

PART I - ELIGIBILITY CERTIFICATION

11PV102

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11PV102

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	13	9	22
K	11	12	23		7	4	12	16
1	16	8	24		8	11	8	19
2	17	10	27		9	0	0	0
3	12	14	26		10	0	0	0
4	10	16	26		11	0	0	0
5	16	6	22		12	0	0	0
Total in Applying School:								205

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
10 % Asian
20 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % White
6 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2009	206
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

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

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

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 6

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

10. Percent of students receiving special education services: 2%
 Total number of students served: 4

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>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<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>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>0</u>	<u>7</u>
Total number	<u>14</u>	<u>13</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: 21:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	8%	29%	8%	21%
High school graduation rate	%	%	%	%	%

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

In the 2005-2006 school year, three teachers retired (two full time and one part time). In the 2007-2008 school year, three full time teachers resigned, two of them to care for ailing elderly parents. The third teacher left to pursue an administrative position.

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

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

Established in 1956 in Windsor, Connecticut, Saint Gabriel School offers a quality Catholic education to a culturally diverse body of students from Kindergarten to Grade Eight. The entire Saint Gabriel School community is dedicated to and lives each day the school mission:

Saint Gabriel School provides a strong moral, spiritual and academic foundation within a nurturing environment which enables students to reach their highest potential. Recognizing education as a cooperative effort among parents, teachers and students, Saint Gabriel School incorporates faith, Catholic values, rigorous academics and technology in the learning process. Saint Gabriel School encourages its students to have a commitment to the well-being of family, church, and community, and shapes students into problem-solvers within a global society.

Saint Gabriel School welcomes all students regardless of social, economic, racial, religious or ethnic background. The majority of students are residents of Windsor, Connecticut; however, students from eight other cities and towns complete this school community. Over 3,000 students have graduated from Saint Gabriel School to join the world community. Faced with personal, professional and spiritual challenges as adults, their successes and achievements are a testament to their fundamental education received at Saint Gabriel School. Several students are the second generation of their families to be educated at the school. The expectations of the school and parents continue to foster excellence in education in a safe environment with the integration of faith and values in the students' learning experiences.

As educators, Saint Gabriel teachers are dedicated to developing the whole child. Every effort is made to establish a positive rapport between teachers and students rooted in mutual trust and confidence. As a result, a positive self-image is fostered in the students and results in spiritual growth, academic achievement, and confident social interactions.

Knowledge is imparted within the context of a teacher-led environment grounded in the Archdiocese of Hartford's standards-based curriculum. Saint Gabriel School offers its students high quality academic programs that emphasize both traditional and contemporary methods. Instruction is differentiated so that all students can be successful. A resource teacher is available to help classroom teachers with students who need remedial reinforcement as well as added challenge. In addition to the traditional core curriculum of religion, language arts, reading/literature, mathematics, science/health, and social studies, students are enriched with Spanish, physical education, art, music, chorus/select choir, and band. Technology is integrated into classes throughout the curriculum as students become proficient in word processing, Publisher, PowerPoint presentations, Excel spreadsheets and creating web pages. Other educational opportunities for student participation include the annual science fair and oration contest, the book club, art club, Mad Science and the monthly school newspaper.

Saint Gabriel School provides ample opportunities for students to embrace diversity and become responsible citizens. The Guardian Angel and Book Buddy Programs pair younger and older students in the school together in academic and social relationships. The school is very active in charitable and outreach programs such as the local food/fuel bank efforts, volunteer fire fighters, Covenant to Care, and the Fidelco Guide Dog Foundation. Support of health initiatives has included visits to local nursing homes and fundraising efforts for charities where families are directly affected by health challenges. On a wider scale, Saint Gabriel School has participated in Operation Rice Bowl and the Holy Childhood Association Global Communities.

The dedicated teachers at Saint Gabriel School are state certified and regularly participate in professional development programs. The principal and teachers meet in small groups according to grade levels on a biweekly basis to ensure student needs are being addressed and to provide continuity as students move on to the next grade level. Saint Gabriel School is accredited by the New England Association of Schools and Colleges.

