

PART I - ELIGIBILITY CERTIFICATION

12PV167

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

12PV167

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

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	0	0	0		6	8	9	17
K	7	17	24		7	15	10	25
1	10	8	18		8	10	10	20
2	10	7	17		9	0	0	0
3	6	14	20		10	0	0	0
4	8	7	15		11	0	0	0
5	8	10	18		12	0	0	0
Total in Applying School:								174

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
36 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
58 % 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: 7%

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	153
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 2

Specify non-English languages:

Chinese and Arabic.

9. Percent of students eligible for free/reduced-priced meals: 6%

Total number of students who qualify: 11

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: 3%

Total number of students served: 6

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>15</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:

17:1

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%	97%	97%	98%	98%
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: _____

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?

Located in Shaker Heights, Ohio, St. Dominic School is a fully accredited Catholic co-educational elementary school for students in kindergarten through eighth grade. Founded in 1950 as the parish school of St. Dominic Church, the school has a rich legacy of academic excellence. Its mission, “...to educate and inspire students to be competent, confident, compassionate leaders through love of God, service to others, and a challenging, innovative academic curriculum” emanates into every aspect of the students’ lives.

With capacity enrollment of 225 students, St. Dominic School has a small student body. This is intentional, and allows for small student-teacher ratios and a warm, close-knit, family atmosphere in which the students thrive. The student population is comprised of children from eighteen communities, the majority of whom are parishioners of St. Dominic Church. The environment is rich in opportunity, diversity, friendship, and faith.

St. Dominic School’s rigorous curriculum follows the Diocese of Cleveland Graded Course of Study which aligns with – and often exceeds – the standards for the State of Ohio. All students are taught at an accelerated pace, introducing new subjects as the children show signs of readiness, while devoting extra resources to those who need them. SMART Boards and computers are integrated into every classroom, as well as in the technology lab. A fully-equipped library, a full-sized pottery kiln, and an on-site greenhouse contribute to expanded learning opportunities for all students.

Along with the core curriculum, art, music, health and physical education, Spanish, and informational technology are taught to all students. Additional offerings include a healthy homemade hot lunch program; a comprehensive aftercare program featuring martial arts, yoga, art, tutoring, and homework support; and an annual all-school St. Patrick’s Day Show. Finally, a spectacular array of extracurricular music and athletic opportunities are available, including an award-winning concert band; chamber ensembles; a drumming group; and private, on-site music lessons, as well as soccer, football, basketball, cross country, baseball, pep squad, and track and field.

All nineteen members of the teaching staff are state-certified and highly trained, with 53 percent of them holding master’s degrees. The teachers consistently strive to incorporate the newest techniques and best practices to meet the needs of each child. Small teacher/student ratios allow for teachers to work with students for successive years, resulting in stronger learning relationships and less time spent on re-evaluation and review. Continuing opportunities for professional development and a supportive work environment keep turnover low and foster a sense of stability and tradition.

Parental involvement is at the heart of the school, as is evidenced by two thriving parent organizations. The Family Education Association (FEA) greatly enhances the school’s sense of community by sponsoring a wide variety of social events, and supporting the staff and teachers through the purchase of special equipment and classroom materials. The Bulldog Club, a parent athletic association, oversees the organization of a wide array of athletic teams and ensures that children from kindergarten through eighth grade can receive instruction and compete in a variety of sports.

The true essence of St. Dominic is its ability to inspire and develop leaders. The school’s small size and family atmosphere ensure that each child finds a niche in which he/she is empowered to make a difference. The school’s “Prayer Partners,” a signature program of older students helping younger ones, allows for significant cross-grade interaction. It also promotes a sense of comfort for the younger students, while developing leadership opportunities for the older ones. In addition, beginning in sixth grade, St. Dominic students attend a program called Leadership in Education and Development (LEAD), an interactive, sequential personal leadership curriculum in which students learn to identify personal

strengths, set goals, and effectively manage their time. Opportunities for community service – many created by the students themselves – abound at St. Dominic, and students are encouraged to give back to their communities by becoming actively involved.

In April 2011, the eighth grade class at St. Dominic developed and hosted a first-ever Leadership Conference and invited junior high students from ten schools in the surrounding areas. In all, seventy students attended the event, which included a service project to help the homeless, breakout sessions on personal leadership skills, and a keynote address by a man who was homeless for more than twenty-seven years. The conference was a tremendous success, and will now be an annual leadership tradition.

