



# PART I - ELIGIBILITY CERTIFICATION

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12PV324

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

12PV324

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	27	19	46		<b>6</b>	11	23	34
K	20	24	44		<b>7</b>	21	19	40
1	15	14	29		<b>8</b>	13	22	35
2	12	19	31		<b>9</b>	0	0	0
3	18	26	44		<b>10</b>	0	0	0
4	15	28	43		<b>11</b>	0	0	0
5	12	26	38		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								384

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
3 % Black or African American  
9 % Hispanic or Latino  
2 % Native Hawaiian or Other Pacific Islander  
81 % 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: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	4
(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)].	7
(4)	Total number of students in the school as of October 1, 2010	418
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 4

Number of non-English languages represented: 2

Specify non-English languages:

Korean, Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 4

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: 1%

Total number of students served: 5

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

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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>28</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	97%	96%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

Corpus Christi School, established in 1960, is located in historic Wethersfield, Connecticut and borders the capital city of Hartford, Connecticut. Dedicated to the educational advancement of a diverse body of students in pre-kindergarten through eighth grade, Corpus Christi School (CCS) offers full-day instruction beginning in pre-kindergarten and has available after school care for its students. As of October 1, 2011, 384 students attend CCS, reside in twenty-two towns, and represent thirty-six parishes. CCS has opened its doors to international students who reside with host families located in the community. In the past three years, ten international students have enrolled at CCS. The mission statement of CCS is supported by all members of the school community.

*Corpus Christi School is a Catholic community committed to the education of children from an extended geographic area. Through the integration of traditional and modern teaching methods, students are inspired and guided spiritually, academically, socially, physically, and artistically. Incorporating Christian values and academics, the school strives to develop well-educated, socially responsible citizens who contribute to the world using their God-given gifts and talents.*

Daily prayer, the teaching of religion, and attendance at liturgical celebrations are integral components of students' lives that guide them in their decision making. Student council is very popular among students. Members of the CCS Student Council are committed to providing social service to the community through fund-raising and service oriented activities. Local and national charities are the recipients of its efforts. Recently, \$12,000 was raised and donated to the Juvenile Diabetes Research Foundation through a school-wide walk for juvenile diabetes. Donations have been made to Honduras Aid, victims of Hurricane Katrina, Autism Speaks, Memorial Sloan-Kettering Cancer Center, the Pat and Jim Calhoun Cardiology Center, the American Cancer Society, the Wethersfield Food Bank, and many others.

Additionally, first grade teachers have undertaken the collection of books and toys to be donated to the Village for Children and Families. This activity culminates with a school-wide assembly paying tribute to Dr. Seuss where older students read with younger ones.

Support for U. S. troops includes the sending of cards to troops as well as various collections of needed items and participation in Operation Gratitude where students collect and send Halloween candy to troops overseas. Over the past five years, 1,450 pounds of candy were sent to the troops.

Corpus Christi School is accredited by the New England Association of Schools and Colleges (NEAS&C). The school's high standardized test scores can be attributed to the rigorous curriculum students are exposed to beginning in pre-kindergarten. Additionally, Spanish language instruction begins in kindergarten. Many graduating students enter high school having completed Spanish I and Algebra I classes. Furthermore, graduates earn a tremendous amount of scholarship and financial aid money from various private high schools. Last year, graduates were offered more than \$100,000 in scholarships and aid.

A profusion of extracurricular activities is accessible daily to students. Students in grades five through eight participate in organized basketball and soccer programs supported by the school's athletic program. In 2011, the school's varsity boys' basketball team won the New England Championship title. More than sixty students in grades four through eight participate in the school's band program. Lessons are taught during the school day. Three band programs meet for practice before or after school. In addition to two school concerts, band students have the opportunity to perform at several venues outside of school including the Connecticut State House and Lincoln Center in New York City.