1. Assessment Results:

In March of each year at Saint Gabriel School, students in grades three through seven are administered the Iowa Tests of Basic Skills (ITBS) in order to assess students' basic knowledge of specific skills. The ITBS is a nationally-normed series of assessments for the disciplines of mathematics (concepts/estimation, problem solving and data interpretation and math computation), reading (comprehension and vocabulary), language arts (spelling, capitalization, punctuation, usage and expression), sources of information (maps and diagrams, reference materials), as well as science, and social studies. In third grade, separate subtests are administered that assess students' listening skills and word analysis abilities. In fifth and seventh grade, students additionally take the Cognitive Abilities Test (CogATs) that assesses thinking skills (verbal, quantitative and nonverbal).

Saint Gabriel School subscribes to the Interactive Results Manager (iRM) software provided by its publisher, Riverside Publishing. This software enables teachers and administrators to closely examine test results to better design specific student goals, examine patterns to determine broad school goals, and to assess overall school programs. The results from ITBS serve three purposes. First, the results are used to disaggregate data for each student to determine relative areas of individual strengths and weaknesses. Second, the results enable teachers to work collaboratively to set instructional goals. Finally, data compiled using iRM enables teachers, with the assistance of the principal, to establish student longitudinal trends and to monitor student year-to-year growth. In addition, the results provide information that is helpful in determining learning objectives and procedures, choosing instructional materials, and creating an effective learning environment. After analyzing each student's performance, teachers are able to tailor their instruction to meet the needs of all students.

For the last five years Saint Gabriel School's scores have been exceptional. In all areas of reading, students in grades three through seven attained scores above the 85th percentile. In mathematics, students in grades three through seven attained scores above the 85th percentile with the exception of year 2006 when math scores for grade seven students dipped to the 81st percentile. At that time it was determined that math computations, particularly in areas of multiplying and dividing fractions and decimals, were significant areas of weakness. Using this data, the teachers and the administrator developed school-wide goals and grade level expectations that would enhance students' math computation skills and enable students to transfer those skills to all other mathematical areas and content areas. In 2007, students were back on track and data showed significantly stronger results school wide.

Careful examination of testing data is part of teacher and administrator collaborative work throughout the year. For example, when examining ITBS test scores and criterion-based student data, it was observed that scores had a tendency to drop in both mathematics and reading in the sixth grade consistently. Careful analysis determined this was due to a significant percentage (20%) of students who transition out of Saint Gabriel School after grade five and an influx of new students who enter Saint Gabriel School in grade six for the middle school years. In response to this trend, teachers created goals that differentiated instructional strategies to bring each student to the same high level of expectations Saint Gabriel holds for all students.

This past spring of 2010, students' scores in the areas of reading and mathematics have exceeded the 85th percentile. Grade three students scored in the 96th percentile in reading and the 98th percentile in math; grade four students scored in the 92nd percentile in reading and the 99th percentile in math; grade five students scored in the 98th percentile in reading and the 97th percentile in math; grade six students scored in the 96th percentile in reading and the 94th percentile in math; and grade seven students scored in the 93rd percentile in reading and the 94th percentile in math, a growth from their sixth grade scores of the 92nd

percentile in reading and the 91st percentile in math. These overall results distinguish Saint Gabriel School as a proud, high performing school.

2. Using Assessment Results:

Saint Gabriel School's mission of academic excellence begins with a thorough evaluation of assessments. This includes formal assessment data from the Iowa Test of Basic Skills, the Cognitive Abilities Test, and the Gates-MacGinitie Reading Test used in kindergarten, grade one and grade two as well as regular and on-going formative and summative assessments. Scores are reviewed on an individual, class, and school-wide basis to analyze strengths and weaknesses in specific areas. Students in grades seven and eight are placed into ability-based math groups (Algebra or Pre-Algebra) depending upon previous years' data, report cards and teacher recommendations. In grades one through six, students are given challenge or reinforcement work based upon performance and ability. For reading, differentiated instruction takes place using leveled libraries and small groups in grades one through five. Challenge or reinforcement work is given to students in grades one through eight based upon performance and ability.

