

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Sandra Marie Suiter

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Robert Bellarmine School

(As it should appear in the official records)

School Mailing Address 11900 Pacific St

(If address is P.O. Box, also include street address.)

City Omaha State NE Zip Code+4 (9 digits total) 68154-3469

County Douglas State School Code Number\* 28-0763

Telephone 402-334-1929 Fax 402-333-7188

Web site/URL http://www.stroberts.com E-mail ssuiter@stroberts.com

Twitter Handle \_\_\_\_\_ Facebook Page St. Robert Bellarmine Catholic School Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Patrick Slattery E-mail: pjslattery@archomaha.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Robert Gehringer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 15 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	27	36	63
K	44	20	64
1	20	29	49
2	31	32	63
3	32	27	59
4	32	34	66
5	33	23	56
6	36	30	66
7	28	36	64
8	31	33	64
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	314	300	614

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	606
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 3 %  
 Total number students who qualify: 21

9. Students receiving special education services: 9 %  
57 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>3</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>22</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Saint Robert Bellarmine Catholic School empowers students to achieve their highest potential, live meaningful lives inspired by the teachings of Jesus, and serve others while becoming leaders of all to Christ.

## **PART III – SUMMARY**

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The mission of Saint Robert Bellarmine Catholic School is to empower students to achieve their fullest potential, live meaningful lives inspired by the teachings of Jesus and to serve others while becoming leaders of all to Christ. The students and families actively fulfill this mission by creating the optimal atmosphere for learning to be achieved. The educators successfully teach to the whole person and integrate the Catholic faith into classroom instruction and learning. Through the spiritual guidance of the entire St. Robert Bellarmine community, the students understand that Christ is the ultimate teacher and that excellence and learning is a shared partnership among parents, school, and the community.

St. Robert Bellarmine School is located in Omaha, Nebraska, a large metropolitan city of approximately 880,000 people. The school is comprised of a student body numbering 614 in preschool through grade eight. In 1966, St. Robert Bellarmine Parish broke ground on a plot of land that was in the western-most part of the city surrounded by open land and some housing. Through the counsel of the founding pastor, Father Eugene Kerwin, and the founding families, a decision was made to build the school first. Families worshipped in the school gymnasium until 1979 when the formal sanctuary was built.

Since the conception of St. Robert Bellarmine School, the population of the school has grown more diverse socioeconomically. Although the growth of Omaha has moved westward developing more populated areas and the building of more Catholic schools, the enrollment at St. Robert Bellarmine School has remained stable. This is due to the strong tradition of excellence in education and community support.

St. Robert Bellarmine School has a rich tradition of excellence and involvement by the families in the parish and school. Due to the excellence that St. Robert Bellarmine School maintains, alumni return so that their children can be educated and inspired by the learning community that they once treasured. The parents are active participants in the learning of all children and continue to show their support while volunteering during the school day and after school activities, tutoring, fundraising efforts and by serving on various boards and committees such as the Home and School Association. It is through these efforts that the students continue to see how all people, adults and youth, continue to carry out Jesus' work and strive to lead lives that are faith-filled and rich in community spirit.

In conjunction with spiritual education, the educators at St. Robert Bellarmine School make every effort to continually meet the educational needs of all learners. The staff implements programs and learning activities that create differentiated classrooms and learning experiences for all students. This is vital as St. Robert Bellarmine School is a diverse school that welcomes all students regardless of their academic needs. The students exceed the high expectations set by the teachers and exhibit growth both academically and personally. By instilling these traits, St. Robert Bellarmine School creates independent, life-long learners.

Through the differentiated curriculum, inspiration of the teachers, and the determination of the students, St. Robert Bellarmine School has done extremely well on high school placement tests. Each year, the eighth grade class of St. Robert Bellarmine School has been the recipient of many high school scholarships. In fact, over the past several years an average of 26% of graduates received high school scholarships which are solely based on entrance scores. This has been a testament to the hard work of the entire learning community.

St. Robert Bellarmine School has implemented a wide range of activities to encourage and challenge students to develop into well rounded individuals. Academically, the students participate in Mathcounts competitions and have successfully placed in top positions during each contest. The students have actively participated in Speech, Geography, and Science competitions and have been equally rewarded for their efforts.

In conjunction with academic awards, St. Robert Bellarmine students become actively involved in the community. One example is the recent charity walkathon. Due to a strong desire to support the U.S. military, St. Robert Bellarmine students raised over \$6,000 for the Wounded Warrior Project. Money has also been raised for different groups within Catholic Charities.

The Student Ambassador program allows the eighth grade students to engage with the senior citizens of the community and have conversations about past and current events and the impact of these events on society. It also allows all participants involved to develop and build lasting relationships.

Together, with the presence of the Lord and the active involvement of parishioners, parents, and teachers, the goal of reaching each student's potential has been realized. St. Robert Bellarmine School students will continue to be leaders of all to Christ as they strive for excellence in all they do.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Every core curricular area is prescribed from the Archdiocese of Omaha. This curriculum serves as an outline for standards that must be met at each grade level. The Archdiocesan curriculum is then developed several more ways at St. Robert Bellarmine School. The teachers have studied the curriculum and identified what resources are used to supplement instruction, and they map out how and when the curriculum is implemented. Units have been developed which provide cross curricular experiences. This is done through the unique process at St. Robert Bellarmine School which includes the writing of curriculum worksheets, curriculum maps, and finally a scope and sequence which is organized both by grade level as well as curricular area. The teachers at St. Robert Bellarmine School are given the autonomy to develop a curriculum which best meets the needs of the students within the guidelines of the Archdiocese of Omaha.

The Reading/English Language Arts Curriculum at St. Robert Bellarmine is not established on any one model. Just as students are diverse so is the curriculum in this area. The curriculum draws from areas including whole language, authentic literature, and phonics, to name a few. A conscious decision was made to keep it varied so that one area or the other was not emphasized too heavily, thus limiting the ability to reach all learners. In that same vein, this area is taught in small groups, large groups, and groups assigned in terms of needs. The Sidewalks supplemental program is used to address students with special needs in the area of fluency and is taught in addition to the regular reading instruction.

The Mathematics curriculum is based on the philosophy that all students can show growth in mathematics despite national trend data. To help achieve this goal, students are grouped by ability. The curriculum not only utilizes the Archdiocesan curriculum but draws heavily on the research done during two cycles of the continuous improvement process. This process identified needs in the area of problem solving for the latest cycle and math computation during the previous cycle. During both cycles, pre and post testing were utilized and prescribed action plans were implemented. Due to their success, those action plans are now institutionalized and are part of the routine practices in this department. Star Math and IXL math programs were implemented in the last several years and are used simultaneously; one is diagnostic while the other is prescriptive. With the implementation of both programs, many interventions are now provided which more effectively meet students' needs. The most noteworthy intervention is the ability to individualize math instruction for all students working on skills particular to their needs.

The Science curriculum is implemented using many resources which can only be described as exemplary. Students in all grades experience hands on learning which makes science come alive and provides real world experiences over a variety of topics. The high school replicated science lab is utilized by students in grades four through eight on a regular basis and exposes students to state of the art technology and resources. Examples include: virtual dissections, skyping national park representatives in Hawaii to see and learn about moving lava beds. Students also experience firsthand exposure to animals, organs of the body, outdoor education, rain forests and the farm, just to name a few.

The Social Studies curriculum is an outgrowth of the Archdiocesan curriculum which emphasizes both history and geography and how the two impact all lives today. The purpose is to prepare students to actively participate as responsible citizens of a democratic society in an interdependent world. Students are exposed to many ideas academically as well as experientially. For example: second grade students research entrepreneurship and as a culminating project open a store where they sell their products; fourth grade students spend a day living as the pioneers of Nebraska lived many years ago; and sixth grade students research identified ancient civilizations and create replicas of artifacts from those time periods.

The preschool program has been in place at St. Robert Bellarmine School for about 20 years. The program is the foundation on which all other curricular areas stem. All core curricular areas previously mentioned are part of the preschool program and are taught regularly to three, four, and five year old children. The curriculum is aligned with the standards of the early childhood program for students in grades kindergarten through grade three. This is done in collaboration among teachers from those grade levels. The result of

this collaboration, in conjunction with parental support, has developed a strong, academic preschool program which accommodates a large population of students that will eventually graduate from St. Robert Bellarmine School. These children are independent and have the foundational skills they need in each core curricular area to achieve success.

## **2. Other Curriculum Areas:**

The visual arts program serves students in kindergarten through grade eight. Students in grades kindergarten through five experience art class two times per week while students in grade six have art one time per week and students in grades seven and eight attend art two times per month. Students learn and practice the basics in multiple art medium including pencil, crayon, colored pencil and markers as well as watercolor, tempera paint, printmaking, and three-dimensional work. Students in grades four through six practice digitally documenting their work using the online art gallery tool, Artsonia. All other student artwork is also uploaded to Artsonia, promoting family involvement and pride in the student's work. The art curriculum provides practice and application of critical thinking and problem solving skills by teaching students to use information they learn about art concepts to create unique and meaningful art. The instruction encourages self-assessment skills by teaching students how to assess their own artwork, identifying strengths, and looking for ways to improve.

The vocal and performing arts program serves students in kindergarten through grade eight. All students attend this class two days per week. The curriculum directly involves students in creating music, listening to music, and making connections to music and the world. It also provides exposure to different types of music from a variety of cultures and helps students to appreciate and understand the role music plays and has played in those cultures. Students learn and practice the basics in music theory, music history, composition, proper singing techniques, use of Orff instruments, and many non-pitched percussion instruments. Students are then encouraged to use the information they learn about music and apply it to their everyday lives.

The physical education/health nutrition curriculum at St. Robert Bellarmine School serves students in grades kindergarten through grade eight. All students attend this class two days per week. The goal is to provide a healthy environment, promoting physical and emotional well-being. The curriculum provides opportunities for proficiency in a variety of movement skills, concepts, and principles. The core curriculum is incorporated to enhance a variety of learning opportunities. The curriculum enhances cognitive skills such as problem solving, decision making, and creative thinking and stresses cooperation and sportsmanship while playing in both small and large group settings.

St. Robert Bellarmine school is in compliance with the program's foreign language requirements. The school offers Spanish to sixth grade students two times per week and seventh and eighth grade students four times per week for 42 minutes per class. Students are introduced to and experience the culture of Spanish speaking countries as well as the cultural elements of the Spanish language. More specifically, sixth grade students learn essential vocabulary and basic language skills. During the seventh grade curriculum, students progress further into the areas of reading, writing, and speaking, while the eighth grade Spanish curriculum prepares the students for high school with focus on comprehension of oral and written language, fluency in speaking, and improvement of pronunciation.

The purpose of the technology program at St. Robert Bellarmine School is to develop innovative learners in a dynamic digital world. The standards include digital citizenship, operations and concepts, communication and collaboration, creativity and innovation, information management, and critical thinking. Students in grades kindergarten through grade eight visit the computer lab to learn computer skills and to create projects that are integrated into other subject areas. Other technologies utilized by staff and students at St. Robert Bellarmine School include iPads, SmartBoards, document cameras, and projectors.

The religion program is experienced by all students every day. The Catholic faith is the reason for the school's existence; therefore, it is only natural that faith shows up formally and informally in all aspects of a school day. It encompasses the Catholic faith by starting and ending the day with prayer. Students are able to practice lifelong skills and take these skills with them well past their time at St. Robert Bellarmine

School. The formal curriculum revolves around the following themes: knowing Jesus as the Son of God, identifying the sacraments as gifts from God and the presence of Christ within them, knowing that all are children of God and Jesus' life is a model for all lives, identifying that prayer is a conversation with God, recognizing that God calls all people to take responsibility for chosen actions, and experiencing the importance of serving others.

### **3. Instructional Methods and Interventions:**

Teachers utilize a plethora of instructional methods including but not limited to advanced organizers, cues and questions, nonlinguistic representations, note taking, providing practice, summarizing, generating and testing hypotheses, and identifying similarities and differences. While utilizing various approaches to instruction, teachers have the option of using technological devices that include: SmartBoards, document cameras, iPads, and computers. The use of data from different sources drives the instruction and very much dictates groups and individuals who need a differentiated approach to instruction in order to be successful. For example, standardized test data is analyzed and instruction is built around students who are identified as needing intervention in particular areas.

The most visible form of differentiated instruction comes within the grouping of students for reading and math classes. Students are assigned, through a rubric, to a class that best meets their needs. These assignments, in reading and math, are made to a grade level class, to a grade level with resource class, or to an above grade level class. The school is able to utilize this approach because three resource teachers take responsibility to be teachers of record for the grade level with resource math and reading classes. This allows the math and reading classes to be smaller in all grade levels. In addition, science in grades five and six and English and Spanish in grades seven and eight, are also smaller classes. This is an advantage to teachers and students in all leveled classes. Through smaller class sizes and similar abilities in these critical core curricular areas, students are able to reach their full potential. The same curriculum is followed in all three leveled classes, but the instructional approach is varied depending on the needs of students. These classes are not tracked but are fluid so that students are able to move between them if needed.

St. Robert Bellarmine School uses a Student Success Team approach to further identify students with special needs or to follow students who have individualized education plans or 504 plans. A team approach is utilized including teachers, administrators, parents and sometimes students. During the meetings, a collaborative effort allows concerns to be identified and action plans to be implemented. At this time, accommodations are identified and preferred instructional methods are also recorded and implemented. This approach gives the students every opportunity to achieve their highest potential.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Five years ago, St. Robert Bellarmine School transitioned from the Iowa Test of Basic Skills to the Terra Nova<sup>3</sup> for grades three, five, and seven. During the 2012-2013 school year, St. Robert Bellarmine School widened its testing audience by including grades four, and six. Finally, during the 2014-2015 school year, grade eight was added. Previously, the eighth grade students completed the Explore standardized test.

In the past five years, St. Robert Bellarmine School's test scores have been above the national average and above all diocesan averages in all areas tested. During the 2010 testing year, the total score average put St. Robert Bellarmine School in the 74th percentile. During the 2014 testing year, the total score average places St. Robert Bellarmine School in the 85th percentile. This is an 11 percentile gain in just five years.

Clearly the processes and procedures executed at St. Robert Bellarmine School to analyze test scores and improve instruction have benefitted the students. The administration looks for trends within grade levels and identifies areas of strength and areas needing improvement. In addition to the school wide analysis, classroom teachers analyze data according to the subjects taught. Also, action plans are developed for students in any area where scores do not meet a certain benchmark, or significant losses are documented.

Substantial gains are seen in math because of the incorporation of Simple Solutions, Star Math and IXL. Additionally, the focus on problem solving and computation through the continuous improvement plan, played a significant role in the success seen in the area of math.

Significant gains are seen in reading due to the administration of benchmark tests for comprehension, vocabulary and fluency. These tests are administered quarterly to students and the results are reviewed by grade level reading teachers. Comprehension strategies, skill building and the Sidewalks reading program are utilized by the identified audience to strengthen individual areas of weakness.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

In addition to previously mentioned standardized tests, St. Robert Bellarmine School utilizes a variety of assessments to analyze and improve student and school performance. These assessments include: Archdiocesan criterion referenced tests given in all curricular areas, quarterly benchmarks in reading and fluency, pre and post testing with Simple Solutions, computation and problem solving pre and post testing, and STAR math testing.

The STAR math program was implemented into the curriculum three years ago. This is a computer adaptive program that is given quarterly to each student and it is calibrated to each student's unique needs. The items are researched based and give reliable and valid data to the classroom teacher in a timely manner. The information is then used by the teacher to help differentiate the curriculum in the classroom so that all students are learning on the appropriate level and are given strategies to elevate the students' higher level thinking skills.

Simple Solutions is a program which spans grades kindergarten thru Algebra I (grade eight) and engages students in practicing math skills and maximizing the retention of identified concepts. St. Robert Bellarmine School implemented this program six years ago to create a uniform practice within all grade levels for basic math skills. Simple Solutions is implemented on a daily basis with a weekly assessment. This allows teachers to view areas of weakness and helps students develop strategies to retain basic math concepts.

The results of all three of these programs are regularly communicated to parents and students. The STAR math reports are printed quarterly for parents to better understand a child's progress. The Simple Solutions' results are reported on a weekly basis to the parents through concrete measures. Finally, the IXL computer math program can be monitored by the parent on a daily basis by reviewing the individual child's progress via the program.

## **Part VI School Support**

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### **1. School Climate/Culture**

St. Robert Bellarmine School develops educational programs that allow students to grow to their fullest potential. Students in grades kindergarten through grade six receive instruction from the guidance counselor. This curriculum educates students on self-esteem, positive self-image, choices and mentor relationships. The seventh and eighth grade students collaborate together in Advisory groups and learn about character building and how to become better individuals. The Advisory groups also explore other means in which to help those who need assistance. For example, before the holiday season, the middle school students host a food drive for the St. Vincent dePaul Society which provides hundreds of canned goods for the food pantry.

The Student Council, whose main mission is to involve the entire student body in service to the community while promoting a Christ-like culture, is comprised of sixth, seventh and eighth grade students who are elected by both students and teachers. These student leaders develop programs that allow their fellow classmates to give back to the community by providing service which build strong relationships within the community.

The student mentoring program was established at St. Robert Bellarmine School ten years ago. Selected seventh and eighth grade students assist younger students in a variety of areas. These leaders of the community help the younger students with homework and play games with them, or just listen and spend time with the mentees. This program creates a positive environment and enables relationships to develop between students. It also allows a social venue that encourages students to peer coach and model problem solving to younger classmates. Both middle school students and primary students grow emotionally because each party understands the need to assist another person in the learning community.

The Student Ambassador program allows the eighth grade students to actively engage in conversation with parish community members. The staff at St. Robert Bellarmine School is highly involved in assisting the ambassadors to develop topics and subject areas that interest older parishioners. This teaches students how to participate in stimulating, educational discussions with adults.

St. Robert Bellarmine School is a community of learners who support and guide each other. The teacher mentoring program was established to help new teachers develop a rapport with established teachers. This relationship is crucial to the success of the new teacher. Through the wisdom and guidance the experienced teacher brings to the situation, both teachers grow as people and as educators because they support and encourage each other daily.

### **2. Engaging Families and Community**

St. Robert Bellarmine School reaches out to the community in various ways as a means to improve the school. Typical community events are planned which engage the families on an annual basis including Open House, Parent Teacher Conferences, and Book Fairs, to name a few. Unique opportunities are also built into the calendar, which enhance the relationships among all. During Catholic Schools Week, families are invited to celebrate Mass, attend a reception in their honor, and then visit the science and history fairs as well as the book fair. Also, speakers from the community are invited to share their expertise with parents as they navigate their role as parents.

St. Robert Bellarmine utilizes the Jr. Achievement program to invite business partners from the community to share their skills with students. The school also participates in the Team Mates Program which allows a community member to mentor a student who needs another avenue of support. The parties involved share a lunch period while building a relationship of friendship which focuses on trust, loyalty, and character building.

The school also engages the student body in various service projects involving different groups in the community. These are done in a variety of ways including walk-a-thons and reaching out to organizations such as Wounded Warriors and Catholic Charities.

Student Ambassadors is a program from which a group of eighth grade students is selected based on the ability to anticipate other's needs, the confidence to initiate and sustain conversations with adults, and the fortitude to display personal leadership skills. The student ambassadors help to build stronger relationships with parishioners by hosting monthly meet and greet receptions. During the receptions, the ambassadors converse with older parishioners. Over the course of time when these conversations happen, unique relationships are built which strengthen both the school and parish communities.

The Home and School Association is a supportive enthusiastic group of parents and leaders who go above and beyond in assisting the school to be the very best. The list of community building activities in which they are involved include various annual events. The main fund raiser of the year is done in a fun community building way that involves all families. Family Fun Night is an event that takes place during the middle of winter time and promotes exactly what its name proposes. The Home and School Association shows its appreciation of teachers in ways that certainly promote a positive morale, which in turn promotes student success and school improvement.

### **3. Professional Development**

The professional development approach utilized by the St. Robert Bellarmine staff is not only structured and tied to strategic planning, student achievement and teacher professional goals, but it is also open ended in order to give staff a chance to learn and grow in areas not covered by the strategic plan or particular teacher goals.

The professional growth plan guides teacher assistance and growth by requiring teachers to write three to four goals each school year. Two of those goals are usually connected to a school wide goal while the other one or two goals are something more specific to a given teacher. For example, over the past several years, teachers were asked to choose from the following areas which were directly linked to school wide goals: iPad implementation in the classroom, making curriculum connections, implementing three strategies from the book Classroom Instruction That Works, designing a new plan for meeting the needs of above grade level students, developing a plan to increase the amount of time the teacher assistant works with students, and increasing the use of the SmartBoard as an interactive tool.

By connecting teacher goals to school wide goals, students and teachers are impacted greatly. Students are able to reap the benefits when teachers learn and grow professionally. For example: time and money have been spent in technology integration at St. Robert Bellarmine School. Through training and much practice for teachers, the students have benefitted greatly. The many technology improvements teachers have been able to implement have not only enhanced learning but have inspired teaching.

One of the greatest examples of professional development impacting learning can be seen in the recent implementation of the best practices outlined in Classroom Instruction That Works. Administrators received formal training on the McCrell method which is in direct correlation to the best practices outlined in the aforementioned book. Subsequently, teachers were introduced to the strategies through the reading and sharing of the ideas presented in the book. Meanwhile, administrators collected data during 1000 informal observations last school year. As data collection continues this school year, some teachers have chosen to set goals related to instruction because of data particular to what was observed in their classrooms. Eventually, school wide goals and individual teacher goals will be written based on the data that has been collected. This will enable teachers to continue developing their skills while benefiting students.

