

PART I - ELIGIBILITY CERTIFICATION

12PV89

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

12PV89

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 3

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	47	41	88		6	14	12	26
K	10	14	24		7	14	13	27
1	14	11	25		8	8	3	11
2	15	11	26		9	0	0	0
3	20	12	32		10	0	0	0
4	15	9	24		11	0	0	0
5	12	12	24		12	0	0	0
Total in Applying School:								307

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
2 % Black or African American
5 % Hispanic or Latino
3 % Native Hawaiian or Other Pacific Islander
78 % White
5 % 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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(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	307
(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: 3%

Total number of ELL students in the school: 5

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Portuguese

9. Percent of students eligible for free/reduced-priced meals: $\frac{2\%}{6}$
 Total number of students who qualify: $\frac{6}{6}$

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: $\frac{2\%}{8}$
 Total number of students served: $\frac{8}{8}$

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>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>1</u>
Total number	<u>18</u>	<u>13</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: 25:1

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	95%	96%	96%	96%	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?

The mission of Saint Joseph School is to continue the rich tradition of Catholic education upon which our school was founded. We are a family-oriented school. Our administrators, staff, and clergy remain firmly committed to nurturing every child and supporting their academic growth, while instilling a strong sense of Christian values within a diverse community.

Fundamental to the success of Saint Joseph School are the Gospel values that underscore every decision and interaction as it affects this learning community. Gospel values are infused throughout all curriculum areas so they become an integral part of the school culture. Religious and cultural diversity permeate all curriculum areas so all students are accepting and respectful of each other. Students prepare academically, socially, culturally, and spiritually to become lifelong learners as morally upstanding individuals in a global society.

A challenging curriculum incorporating the Common Core State Standards has become a priority to ensure the high quality of academic excellence that has put Saint Joseph School on the map. Disciplined learning, collaboration, inclusion, compassion, and civility are paramount in the mission to ready students for success at regional, private, or Diocesan high schools. The educational process is supported by a superb technology program that incorporates project-based learning including the use of laptops, SMART Boards, and a fully networked community. This enables exceptional online collaboration between teachers, parents, students, and staff. Currently a technology initiative is underway for the purchase and implementation of iPads with their related applications and SMART Tables for Pre-K through 8th grade.

Saint Joseph School has consistently improved student performance over the last five years. In any given year, outstanding Saint Joseph School students hold the distinction of being among the top entries in the Connecticut State Science Fair. Several students have been Johns Hopkins Scholars. Others have advanced through several levels in local, state, and national Spelling Bees, Geography Bees, Writing Contests, and History Days. In addition to participating in the school wide STEM (Science Technology Engineering and Mathematics) program students have been involved in Math Olympiads and First Lego League Robotics Team.

Many Saint Joseph School students have been ranked among the top of their high school graduating classes. Graduates are currently attending, or have been accepted at top universities including, University of Virginia, Notre Dame, Villanova, William & Mary, U.S. Naval Academy, and others. Several have been granted numerous awards, internships, and scholarships from local service organizations as well as major corporations like IBM and Boehringer Ingelheim.

Students may learn by the book, but live by the heart, and Saint Joseph School excels at nurturing the “whole” student in a safe, healthy environment. Personal responsibility and caring is taught through community service and mentoring programs, including a “buddy” system where upper grade students escort the younger grade students to weekly mass, teaching role-model leadership, and building bonds across generations that elicit pride and respect. Educational field trips, participation in Junior Achievement, multicultural fairs, and charity drives, further promote a sense of learning.

Extracurricular activities allow for fun and social development, and introduce elements of teamwork and competition. These include track and field and basketball programs for both boys and girls at multiple grade levels, coupled with a cheerleading squad to create a comprehensive athletic program. Ambitious theatre productions, choral concerts, and talent nights make up an impressive performing arts program, nurturing performers who have gone on to perform at semi-professional levels. Student council roles are available to those with leadership potential and aspirations. Enrichment programs such as chess, art club,

etiquette, newspaper, yearbook, cooking, and liturgy delivers a full complement of additional learning opportunities.