Students in grades six through eight can also participate in several clubs. In addition to student council, drama club is another popular club. The drama club caps the school year with a musical production performed for the public. Additionally, CCS supports an after school math club, homework club, and art club. An informal book club meets during lunch period for interested middle school students. Elective instruction in the French language is provided weekly before the start of the school day.

Support for students who qualify for the Johns Hopkins Center for Talented Youth (CTY) program is available on a weekly basis after school. Students can register to take standardized tests; students in grades seven and eight elect the SAT and/or the ACT. Each year, CCS students have achieved scores that qualified them for state recognition at a ceremony honoring students' achievements.

Technology is embraced by CCS. Computers and projectors are found in every classroom. The computer lab has available thirty laptop computers. Also, a portable cart houses thirty laptops for use throughout the school. In addition, interactive whiteboards are available throughout the building. Parents and students can access homework and grades online via the school's website. Moving away from the traditional textbooks, the school has begun to utilize online textbooks.

### 1. Assessment Results:

Corpus Christi School administers standardized assessment batteries to all students in pre-kindergarten through grade seven to assess knowledge of skills. The Iowa Tests of Basic Skills (ITBS) provide a comprehensive evaluation of student progress in grades three to seven. This assessment battery measures critical thinking skills in all content areas – reading, language arts, mathematics, social studies, science, and sources of information. The ITBS, Levels 9 – 13, are administered annually in March. While all students in grades three through seven are assessed in the core battery of tests, only third grade students are assessed in the areas of listening and word analysis. Fourth and sixth grade students are assessed on sources of information with the sub tests of maps and diagrams and reference materials. Students in grades five and seven are assessed in the areas of science and social studies.

The Cognitive Abilities Tests (CogAT) are administered to students in grades five and seven. These tests assess students' abilities in reasoning and problem solving and are administered with the ITBS in order to provide predictive achievement scores. The CogAT verbal, quantitative, and nonverbal assessments provide documentation on how students think and learn and are indicators of success in school.

At CCS, acceptable performance levels are determined by evaluating and analyzing the outcomes of both the ITBS and CogAT assessments. Student ITBS scores that reflect grade level or above grade level proficiency are considered acceptable to the school's standards as well as scores that meet or exceed predicted achievement levels. CogAT Standard Age Scores (SAS) for fifth grade and seventh grade students in the average range (88 - 111) and higher are considered to be proficient to the school's standards.

The administration of CCS thoroughly analyzes the performance data provided in the aligned ITBS and CogAT score reports. Data from these two test batteries provides a comprehensive assessment of the trends in student development within each test area, areas of strength and weakness, and year-to-year growth in the basic skills.

For the past five years, proficiency in mathematics has remained strong. With the exception of grades three and six in 2009, all grades for the past five years have student norms that equate to the 85th school percentile indicative of high performance in mathematics. CCS attributes its consistently high performance in mathematics to a challenging, foundational program in the primary and intermediate grades that transitions into ability based, small groups in the middle school. Students in grades six through eight are assigned to classes that challenge each student in an age appropriate environment. This includes leveled instruction and personal attention to meet the needs of students at various levels of mathematical development including advanced placement in Algebra I. In 2009-2010, the program benefited from an additional teacher. CCS supports the CTY program by offering advanced mathematics enrichment for accelerated students in grades five to eight. The school integrates technology into mathematics by subscribing to site licenses for instruction and enrichment. Other factors that contribute to student success are teacher and student tutorial sessions, and an extracurricular math facts club devoted to mastering basic math facts and concepts.

Throughout the past five years, growth in reading has ranged from moderate to high performance. In 2008, overall reading scores were the lowest in five years and a decline continued in grade five in 2009. One contributing factor to this decline was less focus on basic literacy skills and greater emphasis directed on developing a love of reading. In grade five, emphasis was placed on reading novels and participating in literature circles. When this method was first initiated, while valuable, it appeared to create an environment where the love of reading surpassed skill development. In 2009, after analyzing the ITBS

test results, a faculty decision was made to focus attention on balanced literacy to ensure the integration of reading and writing skills.

