

PART I - ELIGIBILITY CERTIFICATION

12PV183

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

12PV183

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: 20
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	26	19	45
K	20	21	41		7	32	10	42
1	20	17	37		8	16	12	28
2	21	20	41		9	0	0	0
3	22	21	43		10	0	0	0
4	20	16	36		11	0	0	0
5	21	23	44		12	0	0	0
Total in Applying School:								357

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(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)].	3
(4)	Total number of students in the school as of October 1, 2010	350
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

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

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

10. Percent of students receiving special education services: $\frac{6\%}{22}$
 Total number of students served: $\frac{22}{22}$

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</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>8</u> Multiple Disabilities	<u>2</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>18</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>1</u>
Total number	<u>30</u>	<u>4</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: 19:1

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%	97%	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: _____

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?

St. Gerard Majella Catholic School is an archdiocesan elementary school for kindergarten through eighth grade students located in Kirkwood, Missouri. Building on a 55 year tradition of leadership in Catholic education, St. Gerard Majella provides a faith-filled, comprehensive, and contemporary curriculum of religious and academic instruction for its students. Being true to its core mission, this program of instruction allows graduates to be “*Rooted in Faith, Grounded In Excellence, Prepared for Success.*”

Every student at St. Gerard Majella School is (1) *Prepared in faith* through a religious education program that fosters a relationship with God through study, prayer, community, liturgy, and service; (2) *Prepared with confidence* with an excellent faculty supported by strong parent partnership; (3) *Prepared for life-long learning* through the experience of a solid, comprehensive, and contemporary curriculum that meets the academic needs of a wide range of students, advancing the learning of all; (4) *Prepared with innovative approaches* through commitment to the utilization of technology as a tool for learning and teaching and as a means of communication; (5) *Prepared to explore new horizons* through a comprehensive K-8 mandatory Spanish program that teaches students to respect and appreciate cultural diversity and global perspective; (6) *Prepared to lead* by participating in a three year progressive, developmental, and interactive middle school leadership program that provides skills needed to be successful in life and make a positive impact on the world.

Kirkwood, Missouri is an historic city nestled in the larger metropolitan area of southwest St. Louis County. St. Gerard Majella School reflects the culture and climate of its geographical area, embraces and lives out the mission of Catholic education, and meets the expectations for excellence in education that the community holds. The school is fully accredited by the Missouri Nonpublic School Accrediting Association. The staff is degreed and state certified with a number holding or working on advanced degrees. The administrator is degreed and state certified holding a doctorate in educational administration. In addition to core staff, a full time learning consultant and a part-time counselor are a priority in helping students learn to deal with issues and pressures that can impact academic achievement.

Students are taught they always are and will be their best educators. The process of learning how to learn is given as much importance as the knowledge attained. To help students become critical thinkers, best practice and differentiated classroom instruction is supplemented with “interactive hallway displays” throughout the entire school. Student and teacher generated verbal and visual puzzles, polls, questions, and interactive activities that flow from the curriculum line school hallways. Students come to understand that the most intelligent people don’t necessarily know everything, but rather know when and of whom to ask the right questions.

Numerous staff moderate morning and after school study sessions and clubs: Chess, Fine Arts, Math Club, Little Friends of Jesus, Step-It-Up, Lego, Knitting, Choir, Speech, Yearbook, Student Ambassadors, and Entrepreneur Club. These offerings provide students the opportunity to continue cognitive, social, emotional, creative, and spiritual growth outside of school time.

St. Gerard Majella staff partners with the following community resources to provide engaging and quality educational experiences to students at all grade levels: local police and fire departments, civic representatives, hospital-based health groups, and college-based mobile learning labs. Theatre groups, elementary school bands, and high school choirs perform at student assemblies. Off-site educational experiences include trips to St Louis’s cultural and educational institutions (Science Center, Art Museum, Cathedral, Botanical Gardens, Zoo, Symphony, Junior Achievement BizTown, Finance Park, and Model U.N.), where students participate in programs that enhance classroom curriculum.

A parent/faculty designed Middle School Leadership program establishes the framework for student academic, behavioral, and social success during the critical middle school years. A three year progressive partnership with a local outdoor camp and a local counseling association enhance efforts to impart knowledge, support, and guidance to middle school students, teachers, and parents. Camp experiences help students understand how “*challenge by choice*” can promote growth and confidence physically, emotionally, socially, academically, and spiritually. Professional counselors give parents and students perspective and direction in *renegotiating boundaries* (Gr. 6), *handling student and parent peer pressure* (Gr. 7), and *managing stress* (Gr. 8). Advisories of students, staff, and parents meet regularly to assure that class issues and ideas are addressed and that curricular and program goals are met.

Clergy, administration, staff, and parents work in partnership with the parish to provide the very best religious and academic environment for student success. This August, the parish opened its second expansion of school facilities within the past 10 years. The newest enhancements include 13 new classrooms, a primary learning lab, computer lab with a closed circuit TV broadcasting area, music room, library, commons area, an up-graded technology infra-structure including wireless access throughout the entire campus, all-day kindergarten, and space for a fall 2012 pre-school.

1. Assessment Results:

A. Fall administration of the Iowa Test of Basic Skills is required by the St. Louis Archdiocesan Catholic Education Office only in grades 4, 6, and 8. They also require that math computation subtests be factored into math core totals. To track yearly progress from the earliest most beneficial diagnostic point, St. Gerard Majella School chooses to also administer this test to students in grades 2, 3, 5, and 7 and to administer the Iowa Test of Cognitive Abilities to students in grades 3-8. All students are tested and those with professionally diagnosed learning disabilities or qualifying academic conditions receive entitled accommodations. Where applicable, those accommodations include extended time, oral administration, or proctor transfer of answers from booklet to answer sheet. Entitled accommodations are noted on answer keys per ITBS standardized testing directives. Students not requiring special accommodations are tested under standardized conditions in regular classroom settings. Students entitled to special accommodations are placed in a physical setting that will allow their accommodations to be implemented as directed.

It is the expectation and goal of St. Gerard Majella School that class averages exceed archdiocesan and national grade level averages in all subject areas no matter the number of students requiring special accommodations. For this to occur, along with teacher observation and multiple forms of quality classroom assessments, standardized tests and the diagnostic information they provide are used to improve instruction. Teachers utilize standardized test results to obtain a profile of individual students' relative strengths and weaknesses, monitor individual student growth from year to year, and examine yearly progress as grade groups move through the school's curriculum. Student and grade level comparisons to local and national norms add additional information that is helpful in curricular assessment and planning for an individual student, a particular grade, or the school as a whole.

B. Closer examination of the test scores over the past five years (2006-2007 through 2010-2011) for students in grades three through eight in reading and math indicate the following:

1. Students at all grade levels consistently score well above local and national norms in both reading and math.
2. Class average percentiles in both reading and math typically increase as classes progress through the curriculum, no matter the number of students in the class or the unique academic profile of the class.
3. There was a slight decrease in test scores across the board for the 2007-08 school year. That year the testing company (Riverside) changed from fall 2000 to fall 2005 national norms for assessment results.
4. Students with a wider range of abilities, skills, and diagnosed learning conditions and challenges are being accepted into St. Gerard Majella School. September of second grade is the first time students are introduced to the ITBS standardized testing process. A diagnostic baseline is established to gauge future growth as students progress through the curriculum. Consistently, no matter where a class scores on that baseline, by third grade class average scores in reading and math are in the mid 70th percentiles or above.

Additional observations and considerations

1. In tracking math scores for the sixth grade class of 2006-07, the following pattern was noted: solid scores for that class in 2005-06 (79%) declined in 2006-07 (74%) and then increased again in 2007-08 (76%) and continued to increase in 2008-09 (83%). Accordingly, in a three year tracking of the math scores for the third grade class of 2006-07, the same pattern was noted: solid scores in 2006-07 (76%) declined in 2007-08 (69%) and then increased again in 2008-09 (78%)

and have continued to increase. On-going analysis of all aspects of the math program during those particular years seemed to indicate a staffing issue may have been a factor. The issue was addressed and resolved. Pre-testing, differentiated instruction, and enrichment strategies in the intermediate were also adjusted. The over-all quality of a demonstrated strong math program was not compromised.

2. As noted earlier, the incoming classes of students at St. Gerard Majella School have included students with a wider range of abilities, skills, and diagnosed learning conditions and challenges. Listening skills have been identified to be pivotal in successful results for the first standardized tests given at the second grade level since the majority of the test utilizes oral administration and requires heightened over-all listening skills. The kindergarten and first grade teams are already modifying their teaching strategies by using additional approaches and activities that will strengthen listening skills for all students, especially those with defined needs. These efforts are foundational to sustain the strong scores of all students by the start of third grade.

All classes, no matter their academic profile or starting point, make significant and sustained academic gains in both reading and math as students move through the curriculum. These significant and sustained gains are made because the teachers of St. Gerard Majella School are competent and excellent educators who believe all children, no matter their challenges, can and will succeed given opportunity, sufficient tools, and supportive guidance. The staff is committed to analyzing and using data, working as a team, and engaging in on-going professional development. A strong curriculum, sufficient resources, enhanced technological tools, and expanding facilities support the staff's beliefs and efforts.

2. Using Assessment Results:

A. St. Gerard Majella receives the following assessment reports from ITBS publishers: list and class summary of student scores, profile narrative for each student, performance profile for each student, and the line item analysis for each student.

Standardized test results are reviewed from (1) individual student, (2) grade level, (3) content area, and (4) school-wide perspectives. Test results are first reviewed by the individual classroom teacher and grade level partner teachers. Results are further reviewed during level team meetings: Primary (Gr. K-2), Intermediate (Gr. 3-5), Middle School (Gr. 6-8). Discussions of all-school results take place at an all-school faculty meeting in which the observations and recommendations of the entire staff are considered. Teachers of the same content area at different grade levels also meet to assess any positive or negative trends that might be present in their particular subject area. The test scores of a particular grade are tracked from year to year. Data is analyzed looking for areas of growth, stagnation, or regression. Pertinent information obtained from these faculty observations and discussions is utilized by the teachers, learning consultant, level coordinators, and the administrator to adjust or improve curriculum and instruction that will maximize student potential and achievement.

In addition to standardized test data, a variety of alternate oral and written assessment methods are used by teachers to evaluate student performance and design instruction. Pre-tests and classroom discussions are used to determine a student's knowledge base before teaching new subject matter. Teachers assess student progress and performance while observing hands-on activities, individual and group presentations, and class projects and activities that involve teamwork and cooperation. Written assessments include journaling, note-taking, research papers, homework, quizzes, and tests. When necessary and appropriate, outside professionals are invited to observe and provide feedback.

The learning consultant uses both formal and informal assessment data to assist teachers in formulating academic plans, implementing effective strategies, utilizing the services of the resource teacher, and evaluating their effectiveness. The learning consultant uses the same assessment data to help parents understand their child's unique learning needs and is of assistance if additional screenings by outside agencies are warranted.

St. Gerard Majella staff uses a consultative approach, references solid data, and employs best practices in teaching. Students are enabled to succeed, teachers are empowered to make academic accommodations part of their routine teaching, and parents learn how to accept, support, and affirm their children's academic efforts.

B.

Parents:

Parents receive general school-wide standardized test results and individual student results for their own children. The all-school report consists of the cumulative class percentile averages for each grade for both the achievement and cognitive ability portions of the test. An explanation of how to interpret a percentile, how a cognitive ability assessment differs from an IQ test, and how to define a relative strength or weakness is included with the results. Parents are invited to speak with classroom teachers, the learning consultant, or the principal if further explanation of results is needed or desired.

Student progress is communicated to parents through weekly up-dates (K-2), daily online parent portal access (3-8) and report cards for students in all grade levels, parent-teacher conferences, phone calls, and e-mails. Samples of student work are sent home on a regular basis. Parents receive a weekly email newsletter from the principal that highlights student achievements and provides informative articles and attachments about study skills, program highlights, and parenting tips.

Students:

Teachers communicate informally with their students on a daily basis providing verbal and written feedback on assignments, projects, and tests. Encouragement is offered, suggestions given, and successes acknowledged. Numerous staff members give additional support, direction, and assistance to students before or after school.

Middle School students have two Learning Labs a week during which all core teachers and the learning consultant are available to discuss performance and evaluate progress with an individual student on school time.

Community:

The School Board receives specific grade and school wide results of ITBS testing as well as an overview of the staff's assessment of the test data. Information about the school, its programs, and the achievements of students is communicated to the entire parish through monthly church bulletin inserts. A school link on the parish website provides another avenue for sharing information about the school and its strengths not only to parishioners but also the wider community. St. Gerard Majella graduates have a reputation for being well prepared and successful in the college preparatory high schools they are accepted into and attend. Articles about the quality of St. Gerard Majella School have appeared in local and religious newspapers. Communication efforts about student achievements and the quality of the school's program result in St. Gerard Majella School and the success of its graduates being acknowledged and greatly respected by the entire parish/school community and the larger local community.

3. Sharing Lessons Learned:

St. Gerard Majella School is part of an Archdiocesan system of 118 elementary schools divided into eight geographic regions. Numerous opportunities are provided for both administrators and teachers to gather at the Archdiocesan or regional level to discuss the numerous challenges that face educators and how they are being met through research, effective programs, and instructional strategies.

The principal routinely attends regional administrative meetings and archdiocesan sponsored seminars where opportunity is provided to network with administrators of other Archdiocesan schools, sharing information about effective programs, validating current approaches, and identifying future direction to continue to improve student achievement. The principal has been invited to speak to all Archdiocesan principals about Middle School Leadership programs and implementing block scheduling in a K-8 setting. The entire staff attends regional in-services, individual professional development days, sharing sessions, and conventions where a forum and structure is provided to dialogue with staff members of other schools about effective strategies, best practice accomplishments, and program strengths. In addition, the learning consultant, technology teacher, Spanish teacher, and school counselor are members of regional and Archdiocesan professional learning communities and online networks that provide a forum for sharing lessons and best practices.

Two teachers are currently enrolled in Master's level administrative coursework and the principal is an adjunct professor at St. Louis University for the Masters in Administration program. Staff participation in these graduate school courses allows the lessons learned and the successful academic strategies employed at St. Gerard Majella School to be discussed and appraised at the university level. Additionally, numerous students enrolled in teacher education programs at various colleges and universities fulfill course requirements by observing and interviewing teachers at all grade levels and in all content areas.

In 2009 the principal was designated a National Distinguished Principal (NDP) by both the NCEA (National Catholic Education Association) and the NAESP (National Association of Elementary School Principals) in partnership with U.S. Department of Education. This recognition brings opportunities to highlight the strengths and successes of St. Gerard Majella School at the national level. Most recent is inclusion in a book in draft stages about NDP's and successful school initiatives.

St. Gerard Majella School's identified program strengths and acknowledged accomplishments of its students serve as a springboard for the school's Enrollment Management Team to market the school as a place of confidence where every student is "*Rooted in Faith, Grounded In Excellence, Prepared for Success.*"

4. Engaging Families and Communities:

St. Gerard Majella School is committed to working in partnership with parents in order to plan for and ensure student success. Teachers at all grade levels utilize meetings such as Open House and parent/teacher conferences to educate parents not only on curriculum, but also on the rationale for certain approaches and strategies in place at that grade level. Suggestions are given to help parents support the learning process, encourage social and emotional growth, and promote a healthy life style. Teacher web pages are utilized by the entire staff to provide daily online up-dates about classroom procedures, expectations, activities, and homework. Learning links are made available on those pages which provide access to secure sites for online textbooks, academic supports, and enrichment activities.

Continued guidance and assistance is given to parents via monthly newsletter articles throughout the school year. Catholic Family Services' *School Partnership Program* provides information and parenting tips on how to deal with a variety of social issues that impact healthy emotional growth and learning. The learning consultant offers study tips of the month. Nutritional information is provided by our contracted food service. *Partners in Faith* focuses on supporting religious themes and practices in a family setting.

The Alliance of Parent and Teacher Association works closely with administration to identify and offer speakers from various institutions and agencies that meet parents' identified interests and needs. Topics include online courtesy, anti-bullying, drug awareness, and Internet safety.

One component of the Middle School Leadership program is a three year partnership with West County Psychological. Professional counselors give parents and students perspective and direction in

renegotiating boundaries (Gr. 6), handling student and parent peer pressure (Gr. 7), and managing stress (Gr. 8).

St. Gerard Majella uses a team approach to ensure success of individual students who have more defined academic, emotional, or medical concerns. The school staff works in partnership with the parents, the students, and any support personnel that may be required given the specific need. Support personnel may include the learning consultant, resource teacher, tutors, school counselor, additional private counselors or agencies, special school district personnel, and physicians. Meetings are held with the appropriate people present and a plan of action is agreed upon. The plan is routinely reviewed and adjustments made when necessary.

1. Curriculum:

St. Gerard Majella is a fully accredited Catholic elementary school for children in grades K-8. Basic instruction in the core subjects is enhanced by placing additional emphasis on the processes of learning, creativity, and the acquisition of study skills. By differentiating instruction throughout the curriculum, teachers are able to help students not only succeed in school, but excel beyond the basics. All students, regardless of ability, deserve and receive a challenging and enriching course of study. Students become active life-long learners, critical thinkers, and problem solvers as they move through each level of the school and each subject within a rigorous curriculum. Middle school students are prepared to successfully transition to college preparatory high schools.

Religion: The curriculum encourages students to develop a personal relationship with God while deepening their understanding of church doctrine, church history, religious practices, and service.

Language Arts: The curriculum provides the framework for students to become effective communicators. Primary students are taught skills and strategies essential to the reading and writing process. Phonics, grammar, usage, spelling, vocabulary, and comprehension skills are emphasized. Older students are introduced to literary genres, writing styles, oral presentation techniques, and research papers.

Math: The curriculum builds a solid foundation for math literacy by emphasizing an understanding of fundamental number concepts, basic mathematical operations, and creative problem solving strategies. Essential concepts in the study of algebra, geometry, measurement, data analysis, and probability are introduced, developed, and mastered. Students develop an understanding and appreciation of how mathematics impacts daily living.

Science: The curriculum provides a comprehensive knowledge base in the study of life, physical, and earth/space sciences. An inquiry based approach to instruction aids students in discovering and appreciating the complexities of the world. Students learn to question, hypothesize, problem solve, and draw conclusions through classroom experiments, activities, and Science Fair participation.

Social Studies: The curriculum focuses on providing a strong knowledge base of geography, history, cultural awareness, economics, and citizenship for students to become contributing members of society. Respect for differences among people is emphasized throughout the curriculum. Junior Achievement and Model U.N. simulations enhance classroom learning.

Foreign Language: Spanish is an integral and mandatory part of the curriculum for all students in K-8. Grades K-3 meet 60 minutes weekly and grades 4-8 meet 90 minutes weekly. Oral communication, basic grammar, and writing skills are emphasized. In addition to learning the language, students acquire an appreciation for becoming multilingual and learning about other cultures. St. Gerard Majella School is in compliance with NCLB-BRS's foreign language requirements.

Physical Education: Instruction in physical education focuses on exercise, individual and team athletic skills, cooperation, healthy nutrition, and good sportsmanship. Lifelong fitness and a positive attitude toward personal well-being are emphasized.

Music: The curriculum includes instruction in basic musical elements, music theory, singing, rhythm patterns, and the use of Orff instruments. Students are introduced to different composers and encouraged to understand, enjoy, and appreciate all types of music. All students are provided the opportunity to perform as individuals, participate in school musicals, and compete in local music festivals.

Art: Students learn basic vocabulary used in the study of color, design, and technique. A wide range of activities and projects allow students to explore multiple mediums and develop emerging creativity. Art history and art appreciation are woven into the curriculum.

Technology: The technology curriculum focuses instruction on word-processing, design and use of spreadsheets, and the development of PowerPoint presentations. Emphasis is placed on using computers and the Internet to ethically and responsibly access information in order to research, analyze, synthesize, and communicate creatively and effectively. Online courtesy and safety are addressed at all grade levels.

2. Reading/English:

An effective, highly integrated curriculum is essential to the language arts program at St. Gerard Majella. Basic reading comprehension, phonemic awareness, listening and speaking skills, vocabulary development, spelling, English grammar and composition are all integrated in a cohesive, effective program that strives to ensure student success and love of reading. All areas work toward developing each student into a life-long reader who appreciates a variety of literary genres. The St. Gerard Majella curriculum takes to heart the research that shows that the most successful students are those who read the most effectively.

In grades K-2, emergent readers are taught age appropriate phonemic awareness, decoding, and comprehension skills. Diagnostic testing ensures that students are appropriately challenged and remedial help is given when needed. Teacher guided reading activities, combined with partner and silent reading activities, ensure that students have the opportunity to experience reading in a variety of modes. Tools include student texts, leveled readers, big books, library books, and “read alouds.”

Older students use these skills to become independent readers who think critically as they read. Students are exposed to a variety of literary genres through a diversified reading program which combines the best of basal reading strategies and skills, study of novels through Literature Circles, and active independent reading. Students learn to become critical readers by being shown how to make connections with what they read to other written material, personal experiences, and world events. Reading and writing are inseparable at St. Gerard Majella. Fundamentals of composition are taught and reinforced while students use what they read as source material in writing essays, journal entries, and varied compositions. Strategies and techniques for finding and using appropriate text citations in research papers are emphasized.

Through standardized testing and classroom formative assessments, students who are struggling with reading concepts are identified and given remedial help to assist in mastering appropriate reading level content. The learning consultant and resource teacher work together with the classroom teacher to ensure that an appropriate intervention program is in place for each student reading below grade level.

Students are encouraged to develop a love for literature through use of the school library, extensive classroom libraries, and individual electronic readers. Additional books are purchased yearly by the parent association. Daily independent reading time is a critical part of what is necessary to help students become life-long readers. All teachers make this an essential part of their daily schedule.

3. Mathematics:

The mathematics curriculum at St. Gerard Majella School enables students to become proficient in understanding and using basic mathematical operations, computational skills, complex problem-solving strategies, and analytical thinking. Math teachers use best practice strategies to improve the mathematical knowledge and performance of all students. Smart Boards, calculators, and a variety of manipulatives supplement instruction. Differentiated instruction begins with teachers at all grade levels pre-testing concepts to be presented. Once a student’s knowledge base has been determined, remedial help, basic

knowledge strengthening, or enrichment activities occur all within a heterogeneous classroom environment. This comprehensive approach provides graduates a solid foundation for advanced mathematical studies at the high school level.

In K-3, the study of mathematics lays a solid foundation for building an understanding of fundamental number concepts and basic mathematical operations by using patterning, concrete objects, pictorial representations, and abstract symbols. Students become knowledgeable of basic math facts and are introduced to problem-solving processes and strategies. The use of manipulatives assists in the understanding of math concepts and aid in transitioning from concrete applications to higher level thinking patterns.

Older students continue to build on their understanding of fundamental number concepts and basic mathematical operations. While additional attention is given to mastery and retention of computation skills, emphasis is placed on in-depth problem-solving and critical thinking skills. Pre-algebra concepts, introduced in the lower grades, provide a foundation for the mastery of more complex algebraic concepts. Geometry, measurement, and number theory principles are studied and integrated into the science and art curriculum.

In addition to yearly standardized testing, all students are regularly assessed in basic computation and knowledge of math concepts. The learning consultant and resource teacher assist classroom teachers in developing appropriate intervention strategies for students below grade level in mathematical skills. Intermediate math teachers hold optional morning review sessions to assist students in understanding math concepts and operations. Middle School students receive additional assistance during their “Learning Lab,” a scheduled time within the school day where students are able to meet with their math teacher on an informal, independent basis to clarify classroom instruction.

All students in grades 5, 6, and 8 participate in Junior Achievement BizTown and Finance Park simulations where students use the critical thinking strategies of analysis and synthesis in problem-solving, application of solutions, and strategies for success in real-life mathematical scenarios. Older students participate in yearly math contests and district-wide math competitions.

4. Additional Curriculum Area:

It is the mission of St. Gerard Majella School to provide a faith-filled, comprehensive, and contemporary curriculum of religious and academic instruction for its students. Through a wide range of content and experiences imbedded within the social studies/history curriculum, graduates are prepared to use Gospel values and tenets of the Catholic religion as a basis in making decisions that impact self, faith community, and society, to respect and appreciate generational, social, and cultural diversity, and readily give service in response to the needs of the community. Students are taught from the youngest age that they need a strong knowledge base of geography, history, cultural awareness, economics, and citizenship to become contributing members of society. An understanding and respect for differences among people, which leads to empathy and action, is emphasized.

Primary students learn about the physical, social, and cultural aspects of their families, neighborhoods, country, and global communities. Community connections are made through field trips and guest speakers.

Intermediate social studies allow the students to understand and appreciate their national environment and heritage through the study of life in communities, U.S. geography with emphasis on Missouri history and geography, and U.S. history. Students are introduced to the study of current events, generational connections through Veteran’s Day programs and displays, and participation in the National Geography Bee.

In Middle School, students gain an appreciation of diverse global communities and respect for other

cultures through the study of world history, world geography, and American history. Students engage in various activities including role playing, debates, and research to respond to current events. Additional emphasis is placed on connecting present-day events and issues to past and future.

Numerous authentic learning opportunities allow students to apply acquired social studies concepts in real life scenarios. Participation in these activities encourages learning that is active and relevant. Students in grades 5, 6, and 8 engage in Junior Achievement simulations (BizTown and Finance Park) as part of the curriculum. SGM “SmartMart”, a store run by the school’s Entrepreneur Club, is a practical application of these simulations. Grade 7 students participate in the Model U.N. program. Service projects, which respond to local, national, and global community concerns and which provide age appropriate interaction with those in need, are routinely made available for all students. Teachers take advantage of visits to local museums and destinations such as historic St. Charles, Missouri, and the Lincoln Presidential Library in Springfield, Illinois.

5. Instructional Methods:

At St. Gerard Majella School, differentiated instruction begins with understanding the profile of each student’s ability, potential, and instructional needs. Teachers use available quantitative data which includes Kindergarten screenings, Metropolitan Readiness tests, and ITBS achievement and cognitive ability scores. Qualitative information is also considered. Teachers use instructional pre-tests, classroom discussions, individual activities and assignments, journaling, participation in group projects, prior teachers’ assessments, and parent input to aid in qualitative assessments.

Teachers draw upon best practice strategies, methodologies, and resources to design and implement a program of instruction that is responsive to individual student needs, accommodates learning styles, and takes developmental differences into account. Learning centers, cross-curricular projects, small and large group interactions, alternate assessments, block scheduling (Gr. 6-8); auditory, visual, and kinesthetic approaches provide a framework for improved student learning and achievement.

Many students at St. Gerard Majella have learning issues such as processing delays, ADD, and ADHD. Classroom observation and review of diagnostic data assist the learning consultant in helping teachers identify and implement alternate instructional strategies such as modified assignments, adjusted pacing, and oral testing. Response to Intervention techniques are used to track and document the success of interventions and make changes where indicated.

For students with diagnosed learning disabilities, the learning consultant works with classroom teachers to assure all identified accommodations of 504 plans are provided so that the student realizes maximum academic success. The school uses a color coded system for organizing all data associated with a particular learning challenge which is continually up-dated, available to all teachers, referenced in parent conferences, and used for screenings by outside agencies.

St. Gerard Majella uses a phonetic based reading program that is supplemented by whole language components, strategies, and approaches. Leveled readers are used in the primary grades and the “Literature Circle” reading approach is used at all grade levels. Through these efforts, emergent readers become avid critical readers. Their ability to read well becomes an effective tool for learning.

Each classroom has an identified enrichment center available to all students which contain activities that flow directly from the curriculum, develop critical thinking skills, and encourage creativity. A primary (K-2) learning lab, Center City, is available daily for hands-on instruction.

Smart Board technology is an integral tool for instruction and learning utilized daily in every classroom. The interactive, hands-on approach provides additional academic focus and differentiation that result in an increased energy for learning and desire to achieve.

6. Professional Development:

Students who attend St. Gerard Majella School have the right to have their learning advanced through exemplary instructional practices. Exemplary instructional practices are most evident and likely to occur at that point where solid research, sound professional development, and responsible classroom strategizing and experimentation intersect. Quality professional development at St. Gerard Majella is responsive to the expressed need of the learner, encourages active dialogue, is data driven, allows for on-going classroom experimentation-feedback-adaptation, and takes place in an open, supportive, and engaging environment. A high priority is placed on providing time, opportunity, and funding for the staff to have the necessary continued research, training, and skills to provide an effective learning environment. Meaningful professional development opportunities are provided by the school, the Archdiocese, professional organizations, and universities/colleges.

A faculty professional development committee determines school goals to improve student achievement based on faculty input, student needs, curriculum standards, and best practice research. Objectives to achieve identified goals are developed within a three-tiered plan: (1) all-school objectives; (2) level objectives; and (3) individual objectives.

Creative scheduling of classes allows for grade level professional learning community discussions, one-on-one teacher collaboration, and peer observation built into the teaching day. Grade level and all-school topics of discussion include assessing curricular progression, identifying curricular gaps, best practices, differentiated instruction, alternate assessment, and maximizing Smart Board technology in instruction. Questionnaires concerning classroom best practices and desired areas for growth are utilized. Implementation of new strategies is fostered and supported. Articles and educational books are provided for reflection and discussion. Teachers' knowledge base increases, new skills are acquired, new strategies are implemented, and students have additional options for being successful.