The spirit of volunteerism is modeled by Saint Joseph School parents, faculty, staff, and clergy who are caring stewards. A Home School Association(HSA) drives fundraising activities – often centered around Parish events like the Carnival, Golf Tournament, and Ladies Night Out. The members of the HSA collaborate closely with the Parish and a volunteer School Advisory Board. Managing Saint Joseph School as a business, the Advisory Board is tasked with developing a strategic plan and setting tuition rates to balance the budget and achieve complete financial independence.

Since 1995, Saint Joseph School has continually maintained accreditation by the New England Association of Schools and Colleges. Most recently Saint Joseph School submitted its strategic plan which was approved.

Saint Joseph School remains successful because it is a caring, inclusive Christian community whose doors – and that of the principal’s – remain open. Every issue and opportunity is guided by Gospel values and in the context of “will it prepare them for college, careers, and life?” To date, the answer has been a resounding “Yes!”

1. Assessment Results:

Analysis of standardized test results is a multi-faceted process at Saint Joseph School. Saint Joseph School's approach to assessment is directly linked to the school's mission and is in alignment with its plan of improvement. Saint Joseph School's mission of academic excellence for all students begins with a thorough evaluation of assessment data. Initially the principal disseminates school-wide data to determine areas of strengths and weaknesses across all grade levels. PLC teachers then receive individual student reports, profile narratives, and an ITBS class summary. Teachers then analyze results of student performance on specific sub tests. These teams utilize the D3M process to analyze data to create SMART goals, and develop a vertical and grade specific goal and objective action plan. This allows for implementation of effective instructional strategies to ensure support for every student to improve school performance. These teams make decisions collectively by building on shared knowledge for best practices, focusing on issues and questions that most impact student achievement. Strategies include individualized academic work plans, accelerated programs, tutorials, study skills programs, differentiated instruction, flexible grouping, and horizontal and vertical articulation. This process identifies specific strengths and areas of improvements and helps evaluate progress toward completion of the plan of improvement.

The data from ITBS serve three purposes. First, the results are used to disaggregate data for each student to determine and meet the needs of individual students' strengths and weaknesses. Second, the results enable faculty members to work collaboratively to set instructional goals for their class. Finally, data compiled using ITBS scores enables teachers, with the assistance of the principal, to establish student trends and to monitor student year-to-year growth. Additionally, the principal and the faculty use these scores to determine and implement school-wide goals. These results provide information that is helpful in determining learning objectives and procedures, choosing instructional materials, and creating an effective learning environment. After analyzing each student's performance, teachers are able to tailor their instruction to meet the needs of each student.

Student assessment is ongoing and regularly includes traditional tests and quizzes, classroom work, standardized tests, and other research-based assessments allowing for a thorough and accurate analysis of student achievement, regardless of learning style.

Each year, the teachers of Saint Joseph School review the curriculum maps and Common Core State Standards in light of students' performance. If there are deficiencies, the maps are reviewed and modified so the students' needs will be met. The mapping process is consistent, flexible, and continuous, enabling each teacher to share best practices among all teachers in the Diocese.

Assessment results are also used in creating Private School Service Plans and 504 Plans to improve student learning and classroom instruction. Through team meetings and recommendations, accommodations are made in the classroom. Examples include preferential seating, one-on-one tutoring, repetition of directions, and support whenever needed in the curriculum and school day. Through the use of formal assessment data, Saint Joseph School provides accelerated as well as remedial instruction based on the needs of the students. The goal is to make available a challenging curriculum, which meets the needs of all students, inspiring them to become life-long learners.

Effective parental communication of assessment results is accomplished through conferences, progress reports, weekly communication folders, meetings, and report cards. ITBS results are communicated to parents in late spring via the profile narrative; which is a detailed report of student performance. Parents are encouraged to meet with the principal and their child's teacher for clarification of results and to create

individual academic plans if needed. Mid-term progress reports and quarterly report cards are sent home to communicate student performance. Parent-teacher conferences are another means of communicating assessment results. Conferences give parents and teachers an opportunity to work together as partners to ensure the student's academic success.

Student academic achievement is recognized through a variety of publications and media. Quarterly honor roll recognition is listed in the principal's newsletter, church bulletin, school website, and a list is generated and presented to the mayor's office, for student congratulatory recognition.

2. Using Assessment Results:

Saint Joseph School is part of the Diocese of Bridgeport which educates approximately 10,000 students birth through grade twelve in thirty-eight schools throughout Fairfield County, Connecticut. To a great extent, the school shares its successes, goals, and aspirations with the other Pre-K through eighth grade Diocesan schools in Fairfield County. The school also collaborates with the Danbury Public Schools to discuss academic expectations for students entering high school, thus ensuring that the curriculum is adequately preparing students for this next step in their education.

As part of the 20 person diocesan infusion team the technology coordinator at Saint Joseph School helped to implement the STEM program to all the schools in the Diocese of Bridgeport. A curriculum map was created during several professional development days based on a program called-Engineering by Design to facilitate project-based learning in diocesan as well as Pre-K through eighth grade classes at Saint Joseph School.

Teachers meet regularly with other Diocesan Pre-K through eighth grade schools in the region on topics such as literacy, integration of technology, curriculum mapping, and in crosswalking and integrating the Common Core State ELA and Mathematic Standards. Saint Joseph School continues to participate in diocesan-wide curriculum reform and enrichment efforts in mathematics, literacy, and science. These actions ensure that all diocesan schools offer high quality instruction that is aligned with state and national standards and that can be objectively assessed and evaluated for high quality content. In the beginning of the school year the Saint Joseph School principal facilitated a grade six CCSS math crosswalk with twenty plus Diocesan teachers. In the January 2012 monthly meeting, the Saint Joseph School principal will teach other principals how to implement CCSS science, reading, and writing standards in grade six through twelve content lessons.

Through the diocesan-wide curriculum mapping process, and subsequent alignment with the Common Core State Standards, teachers in all thirty-eight schools are provided the opportunity to share best practices and innovations in teaching and learning. Teachers have the opportunity to participate in ongoing program evaluation with other schools, working together to enrich and modify the curriculum to build a community of learners. Collaboration is encouraged and embraced whether it is among teachers in the school, other grade level teachers in the Diocese, or the local public and private high school teachers. Through these collaborative efforts teachers are empowered to improve instructions to meet each student's needs.

3. Sharing Lessons Learned:

Saint Joseph School is part of the Diocese of Bridgeport which educates approximately 10,000 students birth through grade twelve in thirty-eight schools throughout Fairfield County, Connecticut. To a great extent, the school shares its successes, goals, and aspirations with the other Pre-K through eighth grade Diocesan schools in Fairfield County. The school also collaborates with the Danbury Public Schools to discuss academic expectations for students entering high school, thus ensuring that the curriculum is adequately preparing students for this next step in their education.

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4. Engaging Families and Communities:

A strong sense of community exists within Saint Joseph School. Students are encouraged to participate in various service projects throughout the school year that benefit both the local and outlying communities. These include spirit days, where students pay \$1 to dress out of uniform for the day that benefits local charities. Other community service projects include Cards for Veterans, Shoeboxes for Soldiers, Downs Syndrome Awareness Day, cancer awareness through a project with Ann's Place, and the collection of food for Little Sister's of the Poor at Thanksgiving. These help instill school community, as well as respect for others.

Catholic identity is an integral part of Saint Joseph School. Participation in parish wide prayer services provide an opportunity for students to meet and pray with the parishioners of Saint Joseph Church. Weekly mass attendance and daily school prayer recitation solidifies our Catholic faith and unites the entire school community in God's love. Daily instruction of the dogma and tradition of the Catholic Faith increase student knowledge in order to put faith into action.

Saint Joseph School parents are actively involved in the school environment. As lunch moms, library moms and mystery readers, parents are an integral part of student success at Saint Joseph School. Our Home School Association (HSA) has successfully provided fundraisers as well as social events.

Familial and community engagement is a pivotal aim of St. Joseph School. Students participate in various prestigious academic state and national competitions and programs including Regional Spelling Bees, Connecticut Science Fair, and National History Day. Invitations are extended to various area businesses and community organizations. Through engaging collaborative projects, academic professionals are invited to enter the classroom environment and provide insight into various real world and academic situations. Such efforts have been conducted in conjunction with the Norwalk Maritime Center, Boehringer Ingelheim, Catholic War Veterans, Knights of Columbus, Elks Club and Junior Achievement programs.

Saint Joseph School employs a variety of communication methods, including letters, notes, email, and telephone calls to communicate both externally and internally to ensure that faculty, staff, students, parents, and parishioners are aware of school policies, activities, and achievements. Schoohoo, an automated calling system, is being utilized to notify parents of weather-related cancellations and safety concerns.

1. Curriculum:

Saint Joseph School presents a challenging curriculum that allows each student to reach their potential. The Connecticut State Standards, with input from diocesan teachers, were used to create curriculum maps in the following areas: Religion, English Language Arts, Mathematics, Science, Social Studies, Spanish, Art, Physical Education, Music, and Computer Technology. Currently the diocesan curriculum maps are being improved by cross walking Mathematics and ELA Connecticut State Standard-based maps with Common Core State Standards with an emphasis on identifying and prioritizing grade level learning progressions.

The Religion program recognizes the uniqueness of each child and instills a sense of belonging to family, home, school, church, and community. At all grade levels, students develop knowledge of sacred scripture, sacraments, Catholic doctrine, liturgy, and worship. The Gospel message of Jesus Christ is infused throughout the curriculum and into all aspects of student life. Students learn first-hand how to live a life of service to God by participating in school-wide community service projects that extend to local organizations as well as to the greater global community.

The English Language Arts curriculum develops reading, fluency, vocabulary, spelling and comprehension skills. Various forms of writing, listening, and speaking skills are developed throughout the continuum. The reading curriculum focuses on exposing students to a wide variety of reading genres, such as informational text and nonfiction that are integrated into areas such as Social Studies and Science. Upper grade students utilize critical thinking and analytical skills, responding to literature on a personal level and ultimately developing a lifelong love of reading.

The Mathematics curriculum is designed to develop fundamental computational skills, critical thinking skills, and problem solving skills. Students calculate multi-step operations, draw conclusions to make predictions, and interpret data. Manipulatives, computer games, small group instruction and one-on-one reinforcement are used. Classroom instruction is differentiated based on individual student's ITBS scores, Blue Ribbon scores, and academic aptitude. Blue Ribbon is an on-line formative assessment used to measure individual student progress at the beginning of the school year compared to the end of the school year.

The Science curriculum covers a wide variety of topics within the earth, life, and physical sciences. Students analyze, observe, explore, and discover with hands-on and inquiry-based lessons. Critical thinking skills are emphasized along with written and verbal communication of scientific information.

Students are progressively introduced to Social Studies concepts. In early grades, social studies emphasizes student understanding of communities and provides them with the foundation to become responsible citizens. The Social Studies curriculum develops student understanding of the elements of culture and civilization from ancient times to current times by integrating history with geography and economics.

Saint Joseph School is in compliance with the program's foreign language requirements. The Spanish curriculum at Saint Joseph School in grades three through eight recognizes that we live in a multi-cultural society. The curriculum covers vocabulary, structure, conversation and culture.

Art and Music are integral parts of the curriculum. In Art, students are exposed to a wide variety of approaches for personal expression to communicate ideas, feelings and knowledge through their art

images. Through Music education, each student develops a lifelong appreciation of music. Students may participate in band, choir, and drama.

Teachers coordinate lessons with the computer teacher to effectively integrate technology with thematic units. Weekly classes instruct students in a wide variety of software applications with an emphasis on the ethical and appropriate use of technology. Classrooms are equipped with computers and SMART boards. In addition, the computer lab engages students in learning experiences that incorporate technology.

Saint Joseph School offers age-appropriate activities in physical education and promotes the importance of exercise, health, sportsmanship and conflict resolution. Students learn team sports and enjoy sport challenges providing the opportunity to apply the skills and rules of a variety of sports.

2. Reading/English:

DRA's (Developmental Reading Assessment) and Blue Ribbon testing, as well as ITBS scores, are all utilized to identify students who need strategic intervention or enrichment in literacy skills. Saint Joseph School's elementary reading curriculum presently follows the Diocese of Bridgeport and State of Connecticut standards based curriculum but are in the process of revising the curriculum to correspond with the Common Core State Standards. Reading at Saint Joseph School is taught as English Language Arts in a daily ninety minute block.

The Kindergarten reading program develops student decoding and comprehension skills. It concentrates on building a firm base of letter and phonemic awareness. Key comprehension skills taught include connecting, picturing, wondering, guessing, noticing and figuring out. Lessons build confidence and experience with the written language. As students begin to read, opportunities are given to experiment with oral reading and comprehension through teacher read-alouds, ability leveled small reading groups, and listening centers. Starting in Kindergarten reading skills are strengthened using leveled readers with explicit small group instruction using guided reading strategies.

Saint Joseph School's reading curriculum develops and enhances student print awareness through the usage of concept of word games. Phonological awareness is stressed to improve before, during, and after reading skills. Common strategies include blending/segmenting games, rhyming games and syllable games. Phonics and fluency are emphasized and encouraged through alphabet matching, choral reading, paired reading, reader's theater, and tape assisted reading. Age appropriate methodology is utilized in every classroom such as think pair share, silent sustained reading, and The Socratic Method. Lessons build confidence and experience with the written language through highlighting persuasive writing, and descriptive writing skills. Research based note taking techniques such as the Cornell Two Column Note Taking Strategy, ensure student comprehension, retention and achievement. Pre-reading and post reading activities strengthen comprehension skills. After reading a selection students participate in class discussions to enhance their understanding of the literature. Accessing background knowledge, using graphic organizers and question and answer discussions are ways to increase comprehension. Students make personal connections to literature as they are introduced to all genres. Small groups, written language, and using essential questions help develop fluency and comprehension across all grades.

3. Mathematics:

The Mathematics curriculum at Saint Joseph School is currently being revised using our current curriculum maps and aligning them with the Common Core State Standards. To ensure that the curriculum demonstrates continuity from year to year the faculty and principal review the curriculum map in September based on the previous year's student academic records which include individual student's ITBS scores, Blue Ribbon scores, DRA's if applicable, and report cards.

The standards for mathematics instruction, with the exception of Algebra 1, in the Diocese of Bridgeport contain five strands: (1) number theory, estimation, and operations; (2) algebra patterns and functions; (3) geometry; (4) measurement; (5) data analysis, statistics, and probability. Benchmarks for kindergarten through grade eight mathematics education include proficiency with whole numbers, fractions (including decimals and percents), and particular aspects of geometry and measurement.

The mathematics program develops students' problem-solving strategies, critical thinking abilities, and life skills as they relate to mathematics. Teachers work with students to increase proficiency in performing basic computations, in solving word problems, and in determining the reasonableness of answers. For kindergarten through grade eight, a variety of teaching methods are used to enable every student to learn, practice, and master basic mathematic concepts, including use of manipulatives, math worksheets, computer enrichment, small group instruction, portable interactive white board, and one-on-one reinforcement. For grades six through eight, classroom instruction is provided for advanced students to take Pre-Algebra in grade seven and Algebra 1 in grade eight. Students who take Algebra 1 may qualify to take Geometry when they begin high school.

By its nature, mathematics promotes logical and abstract thinking. Knowledge of mathematical processes and skills is the tool needed to solve problems and construct valid arguments in other disciplines. By providing a strong mathematical foundation for students, Saint Joseph School helps shape students into problem-solvers within a global society, preparing them for college, career, and life.

4. Additional Curriculum Area:

STEM (Science, Technology, Engineering, and Mathematics) education at Saint Joseph School is integrated into the Curriculum from Pre-K through grade 8. Saint Joseph School is committed to providing students with the skills needed to be college and career ready in an increasingly competitive world. Using the Engineering Design Process students learn how the skills taught in science, technology, engineering, and math can be used to solve real world problems. One such project had students testing and developing insulation properties to develop a warmer jacket for New England winters. STEM education in our middle school is taught collaboratively with the Science, Math, and Technology teachers to provide students with the proper foundations necessary for success.

The addition of the Building Math curriculum created with support from the GE Foundation's Math Excellence Program and developed by the Boston Museum of Science and Tufts University has brought STEM directly into the middle school mathematics classroom at Saint Joseph School. As a result our students have been able to integrate their foundation knowledge in real life problem solving. Furthermore the use of differentiated instruction in these projects have enabled students to utilize their specific strengths and weaknesses in the areas of science, technology, and mathematics. STEM provides students with the opportunity to be enriched or remediated through project based learning.

Through STEM based learning, students have become excited to solve problems that relate to their real world experiences. In June 2011 students throughout Saint Joseph School engaged in a summer themed project based learning program that included the testing of sunscreens, redesigning of bike helmets, and designing hot trays. With the incorporation of STEM cross curricular, the use of the investigative approach to learning expands the science curriculum that sequences content from all four science disciplines: chemistry, physics, biology, and earth science. The curriculum at Saint Joseph School incorporates hands on activities to allow students to learn important scientific concepts while developing solid inquiry skills.

The excitement for STEM based learning is evident in the school. This year students from Saint Joseph School participated in the First LEGO League Robotics competition. This program offers an opportunity for students to use their scientific inquiry and critical-thinking skills in creating and programming robots to successfully complete predetermined tasks.

In STEM, students utilize modern day skills to become independent learners and to develop collaboration and communication skills.

5. Instructional Methods:

Saint Joseph School differentiates instruction so that all students can think critically and become productive and ethical citizens within a multicultural and technological society. Saint Joseph School works tirelessly to ensure that each student meets or exceeds the expected outcomes and that learning objectives flow seamlessly from grade to grade.

Various instructional methods are used to assist students' learning. By recognizing students' individual learning styles and varying developmental levels, teachers employ different methodologies to meet the needs of all students. Effective instructional strategies include the use of manipulatives, word walls, educational enrichment games, behavior management plans, differentiating instruction, cooperative learning, the use of rubrics for evaluation, and the practical application of skills learned. Technology such as computers, Internet, Power Point demonstrations, SMARTBOARDS, and educational applications are used across the curriculum to enhance learning. Hands-on activities in all subject areas also enrich learning. The use of DBQ's (Document Based Questions) particularly in the area of Social Studies allow for students to use critical thinking skills in combination with prior knowledge. In all grades, homework is used to reinforce information presented in class as well as to review and respond to basic questions. Saint Joseph School's goal is to utilize a collection of best practices strategically employed to maximize learning.

The needs of each individual student are addressed in a variety of ways. If a student is diagnosed with a specific learning disability or if a student has a 504 Plan, the recommendations are incorporated into standards-based lesson planning, modifying lessons, and applying accommodations where needed. Furthermore, students who have weaknesses in the areas of math and ELA as evidenced on Blue Ribbon testing, ITBS and teacher recommendations, are provided with one-on-one and small group tutoring to make their weakness strengths. Also, students who are not performing at grade level in mathematics and ELA receive independent instruction at their aptitude level while attending grade level specific classes. Small groups in reading in the younger grades, help teachers improve individualized instruction. In contrast, Middle School students are grouped by ability in math to ensure student's needs are being met. Throughout the lesson planning process, faculty members employ differentiated strategies and keep paramount the instruction of the whole child.

6. Professional Development:

Saint Joseph School faculty members are afforded numerous opportunities each year for professional development. The fundamental purpose is to provide "best practices" of innovative programs for teachers to embrace and utilize in their classrooms and in their teaching methodologies.

Saint Joseph School faculty attend workshops provided by the Diocese of Bridgeport and various educational agencies. Topics for such workshops include but are not limited to: the unique needs of Catholic school teachers, gospel values infusion, STEM, Engineering by Design, Technology in the classroom, RTI (Response to intervention), different types of assessments, writing across the curriculum, and differentiating instruction to meet individual student needs. In addition, teachers participate in Professional Learning Communities where they are able to confer with their peers about a wide range of instructional ideas. The Professional Learning Communities are designed to analyze student work and data, discuss and collaborate on effective teaching strategies, and monitor student progress and create SMART goals. This practice keeps the faculty abreast of effective teaching methods and also serves to identify areas of strengths and weaknesses.

In addition to utilizing internal sources for professional development, teachers are encouraged to attend workshops outside the school. National and state educational organizations provide the faculty with opportunities to learn from and network with teachers from around the country. These experiences serve to improve individual educational skills. Teachers that have attended seminars, webinars, and workshops are asked to share newly acquired knowledge with fellow faculty members. This year for example two faculty members were able to instruct their colleagues on the use of Google Docs which is an application used by teachers to collaborate on various projects. Another teacher attended a Blue Ribbon assessment interpretations seminar. Saint Joseph School continues to have teachers educated in STEM to ensure the continuity of the program. In this way, the entire faculty benefits from each professional development experience thus furthering student success with being up to date with modern methodologies and teaching strategies.

7. School Leadership:

As the administrator of the school, the principal is responsible for collaboratively facilitating the development of the school mission and annual school goals, developing and carrying out school policies and developing regulations, programs, and procedures to implement policies. The principal is responsible for hiring qualified staff for the school in accordance with Diocesan policy. The principal works collaboratively with the faculty, parents, Home and School Association, and the Saint Joseph School Advisory Board.

The principal in collaboration with the faculty is responsible for writing and updating the parent/student handbook in order to communicate the school's expectations to parents and students. The faculty handbook is created by the principal utilizing the Diocesan policies and regulations as its foundation. Faculty and staff meet monthly with the principal to discuss information about programs and upcoming events. Ways to better Saint Joseph School in order to increase student performance and enhance programs remains a priority.

Analysis of the data from the ITBS tests and the Blue Ribbon testing program provides the principal with a better understanding of the students' performance. Subsequently the principal provides the teachers with this information so individual academic plans can be developed. Upon reviewing the ITBS scores after her first year here the principal noted weaknesses and a plan was put into place to improve math instruction and student performance.

The principal worked collaboratively with the faculty to determine strengths and weaknesses and set goals and determined strategies to meet those goals. One such strategy employed had the principal taking on a teaching position to model best practices in the teaching of Mathematics.

The data presented from 2007-2009 indicated that scores remained stagnate. From September 2009-present, scores increased over time as a new strategic plan was implemented. The principal taught math classes and modeled best practices. Effective strategies were implemented by all teachers in a more productive way encouraging the development of innovative techniques. Successful improvement of student performance through this collaborative effort created teacher ownership and fostered a positive climate for teaching and learning. The principal elicited a new energy and dynamic to Saint Joseph School and validated the teacher's role in the classroom. Parent input was welcomed and made differences in the school's organization and support. Thus the academic climate of Saint Joseph School changed over the last 5 years focusing on improved teaching and successful individual student learning where belief that ALL students can learn became a way of life.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV89

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>\$4070</u>	<u>\$4070</u>	<u>\$4070</u>	<u>\$4070</u>	<u>\$4070</u>	<u>\$4070</u>
K	1st	2nd	3rd	4th	5th
<u>\$4070</u>	<u>\$4070</u>	<u>\$4070</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) \$4545
5. What is the average financial aid per student? \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 37%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	72	75	60	63
Number of students tested	24	26	33	31	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	71	79	71	69
Number of students tested	24	26	33	31	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	68	61	64	55
Number of students tested	27	29	30	46	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	80	77	75	79
Number of students tested	27	29	30	46	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	67	65	62	56
Number of students tested	27	29	28	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	85	75	75	70
Number of students tested	27	29	28	27	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	61	55	60	59
Number of students tested	26	18	26	35	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	76	64	65	71
Number of students tested	26	18	26	35	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	57	64	55	63
Number of students tested	12	24	33	46	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
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:					

12PV89

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	66	66	73	72
Number of students tested	12	24	33	46	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
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:					

12PV89