.

The faculty has received training in Tech Paths used to align lesson plans with Connecticut State Standards on core subject maps and to share ideas with teachers in the diocese. Classrooms are equipped with SMART Boards to integrate technology across all curriculum areas, giving the teachers a tool to enhance instruction.

The technology program begins in kindergarten with basic skills and terminology. While following the ISTE standards, programs and software are introduced at grade-appropriate intervals. The computer curriculum is spiral in nature, where skills are reinforced while advancing the students' knowledge of computer applications. Teachers and students integrate technology into various content areas across all grade levels. In some cases students who have fine motor skill weaknesses will use the computer to assist them in process writing.

The social studies and language arts teachers assign projects or research papers requiring the students to visit a particular website, research the given topic, and then produce a complete research paper. Often the students will create a podcast or PowerPoint presentation to enhance a written research paper.

By the time the students graduate from St. Aloysius School, the instruction they have received has prepared them in all common uses of Microsoft and Apple applications. Ongoing practice has strengthened typing and research skills. Additionally, they have been taught the social and ethical responsibilities that come with using today's technology which complement our mission statement.

The St. Aloysius School faculty embraces the technology curriculum as it has provided the students with endless possibilities for learning

#### **4. Instructional Methods:**

In keeping with the mission statement, the faculty strives to promote academic excellence through the spiritual, intellectual, physical, and emotional development of each student. Teachers take care to differentiate their lessons thus giving each child the opportunity to absorb material according to his or her own learning style.

A variety of methods are used to deliver curriculum and provide strategies to respond to intervention including: modeling, class discussions, use of manipulatives, experiments, setting lessons to music, movement, shared reading, choral reading, and use of technology.

In grades K-4, math is often taught with two teachers in the room. This provides the classroom teacher with a means to give individual instruction to children requiring it. Students in grades 6-8 are placed in one of two levels of math instruction according to their strengths and weakness as determined by summative assessments.

The faculty employs both Empowering Writers and The Writing Workshop. Each student has a writing portfolio where both finished work and work in progress are kept. They are taught to self edit and engage in peer review. Writing rubrics are used to remind the writers to check for the skills being taught and to assess performance. Process writing allows students to develop as writers at their own pace.

Technology at St. Aloysius School encompasses all subjects. Students become proficient at Microsoft Word, Excel and PowerPoint. Graphics programs are taught in collaboration with art. Authentic Internet resources are maximized as learning tools. The children use MacBooks in the computer lab and the classroom. Teachers make certain computer programs available as part of their reading or writing centers. Others use them as a learning tool in math.

The teaching methods are directly linked to the desire to enable each student to reach their potential, noting their learning style and modality.

#### **5. Professional Development:**

The Diocese of Bridgeport and St. Aloysius School require teachers to attend at least two workshops each semester. There are many opportunities to attend in-house workshops, diocesan training sessions, and many of the workshops available locally. A needs assessment is used by the learning teams on the faculty to develop an action plan for staff development. Courses and/or workshops are selected carefully to help achieve the school goals developed in the action plan. The goals are designed to improve student learning.

Teachers at St. Aloysius School are supported financially and encouraged by the Home School Association to attend workshops. Faculty members are given the opportunity to attend the NCEA Conference. This is an opportunity for Catholic school teachers and administrators to attend workshops on many current topics in education today. Faculty share ideas and discuss trends in education. DVDs of the lectures are brought back so that the entire faculty can avail themselves of the information. Lectures on differentiated instruction,

balanced literacy, and brain based learning are just a few of the current topics the teachers have at their disposal. New Canaan public schools invite the faculty to avail themselves the district's many professional development offerings annually.

Workshops given by the diocese include instruction in explicit small group instruction, data-driven decision-making, mapping of all subject areas, and scoring holistic writing. Also, training in formative and summative assessment is ongoing.

Many of the faculty of St. Aloysius School hold master's degrees in more than one area of concentration, and professional state certification. All teachers either hold a master's degree or are in the process of completing a master's program.

Through workshops, seminars and conferences all teachers receive training in needs assessment, instructional techniques for addressing diversity issues in the classroom, planning lessons, selecting materials and developing essential questions.

## **6. School Leadership:**

The administration provides leadership and maintains structure to facilitate the effective functioning of the school. The principal and teachers meet informally daily to discuss and seek advice on effective teaching techniques. The principal encourages the faculty to share ideas and practices.

The principal and the assistant principal are members of the Student Study Team and the Curriculum Committee. The Student Study Team aids teachers with issues involving students. Methods to improve behavior or learning issues are brought to the team. Teachers go back to their classroom armed with new tools to either change behavior or with methods for making instructional accommodations. The assistant principal meets with each grade level group (K-2, 3-5, 6-8) to plan cross-curricular lessons, solve problems and develop additions and changes for the coming school year. Requests for changes and plans are discussed with the principal for approval.

The principal has directed the Curriculum Committee to be the watchdog of the program. Meetings of this committee often involve discussions of methods of assessment and changes to the current program. With input from the entire faculty, the programs, texts, and assessment tools are reviewed. The recommendations from these faculty reviews are presented to the curriculum committee for approval based on how these programs will impact student achievement.

The administration is effective in carrying out the program of the school. Through observation and discussion the principal is able to ensure that the program is being carried out according to policies established by the school board and the Diocese of Bridgeport. Faculty is encouraged to continue its education, participate in workshops and to be active participants in planning of curriculum. Faculty are qualified by education, training, and experience to serve in the areas to which they are assigned. The principal assures that the program is current and well executed.

## PART VI - PRIVATE SCHOOL ADDENDUM

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

<u>\$5615</u> K	<u>\$5615</u> 1st	<u>\$5615</u> 2nd	<u>\$5615</u> 3rd	<u>\$5615</u> 4th	<u>\$5615</u> 5th
<u>\$5615</u> 6th	<u>\$5615</u> 7th	<u>\$5615</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 6960 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
5 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	75	65	85	78
Number of students tested	18	24	21	22	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	81	64	86	87
Number of students tested	18	24	21	22	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	66	79	79	77
Number of students tested	23	25	22	24	17
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	75	83	83	87
Number of students tested	23	25	22	24	17
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	62	88	89	90	84
Number of students tested	22	22	24	16	20
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	71	89	88	94	91
Number of students tested	22	22	24	16	20
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 6                      Test: ITBS  
Edition/Publication Year: 2001-2002    Publisher: The Riverside Publishing Company  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	87	83	74	0
Number of students tested	26	22	17	18	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Teacher administration error in the 6th grade math score in 2004-2005 caused an uncorrectable blank report for math that year. The circumstances surrounding that error have been addressed and corrected and will not occur again.

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	86	87	79	74
Number of students tested	26	22	17	18	13
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	83	71	52	71
Number of students tested	21	17	19	16	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: 2001-2002 Publisher: The Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	86	83	72	78
Number of students tested	21	17	19	16	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes: