

PART I - ELIGIBILITY CERTIFICATION

11PV103

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

11PV103

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: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 21

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	28	20	48		6	24	32	56
K	42	17	59		7	15	25	40
1	30	23	53		8	24	23	47
2	20	21	41		9	0	0	0
3	27	17	44		10	0	0	0
4	32	25	57		11	0	0	0
5	25	14	39		12	0	0	0
Total in Applying School:								484

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
98 % 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 2009-2010 school year: 1%

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.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	433
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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: 13%
 Total number of students who qualify: 55

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: 9%
 Total number of students served: 40

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</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>1</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>26</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: 27:1

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%	98%	97%	97%
Daily teacher attendance	98%	98%	98%	99%	98%
Teacher turnover rate	13%	1%	1%	1%	1%
High school graduation rate	0%	0%	0%	0%	0%

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

For financial reasons, it was necessary to cut teaching positions creating a 13% turnover rate.

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III – SUMMARY

Catholic worship in the heart of Medina began in 1860 at St. Francis Xavier with a small mission church. A ten room brick Western Reserve school and auditorium were dedicated in 1952 by Archbishop Hoban and staffed by Dominican Nuns and lay teachers. Four hundred and fifty children, grades 1-8, ushered in a tradition of education which has lasted for over 60 years. The school's foundation is comprised of a dedication to excellence in education within the means of our parish families.

At the heart of St. Francis Xavier's programs is the willingness of parishioners, administration, faculty, parents, and students to evaluate, recognize, and embrace the needs of our burgeoning school and parish community. Over the last 60 years Medina has transitioned from a rural farming community to a city of 27,000.

The school's challenge over the last 60 years has been to embrace the 21st century while holding on to the lessons of a rich rural community. St. Francis Xavier values the history of the Catholic Church in Medina – a faith and service based community which dignifies rural traditions as it pursues growth and development necessary to meet 21st century education standards.

In 2010 doors opened to 436 students representing three counties and four parishes. Since 1951, the facility has doubled in physical size, integrated and updated technology, and added an in depth Fine Arts program. With 20 classrooms, a science lab, gymnasium, media center, automated library, meeting rooms, and playground, the school continues to grow. The spirit of the academic curriculum reflects the school's mission statement: "We educate for excellence and together we learn to live God's message". The curriculum adheres to both the Diocesan Curriculum standards and those of the State of Ohio.

With a careful eye to the future the school has selected target areas in which to develop and pursue professional growth. Commitment to professional growth is at the core of the school's success in meeting the challenges of the 21st century. Attending professional development activities together unifies the faculty and provides clear reference points for goal setting. This unity has supported the staff in addressing large learning curves in the areas of: technology, differentiated learning, curriculum mapping, accommodations for special needs, Edline/parent teacher communication, and new research about brain processing and learning. This faculty dynamic directly benefits the students. It keeps the staff grounded in how students experience learning curves and allows the faculty to provide targeted instruction with current methodology.

Prayer life renews and enriches the faculty's daily experience. This prayer is visible to the students as the staff gathers each Monday morning to share the love of God's presence in their lives and their prayerful support of each other. Active participation in the student-led liturgies models faith formation for the children from K-8.

Administration and faculty are fully credentialed. Implemented programming includes: Spanish K-8, computer K-8, vocal, instrumental, and string music programs K-8, as well as a diverse program of extra-curricular clubs in the middle school. The students participate at the state level in writing, math, and science competitions. Music students compete at the regional level. Programming highlights include:

- The 2010 Ohio Governor's Award for Science (teachers and students)
- Montserrat (grade 5 interactive distance learning experience with Wheeling Jesuit University)
- Award- winning Science Fair participation grades 6-8
- An award- winning Power of the Pen team

- High school scholarship winners
- Lifeworks Art and Essay award winners
- A year- round Fine Arts Exhibition at Medina Hospital
- Participation in the Cleveland Playhouse theater arts programs
- Author visits and student writing workshops
- The Underground Railroad at Hale Farm
- Yearly participation with Temple Sharrey-Tikvah's "Face to Face Holocaust Program"
- Participation in the Marine Fitness Awards program grades 4-8
- Participation in the Presidential Award for Excellence
- Highlights of community and global service include:
- Birthcare
- Nursing home visitation
- Food drives for the hunger center
- Support for victims of the catastrophes in Katrina and Haiti
- African mission support
- School wide participation in Kids for the Congo (a student community project)

Additionally, the Student Council plans collection drives that provide food, clothing, books, school supplies, toys, and money for those in need. Leadership through Student Council and National Junior Honor Society is evidenced by the Veterans Day Assembly, pep rallies, Mardi Gras Celebration, collection drives, Community Blood Drive, dances, Honors Breakfast (academic recognition), Teacher Appreciation, and Red Ribbon Week.