The principal and teachers meet in small groups according to grade levels on a regular basis to ensure student needs are met. After analyzing results of formal assessments, teachers work together to evaluate each curricular area in order to formulate specific instructional goals for their class as well as school-wide. For example, if a number of grade levels scored low on math computation, then as a school the goal would be to give review worksheets or timed computation tests to improve the students' skills in that specific area. The Archdiocese of Hartford's standards-based curriculum is implemented taking into consideration individual assessment data.

Also, assessment results are used in Private School Service Plans and 504 Plans to improve student learning and teaching. Through team meetings and recommendations, accommodations are made in the classroom. Examples include preferential seating, one-on-one tutoring, repetition of directions, and support whenever needed in the curriculum and school day.

Finally, through the use of formal assessment data, Saint Gabriel School provides accelerated as well as remedial instruction based on the needs of the students. The goal is to make available a challenging curriculum, which meets the needs of all students, inspiring them to become life-long learners.

3. Communicating Assessment Results:

Saint Gabriel School provides formal and informal avenues and processes for effective and prompt communication between the school, home, and the community. Through open houses, newsletters, a monthly calendar of events, a mass communication phone and email system, parent-teacher conferences, and a student handbook, the administration, faculty and staff keep the families of the school community informed. Teachers and staff are always accessible through their school email and are receptive to parental inquiries. Some teachers produce individual classroom newsletters and all teachers have an individualized web page where they can post upcoming events or due dates as well as daily homework assignments. The school's website offers information about the school, its programs, and assessment data. In addition, a link is available on the website that allows parents to view their child's progress and daily homework assignments.

The ITBS is administered each spring as a norm-referenced assessment that provides data regarding students' relative areas of strength and weakness as well as vital information regarding school programs. This data is one component that drives school goals and initiatives for improvement. At the end of February every year, a letter is sent home to the parents of students in grades three through seven explaining what the ITBS assesses and when it will be administered. When the school receives the test results later in the spring, the ITBS test results along with explanatory Student Profiles are mailed home to parents. This mailing includes a letter from the principal explaining how the test results are used. Individual results are further clarified through parent-teacher conferences, if needed.

Grade equivalent growth charts are produced for each class to analyze the yearly gain for each subtest. These charts are published in Saint Gabriel's monthly newsletter with a narrative to help with the analysis of the data. The interpretation of these growth charts are explained to the School Board and the Home and School Association by the principal. In addition, the data on these growth charts are discussed with the faculty along with the other data analyses of the test results.

Saint Gabriel School publishes overall grade equivalents and percentiles of the school in local newspapers and the local church bulletins to emphasize the academic excellence provided by the school. Overall grade equivalents and percentiles for each class along with an explanatory narrative are posted on the school's website.

4. Sharing Lessons Learned:

Saint Gabriel School is proud of its accomplishments and often seeks to share its successes. Saint Gabriel School welcomes teachers, administrators, parents, or volunteers from other Catholic or local public schools who wish to observe or get specific information on any aspect of our school program. For example, teachers from other schools have observed classes at Saint Gabriel School and volunteers from another Catholic school observed how the Saint Gabriel School library was updated from a manual to a computerized record-keeping system. In addition, Saint Gabriel School was one of the first in the Archdiocese of Hartford to convert to an electronic grade book and report card format, lesson planner, and school administrative system. Saint Gabriel School opened its doors to numerous other schools to offer advice on set-up and proper usage of the electronic system and hosted workshops for teachers from other Archdiocesan schools.

Another method Saint Gabriel School employs is sharing with colleagues at professional development conferences and professional learning communities that occur regularly during the school year. The purpose of these district-wide meetings of administrators and teachers is to share ideas, best practices, and successes with other schools. Furthermore, the principal attends bimonthly meetings with district principals where ideas and best practices are communicated.

The Office of Catholic Schools has a comprehensive website with a monthly newsletter where school accomplishments are highlighted. In addition to its internal communication, Saint Gabriel School keeps the parish and nearby community informed of its events and accomplishments through local church bulletins and newspapers. Saint Gabriel School has a website that offers information about the school, its programs, and upcoming events. This website features news, school and student accomplishments, as well as classroom websites where student projects and events are celebrated. Each serves as a medium to report the successes on school-related endeavors.

If awarded Blue Ribbon School status, Saint Gabriel School will be honored to have the opportunity to announce this distinction. With great pride, the school will display the Blue Ribbon on the school's letterhead, brochures, website, and other publications. All of the above-mentioned communication mediums will be utilized to publicize the tribute and the distinguishing characteristics that brought the school to this stage. The school also recognizes having this honor means Saint Gabriel School has the responsibility to continue its high standards of academic excellence.

1. Curriculum:

Saint Gabriel School presents a challenging academic curriculum that allows each student to reach his or her highest potential. The core curriculum is regulated by the Archdiocese of Hartford standards-based curricula, consisting of religion, language arts and reading, mathematics, science/health, social studies, and Spanish. The core curriculum is supplemented with art, music, and physical education. Computer technology is built into the curriculum in all subject areas. Across the curriculum, emphasis is placed on flexibility that is sensitive to and focused on the individual needs of the child. Students move along a continuum as the mastery of skills and concepts is achieved.

The religion program recognizes the uniqueness of each child and instills a sense of belonging to family, home, school, church, and community. Lessons in religion teach students not only the Gospel message, but how to apply it in the classroom and live it in the wider community. Students learn firsthand how to live a life of service to God by participating in school-wide community service projects that extend to local organizations as well as to the greater global community.

The language arts curriculum objectives focus on developing all aspects of written and oral language and communication, from spelling, usage, and basic mechanics of English grammar to writing research papers using primary and secondary sources. Various forms of writing styles are explored and practiced throughout the continuum, with emphasis on parts of speech, sentence structure, paragraph construction, and overall composition.

The reading curriculum focuses on exposing students to a wide variety of reading genres. Lower grade level students develop skills that build reading accuracy and fluency, and learn comprehension strategies in order to create reading independence. In addition, upper grade students utilize critical thinking and analysis skills, responding to literature on a personal level and ultimately developing a lifelong love of reading. The texts are supplemented with novels read during the year, guiding students through higher level thinking by connecting themes, settings, and characterizations.

In mathematics, basic computational skills are taught and applied to everyday problem solving at each grade level. At the lower grade levels, a variety of teaching methods are implemented to enable every student to learn, practice, and master elementary math concepts. Manipulatives, computer games, small group instruction, and one-on-one reinforcement are used. At the upper grade levels, classroom instruction is differentiated based on ITBS scores and academic aptitude. At the higher levels, students excelling in math will cover Algebra 1 topics. For all middle school students, math lab meets once per week, teaching real-world applications to concepts learned.

The science/health curriculum covers a wide variety of topics within the earth, life, and physical sciences. Students at every grade level have an opportunity to learn through hands-on experimentation, where the scientific method is introduced and put into practice. To further enrich the science curriculum, a school-wide annual science fair is conducted. First and second place winners, in seventh and eighth grade, advance to the state competition. Middle school students are additionally given the responsibility of raising Atlantic salmon from egg to fry stage, culminating with the release of the salmon into a tributary of the Connecticut River.

The social studies curriculum directs the development of students in their responsibilities as citizens, ensuring understanding as members of the global community. A broad range of topics is covered, with primary emphasis on United States history, world history, and geography. Social studies units present lessons for enrichment and understanding of a diverse array of cultures.

Spanish instruction is given once a week to students in grades one through five and four times per week for all middle school students. The curriculum covers vocabulary, structure, conversation, and culture. Students also celebrate the cultural diversity in the school by organizing a Culture Night to showcase the customs and food of their own heritage. Saint Gabriel School is in compliance with the NCLB-BRS program.

Art, music, and band are integral parts of the curriculum. All grades have art and music instruction each week. In art, students are exposed to a wide variety of approaches for personal expression to communicate ideas, feelings, and knowledge through their art images. Through music education, each student learns to grow as an independent musician and cultivates, through exposure and self-discipline, vocal and instrumental skills. In third grade, students are introduced to the recorder. In grades four through eight, students can participate in band. Students also participate in regional bands. All students perform in two school concerts each year.