Throughout the school year, nationally recognized educators provided professional development in results oriented methods and coaching for improving literacy and writing skills throughout the school year. The school goal directed at improving literacy skills resulted in a gain the following year. Additional professional development workshops devoted to differentiated instruction significantly modified the ways teachers attained the same academic goals for all students while allowing for differences in learning styles. Through a wide variety of strategies and collaborative student activities, classrooms became more student-centered. Since 2008, reading scores have steadily improved each year. Student norms aligned with the 85th school percentile were achieved by grades four, six, and seven in 2009, by grades four through seven in 2011, and by all grades, three through seven, in 2011.

During the past five years, Professional Learning Communities (PLC) were established to effect change. PLCs occur monthly and are instrumental in allowing teachers and administrators an opportunity to share strategies, professional research, and best practices in the implementation and attainment of school goals. Since their inception, PLCs have contributed significantly to student gains in reading due to teacher collaboration and shared best practices in supporting the success of students.

## **2. Using Assessment Results:**

Corpus Christi School uses its assessment results to apprise its faculty, parents, and the school community of indicators relative to school growth and student progress in each grade. Assessment results are used to improve areas of weaknesses across grade levels, and with individual students, and are also used to determine best practices in instruction to promote academic excellence. This is one component of the school's mission of educating the whole child. The evaluation and analysis process is tiered so that analytical and collaborative decisions that represent the school, the students, and the parent constituencies can be implemented effectively.

The first tier of assessment occurs at the administrative level where the data is thoroughly examined across grade levels and inclusive of every student. The aligned results of the ITBS and CogAT provide comprehensive documentation relative to school and student growth.

The analysis of CogAT Standard Age Scores (SAS) for grades five and seven indicates whether students' cognitive skills are adequate for attaining curriculum standards. The CogAT also allows the administration to assess the differences between Grade Equivalent (GE) and Predicted Grade Equivalent (PGE) data to determine if instruction is challenging students to work up to and beyond their potential. Analysis has revealed that students in grades five and seven in the past five years have GE scores higher than their PGE in all but two instances. Classroom summaries are evaluated and compared to the building summaries to determine the strengths and weaknesses at each grade level. The disaggregation of data provides a comprehensive evaluation of student and group achievement which is then communicated to the faculty, staff, and the school community. These results are used to promote collaborative discussion, analysis, and decision making among these constituencies.

Following administrative review, the second tier of assessment occurs between the administration and the faculty. Software provided by the test publisher allows teachers and administrators to thoroughly analyze the test results. Vertical and longitudinal displays of student progress in reading and mathematics graphically illustrate the changes over time as students progress from grade to grade in these disciplines. Language skills are tracked to show how students have consistently remained at the 96th to 99th percentile during the past five years. Subsequently, goal setting is an outcome of this evaluation.

Assessment results are used to improve student instruction and student learning. At the first faculty meeting of the school year, all teachers (K-8) receive goal sheets for reading and mathematics

instruction. Teachers in grades three through seven receive ITBS testing data indicating specific areas in mathematics and reading that are below the national average. These are areas that will need special focus and improvement during the year. Student ITBS results from the previous year are distributed to the current teacher for immediate evaluation of student performance. Students who appear to be in need of remediation are noted so that their needs may be addressed immediately. These results are used to adapt teaching to the levels of the students and to individualize instruction. In January, the assessment results are revisited to assess midyear progress.

The third tier of assessment communication is directed to the parent and student community. The administration presents data to the school board using school percentiles and GE scores. At a later date, this data is presented to the school board where it then becomes part of a presentation to the parent community in June. The school board president prepares a report highlighting the school's accomplishments for the year and its academic growth. The school distributes student score summaries that are both numerical and narrative to inform parents of student progress.

Assessment data drives instruction. When scores indicate that growth is not occurring as predicted, collaborative strategies are discussed and goals are formulated to address the deficiencies. An example of this was the implementation of differentiated instruction to address the various styles of student learning which seemed to be a factor in the reading results. Assessment data supported the decision to implement a new reading series in the intermediate grades.

Assessment data is one factor used in determining student placement in an academic group. This data is used in assigning students in grades six through eight to small, leveled classes in mathematics and literature. Standardized assessment scores determine eligibility for the CTY enrichment program. Assessment data is also used to improve student performance. Standardized test scores are used in Planning and Placement Team (PPT) evaluation meetings, and testing data is used for evaluation for services under Section 504.

### **3. Sharing Lessons Learned:**

Corpus Christi School shares successful strategies with other schools in the Archdiocese. In October of 2011, CCS hosted an Archdiocesan Catholic Educators Curriculum Conference for 350 Catholic school elementary and middle school teachers. Dr. Robin J. Fogarty, a national and international presenter, spoke about assessments, best practices, and methods related to formative assessments to increase instructional effectiveness and provide improvements in student learning. A portion of the day was spent in small group sessions where CCS teachers shared best practices in classroom instruction specifically designed to address each teacher's specific subject area or grade level.

Two CCS teachers serve on the distinguished Archdiocesan Curriculum Commission where successful teaching strategies are shared and presentations are given. A veteran fourth grade teacher has presented best classroom management practices for new teachers in the Archdiocese of Hartford for the past two years. She was also a featured presenter at the Catholic Education Curriculum Conference for fourth grade teachers. CCS mathematics teachers in grades five through eight attend vertical sharing meetings with the local Catholic high school mathematics teachers. Attention is given to the smooth transition of students into high school level mathematics classes especially in the area of algebra.

Communication and shared practices from teacher-to-teacher and school-to-school occur when teachers visit other schools. The technology coordinator has had the opportunity to meet with other teachers in the same field before purchasing equipment for the school.

The principal is in her second term as a representative for the Principal's Advisory Council for Elementary (PACE) schools which meets four times per year. In this capacity, the principal presents suggestions and concerns for discussion to the Superintendent and Assistant Superintendents. It is the

responsibility of the principal to disseminate information that was exchanged at that meeting with all principals within the Hartford area.

The principal of CCS attends Curriculum Conversations sharing sessions with other principals in the Archdiocese of Hartford. These meetings provide an opportunity for exchanging best strategies with area colleagues to collaboratively exchange successful curriculum strategies.

The principal of CCS often serves as a chair for visiting committees for schools seeking accreditation through the NEAS&C. Two other teachers serve on visiting committees. These faculty members have the opportunity to share best practices in education with colleagues both in and out of state.

#### **4. Engaging Families and Communities:**

Corpus Christi School recognizes that providing easy and reliable communication between the home and school is essential for success. The school's website is instrumental in uniting the school, family, and community through mission supported links into all facets of student and school life. Parents can access teacher email accounts and the school newsletter, *The Wednesday Headlines*, on the website.

A portal on the website keeps parents apprised of student progress. Through accessing the portal, parents can view their child's grades and assignments. The annual *Back to School Night* meeting in September was dedicated to educating parents about this valuable feature.

Corpus Christi School provides strong interaction between school, families, and community. The school invites parents, families, and the community to attend a multitude of student events and school functions. These occasions highlight the talents of the students, the variety of opportunities available to all students, and project a strong image of a collaborative, supportive, school community.

The town librarian serves as a community link with the school. She visits the preschool and kindergarten classes to read and deliver books. Middle school students visit the public library where the librarian conducts sessions on using the library for research and conducting research in the library on the internet.

Officers from the Wethersfield Police Department conduct the Drug Abuse Resistance Education program for students in grades two, four, and five. Youth officers build community ties with the students while teaching life skills necessary for resisting involvement with drugs, gangs, and violence.

The Corpus Christi After School Program (CCASP) provides school families with a safe and reliable child care center for students in pre-kindergarten through eighth grade. The CCASP will accept any family who needs this service. There are approximately one hundred students in this program.

The resources of a full time nurse and student support adviser engage students, families, and the community in the physical, social, and emotional health issues that affect the development of students in their interactions with others. The student adviser offers strategies, guidance, and support in areas such as death and dying, divorce and separation, and social acceptance and serves as a liaison between students, teachers, parents, and the administration.

Drama club, art club, book club, homework club, student council, band, basketball and soccer teams are among the many extracurricular activities and clubs that further strengthen the home and school relationship and connection to the community.

## 1. Curriculum:

Corpus Christi School employs a mission driven curriculum committed to the education of all children in order to develop well-educated, socially responsible citizens. The curriculum for all subjects follows the standards based curriculum established by the Archdiocese of Hartford Office of Catholic Schools and is aligned with benchmarks established for college and career readiness.

Religion is an integral part of the daily life at CCS. Instruction and prayer occur daily. Students participate in planning liturgical celebrations throughout the year. More importantly, students learn and live their faith daily. Faculty members inspire and guide students spiritually, incorporating Christian values to help develop well-educated, socially responsible citizens. Social action is a main component of the CCS community.

The reading/language arts curriculum focuses on student development to promote literacy and foster a lifelong love of reading and writing. All aspects of communication including reading, writing, speaking, and listening are incorporated into the curriculum. The reading program at CCS emphasizes the teaching of reading comprehension skills in order to arm students with the tools necessary to become confident, successful readers. As students move through the grades, they become proficient in phonemic awareness, decoding skills, and comprehension, eventually utilizing higher level thinking skills. Independent reading is incorporated in all grades. Writing across the curriculum is practiced throughout the grades.

The mathematics curriculum introduces students to the idea of numbers at an early age. Basic computation skills are taught, and as students become proficient in their basic skills, more advanced, critical thinking skills and applications are presented.

The science and health curriculum includes earth, life, and physical science disciplines. In addition to their classrooms, teachers have the use of a dedicated laboratory for science. This room is fully stocked with the tools necessary for science exploration and experimentation.

The focus of the social studies curriculum is to develop responsible citizens who understand the need to contribute to society. Kindergarten students begin their study with an understanding of community. To help students grow in their knowledge of the world around them and gain a more global perspective, the curriculum builds each year to include history, world cultures, geography, civics, and economics. Students in grades seven and eight also take an in-depth study of U. S. History.

Art, music, band, and drama club enrich a student's experience at CCS. Every student is involved in some formal participation of the arts. Art shows, choral concerts, band concerts, and drama presentations engage students in the arts at CCS.

The physical education curriculum encourages students to develop overall good health through exercise and proper nutrition. All students from pre-kindergarten through eighth grade participate in physical education. Through the guidance and instruction of a teacher, students participate in games and activities aimed at developing and encouraging good health and good sportsmanship.

The technology curriculum is integrated across all subjects and throughout all grades. Teachers utilize and teach technology often and wherever it assists in student learning. In the utilization of technology, students are also taught computer skills such as word processing, spreadsheets, and PowerPoint presentations. Students are also guided in the proper use of the Internet. Classroom teachers and/or the technology coordinator provide the instruction.

Spanish instruction occurs in grades kindergarten through five, thirty minutes per week. Grade six is allotted eighty minutes per week and grades seven and eight are allotted 160 minutes per week. The curriculum includes an in-depth study of vocabulary and grammar as well as conversation and accurate pronunciation and usage, culture, and art. Corpus Christi School is in compliance with the program's foreign language requirements.

## **2. Reading/English:**

The reading curriculum at CCS was chosen because of its alignment with the standards based curriculum as established by the Archdiocese of Hartford Office of Catholic Schools. The goal is to promote literacy through the mastery of a complex array of skills required for reading comprehension.

The youngest students are introduced to a strong, traditional phonics based approach to literacy and are immersed in phonemic awareness. The program teaches decoding skills as well as comprehension strategies and writing skills.

As students progress through the grades, the emphasis continues to be on teaching reading comprehension skills and fluency. Whole group and small group instruction as well as the use of leveled readers ensures that students are instructed according to their appropriate levels for reading. The use of interactive whiteboards, paired reading, graphic organizers, and literature circles engages students and promotes the development of reading comprehension skills.

The school recognizes the need to continually reevaluate the reading program and does so annually. To that end, a new reading series was purchased and introduced in grades two and three in 2011 and will be incorporated into grades four and five in the next school year. A new reading series was introduced in kindergarten in 2009 and in grade one in 2010. CCS is committed to providing experiences with authentic literature for all students.

The program for middle school grades introduces students to all genres of literature and helps them master the vast array of complex skills needed for comprehension through the practice of specific skills. As students read selections, they recall information, and are called to interpret, analyze, infer, question, summarize, and reflect. Specific literary terms, styles, and structures are also featured. Through guided and independent practice, students are challenged to apply higher level thinking skills to improve comprehension. Students are introduced to authors and are provided an opportunity to share their knowledge and develop background information to assist with comprehension. Required summer reading has been instituted for the middle grades.

Independent reading is a critical part of the curriculum in all grades. Individual reading levels and interests are supported through independent reading. Students select appropriate reading material with the assistance of the teacher who guides them in their selections based on their interests and reading levels in an effort to provide motivation and instill confidence.

## **3. Mathematics:**

The mathematics curriculum at CCS aligns with the standards based curriculum as established by the Archdiocese of Hartford Office of Catholic Schools. The goal is to help students become problem solvers by promoting logical and abstract thinking to ensure career and college readiness.

Corpus Christi School uses a spiral approach to the teaching of mathematics with skills introduced in pre-kindergarten with a continuation of the building and reinforcement of skills through grade eight. A systematic approach to the practice of basic skills occurs wherein math drills begin most classes. In addition to basic computation skills, problem solving skills are emphasized and practiced in all grades. Textbooks are supplemented with many hands-on manipulatives. Learning aids such as number lines,

graphs, calculators, and scales are readily available to the students. Additionally, interactive white boards, computers, games, and small group instruction are used in the teaching of math concepts and the reinforcement of skills to ensure that all learners have the opportunity to achieve success.

Corpus Christi School understands that instruction must be differentiated to address the many learning styles of students. In addition to differentiated strategies, one-on-one multi-sensory instruction is provided, as needed, during class and before and after school.

Middle school students are placed into one of three academic groups allowing the teacher to differentiate the lessons for each group resulting in extra drills and practice for lower performing students, while higher achieving students are provided the opportunity to proceed at an advanced pace. As a result, many eighth grade students will have completed Algebra I before entering high school.

The pacing of the curriculum ensures that math concepts for every grade are completed each year. The teaching of math is often discussed among faculty members availing them of the opportunity to share best practices to maximize the students' learning.

Corpus Christi School believes that data driven instruction is most beneficial for student learning. For this reason, various strands of math are analyzed through the use of ITBS reports to ensure that all strands are fully covered. Also, both formative and summative assessments are used and analyzed to further assist teachers in understanding the strengths and weaknesses of the program.

Corpus Christi School provides programs for students performing above and below grade level. An after school math club is available to students, and those who qualify for the CTY program are afforded advanced math classes.

#### **4. Additional Curriculum Area:**

The visual and performing arts curriculum is truly a strength of CCS. In addition to formal instruction in art, music, and band, every student, from pre-kindergarten through grade eight, participates in at least one of the arts' extracurricular performances.

Corpus Christi School employs two teachers in the area of visual art instruction and has a well equipped, dedicated classroom for the teaching of art. Students learn the elements and principles of art and explore various artists, cultures, periods, and styles, while enriching their knowledge and appreciation of the arts through creative, personal expression. Art club is offered as an extracurricular activity.