Parent partnerships strengthen the school. From orientation sessions and parent- teacher conferences, to creating computer labs and playgrounds, parents support financing, spirituality, educational programs, volunteerism, enrichment activities, the faculty and goal setting. The Parent Teacher Committee, Parent Advisory Board, and School Task Force all provide feedback toward establishing goals and a vision that supports our mission statement.

1. Assessment Results:

In accordance with the testing policy of the Diocese of Cleveland, St. Francis Xavier School administers standardized testing in the fall and spring of each year. The Cognitive Ability test is given to grade 1 students in the fall. In the spring the students of grades 3, 5, and 7 take the Iowa Test of Basic Skills/Cognitive Abilities Test Combined Form. All students in grades 1, 2, and 4 take the Iowa Test of Basic Skills in the spring.

The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company. St. Francis Xavier has no subgroups; therefore no disparities have been reported. The school does not participate in the state assessment system.

Every spring when the results are received, they are reviewed to identify the individual students' strengths and weaknesses as well as to give the teachers an overall perspective of how the students are comprehending the material taught in a particular subject at their grade levels. In the fall, the faculty dissects the results to aid them in planning differentiated instruction to the individual students, and in mapping their plans for teaching their subjects in the next academic year. This was found to be a significant methodology in accomplishing our Ohio Catholic School Accrediting Association school improvement total for Mathematics from 2004-2010.

Standardized test results have been tracked in a variety of ways, particularly in Math and Language Arts. Examining the results for progress and gains, the most significant gains were made from 2009 to 2010 in Math: grade 2 had a 9% increase, grade 4 had a 13% increase, and grade 6 had a 15% increase. This noteworthy growth is also reflective for the same years 2009 to 2010 in Reading: grade 1 indicates a 15% increase, grade 3 a 9% increase, and grade 4 a 12 % increase.

Scores of a particular class are charted and tracked through at least five years of the St. Francis Xavier School's standardized testing. A report accompanying the results from Riverside publishing indicates the fluctuating scores (see example below) as the same students progress through the grades. In the past, many of our classes showed a significant drop when they took the 6th grade Math ITBS. Other weaker scores were detected in all grades from 2006-2008. This was the point where the practice of combined faculty review of the test results and the study of the particular line items was implemented. This also marked the beginning of using the checklists that complement the Graded Courses of Studies from the Diocese of Cleveland, thereby keeping the teachers cognizant of the areas that need remediation and those that the students have mastered.

EXAMPLE: Current 7th grade students (Math Results)

- In 2010 as 7th grade students they scored 72 %
- In 2009 as 6th grade students they scored 61%
- In 2008 as 5th grade students they scored 72%
- In 2007 as 4th grade students they scored 69%
- In 2006 as 3rd grade students they scored 76%

Other factors contribute to the school's consistently high test scores in the last two years. The scores are reflective of the high quality of the academic program at St. Francis Xavier School. The administration and faculty place a high priority on academic excellence, differentiated instruction procedures, and staff professional development. Another key factor is the minimal turnover of the faculty; thus, the stronger familiarity with the curriculum through curriculum mapping and consistent evaluation of our instructional

programs. In addition a large number of parents from the school community provide strong support, emphasizing the importance of doing well in school. Parents also reinforce developing good study skills. We all strive to fulfill our mission statement, “We educate for excellence and together we learn to live God’s message”.

2. Using Assessment Results:

The principal, assistant principal and faculty meet in late spring and early fall to assess the standardized test results. The faculty meets within their grade levels to complete a line item review of the test. This helps to identify areas of strength and weakness in the curriculum by grade level. From this review, the composite picture is clarified and objectives are selected for each grade level. Teachers are able to identify and meet group and individual needs. Check lists are made for each strand of the Iowa Test of Basic Skills and are maintained by the grade levels every year. These check lists assess the progress of a grade level in a given curriculum area.

The test results for St. Francis Xavier are also used to aid teachers in becoming familiar with a group profile for a particular class. This profile can help the teacher in understanding the boundaries for selection of methods and materials. The range of ability within the group begins to emerge by establishing this group profile.

In addition, student performance check lists are used weekly by each teacher to track introduction, practice, and mastery of specific skills within a subject area. The checklists contain the state and diocesan benchmark objectives for a given subject area. By recording performance teachers track the need to re-teach or move forward in the curriculum. These check lists assist teachers in transitioning their students to various grade levels.

Curriculum committees in Language Arts and Math also use the review of standardized scores to evaluate and select text and learning materials. Data from these committee reviews initiates change and adjustments to the curriculum to meet the needs of both gifted students and students whose performance is lagging.

Standardized test results may also indicate students who need further follow-up testing so that they may qualify for intervention and auxiliary services that would support academic success.

Test results provide opportunity for measured analytical review of progress and areas that need improvement. Results offer an objective perspective that can initiate change and adjustment for student achievement and progress.

3. Communicating Assessment Results:

The school uses several methods of communication with regard to standardized testing. These include the school website which publishes the Principal’s weekly bulletin and memo that includes test results, an individualized mailing to each family, several postings in the parish bulletin throughout the summer highlighting the test results, and finally, communication of results with both the Parent Teacher Committee and the Advisory Committee.

A review of test results with the staff takes place before sharing results with the stakeholders. This assures that questions will be answered accurately and consistently for our community. The principal prepares and posts a report on the website and in the parish bulletin. Aspects of this report are broken down and posted several times throughout the summer. The report includes comparisons with other schools similar to St. Francis Xavier.

Parent Teacher Conferences also provide an opportunity for the review of standardized testing results. Emerging strengths and weaknesses evidenced by the test results may be shared and consequently supported in the home environment.

Daily classroom communication involving assessment is also managed in several ways. Teachers of K-8 use all aspects of Edline to post assignments, reviews, homework, upcoming tests, academic calendars, and weekly reporting of grades. Classroom newsletters reinforce academic activities and progress. The entire staff is available via email for detailed inquiry or scheduling additional conference time. Formal student report cards are issued at the end of every quarter. The principal reviews these report cards to identify and address trends in grades. In addition to our regular conferences, further meetings with parents may then be scheduled.

Auxiliary services (school psychologist, speech therapist, intervention specialist, tutorial staff, and Title I) all require regular review of progress. Team meetings involving the staff, parent and often the student are held to communicate and select goals as progress is reviewed. Students with Individual Education Plans are required to have their plans updated following similar team meetings. These meetings are a priority for all classroom teachers with regard to differentiation of instruction and planning accommodations.

4. Sharing Lessons Learned:

Numerous universities and colleges access our setting for student teaching experiences. Methodology courses and student teaching practices seek out St. Francis Xavier as an environment which offers optimum learning for best practices. The faculty and school are viewed as generous, helpful, friendly, and willing to provide mentorship to eager student teachers.

A Hebrew University student spent time observing the 8th grade Holocaust Unit. She was directed to St. Francis Xavier school due to its partnership with Temple Shalom Tikvah. Both the instructor and the university student shared the importance of exposure to different faith cultures. They developed an awareness of the resources they could offer together in the study of the Holocaust. Their willingness to share story and journey enriched the students' academic experience.

Student teachers have been referred to our setting to observe simple integration of technology into daily lessons. The faculty at St. Francis Xavier has modeled the integration of technology in a practical style that keeps the students engaged in its use without having the lesson fail when the technology fails. The importance of a back-up lesson plan to facilitate continued learning is a valuable lesson for the student teacher.

Faculty members have been area leaders in implementing Easy Grade Pro, Curriculum Mapping, and Edline. We have modeled student led conferences. We have been forerunners of student led liturgies and liturgy designed for elementary school faith formation.

We participate in a monthly community exhibit of Art for the Medina County Educational Services Committee. St. Francis Xavier hosts and attends collaborative professional development for Catholic schools in northern Medina County. This has been an excellent way to meet fellow teachers and share classroom ideas and activities.

The middle school students also experience the power of collaborative activities. The students collaborated with St. Ambrose Jr. High School on several occasions to pray and attend inspirational speaking events. Grades K-8 joined with a school in New York following September 11, 2001 to provide words of comfort and material aid.

1. Curriculum:

St. Francis Xavier School follows the Diocese of Cleveland Graded Course of Study as well as the Ohio Department of Education Academic Content Standards. Catholic values and principles are integrated into all areas of study as “together we learn to live God’s message”.

The **Religion** curriculum attends to God’s Word, the Gospel message, worship, the faith community, and service. Parish priests share the classroom teaching role. Daily prayer and monthly student -led liturgies are complemented by seasonal prayer services. A vibrant Catholicity committee enriches the curriculum with thematic activities such as Saint of the Month, Virtue of the Month, and Beatitudes. A highlight of seasonal prayer occurs when the students and teachers gather each Monday morning during Advent to light a candle and reinforce the Sunday celebration.

The **Mathematics** curriculum engages the development and demonstration of problem solving, reasoning, validating, communicating, and visualizing mathematic connections. The curriculum emphasizes basic skill building across the grade levels and application of these skills to problem solving. The faculty has implemented the use of Simple Solutions from grade K-8 on a daily basis. Grades 6-7-8 complete Simple Solutions throughout the summer to reinforce and maintain learning among grade levels. Advanced students are provided opportunity to excel in large and small group instruction that addresses their strengths and talents. Students also compete in area math competitions.

The **Science** curriculum highlights scientific inquiry, knowledge, and experience. Using a broad variety of materials, students discover the impact of science in their everyday life. Questioning and experimentation are encouraged. The school takes advantage of the full range of scientific communities and programs in the Cleveland/Akron area to enhance and supplement the stated curriculum.

The **Language Arts** curriculum focuses on written and oral communication. This includes appreciation of literature and the writing process, competency in research, the ability to use comprehension and analytical strategies, listening skills, and engaging in oral presentation. All students maintain daily journals and writing portfolios. Students participate in Power of the Pencil and Power of the Pen. In 2009-2010 teams placed first and second in the district.

The **Social Studies** curriculum spans K-8. Grade levels integrate Catholic social justice as they study geography, history, culture, community, government, citizenship, and people in societies. Students explore links between the past and the present. Highlights include Ohio Day, Medieval Castle construction, creation of Egyptian artifacts, Underground Railroad reenactment, a wax museum, South African pen pal program, and visits to the John Smart House (local history). Eighth graders travel to Washington D.C. with their parents.

The **Visual and Performing arts** curriculum provides students with opportunities to reach potential through music, drama, and art. Instruction is given in piano, string instruments, and guitar. This instruction supports instrumental band and hand-bell choir. Music in K-8 emphasizes singing, theory, instrument experimentation, and history. Primary art instruction develops fine motor skills and art principles. K-8 students experience different mediums, practice basic techniques, explore art history, and acquire an awareness of important works and famous artists. The curriculum culminates in the spring with a Fine Arts Festival exhibiting the works and performances of K-8 students. Dramatic oral interpretation includes reader’s theater, radio shows, and student-led liturgies. Drama Club produces a full-length play or musical in a professional theater setting. Students receive instruction in acting, stage management, student directing, and technical skills (computerized light and sound boards). Professional mentoring with community theater light and sound technicians enhances their theater experience. Grade 6 students usher in Holy Week by re-enacting a Living Stations of the Cross.

Health and Physical Education stresses the importance of physical, social, emotional, and spiritual growth. Concepts include safety, respect, human dignity, teamwork, good sportsmanship, positive attitude, basic nutrition, personal responsibility, and competency in motor skills and movement patterns. The program is enriched by participation in the Marine Fitness Test Award program for grades 4-8, DARE, SHUDDLE, PSI Cyber Bullying, “AH-CHOO” , Red Ribbon Week, Student Council Blood Drive, Eddie Eyeglass, People Together, Life Banc , and guest speakers including an ophthalmologist, cardiologist, nutritionist, orthopedic surgeon, dentist, and infectious disease specialist.

Spanish K-8 focuses on written and oral language. Students learn basic pronunciation, vocabulary, conversation, culture, and grammar through the use of songs, poems, videos, games, role-playing, interactive models, and textbooks. Students memorize prayers, poems, and the Pledge of Allegiance. Cultural celebrations include Cinco de Mayo, Dia de los Muertos (Day of the Dead), and Spanish- sung liturgies. Grade 8 reads a novel in Spanish. Eighty four percent of grade 7 and 46 percent of grade 8 take Spanish twice a week for 40 minutes per period all year. Students may test out of freshman Spanish in high school.

Technology in the 21st century powers curriculum delivery. SMART boards, updated computers, phonics ears, two mobile labs and a lab with dual format (PC and Mac) computers provide technological support.

2. Reading/English:

Learning to read is one of the most exciting happenings at St. Francis Xavier. Reading opens an entire world of learning. Successful reading lowers the frustration level for all other subject areas. Encouraging and maintaining this excitement and love of learning is a focus of the introductory reading program at St. Francis Xavier. Saxon Phonics is the major component in K-3. Daily practice and work with decoding skills provide keys to unlocking the process of reading. Fluency improves and this contributes to contextual understanding and comprehension building a solid foundation for the process of reading. Once this process is in place, enrichment activities follow, encouraging a life- long love of reading and the use of reading to support academics throughout the students’ educational career.

Many educational resources complement this phonics program. These resources include small reading groups, on-going targeting of strengths and weakness through standardized testing, frequent practice of oral reading and fluency skills, individual instruction attending to learning modalities, auxiliary services support for identified learning disabilities, and use of permanent classroom aides. The Accelerated Reading Program provides comprehension practice. Daily Oral Language reinforces grammar and supports fluency. Students performing below grade level are targeted for improvement through consistent assessment, evaluation, and goal setting. Intervention is made available through small group instruction, auxiliary services, attention to identification of learning disabilities, and the use of learning modality styles to present materials. Permanent classroom aides assist lead teachers in meeting accommodation needs and individual education plans.

Building on this foundation, intermediate students layer vocabulary acquisition, critical thinking, analysis, research skills, and an appreciation of literary styles and genre. Using small book discussion groups, the Prentice Hall Literary Series, novels, poetry, plays, and Infohio electronic resources, students experience the broader world through reading. Writing enhances this reading experience and reinforces the reading/writing connection. Good writing is the heart of good reading. Respect for the writing process grows. Journal writing takes place from K-8 and students maintain a writing portfolio that travels with them from grade to grade. The writing portfolio contains descriptive, expository, narrative, persuasive, poetic, and creative pieces and affirms their grasp of the reading/writing connection.

3. Mathematics:

Building and improving mathematics skills is the focus of the school’s continuous improvement plan which was put into place in 2004. The faculty reviewed standardized testing results and goals were established. Using Harcourt Math series for K-5 and Holt Math series for 6-8, the school redesigned the

math curriculum. Simple Solutions, Math Mania, daily math meetings, and interactive SMART Board use were implemented in grades 1-8. A mandatory summer reinforcement program for grades 6-8 was established using additional Simple Solutions materials.

The core of the math program is building basic skills. These include computation, reasoning, problem solving, seeing math connections, using multi-step processing and critical thinking to solve problems, proving and validating, and strengthening the foundations for geometry and algebra.

Math activities are increased at all grade levels to reinforce basic skill building. Examples include addition and subtraction wrap-ups, math games, flash cards, frequent interactive SMART board exercises, and using manipulatives like linking cubes, clocks, coins, and puzzles. Math Week is an informative and entertaining family event, and Math Carnival is a school-wide event where students enjoy applying math skills to competitive, games and challenges.

Older students engage in real-life application of their math skills and knowledge by their participation in financial literacy exercises such as earning a student salary, paying “rent” on desks, figuring property tax, paying utilities, buying monthly health insurance, paying income tax, and balancing checkbooks and budgets. Journal writing is used to integrate Language Arts and Math as well as encourage creative problem solving and thinking outside the box.

Using and updating interactive website links for math enhancement, and using the computer lab for drill and standardized test practice reinforce performance confidence in math applications. Operation Montserrat (grade 5 distance learning lab experience with Wheeling Jesuit University) and Adopt a Pilot are both math labs where students calculate, chart, track, and predict consequences and events. Students also participate in Catholic Math League grade-level competition and area Math Club competitions.

Extensive intervention for below grade-level performance is made available through small group instruction, auxiliary services, attention to identification of learning disabilities, and the use of learning modality styles to present materials. Permanent classroom aides assist lead teachers in meeting accommodation needs and individual education plans.

4. Additional Curriculum Area:

Science at St. Francis Xavier School is an exciting exploration of the physical and living world. The curriculum focuses on the sanctity, simplicity, and complexity of creation. Scientific method and inquiry are the backbone of this exploration from K-8. Students question, experiment, and discover. Concepts unfold and are validated using the textbook, interactive SMART Boards (United Streaming and Brain Pop), website activities, lab experiments, and science kits. Grade 3 students integrate Language Arts and Science as they research, design, and construct a Natural History Museum in their classroom. Parents and students visit this exhibit. COSI visits the school. Students travel to the Cleveland Museum of Natural History, NASA, the Rainforest, Great Lakes Science Center, Wolf Creek Nature Center, the Cuyahoga Valley National Park System, and the Cleveland Zoo.

On-site school activities include the design and installation (fall 2010) of a Rain Garden under the direction of the Medina County Soil and Conservation district. This garden provides a living lab to explore the water cycle, pollution, and plant growth. The Science Explorers meet after school to compete in contests like The Potato Chip Challenge (physics), sending a single chip across the country in a small package. The school participates in the Jason Weather Project and a Buddy Program in which grade 4 students assist the 1st graders performing science experiments. Grade 5 engages in a distance learning lab with Operation Montserrat designed by Wheeling Jesuit University in West Virginia. These students take leadership roles to build response teams that manage crucial operations on a populated island as a volcano erupts. Data is fed to the students from a university engineer at the hypothetical site. Students analyze data and make decisions that initiate action steps for rescue, medical attention, damage containment, shelter, and tracking weather. Through Operation Montserrat they experience the broad thinking necessary to handle an emergency and triage problem solving.

Grade 6, 7, and 8 participate in the School Science Fair. They complete a project according to state requirements. Following a judging process by area professionals, an average of 70% of the students competes regionally each year (earning an Excellent or Superior rating). Projects are exhibited for the school and parish community. The school then averages three-seven students who compete at the state level and return with the rating of Superior. The school and two faculty members won the Ohio Governor's Award for Science in 2010. Students are recognized during the Spring Awards Assembly.

5. Instructional Methods:

The St. Francis Xavier faculty is committed to identifying and accommodating learning styles, and providing an instructional environment that supports differentiated learning. The diverse needs of student populations require careful diagnosis and action steps which make full use of auxiliary services including the school psychologist, speech therapist, tutorial staff, intervention specialist, and Title I services. The use of standardized tests, Early Prevention of School Failure (EPSF), and Individualized Education Plans (IEP) all assist in the identification of students with special needs.

Frequent communication between classroom teachers and the auxiliary services team is a key to designing differentiated instruction for students. Instruction is modified to accommodate all types of learning disabilities (audio, visual, and speech) and learning strengths (acceleration and performance). In Math and Reading grades K-5 make use of classroom ability grouping, and grades 6-7-8 classes are grouped by ability. The staff provides modifications for test anxiety, writing weaknesses, breakdown in the reading process, oral presentation anxiety, gaps in learning, and struggles with memory tasks.

These modifications support what the staff has learned through extensive in-service about brain function and physiology, and how brain function impacts and supports learning styles. Through the use of websites, Smart Boards, computers, individual tutoring, modality strengths, Edline, and student planner communication resources, the staff meets the needs of a diverse group of students and learning styles. Frequent team meetings with the auxiliary staff, teachers, parents and students complete the support system that is available to the St. Francis Xavier school community.

Each classroom teacher writes an accommodation report for each student serviced. This report is managed online so a smooth transition between grade levels is maintained and progress is not lost from year to year. At the start of the school year all teachers are required to read the files of students with special needs maintained in the school office.

6. Professional Development:

Continued professional development builds 21st century learners and teachers at St. Francis Xavier School. In-services are strongly encouraged and frequently made available to all teachers, unifying the faculty, providing clear reference points for goal setting, and opening possibilities for change and flexibility. This unity has supported the staff in addressing large learning curves in the areas of: technology, differentiated learning, curriculum mapping, accommodation for special needs, Edline parent-teacher communication, and new research about brain processing and learning. Monthly faculty meetings, as well as grade level and content area committee meetings, offer a venue for teachers to share what they have learned at area workshops and in-services.

St. Francis Xavier School provides funds for the middle school teachers to attend the Ohio Middle School Conference, as well as for other content specific teachers to attend seminars and workshops in their area of expertise. By implementing ideas gleaned from these conferences, teachers refresh their methodology and classroom enthusiasm. Middle School Orientation Day, for example, was designed after a model presented at the Middle School Conference. Today, grades 6-8 spend their first day of school participating in team -building activities, camaraderie, and orientation classes. Examples of other in-services which have benefitted student learning include:

- A technology workshop for designing web quests
- The annual Ohio Foreign Language Meeting introducing the music of Jose L.Orozco to Spanish classes
- The Jason Project in-service using an on line hands-on approach to the study of weather in grade 7
- Literacy for Learning workshops which taught different strategies for teaching comprehension and vocabulary skills across the curriculum
- Dyslexia Reading in-service
- Raising Test Scores
- Unpacking Marzano's Nine
- A communications in-service illustrating optimal ways to communicate with students and parents in the 21st century
- Phonics Dance and Math Dance, a kinesthetic approach to learning sounds and math concepts through motions, chants, and rhyme
- Joy of Math, presenting interactive methods to practice graphing and percentages
- Physical education in-service taking place at the home of the Cleveland Cavaliers featuring use of professional equipment and sports games.

The commitment to share in-service by the entire faculty is a strength of the teaching staff. Broad, common reference points provide the flexibility to engage change with a minimum of the angst that often accompanies this process.

7. School Leadership:

Under the guidance of the Diocesan Office of Catholic Education, the school encourages the Pastor, school administration, faculty and parents to have a voice in establishing direction and vision. The Pastor and Principal are the final authority in the decision making process.

The St. Francis Xavier school environment reflects a leadership style that encourages prayer and discernment in making educational decisions. The pastor, school administration and faculty rely on the work of faculty committees, the Parent Advisory Board, the School Task Force, the Parent Teacher Committee, the student council, and data bases to reach conclusions and make suggestions about programming. The school is involved in an on- going evaluative process through the Ohio Catholic Schools Accrediting Association (OCSCAA). This leads to a Continuous Improvement Plan developed by the faculty under the leadership of the school principal and assistant principal. Implementation takes place over a timeline that is supervised by the Diocesan Office of Education and OCSCAA.

The school principal is an active member of Cleveland Diocesan Elementary Principals' Association, National Catholic Education Association, Leadership Medina, and the Association for Supervision and Curriculum Development. The principal serves on the evaluation teams for the Ohio Catholic Schools Accrediting Association. Principal and faculty are also members of the Ohio Middle School Association.

The faculty is involved in planning and implementing programming that supports student achievement. Structured review of all standardized test results, IEP meetings, and faculty curriculum meetings assures that programming is designed to support student achievement. The Language Arts Committee, the Math Committee, and the Catholicity Committee meet regularly to review, assess, and suggest adjustments.

The climate at St. Francis Xavier encourages exploration of creative solutions to challenges. Faculty turnover has been minimal over the last 15 years. Teachers accept the opportunity to mentor and supervise students from several local universities who fulfill their methodology and student teaching requirements in the school. This exchange is a growth opportunity that adds depth and richness for the experienced teacher, the school, the student teacher, and the students.

The school principal expects faculty participation and ownership in decisions affecting the school's mission to educate for excellence and to learn together. The result is a level of satisfaction and appreciation among the faculty for the presence of a shared and equal professional work load and a school that truly celebrates excellence in education.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$3546</u>	<u>\$3546</u>	<u>\$3546</u>	<u>\$3546</u>	<u>\$3546</u>	<u>\$3546</u>
K	1st	2nd	3rd	4th	5th
<u>\$3546</u>	<u>\$3546</u>	<u>\$3546</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$3750

5. What is the average financial aid per student? \$350

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
10%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 16%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	90	88	78	73	70
Number of students tested	39	41	64	57	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	87	77	78	82	83
Number of students tested	39	41	64	57	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	86	77	82	69	84
Number of students tested	36	61	49	67	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	78	81	77	87
Number of students tested	36	61	49	67	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	85	76	78	79
Number of students tested	57	48	62	61	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	79	77	82	82
Number of students tested	57	48	62	61	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	69	75	69	71
Number of students tested	39	56	55	69	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	81	71	79	76	84
Number of students tested	39	56	55	69	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	78	81	72	73	69
Number of students tested	50	51	62	48	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	69	82	80	79	81
Number of students tested	50	51	62	48	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	76	61	63	65	62
Number of students tested	41	52	36	59	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	79	74	75	73	70
Number of students tested	41	52	36	59	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	72	74	67	67	67
Number of students tested	45	35	55	49	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	79	77	77	67	75
Number of students tested	45	35	55	49	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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: The 2000 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2006. In 2007 to the present, the 2005 norms were used. In 2008, Form A was revised to Form C by the Riverside Publishing Company					

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