Through physical education, children learn how to become physically fit in an enjoyable, healthy environment where structure and guidance are provided for all participants. All students participate in physical education classes once a week for the entire year. Team play, good sportsmanship, and a sense of individual success are the goals of the physical education curriculum.

2. Reading/English:

Saint Gabriel School's elementary reading curriculum follows the Archdiocese of Hartford's standards-based curriculum, starting with a strong foundation for the beginning readers, followed by development of skills, leading to an independent respect of reading. To ensure that the curriculum demonstrates continuity from year to year, Saint Gabriel School utilizes the same basal reading or literature anthology series within the primary, intermediate, and middle school levels. Book series are chosen from an approved list that follows the Archdiocesan guidelines which are aligned with national standards.

The kindergarten program concentrates on building a firm base of letter and phonemic awareness. Lessons build confidence and experience with the written language. As students begin to read, opportunities are given to experiment with oral reading and comprehension through teacher read-alouds, ability leveled small reading groups, and listening centers. In first through fifth grades, the reading series uses authentic literature to build upon skills and strategies year to year. In the primary grades, phonics decoding/encoding strategies, and vocabulary development are enhanced with a separate workbook and leveled trade books. Accessing background knowledge, using graphic organizers, and question/answer discussions are ways comprehension is increased. In the fourth and fifth grades, comprehension strategies are integrated in all subjects. As students achieve success in reading and in comprehension, they find pleasure in reading and are further motivated to read. Students make personal connections to literature as they are introduced to all genre areas. In middle school, students explore all literary types, including poetry, drama, novels, and short stories. Students' creative writing reflects these themes in literacy. Also, vocabulary enrichment is a focus using a separate text. Across all grades, small groups, written language, and question/ answer discussions aid in assessment and help to develop fluency and comprehension.

In addition to the core curriculum, the school has programs infused throughout the grades to enhance reading growth. Kindergarten and third graders, and fifth and first graders meet weekly for "book buddies," where older students read to younger students and participate in comprehension activities. Technology is incorporated throughout the grade levels as students explore authors and backgrounds of both fiction and nonfiction writings to build knowledge and improve comprehension as they create web pages or projects using Publisher. The reading curriculum encourages enjoyment in reading and provides essential skills needed for readers to gather, understand, and use information for a lifetime of learning.

3. Mathematics:

Saint Gabriel School's mathematics curriculum follows the Archdiocese of Hartford's standards-based curriculum. To ensure that the curriculum demonstrates continuity from year to year, Saint Gabriel School utilizes the same book series in mathematics for kindergarten to grade five. The middle school level series is the same series used in the Archdiocesan high school to which Saint Gabriel is a feeder school. Book series are chosen from an approved list that follows the Archdiocesan guidelines which are aligned with national standards.

The standards for mathematics instruction, with the exception of Algebra 1, in the Archdiocese of Hartford contain five strands: (1) number theory, estimation, and operations; (2) algebra patterns and functions; (3) geometry; (4) measurement; (5) data analysis, statistics, and probability. Benchmarks for kindergarten through grade eight mathematics education include proficiency with whole numbers, fractions (including decimals and percents), and particular aspects of geometry and measurement.

In mathematics, basic computational skills and applying these skills to everyday problem solving are taught at every grade level. For kindergarten through grade eight, a variety of teaching methods are used to enable every student to learn, practice, and master basic math concepts, including use of manipulatives, math worksheets, computer games, small group instruction, portable interactive white board, and one-on-one reinforcement. For grades seven and eight, classroom instruction is differentiated based on ITBS standardized test scores and academic aptitude. Accelerated instruction is provided for advanced students to take Pre-Algebra in grade seven and Algebra 1 in grade eight. Students who take Algebra 1 qualify to take geometry when they begin high school. For all middle school students, an additional math lab meets once per week, teaching real-world applications, such as budgeting and finances, and creating and tracking a mock stock portfolio.