The learning consultant arranges for attendance at quality seminars and identifies potential speakers and opportunities. Advanced coursework is encouraged. Three faculty members are currently in Master's programs. State and Archdiocesan professional development funding is available and utilized.

In addition to sponsoring in-services and seminars, the Archdiocese of St. Louis supports administrators and teachers by providing a professional development website that focuses on instructional leadership, fine arts, language arts, mathematics, science, social studies, special needs, and technology integration.

Participating in larger professional learning community activities and accessing web-based educational sites provides a forum and structure to dialogue about best practices, share insights and successful strategies, and gain knowledge that positively impact student learning and ensure that local curricular efforts align with Missouri's grade level expectations and national standards.

7. School Leadership:

The leadership philosophy and supporting administrative structure of St. Gerard Majella School is one of teamwork and collaboration. The pastor of the parish, the principal of the school, and the parish board of education work in partnership to provide and maintain a quality and effective school that is true to the mission of Catholic education, strong in its religious and academic standards and expectations, and safe and nurturing in its environment.

The St. Gerard Majella School Board, in accordance with Archdiocesan guidelines, acts in an advisory capacity to the pastor and the principal in accomplishing the educational and formational mission of the school. School related issues are discussed and researched. Policies are recommended and adopted that assure for the continued quality and viability of the school.

Pastor/principal discussions routinely occur concerning staffing, budget, school climate, religious and academic goals and objectives, and Catholic identity. This partnership and collaboration provides the principal with the necessary support, guidance, and means to administrate the school competently and effectively within the sound framework of responsible parish stewardship.

The principal assures that faculty members are active participants in decisions that impact and shape school climate, curriculum, and student achievement. Teachers are divided into level teams (Grades K-2, Grades 3-5, Grades 6-8, specialty teachers). Each level team has a designated coordinator. Level coordinators meet on a regular basis with the principal and conduct two level staff meetings each month. This framework of communication allows for a two-way flow of ideas, opinions, questions, concerns, and recommendations. The principal functions as the leaven, and sometimes the glue, to keep all informed, grounded, focused, and responsive to student needs. All issues and ideas are further discussed, reviewed, and decided upon at full staff faculty meetings.

The pastor, principal, staff, school board, and parent association work diligently in partnership with each other to ensure that the religious and academic program offered at St. Gerard Majella School is comprehensive, innovative, and responsive to the ever changing needs of the students who seek admittance. They further work diligently in partnership with each other to ensure that the principles of the mission of Catholic education and the philosophy and programs of St. Gerard Majella School are well communicated, adhered to, and embraced by the entire parish/school community and greatly respected by the larger community.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV183

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>\$4730</u>	<u>\$4730</u>	<u>\$4730</u>	<u>\$4730</u>	<u>\$4730</u>	<u>\$4730</u>
K	1st	2nd	3rd	4th	5th
<u>\$4730</u>	<u>\$4730</u>	<u>\$4730</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) \$5235

5. What is the average financial aid per student? \$1379

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
26%

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: ITBS

Edition/Publication Year: 2008 Publisher: 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	75	76	75	75	76
Number of students tested	35	48	40	57	41
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2007-08, 1 student did not finish complete battery of test due to illness.					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	77	79	77	78	78
Number of students tested	35	48	40	55	41
Percent of total students tested	100	100	100	95	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2007-08, 3 students did not finish complete battery of test due to illness.					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	73	80	79	69	76
Number of students tested	46	39	55	38	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	78	85	82	74	78
Number of students tested	46	39	55	38	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	77	81	78	74	81
Number of students tested	41	52	33	42	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	79	80	78	87
Number of students tested	41	52	33	42	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	81	82	78	74
Number of students tested	49	30	35	51	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	81	76	78	79
Number of students tested	49	30	35	51	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	85	85	76	85
Number of students tested	29	32	45	21	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	88	81	83	79	90
Number of students tested	29	32	45	21	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	84	90	83	87	86
Number of students tested	32	42	18	44	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS

Edition/Publication Year: 2008 Publisher: 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	78	85	78	88	80
Number of students tested	32	42	18	44	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV183