

PART I - ELIGIBILITY CERTIFICATION

12PV166

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

12PV166

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: 9

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 | 28 | 23 | 51 | | 6 | 12 | 14 | 26 |
| K | 7 | 14 | 21 | | 7 | 12 | 9 | 21 |
| 1 | 10 | 12 | 22 | | 8 | 10 | 9 | 19 |
| 2 | 12 | 26 | 38 | | 9 | 0 | 0 | 0 |
| 3 | 12 | 13 | 25 | | 10 | 0 | 0 | 0 |
| 4 | 17 | 12 | 29 | | 11 | 0 | 0 | 0 |
| 5 | 12 | 12 | 24 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 276 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
3 % 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. | 2 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year. | 3 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 5 |
| (4) | Total number of students in the school as of October 1, 2010 | 281 |
| (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: $\frac{4\%}{8}$
 Total number of students who qualify: $\frac{8}{8}$

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: $\frac{5\%}{14}$
 Total number of students served: $\frac{14}{14}$

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</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>15</u> | <u>3</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>0</u> | <u>2</u> |
| Paraprofessionals | <u>2</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>0</u> | <u>9</u> |
| Total number | <u>18</u> | <u>15</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: 16:1

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 | 97% | 97% | 98% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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: | <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> |

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?

One of 46 elementary schools in the Diocese of Peoria, St. Patrick School is located in Washington, Illinois, a city of approximately 16,000 people that includes three elementary public school districts and one secondary public school district. Students enrolled at St. Patrick's not only live in the city proper but also in six neighboring towns.

St. Patrick School has a strong tradition of faith and family. Founded in 1951 and staffed by the Sisters of Mary of the Presentation of Maryvale, North Dakota, the school's values of respect for life and dignity for all have carried over into the sense of community where Christ is loved and the educational mission of the Church is celebrated. The Sisters believed that Catholic education should be available and affordable for all children and that belief is a lived reality today.

With this richness of tradition and the commitment of the clergy, faculty, staff, students, and families, the values upon which the school was founded are carried into the academic environment. As a faculty, longitudinal data from standardized testing scores are continuously analyzed for trends in strengths and weaknesses. Discussion and interpretation of results have targeted the core curriculum subjects of reading, writing, and mathematics as areas for improvement. To assist with this improvement, language arts and mathematics curriculum committees were formed and meet six times per year. Instructional times for these two subjects increased from 45 to 60 minutes daily in math and from 90 to 120 minutes daily in language arts with an additional 30 minutes per day for literacy centers in primary grades. A new writing curriculum was designed with teacher input, and rubrics were created to assist with assessing writing portfolios required at each grade level. The implementation of new reading and math textbook programs aligned academics with Illinois Learning Standards and *Response to Intervention* components. Professional development became a priority in order to equip teachers with best practices in reading, writing, and math. Yearly school improvement goals were written that could be measured and evaluated against AdvancED, state, and diocesan standards. Upgrades in technology and supplemental computer software programs were purchased and integrated across the curriculum in order to reach the diverse needs of all learners within the school setting. As a result of these planned efforts, student achievement has significantly increased as measured by standardized test scores, placing St. Patrick School in the top 15 percent of the schools in the nation.

Why should St. Patrick School merit consideration as a school worthy of Blue Ribbon status? The reason can be offered in one word: **sacrifice**. St. Patrick's has the lowest tuition in the Diocese due to the **sacrifice** of the parish community which subsidizes the school at 70% of its operating budget. Teachers **sacrifice** as their salaries are considerably below 80% of what their public school counterparts earn, and they selflessly maximize limited resources for instruction. Staff **sacrifices** as their hourly rate of pay is below what they would receive in a public school. Students and families **sacrifice** in attending a school that does not have the newest building in town, or the advantages of more than one gym in which to practice athletics, or a first-class fine arts and vocal music program.

But what St. Patrick School does offer is teaching children the meaning of **sacrifice**; that is, the giving up of something for the sake of others in serving *the greater good*. Graduates of St. Patrick School leave with a sense of academic accomplishment – a high percentage of graduates place in accelerated/honors classes as incoming high school freshmen – and they leave with a set of values that the Sisters founded the school upon: respect, dignity, and sacrifice. The mission of fostering the “spiritual growth and academic life of its students, faculty, and staff, and to teach children, with the cooperation of parents, a Catholic way of life” (*Mission Statement*) is present in each child who enters and exits the doors of St. Patrick School. *That* is worthy of Blue Ribbon status.

1. Assessment Results:

A.

The Diocese of Peoria requires that standardized assessments are administered to all schools within its jurisdiction. In 2008-2009, the Diocese implemented the Riverside Publishing Company Second Edition of the *Iowa Test of Basic Skills* (ITBS) and the *Cognitive Abilities Test* (CogAt) and it is currently in use. Prior to 2008-2009, the Diocese assessed academic performance with the CTB/McGraw-Hill *TerraNova* testing program. Both testing instruments are norm-referenced and provide national percentile ranks.

Diocesan policy dictates that grades 3, 5, and 7 must participate in the standardized testing; however, for the past two years, St. Patrick School has tested all students in grades 1 through 8 for the purpose of assessing data trends for curricular improvement. Moreover, in 2010-2011 and 2011-2012, St. Patrick students met criteria eligibility requirements for reading and mathematics in *all* grades: 3, 4, 5, 6, 7, and 8. Data trends have recognized the measured planning of school improvement goals and included writing year-long plans for language arts and mathematics at every grade level. Horizontal and vertical articulation contributed to writing exit skills from one grade to the next and to review these skills during professional development days scheduled throughout the school year in several venues.

The administration sets a goal at the 70th percentile or higher as an acceptable and proficient level of performance. A review of the data tables from 2006 to 2011 for reading indicates the following increases in percentiles: grade 3 (+13); grade 4 (+12); grade 5 (+11); grade 6 (+1); grade 7 (+22); and grade 8 (+2). In mathematics, increases in percentiles are as follows: grade 3 (+3); grade 4 (+28); grade 5 (+19); grade 6 (+0); grade 7 (+18); and grade 8 (+10). Not only was the goal met in 2010-2011 but several grades also scored at the 80th percentile and higher.

B.

The performance trends in the data tables from 2006 to 2011 reflect the goals of school improvement plans that focus on language arts and mathematics as areas for improvement since St. Patrick School consistently scored below the diocesan averages.

The first step was to introduce the faculty to data review and interpretation; data can be powerful for identifying gaps in curriculum and instruction. Data interpretation days were scheduled each school year and gave teachers time to compare the data to previous years. Discussions in divisions (grades PK-4 and 5-8) helped teachers look at the scope and sequence of language arts and mathematics within their division and how year-long plans and objectives compared to the Illinois Learning Standards. Moreover, teachers met with the grade level immediately above and below their own grade level to write exit skills that would ensure smooth transition from one year to the next.

Once teachers learned to examine data, a consultant with Riverside Publishing Company met onsite with the teachers during a half-day workshop for two consecutive years. She taught teachers how to manipulate the data with the assistance of technology, and to crunch the numbers for each subject assessed and for each student tested. Teachers gained confidence in working with the data and realized how data can reveal many things about instruction and its delivery, and if change is warranted, it need not be feared.

The next step was to write building school improvement goals. From the data and in discussion as a faculty beginning with the school year 2007-2008, the academic goal was to “improve (student) skills in

writing across the curriculum.” In 2008-2009, the academic goal was to “demonstrate growth in reading skills at all grade levels.” In 2009-2010, the goal was “to increase skills in mathematical problem solving, concepts, and computation at all grade levels,” and in 2010-2011, the academic goal was for all students to “continue to demonstrate growth in reading, math, and writing skills at all grade levels.” These goals were identified by the administration and teachers through the use of the data from ITBS, AIMSWeb, and classroom assessments.

Textbooks became a priority for examination as the current reading series was grossly outdated. Rubrics were written to help the teachers rate different samples per building and grade level needs, and faculty and curriculum committee agendas included time for discussion. A new reading series was recommended to the administration for adoption. As St. Patrick School’s budget had some monies in savings for future textbook purchases, the fund balance was far from the \$40,000 price tag that came with a new reading series, complete with all the “bells and whistles.” The school’s textbook coordinator was ingenious in working with the publisher to receive as many free items as possible; however, there was a gap of \$30,000 to fill in order to purchase the reading series teachers had recommended. Fortunately, St. Patrick’s principal and the superintendent of the public school district in which St. Pat’s resides were able to find the additional funds needed through federal grant monies for nonpublic schools, and the reading series was purchased.

To address gaps in the math curriculum, Jr. High teachers met with the local public and the Catholic high school math teachers to articulate expectations. Required monthly math timed tests over basic facts for grades K-4, and the purchase of supplemental software, *Accelerated Math*, was used to increase performance in math computation for grades K-8 students.

The data tables from 2006-2011 indicate significant growth in reading and math test scores for grades 3-8, and an evaluation of the academic goals demonstrates success in school improvement planning.

2. Using Assessment Results:

St. Patrick School was one of the first eight schools in the Diocese of Peoria to be accredited through AdvancED/North Central. This continuous improvement model has provided the framework for developing school improvement goals, measuring and evaluating the goals, and scheduling professional development to align with the goals. With school improvement goals in hand, vertical and horizontal articulation between administration and faculty has allowed for insightful dialog to attack areas of weakness and fortify areas of strength. During the AdvancED Quality Assurance Review Team site visit in 2009, St. Patrick School received four findings of “Highly Functional” and three findings of “Operational” on the seven standards for school improvement. At the site team’s exit interview with the faculty, the team stated in its “Summary of Findings” that St. Patrick School was “exceptional.”

The data gleaned from the study resulted in many changes within the curriculum at St. Patrick School. An example of using assessment results to improve student and school performance can be found in math instruction. The faculty observed that mathematics’ test scores were below the acceptable level of performance identified for students. Using the data and researching best practices led to the discovery that the math textbook series was insufficient. Classroom teachers reviewed several samples of different textbooks. During this review, the 3rd grade teacher discovered a program and researched its objectives and ease in implementation. She piloted this program, *Excel Math*, for one year and achieved incredible results in her students’ performance. With administrative approval, she introduced the program to the other grade levels the following year, and not only did student achievement levels increase, but student retention of knowledge and skills was also at a higher rate than in previous years.

Another example of using assessment results is in the area of language arts. When teachers met and the data were analyzed, scores indicated below level performance in reading and in writing. The building writing scores were continuously below the diocesan average on standardized assessments for grades 4 and 7. At faculty meetings and professional development days, administration and teachers discussed

ways to improve. Writing curriculums from other schools were studied and a new writing curriculum for St. Patrick School was created. Additionally, the administration hired a consultant to study student writing samples. Workshops were designed to address deficiencies and assist teachers in researching best practices. One result of this research was the introduction of a computer software program, *My Access*. Teachers observed the program at local schools that were using it and recommended that St. Patrick School purchase the program for students in grades 4-8. A strength of the program was immediate feedback on student responses to writing prompts and it became an excellent tool for students and teachers to identify deficiencies. This three-prong approach – new writing curriculum, hiring of a consultant, *My Access* computer program - directly contributed to an improved language arts curriculum.

Writing was not the only area identified for curricular improvement in language arts. Data trends demonstrated a need to address reading across the curriculum. The Washington Township Student Services' personnel in-serviced the public schools in 2007-2008 on a new state-mandated initiative, *Response to Intervention (RtI)*. Two St. Pat's teachers were sent to six workshops offered by the state in order to learn the key concepts of *RtI* and how to incorporate this program within the curriculum. As the first school in the Diocese to implement *RtI*, St. Patrick School included this three-tiered intervention system into the reading curriculum. Currently, students in grades K-8 are benchmarked three times during the year using the AIMSWeb computerized-assessment program. The building *RtI* team meets with teachers each grading period to discuss assessment results and to place students into tiers that target the five basic skill areas of reading. The implementation of *RtI* at the building level has proven to be a successful strategy for reading improvement.

Academic achievement is a result of school improvement planning that needs to be shared with stakeholders. Students, parents, the parish, and the community-at-large are regularly notified of increases in test scores and student performance through the school newsletter, local and diocesan newspapers, website, and the parish bulletin. *St. Patrick School Profile (2007-2010)* and *St. Patrick School Annual Report (2010-2011)* were written with the purpose of communicating the school's vision and mission and how that is reflected through academic excellence. Both documents are posted on the school website and shared with governance bodies. Furthermore, classroom teachers publish their grade level expectations and course syllabi on the school website and on the data management system (RenWeb). RenWeb assists with keeping families informed of student's grades and homework. The weekly *Friday Folders*, a home-school communication tool, notifies families of academic achievements as well.

3. Sharing Lessons Learned:

As part of the Diocese of Peoria, St. Patrick School administration and faculty participate in diocesan meetings and professional development workshops.

The principal chairs and attends the Diocese's Region I Principals' monthly meetings. Best practices and other topics of concern are shared.

The principal attends and participates in the Washington Township Superintendents' monthly meetings and the Washington Township Principals' bi-monthly meetings. St. Patrick School's principal actively participates in shared calendar planning, curriculum articulation and topics of concern.

The principal is regularly invited by the Office of Catholic Schools to present at the diocesan leadership/new principals' meetings on the topic of the "Pastor-Principal Relationship" using the journal article which she authored in the *Journal of Catholic Education*, a peer review journal on educational research.

The principal serves as a mentor for new diocesan principals and has in-serviced regional diocesan principals on AdvancED/Quality Assurance Review team visit preparation.

Assistant principal attends and participates in diocesan Region I technology meetings and serves as a member of the diocesan Technology Committee.

Teachers, assistant principal, and principal have been selected to serve on several AdvancED accreditation site teams at state non-public schools.

The 3rd grade teacher was selected to present at the Illinois Reading Council state conference in March 2012 and received a PNC Foundation grant in 2010.

The Spanish teacher received a PNC Foundation grant for Spanish curriculum instruction in 2012.

The Jr. High Math teacher serves as a judge for the City Math Contest in the spring of each school year.

The 4th grade teacher has presented to township public school teachers on the topic of Shurley English and its implementation in the classroom and received a PNC Foundation Grant in 2011.

St. Patrick School Marching Band participates in the annual Arts in Celebration band festival at the Courthouse in Peoria, Illinois, and participates at the IMEA state festival.

St. Patrick School teachers serve as mentors and site supervisors for novice teachers and student teachers from Illinois State University, Eureka College, Illinois Central College, and Bradley University.

St. Patrick School was chosen as a mentor school for new diocesan principals to visit and observe best practices in curriculum.

St. Patrick School serves as a model site for public and Catholic schools to view *RtI* and literacy centers.

St. Patrick School serves as a model site for the implementation of the computerized *My Access* writing software program.

4. Engaging Families and Communities:

St. Patrick School was awarded a \$9,999 *Safe Kids Walk This Way Pedestrian Safety Task Force* grant in 2008-2009. This grant allowed St. Patrick School principal, parent representatives, City of Washington Administrator and Police Chief, Children's Hospital of Illinois, Illinois Department of Transportation, American Red Cross, and Safe Kids Worldwide to work together on a task force that supervised the installation of new sidewalks, crosswalks, and caution lights around the school campus. Students and families wrote letters of support for the grant, and a volunteer group of parents successfully petitioned the City Council for a three-way stop on two streets that bordered school property. Students who are in a safe environment are proven to be more successful in academics and this task force grant was a marvelous school-community partnership.

The Parent-Teacher Committee of St. Patrick School is the major fundraising group for the school. Their commitment to academic excellence allowed for the purchase of SmartBoards in over half of the classrooms and the installation of dry erase boards to help students with allergies. They have also sponsored nationally known speakers to talk to students about study skills and anti-bullying/self-respect which link to positive school climate and student success.

The Athletic Committee at St. Patrick School is completely self-supporting. School and parish volunteers staff concessions, work at state track meets, and volunteer in other fundraising activities, including packing over 5,000 food baskets each Christmas.

As a reward for meeting *Accelerated Reader* goals, grades K-4 students attend “Reading Slumber Nights” where local “celebrities” read stories to the students who are dressed in pajamas. Students in grades 5-8 who achieve their reading goal participate in end-of-the year “Sock Hops.” This year, grades K-4 students and families could attend a “Family Literacy Night,” and the theme of “Spooky Stories” allowed everyone to dress in Halloween costumes and share in crafts and reading activities. Grades 5-8, if goals are met, will be able to participate in a “Mystery Dinner Theatre.” These activities are supportive of families and their engagement in their children’s school success.

A “Grandparent Reading Buddies” group of volunteer grandparents was formed this school year to read to children each month in grades PK-5 during their library time. This partnership is a wonderful example of community-school involvement.

1. Curriculum:

The mission of St. Patrick School ensures academic excellence. All students can learn and the curriculum is designed to meet the diverse learning needs of children. Instructional strategies are varied and use whole and small group instruction, hands-on activities, class discussion, blended learning, cooperative learning, interactive technology, and formative/summative assessments. St. Patrick School's curriculum is mapped and aligned to the Illinois Learning Standards and Common Core Standards (in progress).

Religion, first and foremost, adheres to the school's mission of fostering spiritual growth. Sacramental preparation and reception, virtues, morality, chastity, the Catechism, Church history and tradition, apologetics, prayer, service, and love for self and neighbor are integrated across the curriculum. Religion is not only taught daily in the classroom but is also taught as a "Catholic way of life." In addition, faculty, staff and students attend weekly mass, monthly reconciliation, adoration, and participate in Marian, Advent, and Lenten devotions.

Language Arts includes instruction in reading, writing, spelling, vocabulary, handwriting, literature, and grammar. Reading and writing have been included in the school improvement plan goals for the past three years as it is the school's belief that excellent readers make excellent writers.

Mathematics daily instruction centers on the *Excel Math* program in which problem solving and basic concepts are taught in grades K-6. Pre-Algebra and Algebra are taught in grades 7-8. Math manipulatives at all grade levels provide a visual representation of the concepts.

Science is taught in grades K-8 through textbook instruction, experiments, field trips and guest speakers. The curriculum includes life, earth, physical, and biological sciences as well as physics and chemistry. Students' standardized test scores in science are among the highest in the Diocese.

Social Studies/History teaches students to be engaged as good citizens. Students discover how family systems, neighborhoods, political systems, geography, and social systems can impact civic life and responsibility. Guest speakers, field trips to state, local and county governmental and historical sites, and celebrations of Illinois' State Son – Abraham Lincoln – enhance classroom lessons.

Physical Education/Wellness lessons are taught and practiced in order for students to live a healthy lifestyle. Knowledge of team sports, sportsmanship, personal safety, nutrition, and hygiene are included in the curriculum.

Technology is required of all students. Instruction in keyboarding, Internet safety and usage, word processing, spreadsheets, PowerPoint, and graphic design are taught in the classroom and integrated into all areas of the school curriculum.

Fine Arts curriculum for grades K-8 consists of the Spanish language and culture in which students participate in the celebration of Spanish holidays and religious observances and sing in Spanish at school masses. St. Patrick School is in compliance with the program's foreign language requirements.

Instrumental music lessons are offered to students in grades 5-8. The Marching Band participates in parades and other venues. There is no formal vocal music or art program. These subjects are taught by teachers and school volunteers who assist with liturgical music and art appreciation.

St. Patrick School offers American Sign Language (ASL) as an optional class once-a-week after school at no charge. The class was initiated by a school parent whose son is hearing impaired. The students enrolled in ASL have signed during school masses.

A final addition to the curriculum is an anti-bullying program taught by a school parent-volunteer who is a National Certified Counselor. She has written age-appropriate lessons for grades K-8 with themes of respect and kindness. This program is a first-of-its-kind and includes vignettes that the parent-counselor wrote to demonstrate bullying at school with the current 8th graders as actors. The DVD is shown to the children and used as a discussion tool in classroom guidance activities.

2. Reading/English:

St. Patrick School's reading curriculum is standards-based beginning in preschool through 8th grade. The reading textbook program was upgraded to the Scott-Foresman *Reading Streets* series with *My Sidewalks* that incorporates *RtI* concepts. The preschool, kindergarten, 1st and 2nd grades use the supplemental *Michael Heggerty* phonics program. Additionally, kindergarten students are exposed to guided reading, *CAFE*, and the *Daily 5* programs.

SmartBoard technology enhances instruction and computer-based programs allow differentiation in learning from remedial to gifted. Independent learning occurs during daily literacy times in which group basic skill instruction and advanced reading and writing can be achieved to match individual learning needs.

Primary grade instruction in reading and English focuses on the development of writing with the use of portfolios and rubrics designed to assess student writing skills in grammar and English conventions. Intermediate writing instruction builds on the foundations of writing learned in primary years and focuses on the more challenging concepts of narrative and expository writing. The use of literature in the classroom through textbook instruction, *Caldecott* books, and basal stories enhances writing through a variety of genres. The Jr. High writing program emphasizes strong organization and elaboration skills with the use of supporting details and examples. Creativity is encouraged as students participate in "Poetry Slams," "Writing Crawls," and are given the opportunity to freewrite. A computerized writing program, *My Access*, was purchased for grades 4-8 students and provides immediate feedback on student responses to selected writing prompts using a 6-point scale that correlates to the state-mandated public schools' standardized testing program.

St. Patrick School acknowledges the connection between good writing and reading achievement. Small and whole group instruction in the five basic reading skills of phonemic awareness, phonics, comprehension, fluency, and vocabulary are reinforced with textbook instruction and *RtI*. Literacy centers support differentiation in learning with supplemental computer programs: *Accelerated Reader* and *Tumblebooks* (in collaboration with Washington Public Library).

AIMSweb computer assessment benchmarks students three times throughout the school year and assists with the identification of student strengths and weaknesses in the five basic skill areas. Monthly progress monitoring does not allow students to "fall between the cracks" but does allow students to maximize their reading readiness for success.

The administration's commitment to reading and writing improvement is reflected in the daily increase of instructional minutes in reading and literacy times. The addition of a part-time reading resource teacher supports this commitment as well.

3. Mathematics:

The mathematics' curriculum at St. Patrick School is aligned with the Illinois Learning Standards, the Common Core (in progress), and the National Council of Teachers of Mathematics Standards.

An increase in instructional time for mathematics from 45 minutes to 60 minutes each day has allowed teachers to not only instruct but to also monitor students' understanding of the concepts. With the implementation of the *Excel Math* program for grades K-6, emphasis on multiple concepts throughout the year with constant review of these concepts and skills learned rather than on one specific area has increased overall mathematical achievement. The Pre-Algebra/Algebra program in grades 7-8 helps students to develop critical thinking skills in problem solving, pattern identification, data analysis and communication.

Supplemental math programs include computerized software, *Accelerated Math*, that directs students in grades K-8 to work on a specific math objective and to continuously review preceding objectives in order to reinforce long term retention. *Math Facts in a Flash*, another computerized program for grades K-5, supports review and reinforcement of basic skills and concepts. Both software programs are differentiated to accommodate students who can then achieve at their rate of learning.

St. Patrick School progress monitors grades 1-8 students in mathematics using AIMSWeb. This monthly computerized assessment tracks students who have a greater need for comprehension and enhances instruction for students who achieve understanding at a faster rate. The results from AIMSWeb are studied by the *RtI* team and discussed with classroom teachers on a continual basis throughout the school year.

Articulation with high school math teachers at the local public and Catholic high schools has been very beneficial for the Jr. High math program. Concepts that students need were identified to ensure higher levels of confidence in students who are entering high school, and the support for Jr. High teachers' instructional methods in mathematics was affirmed.

Year-long plans and school improvement goals in mathematics have contributed to a greater increase in student achievement at St. Patrick School as measured by standardized test scores.

4. Additional Curriculum Area:

St. Patrick School's mission, "to foster spiritual growth and academic excellence," is directly related to the school's commitment to technology. Graduates of St. Patrick School must be equipped with the skills to live and produce in a world where technology is evolving and constantly changing. Therefore, an integration of technology across the curriculum became a priority. Limited resources were an impediment that the administration studied and therefore, led to the inception of an idea to overcome this challenge.

In the spring of 2008, a "feed-a-fund" was created during the yearly parish auction. The fund was specifically targeted at technology upgrades in which the auction participants could pledge amounts of money during a 10-minute bidding time. The response was overwhelming; pledges amounted to \$33,000! With this cache of money and matching grants of employers, St. Patrick School's Computer Lab was completely overhauled and 39 new computer stations installed. The next year, the "feed-a-fund" was repeated with the pledge of another \$18,000 and matching grants that allowed each classroom to upgrade and be equipped with 3-4 individual computer stations for student use, and laptops were purchased for each classroom teacher.

With the upgraded technology, a SmartBoard was installed with funds that an IBM family provided. A new world opened up for the teachers; a world that they eagerly and enthusiastically accepted. The Parent-Teacher Committee (PTC) initiated a school and parish fundraiser: "Wrap Yourself Around St.

Pat's." From this fundraiser, the purchase of new SmartBoards in over half of the classrooms resulted. Teachers were sent for training in the use and application of SmartBoard technology, and the PTC committed to purchasing SmartBoards for the remaining classrooms in the school. To date, every classroom in grades K-8 has a SmartBoard. The two remaining religion classrooms are on schedule for purchase by the end of this school year.

A renewed passion for teaching and student learning is seen as one walks through the halls of the school. Teachers feel valued and appreciated. Students are eager to learn what this world of technology can offer them now and in their future as "digital citizens."

The parent-teacher-parish-school partnership that turned an idea into a tremendous learning opportunity for the children is just one more way "to foster academic excellence" (*School Mission*) in an environment that supports life-long learning.

5. Instructional Methods:

St. Patrick School maximizes learning for all students. Lessons are differentiated to address the needs of all students. Various strategies are employed that assist with differentiation including guided readers and supplemental computerized programs (*Accelerated Reader, Accelerated Math, Math Facts in a Flash*) that are designed for individualized instruction at the rate of the learner. *Response to Intervention* includes a 3-tier system of delivery where students are placed in the tier (I, II, or III) that best matches their abilities for reading and mathematical success.

Cooperative learning is an instructional method at St. Patrick School. Whole and small group activities are scheduled within each grade. Manipulatives and daily literacy centers meet the needs of the most diverse learner – gifted to remedial – as students may participate in individual or small group activities. Cooperative play is emphasized in the early childhood and primary grade classrooms and is reinforced on the playground at all age levels. The anti-bullying program that is taught monthly in the religion classroom models respect for each person in a manner that is supportive of the school's mission and contributes to more positive school climate.

Technology is indicative of how blended learning instruction ensures high levels of achievement. Each classroom has 2-4 individual computer stations with access to the Internet. SmartBoard technology (with the exception of the two religion classrooms) opened up the virtual world of learning with lessons and hands-on activities that are part of a changing technological world. *My Access*, a computerized writing program, allows for differentiation in meeting the needs of student writers. A fully functioning 39-station Computer Lab is staffed by a full-time teacher for grades K-8 instruction and can be scheduled at various times throughout the day by any teacher. St. Patrick School does not have a science lab but in lieu of a lab, students have learned to dissect using virtual programs that the teacher employs to guide instruction.

A part-time resource teacher is available to grades K-8 teachers each afternoon for remedial or enrichment learning in all areas of the curriculum, most notably in reading and math.

Educational field trips support learning and achievement as they allow grades PK-8 students to visit historical and agricultural sites, museums, fine arts' exhibits and performances, and other venues that directly link to their classroom learning.

6. Professional Development:

The research reports that there is a direct link between good professional development and increased student achievement. The AdvancED model of school accreditation strongly supports this research. Schools receiving full accreditation status must demonstrate continuous improvement by writing goals, aligning professional development to achieve goals, and then evaluating goals against academic

standards in order to verify increased student learning. This model of continuous improvement has greatly assisted St. Patrick School's administration and teachers in designing professional development that includes best practices and current research for the accomplishment of goals.

St. Patrick School administration schedules several different venues for professional development. Faculty meetings, core academic curriculum committee meetings, school improvement days, and attendance at diocesan workshops and state conferences are included in the school calendar. Teachers are given release time to attend workshops and classes sponsored by professional affiliations and reimbursed registration fees if they are sent at the request of the administration.

Two years ago, some teachers attended the Illinois Reading Council state conference in Springfield, Illinois. They were very impressed with the workshop offerings and approached the administration about the possibility of each teacher attending the conference the following year. Their persistence and enthusiasm convinced the administration that this opportunity would definitely enhance instruction and contribute to increased performance. The principal secured funds for registration fees, mileage, food costs and hotel accommodations for each teacher. The teachers returned from the conference with new ideas and a sense that they were truly part of a professional learning community.

Finally, it is the administration's belief that theory and practice are "two sides of the same coin." New trends and best practices continually evolve in education. Instead of the checklist or observation form that the administration has used in previous years to evaluate teachers, professional growth plans were introduced this year. The principal instructed teachers on the concept and then asked them to choose a topic that they could research and share with the entire faculty at a scheduled time before the end of the year. Topics of interest ranged from professional learning communities to new ideas for literacy centers. Release time will be granted to allow teachers time to gather information on their chosen topics. This belief of how theory can influence practice for increased learning is one more way that teachers can impact student achievement.

7. School Leadership:

The philosophy of the administration at St. Patrick School focuses on shared leadership. Collaboration of teachers, staff, administration, and clergy allows each member to use her/his gifts and strengths to improve the school learning climate and impact student achievement.

The principal has a Doctorate in Educational Administration and has received awards from Bradley University, Illinois State University, and the National Catholic Educational Association as one of the top 10 most distinguished Catholic school principals in the nation. She has used her expertise in leadership to design an administrative team that includes a part-time assistant principal and two teacher leaders that represent the lower and the upper grades. The assistant principal, a former Catholic school principal, has extensive knowledge of elementary school curriculum and instruction. The teacher leaders were chosen because they are long-time educators who are at the top of their field in practice and skill. The team assists the principal in decision-making and in recommendations that benefit the school community-at-large, especially in regard to faith formation and curriculum and instruction.

Per Canon Law, the pastor of the parish is responsible for the school. If the pastor and principal do not administer as a team, the teaching mission of the Catholic Church may be interrupted. The parish-principal team at St. Patrick School is committed to the mission of Catholic schools as defined by the Church. Working in a Catholic school is a vocation, and the principal has spent 34 years in Catholic education in a variety of roles – as a secondary school teacher, as a high school counselor, and as an elementary school principal. This background has contributed to her knowledge of school policy, programs and relationships, and how to maximize limited resources for student learning.

Change is difficult. Being a change agent is very stressful at times but has unbelievable rewards. The changes that the pastor, principal and administrative team have designed to increase student achievement have always focused on the mission of St. Patrick School: “to foster spiritual growth and academic excellence.” Hiring skilled and talented faculty, staying current on research and best practices, and establishing positive school climate are all tenets of an effective school. The community of St. Patrick School has worked tirelessly on curriculum and instruction in order to guarantee that students who graduate are well equipped to begin the next part of their educational journey. That is leadership.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV166

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>\$1117</u> | <u>\$1117</u> | <u>\$1117</u> | <u>\$1117</u> | <u>\$1117</u> | <u>\$1117</u> |
| K | 1st | 2nd | 3rd | 4th | 5th |
| <u>\$1117</u> | <u>\$1117</u> | <u>\$1117</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) \$5140

5. What is the average financial aid per student? \$4023

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
70%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 75 | 68 | 67 | 73 |
| Number of students tested | 31 | 30 | 36 | 29 | 20 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 78 | 73 | 80 | 68 |
| Number of students tested | 31 | 30 | 36 | 29 | 20 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 85 | 62 | 0 | 71 | 57 |
| Number of students tested | 21 | 32 | 0 | 19 | 27 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 78 | 0 | 75 | 69 |
| Number of students tested | 21 | 32 | 0 | 19 | 27 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| <p>The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09.</p> | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 76 | 67 | 69 | 62 | 57 |
| Number of students tested | 27 | 25 | 22 | 28 | 17 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| 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 students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 78 | 77 | 74 | 69 |
| Number of students tested | 27 | 25 | 22 | 28 | 17 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| 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: | | | | | |
| <p>The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09.</p> | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 71 | 76 | 0 | 61 | 71 |
| Number of students tested | 26 | 22 | 0 | 17 | 24 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 78 | 0 | 66 | 79 |
| Number of students tested | 26 | 22 | 0 | 17 | 24 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| <p>The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09.</p> | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 67 | 58 | 74 | 62 |
| Number of students tested | 20 | 26 | 20 | 23 | 17 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| 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 students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as: Scaled
scores

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 77 | 70 | 77 | 64 |
| Number of students tested | 20 | 26 | 20 | 23 | 17 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| 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 students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 70 | 0 | 68 | 73 |
| Number of students tested | 23 | 19 | 0 | 15 | 22 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova/ITBS

Edition/Publication Year:
Second/I2005/C2000

Publisher: CTB/McGraw Hill and
Riverside

Scores reported as:
Percentiles

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Sep | Sep | Sep | Sep | Sep |
| SCHOOL SCORES | | | | | |
| Average Score | 79 | 73 | 0 | 70 | 77 |
| Number of students tested | 23 | 19 | 0 | 15 | 22 |
| Percent of total students tested | 100 | 100 | 0 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |
| The students at St. Patrick Catholic School were tested using Terra Nova (grades 3-8) in 2006-07 and 2007-08. The Iowa Test of Basic Skills (grades 3-8) replaced Terra Nova in 2008-09, 2009-10, and 2010-11. Budget constraints allowed testing only in grades 3, 5, 7 in 2008-09. | | | | | |

12PV166