Significant moral decisions require the techniques of problem solving learned in a strong mathematics curriculum. By its nature, mathematics promotes logical and abstract thinking. Knowledge of mathematical processes and skills is the tool needed to solve problems and construct valid arguments in other disciplines. By providing a strong mathematical foundation for students, Saint Gabriel School helps shape students into problem-solvers within a global society.

4. Additional Curriculum Area:

The entire school is networked and the Internet is available from any computer in the school. Each faculty, staff, and student has a unique username to log on to the computers. All faculty and staff have a unique password to access their account while students do not need passwords to access their accounts. Teachers may request a time for the lab by asking the computer science specialist to put their name on the schedule for a certain time and day.

The school has an academic technology plan and procedures in place to assure that teachers and the technology specialist have a leading role in planning the use of technology in all lessons. A teacher training session is scheduled at Saint Gabriel School quarterly just prior to each new curriculum unit in technology. This is in place to assist the teachers with the curriculum integration and to ensure effective delivery of the technology objectives throughout each grade level.

Saint Gabriel School employs the *School Technology Program* which provides the school with a technology scope and sequence that identifies over 350 learning objectives in ten different technology areas including: word processing, databases, graphic design, operating systems, Internet, spreadsheets, Desktop Publishing, Multimedia, keyboarding, and Web page design. These literacy objectives establish the framework for the technology program that ensures the integration continuity as students move from grade to grade. All curriculum units exceed the technology requirements of the Archdiocese of Hartford and the State of Connecticut. The *School Technology Program* curriculum is developed to enhance academic subject areas including language arts, mathematics, sciences, and social studies. It has a Technology Resource Center that provides students with individual technology web pages loaded with all

the tools they need to successfully develop integrated technology projects. The Technology Resource Center contains an electronic student portfolio to store each student's integrated technology projects, research tools with over 1,800 of the world's top educational websites, and tools which include writing guides.

In addition, some teachers have clusters of networked computers in their classrooms to use as part of group work to reinforce topics using specific software or websites. Saint Gabriel School also has a wireless Mimio (portable interactive white board) available for teachers to use as part of their classroom instruction.

5. Instructional Methods:

Saint Gabriel School differentiates instruction by teaching effective instructional strategies that enhance essential knowledge and skills for students to think critically and become productive moral citizens within a multicultural and technological society. Saint Gabriel School utilizes the Archdiocese of Hartford's standards-based curriculum to ensure that each student meets or exceeds the expected outcomes, and that learning objectives flow seamlessly from grade to grade.

Various instructional methods are used to assist students' learning and stimulate creativity. By recognizing students' individual learning styles and varying developmental levels, teachers employ different methodologies to meet the needs of all students. Pre-assessments are conducted to determine prior knowledge and ability levels. Lessons are then tailored to meet each student at his/her instructional level. Effective instructional strategies include the use of manipulatives, word walls, educational enrichment games, behavior management plans, differentiating instruction, cooperative learning, the use of rubrics for evaluation, and the practical application of skills learned. Technology, such as computers, Internet, PowerPoint demonstrations, interactive white board, DVDs, and transparencies, are used across the curriculum to enhance learning. Hands-on activities in all subject areas also enrich learning. These include play acting, debates, skits, experiments in science, illustrating and publishing books, just to name a few. Also, interesting and relevant field trips offer hands-on learning in the areas of science, social studies, and literature. In the upper grades, homework is used to reinforce information presented in class as well as to review and respond to basic questions. The goal is to utilize a collection of best practices strategically employed to maximize learning.

The needs of each individual student are addressed in a variety of ways. If a student is diagnosed with a specific learning disability, the recommendations of Private School Service Plans and 504 Plans are incorporated into standards-based lesson planning, modifying lessons and applying accommodations where needed. Students are taught in an inclusive setting. Small groups in math and reading help teachers to improve individualized instruction in these areas. Throughout the lesson planning process, staff members employ differentiated strategies and keep paramount the instruction of the whole child.

6. Professional Development:

Saint Gabriel School faculty members are afforded numerous opportunities each year for professional seminars. The fundamental purpose is to provide traditional and innovative educational programs which enhance teacher knowledge for the benefit of their students.