Students' creative expression culminates in the annual art show in which all students participate. This is a great undertaking for the school. At least one outstanding piece of art work from each student is entered into the art show. The halls of CCS undergo a metamorphosis as students' masterpieces are adorned on the walls, in glass cases, and on tables aligning the school.

Two teachers and a separate classroom are dedicated to the teaching of music. The room is well equipped with many school-owned band instruments. The musical talents of the students are utilized by the school to enhance liturgies, school assemblies, and to entertain at many outside venues.

Students in grades four through eight may elect to participate in the school's band program with instrumental lessons taught during the school day and band practices occurring either before or after school. CCS band offerings include cadet, intermediate, advanced, and a distinguished jazz band. Many CCS students audition for, and are awarded, first chair in the vast array of regional band programs.

A drama club is available to students in grades six through eight after school. Students may audition for parts in the selected musical production or may participate in other ways behind the scenes. Students are

responsible for every aspect of the production. In addition to performing on stage, members of the drama club create their own costumes, design and create their sets, and run the lighting and sound systems.

The performing and visual arts program of CCS has inspired students to seek additional opportunities within the arts. A former teacher offers private art instruction to interested students. Others become involved in local community theaters and choral groups. The arts program has played a very important role in students' choices for high school and personal career choices.

## **5. Instructional Methods:**

Teachers at CCS integrate both traditional and innovative best practice teaching methods to provide students with the necessary tools to achieve their greatest potential. Teachers understand and appreciate the need for differentiation in instruction. Differentiated instructional strategies target the diverse intelligences and learning styles of the students and allow them to reach their potential, thus increasing their motivation and self-esteem. For students who present with learning disabilities or medical conditions that affect their learning, teachers modify instruction to meet the goals as stated in the service plan or 504 plan.

Teachers employ the use of strategies such as direct instruction, small flexible group instruction, one-on-one instruction, cooperative learning, hands-on-activities, peer learning, role playing, and modified assignments. Materials may include textbooks, computers, LCD projectors, interactive white boards, manipulatives, learning centers, and study guides. Textbook companies provide technology resources and CCS purchases a myriad of educational software licenses of which the teachers avail themselves. These resources provide a wealth of information for teachers, and students are able to work at their own pace.

Assessments are also varied to help provide for opportunities of authentic learning based on each student's needs and talents. Rubrics are widely used in all grades across the curriculum. Through the use of rubrics, students understand the criteria for evaluation and thus know what is necessary for appropriate levels of performance. Debates, skits, PowerPoint presentations, essays, research papers, poetry, journals, and other forms of creative expression are employed for assessment.

Meaningful field trips are used to enhance lessons. Seventh grade students read *A Christmas Carol* by Charles Dickens and enjoy a trip to a popular production of *A Christmas Carol*. In addition to viewing a professional performance, students learn about the preparation necessary to stage a professional production. Additionally, Broadway plays, cultural performances enhancing the Spanish curriculum, visits to museums in Connecticut and Massachusetts, as well as, the Hartford State Capitol and the State Library reinforce the social studies and science curricula, all promoting opportunities for students to enrich their learning. Creative arts performers and other educational groups are employed and bring their expertise to CCS. The science curriculum is enhanced by student participation and programs provided by the Hartford Science Center, the Boston Science Museum and Aquarium, and the Mystic Marine Life Aquarium.

## **6. Professional Development:**

Corpus Christi School strives to provide meaningful and on-going professional development for the faculty members that matches their needs and the goals of the school. Teachers are required to attend at least four days of professional development per year offered by the school and the Office of Catholic Schools. These four days include two days of faith formation and two days of professional development reflecting current trends in education such as the need for differentiation in instruction, the teaching of reading and writing, assessment, and technology.

A recent workshop on differentiating reading instruction included a supplemental follow-up from a literacy coach who provided two additional days of observation and feedback to teachers on the

implementation of differentiation in the classrooms. As a result, teachers were able to address the specific needs of students and help them achieve proficiency in literacy.

Teachers have also benefited from sharing their ideas with faculty members from other schools in the Archdiocese. Two faculty members serve on the Archdiocese Curriculum Commission and, in this capacity, often are invited to provide training for faculty members from CCS and other schools in the Archdiocese. The principal and two teachers are trained to chair and to participate on accreditation visiting committees for NEAS&C. The principal regularly attends Curriculum Conversations sharing sessions with other principals provided by the Office of Catholic Schools. These sessions provide valuable information on current thinking in education.

The PLCs afford the faculty ample time to address students' needs. Specific days throughout the school year are allocated for PLCs where teachers share their strategies, knowledge, and expertise with their colleagues. This year's focus is on meeting the needs of particular students who struggle to master the school's core curriculum. Teachers meet with their grade partners and teachers above and below their grade levels to discuss student data and strategies to implement in their classrooms.

Teachers at CCS are state certified and many have attained, or are in the process of attaining, their master's degrees. Teachers are supported and have the opportunity to attend workshops of their choice. These workshops, and the obtaining of continuing educational units, lend to the professional growth of each teacher to ensure continued teacher quality and effectiveness. All professional development opportunities lend to best practices that directly result in higher achievement for all students.

## **7. School Leadership:**

The Office of Catholic Schools oversees all schools within the Archdiocese of Hartford. CCS is a parish elementary school employing a principal and a part-time assistant principal. They are directly accountable to the pastor of the parish. The school has a twelve member advisory school board including the principal and pastor.

The principal has been the administrator at CCS for twenty years and holds an advanced degree in Administration and Supervision. The principal has twice received the National Catholic Educational Association (NCEA) Distinguished Principal of the Year award.

Among other duties, it is the principal's role to oversee the educational program and to ensure that best practices are adhered to in the instruction of students. The principal routinely supervises classrooms and monitors lessons plans to ascertain that the curriculum standards are being addressed. It is the responsibility of the principal to enforce all policies and procedures as directed by the Office of Catholic Schools. The principal ensures that all members of the school community are familiar with the mission statement of the school and informs them of school policy as written in the parent/student handbook and the faculty handbook.

Philosophically, all levels of governance work in cooperation with each other. In keeping with the mission statement of the school, the administration of the school regularly meets with the faculty members, parents, and school board and welcomes input from the school community regarding instruction and the daily running of the school. Annually in June, parents and faculty are asked to attend a presentation jointly sponsored by the school principal, the school board, and the Home and School Association, a parent organization without governing authority. At this presentation, the school's accomplishments for the year and plans for the future are addressed. This open meeting allows all members of the school community to share in the discussion concerning the school and to hold those in governance accountable.

The school's leadership ensures that resources are spent to benefit student learning. One example is evidenced by a school board member with expertise in the area of technology sitting on the school's technology committee. This representative collaborated with the faculty to assist them in choosing an online U. S. History program for the middle school. This decision, with budgetary implications, was well accepted by the school board and embraced by the teachers. Ultimately, students' needs drive the decision making process.

# PART VI - PRIVATE SCHOOL ADDENDUM

12PV324

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>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>
K	1st	2nd	3rd	4th	5th
<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$2600</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4639

5. What is the average financial aid per student? \$758

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	69	68	69	73
Number of students tested	40	43	43	46	35
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	70	70	70	70
Number of students tested	40	43	43	46	35
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	70	75	78	82
Number of students tested	38	42	48	40	44
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	71	73	67	79
Number of students tested	38	43	48	30	44
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	71	74	72	77
Number of students tested	42	47	30	43	50
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	72	66	67	77
Number of students tested	42	47	30	43	50
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	70	74	68	71	77
Number of students tested	44	29	44	49	26
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	74	70	77	76
Number of students tested	44	29	44	49	26
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	70	74	77	81
Number of students tested	34	39	52	24	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS

Edition/Publication Year:  
A/2001

Publisher: The Riverside Publishing  
Company

Scores reported as:  
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	74	78	70	78
Number of students tested	34	39	52	24	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV324