

PART I - ELIGIBILITY CERTIFICATION

12PV142

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV142

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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 7

5. Number of students as of October 1, 2011 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 | 70 | 47 | 117 | | 6 | 47 | 38 | 85 |
| K | 48 | 40 | 88 | | 7 | 41 | 44 | 85 |
| 1 | 39 | 44 | 83 | | 8 | 22 | 46 | 68 |
| 2 | 51 | 40 | 91 | | 9 | 0 | 0 | 0 |
| 3 | 49 | 54 | 103 | | 10 | 0 | 0 | 0 |
| 4 | 39 | 37 | 76 | | 11 | 0 | 0 | 0 |
| 5 | 39 | 40 | 79 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 875 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
11 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
4 % 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 2010-2011 school year: 2%

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, 2010 until the end of the school year. | 6 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 9 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 15 |
| (4) | Total number of students in the school as of October 1, 2010 | 877 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.02 |
| (6) | Amount in row (5) multiplied by 100. | 2 |

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{0\%}{0}$
 Total number of students who qualify: $\frac{0}{0}$

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

10. Percent of students receiving special education services: $\frac{9\%}{75}$
 Total number of students served: $\frac{75}{75}$

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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>27</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>19</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>1</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>5</u> | <u>0</u> |
| Classroom teachers | <u>41</u> | <u>1</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>19</u> | <u>0</u> |
| Paraprofessionals | <u>8</u> | <u>1</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>10</u> | <u>0</u> |
| Total number | <u>83</u> | <u>2</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 daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 98% | 98% | 98% |
| High school graduation rate | % | % | % | % | % |

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

St. Thomas Aquinas Catholic School (STA) opened its doors in September 1947. With a strong reputation for academic rigor and a spiritual mission grounded in our Catholic identity, the school's growth led to the expansion to two campuses in 2005. The Lower School campus accommodates grades K-2, Transitional Kindergarten and the Pre-K4 program. The Upper School campus houses grades 3-8 and our PreK3 program. Today, St. Thomas Aquinas Catholic School is home to 875 students, 96% of whom are parishioners, in grades PreK 3-8. It is the largest Catholic elementary school in the state of Texas. STA's population is predominantly white, middle class with 11% Hispanic, 1% Asian, and 4% mixed race. While many Catholic schools struggle with declining enrollment, STA has enjoyed tremendous growth, more than 16% over the past 6 years.

STA embraces the idea that “the soul of education is the education of the soul” (Pope Pius XI). We teach our students to recognize the presence of Christ in themselves and others. This reverence for people permeates all aspects of school life. We strive to instill in each student a spirit to learn as well as a sense of responsibility to share their talents for the good of all. Our mission statement provides the foundation for our community of faith and common core values:

St. Thomas Aquinas School strives to achieve academic excellence for all students in an atmosphere of Christian compassion and respect. Each child is considered a gift from God. Every child's spiritual, academic, physical, cultural and social development is viewed as a shared responsibility of the child, the parent and the faculty.

STA educates students in an environment that is Christ-centered by providing academic and faith formation rooted in Gospel values. We follow the standards-based curriculum set forth by the Diocese of Dallas. In addition, we have adopted many cutting edge programs and instructional methods that encourage lifelong learning and enhance critical thinking. One such program is *Thinking Maps*, a common visual language for students and teachers at all grade levels and in all subjects. As a recognized leader in our diocese, STA presented the program to the superintendent and principals. The program was enthusiastically received, adopted by the diocese and is now implemented in all 32 diocesan schools.

STA is a legacy school, with a large number of alumni families seeking an STA education for their children. Our parish community is vibrant and generous. Parents provide ongoing support to our teachers and students. Recognizing the value of a Catholic education, parents are eager to volunteer and donate the necessary time and resources needed to provide an exceptional education for all students. Each of our 500 families volunteers a minimum of 20 hours per school year.

Our extraordinary STA staff is dedicated to educating and inspiring the whole child—mind, heart, and soul. Twelve of our teachers have a unique bond with the school, having attended STA as children. Teachers use assessment to shape classroom teaching, regularly collaborate with colleagues, and continually tailor instruction to meet their students' needs. In addition, they attend numerous professional development trainings throughout the year. Our graduates successfully transition to the highly competitive Catholic high schools in the Dallas area where the class, on average, is offered over 20 scholarships per year.

STA strives to shape well-rounded, involved students. Campus life offers a wide variety of activities such as speech, National Junior Honor Society, Student Council, altar serving, scouting, band, and numerous school service projects such as fundraisers for the North Texas Food Bank and The Cystic Fibrosis Foundation. Our community is always quick to respond to any emergency, whether meeting the needs of a local family or a national emergency such as the earthquake in Haiti. Engaging academic competitions

challenge our best and brightest. Students in grades 2-8 participate in two national math competitions, the Continental Math League and the Catholic Math League, and have earned numerous awards, including a first place for our 2nd grade in an 11 state district last year. Additional opportunities include the National Geographic Bee and the Scripps National Spelling Bee. Students also participated in *Visioneering*, a program developed by Southern Methodist University's School of Engineering specifically for middle school students to foster excitement for and interest in careers in the fields of math and science. Our 7th grade participated in the Annual Stock Market game, sponsored by Merrill Lynch. Our team placed first among all schools and school districts, public and private, in the Northeast Texas Region.

St. Thomas Aquinas has a commitment to academic excellence in a safe, nurturing environment. That commitment, along with best practices for learning and an emphasis on Catholic values, ensures our continued reputation for quality education.

1. Assessment Results:

Beginning in 2009, St. Thomas Aquinas Catholic School (STA) administered the Iowa Test of Basic Skills (ITBS) a national norm-referenced standardized test. All students in grades one through eight test in the fall of the school year. Prior to the fall of 2009, STA administered the Stanford Achievement Test, also national-norm referenced, to all students in grades three through eight. The move to the ITBS with the addition of 1st and 2nd grades in the fall of 2009 was a decision made by the Diocese of Dallas. Students in grades 1-8 were also administered the Cognitive Test of Abilities (CogAT). Predicted achievement based on statistical comparison of data from the CogAt and ITBS indicates a greater percentage of high achieving STA students as compared to the national average in both predicted percentiles and grade equivalencies.

October 2011 ITBS testing reported total reading scores of students in grades 3-8 to be between the 83-89 percentiles nationally. Additionally, an average of 94% of the students in the same grade levels scored at or above proficiency levels, with an impressive 41% performing at an advanced level, thus exhibiting the ability to generalize and think critically about the material read. Math scores reported for grades 3-8 averaged just above the 81st percentile nationally with almost one third of our students scoring at the advanced level and able to generalize and extend their mathematical knowledge by applying it to real world situations. Further analysis of proficiency levels reveals no students in grades 3-8 were below basic level in total reading proficiency and only 5 students were below basic level in total math proficiency.

It is of note that test scores for STA students with Individual Academic Plans (students who have diagnosed learning differences) are included in the reported class averages on the 2011-2012 data table in this application. These students do participate in the annual testing, receiving accommodations and modifications as identified on their academic plans. Although 14% of the seventh grade population was provided extended time for the ITBS in fall 2011, these students' scores were included in the average class percentiles for both reading and math totals.

Although our high performance as a school is certainly noteworthy, we identified trends to examine and issues to address. Examination of the group skills display, provided by Riverside Publishing, led to the following observations: all skill subscores are significantly higher than the national average with the exception of writing conventions, punctuation and math computation in grades 3-6. To address the need for intervention in writing and grammar we implemented two new programs last year. Daily Grammar Practice is a unique, highly successful, research-based approach to helping students understand, apply, and actually remember grammar concepts. Evidenced by the application in their students' writing, teachers have already reported an improvement in retention of grammar rules. The Writing Practice Program (WPP) has allowed all students in grades 3-8 the opportunity to monitor their own progress in writing conventions. The online program provides engaging tutorials that address specific student weaknesses. Our Certified Academic Language Specialist uses the program extensively to work with individual students or small groups.

In response to our below average computational scores, we have initiated a multi-step approach. In the area of mathematics there has been greater variance over the last five years. Upon recognizing that our students in grades 2-5 were not progressing in math as expected and as evidenced by our test data, we examined our program and decided to make changes in our student grouping, sequence of math instruction and textbook resources. Many factors guided our decision to implement the change in phases to ensure correct scaffolding of developmentally appropriate skills across grade levels. We began with 2nd and 3rd grade in 2010, added 4th grade in 2011 and will complete our transition with 5th grade next year. We look forward to seeing an upward trajectory reflected in future achievement test scores with a special focus on an expected upward trend in math scores generally and computational scores specifically.

In summary, overall achievement scores in both reading and math place St. Thomas Aquinas School among the highest performing schools in the nation. Remaining true to our mission of attaining academic excellence for all students, we are challenged to not rest on the laurels of our school accomplishments, but to examine individual achievement in order to help all students realize their full potential.

2. Using Assessment Results:

Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives. Through multiple forms of evaluation, assessment measures:

- beliefs, attitudes and behaviors, which are expressions of our Catholic identity
- content knowledge
- student achievement (individual and group)
- learning and teaching environment.

(NCEA's statement on Accountability and Assessment in Catholic Education)

Knowing the importance of using assessment to help drive instruction, the Diocese of Dallas made the decision to conduct achievement testing in the fall. The Iowa Test of Basic Skills is administered to all students in grades 1-8. As soon as results are received, they are studied by the administration, counselors, diagnostician, and learning specialists. The online reports received from the Riverside Publishing Company are thorough and provide a detailed analysis of not only school performance but also individual student performance, skill level and longitudinal progress for three consecutive years. It is from these reports that we develop school-wide goals for improvement. Parents are provided a report detailing their children's performance; the report includes a narrative about each child's areas of strength and weakness.

The school-wide goals for the last two years have focused on raising math computational skills in all grades and grammar skills in the intermediate and middle school. The plan for improvement in math focused on developing a strong number sense in the early primary years. A decision was made, based not only on the standardized testing but benchmark testing and teacher observation of student progress, to increase the use of manipulatives and hands-on activities for conceptual development in math. This approach will build a firm foundation for later concept development and long term memory retention of concepts.

One approach chosen to improve grammar skills and attain vertical alignment across grade levels was to adopt and implement Daily Grammar Practice, a unique, highly successful, research-based approach to helping students understand, apply, and remember grammar concepts. It is a simple, logical process that actually moves grammar concepts to long-term memory so that students can apply the concepts to their writing. Daily Grammar Practice pulls all the concepts together so students always see the big picture.

The administrative team meets with teachers to discuss the different report options, giving them the opportunity to ask questions and clarify information provided. The teachers are then tasked with analyzing their students' data and developing written goals for intervention, as well as enrichment, based on the assessment.

The learning specialist also identifies students scoring below the 50th percentile in any major areas as well as subtests. A spreadsheet is developed for each individual teacher to enable him/her to pinpoint specific areas of concern and intervention needed. In addition, scores are reported for the same areas and subtests for those scoring above the 90th percentile signaling a need for enrichment and differentiated activities in those areas.

In addition to the Iowa Test of Basic Skills, we administer the CogAT test of cognitive abilities. The instrument assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols. It is through the comparison of ability in relation to achievement that we are able to identify students who are underperforming and plan a course of action to raise their performance level. Cognitive skills testing can also help identify the root cause of a specific learning difference and proper intervention can be given. STA also utilizes Istation in grades PK4 - 2. Istation is an internet-delivered, standardized, nationally-normed computer adaptive testing system that administers student-friendly, short assessments to determine each student's overall reading ability and then adapts difficulty of questions based on performance. Istation delivers curriculum to each student at his or her level and provides targeted interventions for areas of weakness. These interventions are either delivered via the computer program or via small group or one-on-one instruction by the teacher or aide. Istation data has shown that these interventions have resulted in significant improvements, enabling at risk students to perform at grade level.

A "Strategies for Success" night is held to inform parents about overall testing results and their meaning above and beyond the narrative they received from Riverside Publishing. That night also gives us an opportunity to share with parents many of the successful strategies we implement at STA to ensure their child's academic success, such as *Thinking Maps*, *Write from the Beginning...and Beyond*, and *Istation's Indicators of Progress*. The information sharing is well received and reinforces our solid partnership with parents in the education of their children.

3. Sharing Lessons Learned:

St. Thomas Aquinas School is a recognized and well-respected leader within the Diocese of Dallas. Area schools send their novice as well as experienced teachers to observe classroom instruction and meet with teachers, specialists and administrators.

Last spring, our superintendent asked for volunteers to share best practices at the monthly principal's meeting. We accepted the opportunity to share *Thinking Maps...A Visual Language for Learning*.

Thinking Maps, developed by Dr. David Hyerle, are visual teaching tools that foster and encourage lifelong learning. They are based on a simple yet profound insight: the one common instructional thread that binds together all teachers, from pre-kindergarten through postgraduate, is that they all teach the same thought processes. Based on thorough and well-accepted academic study and brain research, the eight Thinking Map tools correspond with eight fundamental thinking processes. More than simple task-specific graphic organizers, the tools can be utilized individually or in various combinations to form a common visual language for students and teachers at all grade levels, in all subjects. The interest in the program after our presentation was so positive that it was adopted by the diocese, and to date all teachers have been trained and are implementing them in their classrooms.

In the spring of last year STA hosted an Early Childhood Roundtable luncheon. Our goal was to bring together early childhood educators and preschool directors from our diocesan schools for a collaborative sharing of ideas and discussion of current issues pertinent to the preschool-kindergarten population. The response was incredible, with over 65 professionals attending. The afternoon resulted in an enhanced sense of collegiality, and opened avenues for exchange of philosophy and methodology. The relationships established were invaluable and we are planning future events this year.

Over the last several years, STA's PK4 staff has provided training, on-going support and professional development to any diocesan preschool teachers interested in utilizing the Language Enrichment Activities Program (LEAP), the primary interdisciplinary curriculum used in STA's preschool. Every year STA receives requests from and enthusiastically welcomes observational visits from other Catholic preschool teachers.

STA will continue our leadership role in the diocese by sharing student successes with innovative, cutting edge methodology, attending state and national professional development conferences such as those held

by the National Catholic Education Association and the Association for Curriculum and Supervision, and serving on Diocesan level committees.

4. Engaging Families and Communities:

St. Thomas Aquinas prides itself in the positive relationships we have developed with our parents and parish community. It is through an atmosphere of transparency, ongoing dialogue, and focus on student success that we receive such positive and productive support.

Our elementary grades utilize parent volunteers in their classrooms on a regular basis during center time or to assist with students while the teacher is engaged in guided reading groups. Parents volunteer regularly in the science lab, media center, and art classes. Their assistance is an integral part of optimizing successful instruction. A group of parents called “Material Moms and Dads” volunteer their time to assist the teachers through preparation of materials for instruction. Their help affords teachers more time to plan for differentiated student instruction.

One of our two licensed professional counselors offers evening parenting classes covering a wide variety of issues and provides tools and strategies for parents to use with their children. The topics include bullying, internet safety, anxiety and drug awareness. The counselors also invite prominent speakers in various fields of expertise to address parental questions and concerns. A recent example was a talk given by a PhD psychologist specializing in adolescent anxiety disorders. The feedback from the session was extremely positive.

We communicate with parents through our quarterly Curriculum Corner, highlighting special classroom units of study, and via parent-teacher conferences twice yearly, although teachers communicate on a regular basis with all parents through phone calls and emails.

When a teacher or administrator has a concern about the social, emotional or academic development or functionality of a child, he or she initiates a Student Intervention Team meeting (SIT) with the school counselor. The counselor may observe the child. An initial meeting takes place with the teacher, counselor, learning specialists and/or assistant principal. Plans are developed to meet the needs of the student. Meeting notes are distributed to all attendees to ensure that plans are conscientiously followed. Parents are then invited to meet with the team; information is shared about the concern and how to address the concern both at school and at home.

Our partnership with the prestigious Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University enables us to stay current with best practices. They specifically request STA’s participation in many educational research studies and graduate student practicums that benefit our students.

1. Curriculum:

STA's standards-based curriculum is marked by current content and fresh approaches to methodology. There is emphasis on learning through problem solving rather than rote drill and practice. STA implements The Highly Effective Teaching model. HET is a brain-compatible model grounded in the biology of learning, effective instructional strategies, and the development of conceptual curriculum.

Our curriculum complies with the academic requirements of the Catholic Diocese of Dallas, the Texas Catholic Conference Education Department, the Texas Association of Private and Parochial Schools and the Texas Education Agency.

Our **language arts** curriculum offers a balanced program which includes five main components: reading, writing, spelling/word work, listening, and speaking. Through the study of language arts, our students develop the qualities to serve their communities, to think critically, and to make moral decisions. Our goal is to help children live rich, literate lives.

Religion standards are structured in strands representing the four pillars of the Catholic Catechism: The Profession of Faith, Celebration of the Christian Mystery, Life in Christ, and Christian Prayer. Second graders prepare for the Sacraments of Reconciliation and Holy Communion. Eighth graders prepare for Confirmation. Students attend Mass weekly and participate as readers, cantors and servers.

The study of **mathematics** covers the five strands as recommended by the National Council of Teachers of Mathematics. These include: number theory, estimation and operations; algebra; geometry; measurement; and data analysis, statistics and probability. Rather than mere coverage of objectives, multisensory instruction ensures depth of conceptual understanding. Honors math, Pre-Algebra and Algebra I are offered to eligible middle school students.

Our **science** curriculum focuses on understanding scientific concepts and developing abilities of inquiry. Forty percent of the weekly science instruction takes place through hands-on experiences in science labs, located on both campuses, run by our science specialist.

The **physical education, health and nutrition** curriculum responds to the importance of movement and play and healthy life choices. Physical education is an integral part of the education process and a critical component in all aspects of our student's growth and development. Ninety-eight percent of eligible students participate in at least one of the organized sports offered by the Dallas Parochial League.

STA is in compliance with the program's foreign language requirements. Brain research on the acquisition of foreign languages unequivocally proves the importance of early exposure and instruction. We offer Spanish beginning in PK4. One goal in our strategic plan is to extend instruction to our PK3 students and provide daily instruction in PK-2. We envision a future in which all students develop and maintain proficiency in Spanish before leaving STA. Presently, PK-5th grade students receive Spanish instruction twice weekly. Spanish is a core, daily course for grades 6-8.

The **social studies** curriculum focuses on learning about all aspects of our world, the United States and the state of Texas. Standards for social studies have four main strands: history, geography, civics and economics, as set forth by the Texas State Department of Education and the National Council for Social Studies.

All students receive weekly instruction in **music, drama and art**. Study of the fine arts allows students to appreciate God in nature and utilize different areas of their creativity. Cognizant of the fact that music helps develop higher level thinking skills, self-discipline, teamwork and enhanced organizational skills, our music education program is an integral part of our curriculum. STA students participate in Mass as cantors and in choirs that showcase instrumental and vocal skills. Our choirs also perform for residents in local assisted-living facilities. Students in all grades hone their performance skills through our drama program. Students in grades K-2 present two musicals each year. Middle School students have the opportunity to audition for plays performed at a feeder high school theater. Two full time art teachers provide instruction in works inspired by the masters. Students have the opportunity to create with a wide variety of medium, from watercolor and acrylics to clay and intricate weavings. The strength of our visual arts program results in the acceptance of several STA students to the highly respected Booker T. Washington School for the Visual and Performing Arts each year.

STA integrates **technology** throughout the curriculum which enables students and teachers to maximize their ability to access information, enhance problem-solving skills, and develop effective communication skills. We are currently planning a one-to-one laptop initiative and the incorporation of e-books in our middle school for the 2012-13 school year.

2. Reading/English:

Small group, ability-based guided reading was selected as the most effective instructional approach to teach reading to the children of our parish school based on the significant range of needs and abilities among our students.

Our preschool engages students with the *Language Enrichment Activities Program* (LEAP) curriculum, designed specifically to address the educational needs of pre-school children. Developed by Southern Methodist University, it is a language-rich pre-reading program.

Saxon Phonics, a strong research-based phonics program, lays the groundwork for beginning reading skills in grades K-2. Along with phonics, Zaner Bloser's *Voices* reading program embeds character development within systematic, comprehensive literacy instruction. The program's innovative use of instructional read-alouds and theme-based character development concepts inspire young learners to reflect, express, and connect literacy instruction to their lives.

In grades 3-5, where students transition from "learning to read" to "reading to learn," STA uses a multi-text approach. The McGraw Hill *Treasures* reading program provides a research-based, comprehensive reading language arts program. It couples high quality literature with explicit instruction and ample practice to ensure that students grow as life-long readers. In addition, students are engaged and enriched through in-depth studies of classroom novels. Emphasis is also placed on non-fiction titles to boost comprehension skills.

Throughout middle school, student literacy skills are honed and refined. Vocabulary instruction continues through the study of Latin and Greek word roots. Students at this level are also asked to construct longer essays and research papers. Literature study focuses on the elements of the novel, short story, poetry, and essay. Critical reading and thinking skills are emphasized.

Students performing below grade level receive special reading instruction daily from our Certified Academic Language Therapist. Students reading above grade level are challenged through a variety of differentiated activities designed collaboratively by the curriculum director and classroom teachers. The *Accelerated Reader Program* also motivates students to set individual reading goals, enhance vocabulary and improve comprehension.

The ability to write well is paramount to the future success of our students. To that end, we implement *Write from the Beginning...and Beyond*, a developmental program for K through 8th grade. Teachers have embraced the approach because of its comprehensive instruction in all forms of writing, each utilizing the *Thinking Maps* Common Visual Language. Teachers build upon and extend the instruction of previous grades by using Modeled Instruction, Improvement Rubrics, and Focused Mini-Lessons. The desired outcome is a common, targeted focus and school-wide accountability.

3. Mathematics:

STA's math curriculum is coherent, focused and consistent with research in the field. We recognize the importance of early mathematical concept development and have studied its correlation to success in mathematics in the intermediate and middle school grades. Our overriding goal during the early years is to provide students with numerous multi-sensory hands-on experiences to create a strong number sense. This is our 2nd year of participation in the Early Learning in Mathematics (ELM) curriculum. Funded by the Institute of Education Sciences at Southern Methodist University, it is a comprehensive kindergarten mathematics curriculum providing explicit instruction in number operations, geometry, measurement, and vocabulary. Feedback from 1st grade teachers on the math preparedness of our first grade students has been overwhelmingly positive.

In grades one and two, the emphasis on hands-on, multi-sensory concept development is continued through a variety of methods. In addition to our comprehensive Sadlier math program, teachers use many activities and methods acquired at training sessions by leaders in elementary math education, such as Kim Sutton and Marcy Cook.

Grades 3-5 continue with our Sadlier program with an emphasis on developing superior problem solving skills. They also use many of the methods recommended by the leaders in the field to reach every student and ensure success for all. Following NCTM's recommendation that "A strong foundation in algebra should be in place by the end of 8th grade," students in 4-8 grades participate in the innovative program *Hands-On Equations* created by Dr. Henry Borenson and backed by a plethora of academic research and support. This whole-brain, visual/tactile approach enables even young students to engage in algebraic reasoning as they concretely represent algebraic equations and word problems.

Grades 2-8 participate in math competitions such as the Continental Math League and Catholic Math League. Competitions challenge our best and brightest and motivate all students to set personal goals. Honor's math, Pre-Algebra and Algebra I are offered to eligible middle school students. Quarterly benchmark testing allows us to recognize and address areas of strengths and weakness. Skill pre-testing allows teachers to differentiate for those students who will benefit from re-teaching, acceleration and/or enrichment. Our teachers do an exemplary job planning differentiated activities for all students.

4. Additional Curriculum Area:

Cognizant of the strong link between quality science education and American innovation and competitiveness, STA has developed a science program that addresses our mission of academic excellence. It is built on the foundation outlined by our diocesan goals of helping students gain a basic knowledge of the sciences and its processes, to appreciate the wonder of the universe, analyze the problems presented by life, and develop appropriate and morally responsible solutions to those problems. STA's science curriculum is focused on increasing students' natural curiosity about and observation of the world as well as the understanding that God calls us to care for His creation.

In addition to outstanding classroom teaching, science is brought to life through weekly hands-on science experiments and inquiries in designated labs on both campuses taught by our science specialist in partnership with the classroom teacher. Interactive science lab notebooks are provided to our students to record predictions about upcoming labs and any pertinent background information needed. Following the

lab experience, students record conclusions, observations and any questions or areas of interest they may want to pursue. Student response to the science lab is overwhelmingly positive and often noted to be a favorite experience during the school year.

Science content in the primary-intermediate grades is a sampling of life, earth and physical studies. Science is integrated across the curriculum with a special emphasis placed on the National Geographic science themed titles and accompanying activities.

Grades 6-8 enjoy a more in-depth study of earth and life sciences. We are particularly proud of our year-and-a-half life science course culminating at the end of 8th grade. This structure allows our students to transition easily into high school biology with many qualifying for honors programs. Students in grades 6-8 also participate in *Visioneering*, a program sponsored by SMU's School of Engineering. *Visioneering* brings together students, working engineers, innovators, and noted national figures from a variety of industries and businesses to celebrate the ways that engineering makes a difference in the world. It gives students the opportunity to experience the fun and exciting side of engineering.

Looking toward the future, we know scientific literacy is becoming more important in the workplace. Increasingly, jobs demand advanced skills, requiring that people be able to reason, think creatively, make decisions, and solve problems. STA is committed to fostering these skills to ensure the success of our students.

5. Instructional Methods:

There are four ways we differentiate instruction in the classroom; the first is **content**. Since assessment is ongoing and tightly linked to instruction at STA this is a natural starting point. Through both summative and formative assessment, teachers determine what the student needs to learn and determine the best process for each student. Examples would include using reading materials at varying readability levels, putting text materials on tape, presenting ideas through both auditory and visual means and meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking of advanced learners.

They look at the **types of activities** needed to master the content. Some examples include: 1) using tiered activities through which all learners work with the same important skills, but proceed with different levels of support or complexity 2) providing interest centers that encourage students to explore the class topic independently, 3) offering manipulatives or other hands-on support for students who need them, and 4) varying the length of time a student may be given to complete a task. Technology also plays a major part in supporting differentiated instruction. Two programs we currently implement are the online Writing Practice Program (WPP) a product of the Educational Records Bureau (ERB) for grades 3-8. It provides immediate evaluation of student writing. It allows the students unlimited practice opportunities, engaging "links" to tutorials and valuable information showing progress over time. We also use Istation's Early Reading program in PK-2nd grade. The online adaptive assessment automatically adjusts the difficulty level based on each student's performance. It measures growth over time and identifies the needs of all students for each reading domain, from struggling to advanced learners. It provides specific, developmentally appropriate interventions or extensions.

Teachers examine the types of **culminating products** that would allow for student choice in the way they apply and extend what they have learned. Examples of differentiating products at the elementary level include the following: create a puppet show, write a letter, make a 3-dimensional "foldable," or record a television commercial. We also encourage students to create their own product assignments as long as the assignments contain required elements.

And finally, teachers organize **the learning environment** to accommodate many different types of groupings, from larger areas for collaborative work to quiet spots for individual reflection. Our dedicated and experienced staff creates an environment where the learning is joyful and active.

6. Professional Development:

We know that inspiring teachers motivate and encourage students to greatness. It is an inherent part of the art of teaching. To hone this art and grow as teachers, professional development opportunities play an invaluable role. Based on school-wide strategic plan goals, we provide ongoing and numerous opportunities for teachers to learn from each other as well as experts in their individual fields. One example is the training that has been provided by one of our outstanding 4th grade teachers. She took the initiative to become a Certified SMART trainer. Her enthusiasm and expertise have encouraged others to maximize the instructional capabilities of the SMART interactive white board to the benefit of their students.

Teachers meet weekly within their own grade levels to share ideas and problem solve any challenges that arise. Department meetings also take place on a regular basis to dialogue on matters pertinent to different content areas. Wednesday afternoon faculty meetings regularly provide for excellent professional development opportunities. Some of the most helpful recent presenters have been: a pediatric neuropsychologist, a pediatric occupational therapist, and an educational diagnostician/psychologist. Faculty members provide positive feedback about the trainings and emphasize the practical information received that can be used to better meet students' learning needs.

With the goal of improving vertical alignment and developing continuity from grade level to grade level, our curriculum director trained all staff in *Thinking Maps... a Visual Language for Learning*. The program's effectiveness is grounded by the fact that regardless of the grade we teach, the common bond that links us is that we impart the same thought processes. All staff were also trained in *Write from the Beginning...and Beyond*, a K-8 developmental writing program based on solid structure and scaffolding of skills necessary for mastery of the written word. Follow-ups and classroom observations were scheduled to ensure success for both teachers and students.

Our principal is encouraging and supportive of all requests to attend professional development workshops, conferences and symposiums outside of school as well. Every experience is followed by a sharing of ideas and evidence of implementation in classroom instruction. Our leadership believes that becoming an inspiring teacher is a continuous learning process that spans one's professional career.

7. School Leadership:

STA's philosophy is that leaders must: create an emotionally safe environment where teachers love to teach and students love to learn, facilitate healthy communication, and implement systems that support problem-solving and collaborative decision-making. The leadership structure is designed to meet the specific needs of a two campus school. The principal allocates resources and interfaces with the School Advisory Board, the parish pastor and the diocese to fulfill the school's mission. An assistant principal on each campus oversees the day-to-day operations, and a curriculum director manages instruction. Each campus is supported by a counselor, a learning specialist, and grade level/content area teams - all continuously monitoring student achievement data. Teachers' schedules accommodate grade level team meetings. Assistant principals oversee Student Intervention Team meetings and continuously monitor student achievement information to ensure that plans for improvement are effectively implemented.

In supporting our philosophy, parents are welcome in the school, and administrators' doors are open for visits with students, faculty, staff and parents. Collaborative decision-making is highly valued and regularly utilized. Separate from evaluation conferences, the principal meets with every faculty/staff member to provide praise and solicit feedback and suggestions for improvement, a rare practice in

schools. A faculty council assists administrators in policy development and decision-making through careful consideration of needs and concerns. Faculty recently expressed an interest in evaluating standardized reading assessments for next year; as a result, interested faculty will participate in that process.

APs attend Parents' Association Board meetings, providing valuable dialogue between parents and school leaders, an effective vehicle for rectifying misperceptions and addressing concerns directly. A recent meeting revealed concerns about 8th graders' preparation for the ISEE test. The AP provided reassurance by sharing information and school acceptance rates. The good discussion also resulted in a plan to change the prep classes' format to make them more effective and better able to be supported at home.

An annual, anonymous on-line survey solicits feedback from parents about virtually every aspect of the school's functionality. The results are analyzed for patterns; all comments are read and given careful consideration. When surveys revealed a lack of understanding about academic interventions, a "Strategies for Success" presentation was incorporated into the orientation schedule.

The principal leads weekly leadership team meetings attended by both APs, the curriculum director and other operational area leaders. Each submits a weekly report including current and future projects, any problems and proposed solutions to those problems.

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 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|
| <u>\$5850</u> | <u>\$5850</u> | <u>\$5850</u> | <u>\$5850</u> | <u>\$5850</u> | <u>\$5850</u> |
| K | 1st | 2nd | 3rd | 4th | 5th |
| <u>\$5850</u> | <u>\$5850</u> | <u>\$5850</u> | <u>\$</u> | <u>\$</u> | <u>\$</u> |
| 6th | 7th | 8th | 9th | 10th | 11th |
| <u>\$</u> | <u>\$</u> | | | | |
| 12th | Other | | | | |

4. What is the educational cost per student? (School budget divided by enrollment) \$6962

5. What is the average financial aid per student? \$75

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ITBS/Stanford Achievement
 Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 76 | 76 | 65 | 70 |
| Number of students tested | 103 | 76 | 85 | 81 | 85 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 89 | 89 | 88 | 66 | 65 |
| Number of students tested | 103 | 76 | 85 | 81 | 85 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 77 | 82 | 76 | 76 | 68 |
| Number of students tested | 76 | 80 | 84 | 86 | 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS/Stanford Achievement

Edition/Publication Year: Riverside/Pearson Publisher: 10th Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 87 | 86 | 84 | 75 | 64 |
| Number of students tested | 76 | 80 | 84 | 86 | 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 79 | 81 | 79 | 76 | 75 |
| Number of students tested | 79 | 83 | 86 | 69 | 68 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 87 | 82 | 74 | 69 |
| Number of students tested | 79 | 83 | 86 | 68 | 68 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 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: | | | | | |
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12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 73 | 74 | 79 | 85 | 77 |
| Number of students tested | 85 | 88 | 78 | 69 | 62 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 88 | 81 | 80 | 77 | 67 |
| Number of students tested | 85 | 88 | 78 | 69 | 62 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 78 | 81 | 79 | 82 | 80 |
| Number of students tested | 85 | 72 | 69 | 68 | 71 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 82 | 83 | 74 | 76 |
| Number of students tested | 85 | 72 | 69 | 68 | 70 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 99 |
| 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 85 | 79 | 81 | 81 |
| Number of students tested | 68 | 71 | 66 | 68 | 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

12PV142

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS/Stanford Achievement

Edition/Publication Year: 10th Publisher: Riverside/Pearson Scores reported as: Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Oct | Oct | Oct | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 84 | 80 | 79 | 75 |
| Number of students tested | 68 | 71 | 66 | 68 | 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 first column, Year 1, represents fall 2011 results and subsequent columns are adjusted accordingly. The Stanford Achievement test was administered prior to 2009. The Diocese of Dallas began administering ITBS in the fall of 2009. | | | | | |

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