Four times a year, the Saint Gabriel School faculty attends workshops provided by the *School Technology Program* to be instructed on projects they can use to integrate technology into their curriculum. Faculty and staff also take part in three Archdiocesan-wide workshops based on the unique needs of Catholic school teachers, including such topics as differing types of assessment, writing across the curriculum, and differentiating instruction to meet individual student needs. In addition, teachers participate in professional learning communities where they are able to confer with their peers about a wide range of instructional ideas. Discussions include conversations about curriculum standards, curriculum, technology integration, differential learning, and best practices within the classroom, focusing on excellence in education. The professional learning communities are designed to analyze student work and data, discuss

and collaborate on effective teaching strategies, and monitor student progress. This practice keeps the faculty abreast of effective teaching methods. This also serves to identify areas of relative strengths and weaknesses for the school.

In addition to utilizing internal sources for professional development, teachers are encouraged to attend professional development workshops outside the school. National and state educational organizations provide the teachers with opportunities to learn from and network with teachers from around the country. These experiences serve to improve individual educational skills and afford them time to attend to their individual goals set each year. Teachers that have attended seminars and workshops are asked to share newly acquired knowledge with the faculty. In this way, the entire faculty benefits from each professional development experience.

Faculty members are also encouraged to continue their education at local colleges or participate in online courses. Their continued quest for learning ensures the goal of having highly qualified teachers at Saint Gabriel School. Exposing teachers to new ideas and continual growth opportunities affords the students at Saint Gabriel School with the best possible examples of becoming lifelong learners.

7. School Leadership:

Saint Gabriel School is governed by the Archdiocese of Hartford. The Archbishop of Hartford, as indicated in Canon Law, has primary responsibility and authority for Catholic schools and for the policies and practices of the schools within this jurisdiction. The Superintendent of Schools is appointed by the Archbishop and represents him in all school matters in which the Archbishop does not act personally. The Superintendent is responsible to the Archbishop and for the general administration and supervision of the schools within the Archdiocese.

The pastor has overall responsibility for the parish school including the implementation of diocesan policies regarding schools. The pastor is responsible for hiring, on recommendation of the principal, qualified staff for the school in accordance with the policy of the Archdiocese. As the administrator of the school, the principal is responsible for carrying out school policies of the Archdiocese and developing regulations, programs, and procedures to implement the policies. The principal works collaboratively with the faculty, parents, Home and School Association, and the School Board. The school and family work together by promoting student success in a community of faith.

The communication between the principal and the pastor concerning school issues occurs on a regular basis. The principal is responsible for writing and updating the student handbook in order to communicate the school's expectations to parents and students. Faculty and staff meet monthly with the principal to discuss information about programs and upcoming events. Small group meetings made up of primary, intermediate, and middle school grade levels allow the teachers and the principal to communicate concerns related to their own classes and subject areas. This ensures that each student meets or exceeds the expected performance outcomes and learning objectives from grade to grade. The principal is responsible for contacting the Town of Windsor to help assess student needs that deal with learning issues and to implement the plans that are determined to assist teachers in accommodating students.

In addition, the principal supports the ideas of teachers that may expand and enhance the curriculum through special programs, field trips, and after school activities. This empowers the teachers to take responsibility for student achievement which has been demonstrated by the high scores in the standardized-test results of the students.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV102

1. Private school association: Catholic

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

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

<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</u>
K	1st	2nd	3rd	4th	5th
<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</u>	<u>\$5200</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? (School budget divided by enrollment) \$5714

5. What is the average financial aid per student? \$1100

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
16%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 79%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	85	83	83	85
Number of students tested	26	21	22	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	76	81	83	82
Number of students tested	26	21	22	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	84	91	85	91
Number of students tested	20	21	22	23	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	84	88	85	90
Number of students tested	20	21	22	23	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	88	81	92	87
Number of students tested	27	21	24	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	88	82	94	89
Number of students tested	27	21	24	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	73	85	81	82
Number of students tested	18	20	21	22	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	75	90	84	84
Number of students tested	18	20	21	22	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	84	76	86	67
Number of students tested	20	22	23	12	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV102

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	92	82	90	80
Number of students tested	20	22	23	12	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
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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