#### **4. School Leadership**

Leaders of all to Christ strive for excellence in all they do. This is the creed for which all members of the St. Robert Bellarmine community strive for each day. It is the message students and staff hear every day at the culmination of morning prayer. Leadership is not only observed formally through positions within the organizational structure, but also personally by all members of the community from youngest to oldest.

Excellence is an important part of leadership at St. Robert Bellarmine School. Formal lesson plans and ideas were published so that teachers and staff would practice this personally and would have the tools necessary to help students understand what excellence looks like and how it can be achieved. The lessons revolve around four areas including: showing pride and cooperation in appearance and dress, demonstrating good manners, practicing gratitude, and working toward achieving one's personal best.

Striving for excellence is the ultimate goal at St. Robert Bellarmine School and is accomplished through a philosophy of collaboration by all. The principal leads the community in all aspects of what makes up a day, a week, a month and a year in the life of a school, however, this is not done alone. It is done through much teamwork involving adult and student leaders. The school is fortunate to have a full time assistant principal who assists in all operations of the school. The teachers lead their peers while they serve as unit leaders and curriculum coordinators. Students experience formalized leadership roles through participation in the Student Council and Student Ambassadors programs.

The leadership within the school considers its primary role to ensure that all policies, programs, relationships and resources focus on student achievement. The collaborative approach assures that all are working together toward achieving excellence for all students. One example of this approach can be found in our FOCUS program which stands for: Focus on Collaboration, Understanding, and Solutions. This provides time for teachers of particular grades or units to meet, explore, and discuss best practices. One example of this is the year that was spent with teachers in grades seven and eight as they explored ways to make the middle school program more academically challenging while meeting the needs of all students more successfully. Many ideas came from those collaborative meetings which included a switch to a research based middle school philosophy. This has contributed greatly toward the program becoming more academically rigorous and has helped meet the needs of all learners.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$2475
1	\$2475
2	\$2475
3	\$2475
4	\$2475
5	\$2475
6	\$2475
7	\$2475
8	\$2475
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$3287  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1098
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      8%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Oct	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	87	89	83	84	71
Number of students tested	59	66	54	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 per the request of the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	73	76	68		
Number of students tested	66	54	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 3 year testing scores are 2014-2015, 2013-2014, 2012-2013. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	77	78	66	76	64
Number of students tested	56	64	62	66	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	78	71	76		
Number of students tested	66	63	65		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 3 year testing scores are 2014-2015, 2013-2014, 2012-2013. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	81	83	74	81	75
Number of students tested	64	64	60	52	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	85				
Number of students tested	64				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 1 year testing scores are 2014-2015. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Omaha Archdiocese. St. Robert Bellarmine administered the EXPLORE to the 8th grade until the Fall 2013. Terranova3 test was administered to the 8th grade starting the fall of 2014. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	83	81	77	78	76
Number of students tested	52	66	54	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 per the request of the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	76	78	78		
Number of students tested	66	54	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 3 year testing scores are 2014-2015, 2013-2014, 2012-2013. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	76	80	75	73	69
Number of students tested	56	64	62	66	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	81	82	75		
Number of students tested	66	63	65		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 3 year testing scores are 2014-2015, 2013-2014, 2012-2013. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine added Terranova3 testing to grades 4 and 6 during the fall of 2012. This change was mandated by the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	82	81	80	85	79
Number of students tested	64	64	60	52	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 5 year testing scores are 2014-2015, 2013-2014, 2012-2013, 2011-2012, 2010-2011. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terranova3</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>McGraw-Hill Publisher</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Oct	Sep
<b>SCHOOL SCORES</b>					
Average Score	87				
Number of students tested	64				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 2014-2015 testing scores are reported under the 2013-2014 column. Actual 1 year testing scores are 2014-2015. St. Robert Bellarmine was taking the ITBS standardized test through fall 2009. St. Robert Bellarmine began administering the Terra Nova3 during the fall of 2010 for grades 3, 5, 7, per the request of the Archdiocese of Omaha. St. Robert Bellarmine administered the EXPLORE to the 8th grade until the Fall 2013. Terranova3 test was administered to the 8th grade starting the fall of 2014. This change was mandated by the Archdiocese of Omaha.