The compelling and nurturing environment at St. Dominic School has motivated generations of successful graduates. A remarkably high percentage of St. Dominic alumni go on to become leaders in their high school and university classes, as heads of student government, National Honor Society members, yearbook editors, science fair winners, and recipients of distinguished student awards. St. Dominic is a school with heart, soul, and purpose – and a school truly worthy of Blue Ribbon status.

1. Assessment Results:

A.

St. Dominic School administers several standardized tests to gauge the level of proficiency of the students and guide instruction. First is the nationally norm-referenced Iowa Test of Basic Skills (ITBS), which helps to identify students' individual strengths and weaknesses. In 2011, ITBS scores in reading and math were in the top fifteenth percentile, at 95 percent and 89 percent respectively, based on national school norms.

Additionally, students in grades 3, 5, and 7 participate in the Writing Proficiency Assessment for the State of Ohio. At each of these grade levels, 100 percent of students are competent writers with advanced proficiency at 44 percent in the third grade, 31 percent in the fifth grade, and 42 percent in the seventh grade.

In April 2011, the students in sixth grade participated in the Ohio Achievement Assessment (OAA), which is required by the State of Ohio for all public school districts, but is not generally required by Ohio Catholic schools. On this assessment, 95 percent of St. Dominic students scored at or above the state requirements for a proficient ranking in reading and math. In addition, 9 percent of students scored advanced and 41 percent of students scored accelerated in reading achievement; 14 percent of students scored advanced and 36 percent of students scored accelerated in mathematics achievement.

St. Dominic administrators consider scores in the top twentieth percentile to be acceptable, but strive for the top tenth percentile for all students. The faculty places a high priority on differentiated instruction and a rigorous curriculum to achieve this goal, along with a variety of supplemental tutoring and learning programs for students who need them.

Assessment Results: B.

Based on the ITBS national school norms for 2011, St. Dominic students achieved in the top 15 percent nationally both in reading and math, with many scores in the top ten percent. Students' scores based on the ITBS national student norms in reading were as follows: grade three at 80th percentile, grade five at 85th percentile, and grade seven at 78th percentile. In mathematics, students' scores based on the ITBS national student norms were as follows: grade three at 70th percentile, grade five at 76th percentile, and grade seven at 71st percentile.

Performance trends over a five year period demonstrate consistency among grade levels. St. Dominic School had an aggregate gain in its national student norms in reading, while mathematics remained somewhat constant. The aggregate gain in reading was six percentile points, while the mathematics aggregate shows a loss of two percentile points. However, through further study of the data, St. Dominic recognizes that if the computation scores on the 2011 ITBS score reports had been included in the overall math totals as in previous years, there would be more tangible evidence of an aggregate gain in mathematics considering grade three scored in the 85th percentile and grade five scored in the 89th percentile in computation.

In reading, significant improvements were seen both in the third and fifth grades' gains of seven percentile points. A notable variation occurred in 2009, when grade seven scored at the 96th percentile of national school norms for reading, but only the 72nd percentile for mathematics. During the 2008-2009 school year, little time was spent on basic math computation and concept review; supplemental programs

were not fully utilized. After this, the school implemented strategies including daily computation and review of concepts, and enhanced its differentiated instruction for new students and those needing additional support. Based on the 2011 ITBS Building Longitudinal Profile for all seventh grade students at St. Dominic, mathematics scores in the seventh grade reflect a gain of 16 percentile points in computation and a gain of eight percentile points in overall math achievement since 2009.

In the fall of 2010, St. Dominic enrolled in the Ohio Educational Choice Scholarship Program, which mandates that the OAA be administered to all qualifying recipients. It was decided that the entire class would be assessed if scholarship students were enrolled in a particular grade. The OAA was administered to students in the sixth grade for the first time in 2011. Both in reading and math, the performance of sixth grade students at St. Dominic was higher than that of sixth grade students in the district and statewide. Though there is currently insufficient data to study OAA performance trends, the data shows that students need additional support with literacy text but have heightened skills in informational text, with 64 percent scoring above proficient standards. In mathematics, students need to increase their experiences with measurement but have a strong understanding of number sense and operations, with 50 percent scoring above proficient standards. With a growing population of scholarship recipients applying and being accepted, the OAA data collected from a larger population of St. Dominic students over the next few years will aid the teachers in curriculum, lesson planning, instructional practices, and classroom assessment to meet the needs of diverse learners.

St. Dominic School does not disaggregate test results by demographic subgroups as there are not sufficient numbers of students in these groups. Students with identified special education goals participate in the standardized assessments, but are evaluated in accordance with their Individual Service Plans (ISPs) and their scores are not included in the summary results.

2. Using Assessment Results:

The information gained from the ITBS, Writing Proficiency, and OAA, combined with regular formative and summative assessments including teacher-made tests, gives the faculty at St. Dominic a real-time snapshot of how students are performing, including each child's strengths, weaknesses, and individual learning needs.

Teachers continuously identify discrepancies between students' performances and test results, and make appropriate changes in the classroom environment to help close the gaps. Interventions are implemented based on best practices in relation to the learning strategies best suited for each student. Some examples include small group breakout activities, partner work, and one-on-one tutoring sessions. This leads to differentiated instruction within each classroom. As needed, accommodation plans are created for students to improve and accelerate learning experiences.

When standardized test results are announced, the principal meets with each teacher to discuss results and determine what, if any, areas of the curriculum and instruction need to be adjusted to better address learning gaps. Once any changes are implemented, a mechanism is set in place to ensure that the desired improvements occur in each classroom.

St. Dominic also analyzes the information gained from standardized and non-standardized assessments to assist in its efforts for continuous improvement. The staff reviews the scores together to gain an understanding of students' collective academic and instructional needs. For example, through the analysis of 2010 data, the administrators learned that some students were struggling in applying their math skills to situational problems. In response, they set a school-wide goal to strengthen the students' math problem-solving skills in real world situations. The school implemented two hands-on programs, *Science Olympiad* and *Real Money, Real World*, to help achieve this goal. Teachers now integrate more real world examples in their overall math curriculum and employ interest-based resources such as *Math Fact Café*, *Math Playground*, and *Symbaloo* to help students draw connections to everyday life.

St. Dominic School communicates information about student performances and successes to parents, students, parish, and community in a variety of ways. Parents are able to review student progress continuously through RenWeb, an electronic web-based reporting and communication system. RenWeb provides parents with access to real-time updates on grades and school communications along with immediate notification should a grade in any subject fall below a certain percentage, enabling concerns to be addressed as they arise. Mid-quarter progress reports and end-of-quarter report cards are sent home for parents to review with their child and are also posted on RenWeb. Based on the grade level, a parent-teacher or student-led conference is scheduled annually to discuss academic progress. In addition, a parent or teacher may request an individual conference at any time.

Each spring, parents receive their child's individual standardized assessment results. The publisher of the standardized testing program provides a parent letter that describes and interprets the child's individual scores. The principal also sends a report to school families and the parish community summarizing school-wide results in comparison with regional and diocesan results.

Teachers provide daily feedback to the students regarding academic progress by sharing test and quiz results, evaluating classroom performances, and reviewing homework. Student achievements - individual or group - are recognized daily during morning announcements. In line with its mission, the school also rewards students for acting as moral, academic, athletic, creative, technology, and community leaders. These recognitions are announced after Mass each week to the entire congregation. Students wear buttons acknowledging this award, and their names are prominently displayed on a wall entitled "Leaders of Tomorrow."

Information about student and school successes is shared with the school community through the principal's weekly newsletter. It is shared with the parish community through the weekly parish bulletin and a bi-monthly bulletin insert entitled *SDS News*.

St. Dominic shares its ongoing successes with the community at large through a variety of marketing activities including advertising, public relations, direct mail, online marketing, and a newly developed school website, www.stdominicschool.net. Many of the school's successes have been featured in area publications. A variety of hands-on events, including two annual all-school open houses, allow the school to showcase its many educational successes and solicit interest from potential new families.

In the event that St. Dominic is awarded Blue Ribbon status, the school will promote this honor and strive to incorporate its mark of distinction in all areas of development. The administration and faculty will also share their experiences with other schools working to implement excellent educational practices.

3. Sharing Lessons Learned:

The faculty of St. Dominic appreciates the vital importance of sharing successful strategies with other educators, and does so through a variety of interactive partnerships.

In 2010, the principal attended the ACE Leadership Academy at The University of Notre Dame (South Bend), where she collaborated with principals to develop goals for professional learning communities. In addition, the principal assisted with the development and writing of the current Diocesan Math Curriculum and was selected as one of three educators to present the curriculum to teachers and principals throughout the Cleveland Diocese. In 2010-2011, she was an active participant in the Catholic Leadership Academy for Successful Schools, and attended monthly forums to share best practices with Diocesan superintendents, key representatives, and fellow principals. Through annual attendance at the Diocese of Cleveland Principal Leadership Conference and membership in the Diocesan Principal Association, the National Catholic Educational Association, and the Association for Supervision and Curriculum Development, the administration proudly shares St. Dominic's successful programs with schools around the nation.

St. Dominic School is a member of the Ohio Catholic Education Association, the Ohio Catholic School Accreditation Association, the National Catholic Educational Association, and the Association for Supervision and Curriculum Development. St. Dominic teachers attend professional workshops, collaborate on curriculum revision teams, and share best practices. The junior high science teacher is a member of the Cleveland Regional Council of Science Teachers, an affiliate of the National Science Teachers Association. She serves on its Executive Board and assists in the planning of professional development conferences for educators in the Cleveland region. The junior high math teacher is a member of the Greater Cleveland Council of Teachers of Mathematics and nominee for Teacher of Year. The IT teacher is a member of the Diocese of Cleveland Leaders in Technology. She is a certified Microsoft Innovative Educator and member of the International Society for Technology in Education. She shares techniques with educators at the annual eTech Ohio Conference, and presented *21st Century Skills Implementation* at a 2011 Diocesan in-service for Technology. Currently, she is collaborating on the development of a 21st century flat classroom with a school in Illinois.

Finally, St. Dominic School partners with John Carroll University and Notre Dame College (Ohio) to mentor student teachers seeking licensure, and offer positive learning experiences to future educators. Through all of these means, St. Dominic shares its experiences and learns from the successes of other schools.

4. Engaging Families and Communities:

The faculty and staff of St. Dominic are passionate in their belief that students succeed in an environment where parents and caregivers are actively involved. To nurture these partnerships, it has employed a number of strategies.

First is the development of a dedicated network of family volunteers. St. Dominic empowers school parents, grandparents, and parishioners to make an active contribution to the school, thereby giving each a sense of ownership regarding its achievements. Volunteers assist in the classroom with journaling, reading, or flash card review. Others help with annual class retreats, work in the library, volunteer in the cafeteria and on the playground, or coach sports and direct activities after school. Finally, more than fifty parent volunteers assist with the school's annual St. Patrick's Day Show. Every parent's unique perspective and individual talent contributes to the students' collective success.

St. Dominic invites school families to a variety of gatherings throughout the year, including Back to School Night, Fiesta Santo Domingo, a talent show, class pancake breakfasts, the St. Patrick's Day Show, and a State of the School address. Each event works to inform and involve student families and the community, and fosters a sense of camaraderie.

In 2010, St. Dominic formed the Parent Advisory Board (PAB), a group of fifteen parents representing all grade levels. This group serves both as a sounding board for the principal and liaison to parents, allowing thoughts, concerns, suggestions, and successes to be shared between families and administration. Many school policies have been improved as a result of PAB feedback, including the re-implementation of a sex education unit for junior high students, enhancements to the math and science programs, and an increased effort to promote the school within the community.

St. Dominic also facilitates relationships between students and the outside community to enhance learning opportunities and guide spiritual growth. In fourth grade, students are paired as Prayer Partners with members of the parish's senior community, and spend time exchanging perspectives each week. Guest speakers (last year's included a Holocaust survivor, a formerly homeless man, and a world record charity rower) allow students to reach out to worlds larger than their own. The St. Dominic Leadership Conference is becoming another important means by which the school reaches out to the community and develops inspirational, mutually beneficial relationships.

1. Curriculum:

St. Dominic School's rigorous curriculum follows and often exceeds the Diocese of Cleveland Graded Course of Study, which is based on National and Ohio State Content Standards. Students are taught at an accelerated pace, challenging their natural curiosity, while devoting extra resources to those who need them. The curriculum includes religion, language arts, mathematics, science, social studies, art, technology, library, music, health and physical education, Spanish, and band as an elective course.

The Catholic faith is infused throughout the curriculum, enabling students to develop a strong religious foundation. The religion curriculum helps students to understand and apply the Catholic faith as they navigate through school and beyond.

The language arts program develops confident, precise communicators. Phonics, vocabulary, spelling, grammar, reading comprehension, creative writing, research, and public speaking are inherent components. Emphasis is placed on reading to better understand the world.

Mathematics focuses on understanding math for everyday use. Starting with hands-on manipulatives and evolving into high-level applications, topics cover numbers and operations; patterns; functions and algebra; geometry and spatial sense; measurement; data analysis; and statistics and probability.

The science curriculum excites natural curiosity through experimentation and exploration. Through a dynamic, hands-on approach, students learn life science, physical science, and earth and space science. They participate in many science-based activities including the *Invention Convention*, *Science Olympiad*, and *Science Fair*. Students consistently win awards at the Northeast Ohio Science and Engineering Fair and earn "Excellent" and "Superior" ratings at regional and state science fairs.

In social studies, students explore significant cultures, places, and past events to understand society and community. Cross-curricular literature and art activities reinforce content. Students also study geography, economics, politics/government, and humanities. Study of current events and class discussions foster their ability to make decisions as thoughtful citizens in a diverse world.

Art is taught weekly in a dedicated studio. Cross-curricular projects connect the history of the art form with a specific project. Students utilize materials such as fabrics, ceramics, and charcoal to create two- and three-dimensional art. An annual art show highlights student talent. Students also participate in community art competitions that support classroom involvement in social justice, such as *LifeWorks Ohio*.

All students attend information technology class weekly. The innovative, cross-curricular course is designed to ensure they develop 21st century skills. The school has a fully equipped technology lab, SMART Boards, Elmo projectors, campus wide Wi-Fi, laptops for student use, and distance learning via Skype.

Music, taught twice weekly, builds musical literacy and appreciation, and incorporates Orff-Schulwerk and Dalcroze Eurhythmics. Vocal training, music history, movement, and poetry are part of the broad-based curriculum.

The health and physical education curriculum helps students develop the physical and cognitive abilities for lifelong physical fitness. Students participate in callisthenic and aerobic activities teaching good sportsmanship, teamwork, and leadership.

St. Dominic is in compliance with the program's foreign language requirements. Spanish is taught to elementary students through song, storytelling, and role-playing. Middle grades focus on vocabulary, verb usage, and conversation. Seventh and eighth grades convene for 40 minutes three times per week to gain fluency equivalent to high school Spanish I. Students present the cultural traditions of Spanish-speaking countries at the annual Fiesta Santo Domingo. A unique partnership with Santo Domingo, an El Salvadoran school, promotes one-on-one relationships and makes learning Spanish personally relevant.

Approximately two-thirds of the students join the band program, which begins in fourth grade. Students learn how to read music and hold their instruments and can progress to the concert band, which performs regularly at school and community venues. Band students are consistently recognized through annual selection to the Ohio Music Education Association District 7 Honors Band.

2. Reading/English:

St. Dominic elementary students are immersed in literacy-based activities throughout each school day. The kindergarten reading curriculum is based around the Rowland Reading Foundation's *SuperKids* program. The St. Dominic staff selected this program based on proven pedagogy, significant national research, and its success with a wide range of learners including minority and low-income groups, and English language learners. Teachers place strong emphasis on phonics and development of reading readiness skills that enable students to decode, comprehend, and make connections to what they are reading. Teachers employ whole language instruction and incorporate a wide variety of literature exhibiting to children that "learning to read" and "reading to learn" are both important and rewarding.

In first through third grade, the goal of the language arts program is to make sense of spoken and written communication, transitioning toward independent reading. Specifically, teachers help students relate to and apply written text by accompanying reading with writing activities, real world experiences, and discussions in literature circles. Regular visits to the school library complement and reinforce classroom skills. Developing strong reading and phonics skills empowers the students in acquiring new vocabulary. Strategies such as the utilization of context and picture clues, phonics rules, sequencing, and predicting allow students to embark on a lifelong love of reading.

In the middle grades, students learn to examine and evaluate a variety of texts. Students practice comprehension and content strategies and take ownership of their learning. Through the exploration of different genres of literature and individual projects such as monthly book reports and author of the month reading competitions, students further enrich vocabulary and comprehension.

At the junior high level, students read novels, short stories, essays, poetry, plays, journals, biographies, autobiographies, mythology, and folklore. Instruction includes strategies for vocabulary acquisition and comprehension. St. Dominic students are also involved in skill-building activities including the *Bulldog Beacon* school newspaper, *Scripps National Spelling Bee*, and *Power of the Pen*, an interscholastic writing competition.

The individualized instruction essential to student learning is easily achieved at St. Dominic School due to teacher dedication and the purposeful small school atmosphere. In all grade levels, teachers provide tutoring support, create and implement accommodation plans, and differentiate instruction and assignments to meet individual student learning styles and abilities. Academic expectations are high and assistance is provided to advance all students toward their reading goals.

3. Mathematics:

St. Dominic students learn mathematics utilizing a variety of hands-on manipulative techniques with an emphasis on everyday applications. The primary math program is designed to help students develop the vocabulary and foundational skills necessary to succeed in mathematics throughout their lives. Through

the identification and study of numbers, shapes, patterns, and data, students learn math in a realistic and relatable context. Math centers in the classrooms allow students to share problem-solving strategies with their peers while developing an understanding of number operations, geometry, measurement, and basic data analysis.

In the intermediate grades, the curriculum evolves as students continue to problem-solve while moving toward more abstract mathematical concepts. *Progress in Mathematics* is used in fifth grade and provides a foundation for the *Holt Courses 2* and *3* which are guides in grades six and seven. These math texts, along with additional resources, support the curriculum and provide students with the necessary framework for completion of the *Prentice Hall Algebra I* that is utilized in eighth grade. Students model, represent, and explain algebraic functions allowing them to feel confident in creating graphs and story problems.

The *Simple Solutions* program reinforces concepts learned and is used for regular assessment and review. Students practice math facts daily and take part in *Math Minutes*, *Mental Math*, and *Weekly Estimation* in order to refine skills. Teachers utilize algebra tiles, error identification strategies, guided practice, and modified assignments and assessments to provide differentiated instruction that supports both remedial and accelerated learners. Based on teacher recommendations, an on-site math tutor works closely with students needing additional assistance. Students participate in the *St. Jude Math-a-thon* and the *Greater Cleveland Council of Teachers of Mathematics Problem Solving Competition* as a means to apply and strengthen their skills.

The junior high mathematics curriculum is the equivalent of high school Algebra I, enabling most St. Dominic graduates to test out of this requisite on their high school placement exams. Students begin by learning about integers and variables, positive and negative signs, and equations using 21st century skills. They continue by plotting these equations on a coordinate plane in order to see their shape and the relationship between two values. Students use Excel spreadsheets, graphing calculators, and modified guides to meet the set objectives. Past mathematical concepts are covered in greater depth and applied to real-life situations. Students approach high school confidently ready to proceed to the next level of high school math.

4. Additional Curriculum Area:

St. Dominic School believes that a strong grounding in information technology is vital to a 21st century education, and strives to ensure that each student understands and embraces all that technology can offer. The school's technology instructor collaborates with classroom teachers to ensure that each grade's coursework is seamlessly integrated into the IT curriculum.

With the help of the Internet and a variety of communication, visualization, and simulation technologies, the instructor creates project-based learning assignments and authentic learning. Through these, students can reconstruct the past, observe phenomena using remote instruments, and make valuable connections with other students and resources around the globe. Technology allows students' experiences of the world to be greatly expanded and enhanced. It enables learning to be cognitive, concrete, social, and applicable in high school, college, and beyond.

In the younger grades, the technology curriculum focuses on the basics: learning to use the mouse, basic keyboarding, and ways to safely navigate the Internet. The students gain comfort and familiarity with computers and use technology to support their budding math and literacy skills. The upper grades' curriculum shifts to leadership and digital citizenship, delving into questions such as, "How does your Internet behavior make you look?" Students in the middle grades learn *PowerPoint*, *Microsoft Word*, and *Excel*, along with basic typing and research skills and the use of graphics in presentations. Junior high students focus on relevant, real-world projects including *PowerPoint* presentations, using the Internet to research prospective high schools, and the fundamentals of website design. Emphasis is on the mastery of

Microsoft Office tools, along with cloud computing resources, Google Docs, and web-based communications.

In addition to the SMART Boards and desktop computers in every classroom, the school offers an impressive twenty-six station computer lab and a mobile laptop station with twenty-five units for class use outside the lab. Increasingly, the school is utilizing Web 3.0 resources, such as Skype distance learning modules, to enhance and accentuate the students' learning experiences.

Every student and staff member of St. Dominic School must agree to and abide by the terms of a stringent policy for safe and responsible Internet use. While the pace of emerging technology is ever-changing, the school's position on safety and propriety is never compromised.

5. Instructional Methods:

St. Dominic offers a dynamic learning environment for students with a wide range of abilities and learning styles. The foundation for its academic excellence is rooted in high expectations for all students, and the belief that all students can learn.

The school's small size allows teachers to appreciate and plan for the academic strengths, needs, and learning style of each student. Because teachers often work with students for successive years, they develop stronger learning relationships and spend less time on review and re-evaluation. Teachers often collaborate on student needs and can flexibly combine classes for special projects or unique learning opportunities.

Teachers incorporate instructional strategies including whole group discussion, flexible small groups, one-on-one mentoring, and partnered projects. Using SMART Boards, teachers avail themselves of online resources and interactive techniques that make learning interesting and fun. Each class's curriculum is seamlessly reinforced twice weekly in the technology lab, where the same concept is echoed using hands-on, real world applications.

Differentiated instruction is employed to support and challenge the needs of the remedial learner, on-track learner, and accelerated learner. During kindergarten journaling, accelerated learners freely write full sentences, while students with emerging skills receive a "starter phrase" and more assistance. Beginning in first grade, students are given different assignments based on their readiness and learning profiles. In fifth through eighth grade, the mathematics teacher has three sets of class work and homework at all times, geared to the needs of all learners.

If a student's needs cannot be met through differentiated instruction, an accommodation plan or ISP is created to reinforce math or reading goals and address special education objectives. Qualifying students also receive Title I assistance for reading. Students with speech and language needs may contract with a third party to conduct sessions on-site during school hours. English language learners and students who have neural development disorders such as autism are welcomed and supported by adaptations including personal educational aides. St. Dominic makes every effort to accommodate student needs, but acts in the best interest of the student if the recommendations are outside of its capabilities.

St. Dominic ensures that its most accelerated students remain challenged and stimulated. Teachers provide extra-curricular enrichment opportunities to foster their intellect, including *Power of the Pen*, *Science Olympiad* and *Scripps National Spelling Bee*. In 2012, St. Dominic will begin offering resources and programs to select advanced students through Northwestern University's Center for Talent Development.

6. Professional Development:

Just as St. Dominic students are inspired and encouraged to examine, question, and learn, so too are their teachers. Professional development at St. Dominic begins with a strong commitment to continuous improvement. Each licensed staff member is required to complete an Individual Professional Development Plan (IPDP) that aligns with the school's goals and correlates with the Ohio Catholic School Accreditation Association's School Improvement Plan. The IPDP provides an opportunity for each teacher to map out his/her goals and professional interests and serves as a personal guideline for continuous learning. The principal meets with each teacher annually to review his/her IPDP and help identify particular research-based workshops and training sessions that may complement it.

In accordance with goals set in their IPDPs, staff members model collaborative strategies to enhance student learning throughout the school year by participating in a variety of professional development opportunities. Some regular examples include *No Fail Reading Remedies for Reluctant Readers*, *Differentiating Reading and Math strategies for Challenging & Engaging All Students*, *American Orff-Schulwerk Association Professional Development Conference*, and *Innovative Learning Environments*, a technology conference.

Every workshop and training session helps teachers stay current with educational pedagogy. When staff members return from professional development experiences, they share their findings with the teaching staff so all members can benefit from the most current, researched strategies. The monthly faculty meetings also regularly include presentations from outside experts. Recent presentations have included: *Child Abuse Prevention*, *Determining the Learning Modalities of all Students*, and *Teaching Mathematics with Real-World Applications*. In addition, the school's master schedule is engineered to provide co-planning periods for teaching teams. Each element of professional development serves the school's underlying purpose to support and continuously improve its standards of teaching and thereby augment student performance.

To encourage independent professional development work, the Family Education Association at St. Dominic School provides supplemental funding of up to \$1,000.00 in coursework or workshops per year to faculty and staff. In addition, the school provides for the teachers' professional development resources, such as weekly professional and faith formation reading materials, a professional resource library available to all teachers, subscriptions to professional journals, school-sponsored workshops, and two paid days of release for independent professional development.

7. School Leadership:

The mission of St. Dominic School - to educate and inspire leaders - reaches not only the students, but teachers, administrators, parents, and volunteers. The goals and needs of all stakeholders are taken into consideration to create an environment rich in collaborative partnerships, empowered parents, continuous improvement, and strong faith.

The leadership structure at St. Dominic School consists of the pastor and principal in consultation with school staff, parish staff, parents, and parishioners. The pastor provides engaged leadership both for the parish and school in matters of faith, pastoral concerns, administration, and hiring. The principal and pastor meet weekly to discuss long-range topics and more specific day-to-day issues. The pastoral associates and the school principal meet twice monthly to discuss faith formation and any topics relevant to parish-wide improvement. Grade-level teams meet weekly concerning classroom management, assessments, differentiation, and curriculum integration. These teams report to the principal who provides guidance, training, and support.

The principal oversees the process of evaluating student needs, placement, and remedial services. She serves as a guide, a coach, and a conscientious observer. Decisions are made based on collaborative input

from team members that can include the teachers, the Intervention Assistance Team, a remedial tutor, speech therapists, parents, and local public school district officials. This approach empowers the staff to achieve the school's vision and mission in a manner that is both student-centered and data-driven.

As spiritual leader, the principal promotes a strong Catholic identity within the school and works with the pastor and staff to encourage students to embody their faith in a manner that inspires achievements.

Parent involvement is actively encouraged, and their input helps ensure that the school's programs are achieving the goals for which they were created. Active feedback mechanisms, including the Parent Advisory Board, regular school surveys, and an open door policy, provide school leadership with direct information about program effectiveness.

Through the collaborative leadership of the teaching staff, the administration, and the parish staff, St. Dominic School is able to meet the needs of each learner, promoting both academic achievement and a strong sense of community.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

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

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

<u>\$4160</u>	<u>\$4160</u>	<u>\$4160</u>	<u>\$4160</u>	<u>\$4160</u>	<u>\$4160</u>
K	1st	2nd	3rd	4th	5th
<u>\$4160</u>	<u>\$4160</u>	<u>\$4160</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) \$7145

5. What is the average financial aid per student? \$1695

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Ohio Achievement Assessment

Edition/Publication Year: Spring/2011 Publisher: American Institutes for Research

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr				
SCHOOL SCORES					
Proficient/Accelerated/Advanced	95				
Accelerated/Advanced	50				
Number of students tested	22				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
2. African American Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
6.					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
NOTES: St. Dominic School enrolled in the Ohio Educational Choice Scholarship Program in the fall of 2010. This program requires that the Ohio Achievement Assessment be given to all qualifying scholarship applicants. The 2011 OAA scores are the only ones recorded to date for the school because it was not required in previous years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Ohio Achievement Assessment

Edition/Publication Year: Spring/2011 Publisher: American Institutes for Research

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr				
SCHOOL SCORES					
Proficient/Accelerated/Advanced	95				
Accelerated/Advanced	50				
Number of students tested	22				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
2. African American Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
6.					
Proficient/Accelerated/Advanced					
Accelerated/Advanced					
Number of students tested					
NOTES:					
St. Dominic School enrolled in the Ohio Educational Choice Scholarship Program in the fall of 2010. This program requires that the Ohio Achievement Assessment be given to all qualifying scholarship applicants. The 2011 OAA scores are the only ones recorded to date for the school because it was not required in previous years.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Accelerated/Advanced	95	0	0	0	0
Accelerated/Advanced	50	0	0	0	0
Number of students tested	22	0	0	0	0
Percent of total students tested	100	0	0	0	0
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					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Accelerated/Advanced	95	0	0	0	0
Accelerated/Advanced	50	0	0	0	0
Number of students tested	22	0	0	0	0
Percent of total students tested	100	0	0	0	0
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					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Accelerated/Advanced	0	0	0	0	0
Accelerated/Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

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PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	70	75	76	70	75
Number of students tested	16	15	24	25	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	80	78	83	73	73
Number of students tested	16	15	24	25	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
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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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	76	84	77	86	74
Number of students tested	13	21	20	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	85	73	80	89	78
Number of students tested	13	21	20	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	71	69	63	71	74
Number of students tested	19	16	17	24	22
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:					

12PV167

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	78	83	81	79	78
Number of students tested	19	16	17	24	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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