

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

[] Public or [X] Non-public

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

Name of Principal Mrs. Kelly Blake

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

Official School Name All Saints Catholic School

(As it should appear in the official records)

School Mailing Address 7777 Osage Plaza Pkwy

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

City Dallas State TX Zip Code+4 (9 digits total) 75252-6825

County Collin State School Code Number* _____

Telephone 214-217-3300 Fax 214-217-3339

Web site/URL _____

http://www.allsaintsk8.org/educatio
n/ascs_home E-mail kblake@allsaintsk8.org

Twitter _____ Facebook _____
Handle @ASCSeagles Page https://www.facebook.com/AllSaintsCatholicSchoolDallas 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*Sr. Gloria Cain E-mail: gcain@cathdal.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 Mr. Anthony Lenhoff
(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

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

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. 1 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	36	24	60
K	8	6	14
1	19	15	34
2	18	15	33
3	14	25	39
4	15	29	44
5	20	27	47
6	21	19	40
7	21	19	40
8	24	25	49
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	196	204	400

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 1 % 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: 12%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1	404
(5) Total transferred students in row (3) divided by total students in row (4)	0.124
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 22

9. Students receiving special education services: 8 %
31 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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>23</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</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:

	Number of Staff
Administrators	3
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	99%	98%	99%
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

Post-Secondary Status	
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. 2006

15. Please summarize your school mission in 25 words or less: All Saints Catholic School instills the values of faith, family, and education in a challenging academic environment with Catholic foundations and Christ as our model.

PART III – SUMMARY

“All Saints Catholic School exists to instill the values of faith, family, and education in a challenging academic environment with a Catholic foundation and Christ as our model.”

This statement describes the mission of All Saints Catholic School (“ASCS”) and is the touchstone for all decisions that affect the school community. As a Catholic school, educational excellence is rooted in the Gospel values of love and service to the world. All curriculum and instruction at ASCS fosters a discipline that allows students to become self-learners with a capacity to recognize the ethical and moral grounding for their behavior.

ASCS is located at the intersection of the Texas communities of Dallas, Richardson, and Plano. As a ministry of All Saints Catholic Church, ASCS serves a diverse array of Catholic and non-Catholic families from over 30 surrounding zip codes. Since its founding in 1998, ASCS has grown from 56 students to a current enrollment of 400 students. In 2004, with the strong support of the All Saints parish, ASCS moved from the original location at the church campus to its current state-of-the-art facility. In 2013, “Little Saints,” the mother’s-day-out ministry of the All Saints parish, underwent a metamorphosis to become an accredited curriculum-based preschool program that prepares children socially, emotionally, and academically for transition to the K-8 program. ASCS now encompasses the preschool, providing eleven years of fully integrated education.

ASCS is a small school with big expectations. The school’s low student teacher ratio of 17:1 provides a strategic benefit, allowing ASCS to understand and flexibly respond to the individual needs of each student. ASCS follows a rigorous curriculum set by the Diocese of Dallas based on standards promulgated by state and national academic organizations. The curriculum is tailored using a wide range of differentiation techniques to meet the diverse academic needs of ASCS students. ASCS services a full spectrum of ability levels. In grades 4-8, gifted/talented (“G/T”) math and literature courses are provided to prepare students for the rigors of high school pre-AP and AP courses. Qualified 3rd graders are invited to participate in a G/T enrichment class once a week. ASCS is also staffed to offer services to those students that require extra support. Classroom teachers are trained in differentiation methods and have access to resources to provide in-class enrichment or reinforcement.

ASCS Eagles soar academically, artistically, and athletically. ASCS has developed a unique music program to develop the cultural, academic, social, and emotional potential of the students. In preschool through grade 4, Suzuki Method violin training is offered to all students in addition to semiweekly traditional music instruction. Students in grades 5-8 can continue to cultivate their musical gifts by joining one of the school’s award-winning orchestras or bands. ASCS is the only elementary school in the Diocese of Dallas to offer orchestra and band instruction during the school day. Through the Dallas Parochial League (“DPL”), ASCS sponsors a wide range of team and individual sports including baseball, softball, volleyball, basketball, swimming, golf, tennis, and track. Student athletes in grades 5-8 promote school spirit and develop their athletic abilities while the larger school and parish community gathers together to cheer them on from the stands.

Technology is woven into the ASCS curriculum. Through our notebook computer program, students in grades 6-8 purchase or are assigned a school-owned Chromebook computer. These internet-enabled computers are used in all subjects for research, note-taking, assignment preparation, group projects, assignment submission, and teacher feedback. Students in preschool through fifth grade receive instruction from a dedicated technology instructor and have access to interactive white boards, classroom computers, and on-line academic subscription services.

ASCS is committed to cultivating the personal integrity and character of each student. The school electronic information system, RenWeb, has been adapted to allow staff to record and celebrate acts of trustworthiness, respect, responsibility, fairness, caring, and citizenship so that these traits become core personal habits of ASCS students. Through service projects, class retreats, and outreach activities, ASCS places special emphasis on caring and compassion, in keeping with our Catholic values.

The character of ASCS students helps the school attract and retain talented, innovative, and compassionate teachers and administrators who challenge the whole child. The school leadership sets a tone of collegiality and teamwork by encouraging collaborative decision-making among students, teachers, and parents. Before implementing significant change, the school principal seeks input from all stakeholders in the school community and carefully considers the resources needed to make the change successful.

This year's graduating eighth graders had just started kindergarten when ASCS received the National Blue Ribbon School award in 2006. Many positive changes have taken place in the intervening years – most significantly the adoption of new, more rigorous curricula for every subject area, the academic integration of the preschool program with the K-8 program, and the introduction and outstanding success of the school orchestra program. ASCS is geographically located amid the best public school districts in the state of Texas, and prior to 2006 ASCS was a well-kept secret, little known outside of the families of the parish. Earning the National Blue Ribbon School award raised awareness in the broader community about ASCS's outstanding academic program, making ASCS a legitimate option for families seeking a more personalized, family-oriented educational setting for their children without sacrificing the highest academic standards. With this recognition, ASCS has been able to cultivate a larger, more diverse student body while still maintaining a strong sense of community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Overview

ASCS adheres to a standards-based curriculum implemented through the use of a carefully considered combination of traditional and innovative teaching methods. The curriculum is designed and regularly revised by the Diocese of Dallas' Office of Catholic Schools and meets or exceeds both national and state educational requirements. The curriculum follows the standards of the Texas Catholic Conference Education Department (TCCED) which is approved by the Texas Education Agency (TEA). The ASCS curriculum aligns student objectives with the standards for each core curriculum subject, and teachers develop outcomes that will best enable students to achieve a measure of mastery of the student objectives. Teachers use formal and informal assessments and a variety of differentiating instructional techniques to meet learning objectives.

Reading and English Language Arts

The ASCS reading and English language arts curriculum is based upon standards set by the National Council of Teachers of English and the International Reading Association. Reading and writing are the foundational skills in this curriculum area. In grades K-2, the Saxon Phonics program prepares ASCS students to become independent readers and spellers. Grades K-8 use the Wordly Wise 3000 vocabulary series to improve reading comprehension and expand communication skills. Vocabulary instruction is further augmented by the use of the Classical Roots series which focuses on Latin and Greek word roots. Across grades K-8, the Houghton Mifflin Harcourt Voyages reading program focuses on learning from complex text, developing academic vocabulary, and acquiring close-reading skills. Beginning with Kindergarteners, literature studies emphasize critical reading and thinking skills.

At ASCS, writing skills are developed through a vertically aligned, cross-curricular program that utilizes the Thinking Maps Common Visual Language to visually represent critical thinking and Interactive Notebooks to create student-specific working portfolios of notes and illustrations based upon reading reflections and class discussions. These writing and analytical tools provide a common framework for analysis across the curriculum. Each year teachers build upon these techniques to promote increasing levels of critical thinking.

In grades 4-8, language arts classes are leveled to allow students to progress at a pace best suited to their abilities. In these grades, G/T literature courses are offered to prepare students for the rigor of pre-AP and AP literature courses in high school. Students performing below grade level receive instruction from a Certified Academic Language Therapist. Additionally, the small class sizes allow the classroom teacher to provide individualized attention and tutoring to any student requiring additional support.

Mathematics

The ASCS mathematics curriculum is based upon standards set by the National Council of Teachers of Mathematics. Revised for 2014, the mathematics curriculum is designed to be challenging and forward-focused to ensure that ASCS students have the 21st century skills needed to achieve success in high school and beyond.

The foundational skills required for success in mathematics include problem solving; reasoning and proof; communication of mathematical thinking; understanding mathematical interconnections; and using representations to model and interpret physical, social, and mathematical phenomena. In grades K-5 the Sadlier Progress in Mathematics series is used to develop these math fundamentals. In middle school, the Glencoe Math series provides the foundation for algebra. In grades K-2 the text is supplemented with manipulatives to promote a hands-on, experience-based understanding of concepts including computation, length, volume, weight, area, shape, time, and money. The web-based IXL Learning program supplements

the math curriculum, providing ASCS students with a fun, on-line system to practice math skills ranging from pre-K to pre-calculus.

In grades 4-8, G/T math courses are offered to prepare students for the rigor of pre-AP and AP math in high school. G/T eighth graders complete Algebra I. Students performing below grade level or just needing a little extra attention in math benefit from the ASCS summer Power-Up math readiness program and from small class sizes which allow the classroom teacher to provide individualized attention and tutoring to any student requiring additional support.

Science

The ASCS science curriculum is based upon the State of Texas science content standards and the National Science Education Standards. It is premised on the conviction that each citizen of the twenty-first century must be scientifically literate. Foundational science skills include the use of the scientific method, the ability to evaluate information for accuracy and logical consistency, and the synthesis of facts and concepts to form and support a valid conclusion. Whether learning about aerodynamics from a paper airplane competition, removing chlorophyll from a leaf, or demonstrating the semi-permeability of cell membranes, hands-on experimentation is an integral part of the ASCS science education at every grade level. Experience-based learning continues outside of the classroom through participation in the Dallas Regional Science and Engineering Fair for grades 6-8. In addition, field trips to the Dallas Arboretum, the Dallas Aquarium, and the Perot Museum of Nature and Science are coordinated with areas of study.

Social Studies

The ASCS social studies curriculum is based upon standards formulated by the Texas State Department of Education and the National Council for Social Studies and includes four main strands: Civics, Economics, Geography, and History with Catholic social teaching integrated through the strands. Foundational skills in each of these key areas are developed through project-based learning. For example, each year primary students study their ancestry by preparing written and oral presentations as well as demonstrations of food, art, and costumes that celebrate their multi-cultural heritage. Middle school students participate in Enterprise City, an award-winning economic education program developed by a local public school district and the local business community. It uses a simulated city environment to provide real-world experiences that introduce students to their future roles as producers, consumers, and citizens.

Preschool

ASCS offers an accredited preschool program for three and four year olds. The program follows a curriculum set by the Diocese of Dallas and ASCS based on standards aligned with the National Association for the Education of Young Children and other national preschool standard setting organizations. Core curriculum is provided in each of the following domains: spiritual, aesthetic, cognitive, social-emotional, language, and physical development. By design, the preschool curriculum is aligned with the ASCS K-3rd academic standards. Mathematical and scientific thinking is fostered through active exploration, experimentation, and observation. ASCS preschoolers develop phonemic awareness, exercise listening skills, and explore a variety of writing forms that promote language and literacy development. Since the integration of the preschool and K-8 program, primary school teachers have observed increased reading readiness and greater independence in their students.

2. Other Curriculum Areas:

ASCS is distinguished by its performing arts program. Aware of the growing body of research that links early music education to lifelong benefits including creativity, executive function, and complex memory, ASCS considers music to be an integral part of the curriculum. In preschool, each child receives group violin instruction using the Suzuki Method three times each week. Students in grades K-4 may elect to continue group violin training twice a week with the ASCS orchestra director. In fifth grade, students may join one of three leveled and award-winning orchestras. Students interested in brass, woodwind, or percussion instruments may join ASCS's award-winning band. The students in orchestra or band develop

poise and self-confidence through competitions, public performances, and opportunities to mentor junior musicians. The band director trains ASCS and other diocesan teachers in techniques for incorporating music into all subject areas. Students in preschool through fourth grade also receive music instruction twice a week focused on elements including the study of pitch, rhythm, notation, theory, style and music history. Through music class, weekly mass, and choir, ASCS students develop their vocal skills.

The ASCS visual arts curriculum allows students to develop critical thinking and problem solving skills while learning new forms of self-expression. Art instruction is provided for an hour each week as part of the preschool-4th grade curriculum and is an elective in grades 5-8. The art program allows students to explore the elements of design, principles of composition, periods of art history and contributions of various artists. Each spring the annual ASCS Art Fest provides a forum for students to explore visual art mediums, present musical and dance performances, and sell their artistic creations.

At every grade level, the religion curriculum standards are structured in strands that represent the four pillars of the Catechism of the Catholic Church: The Profession of Faith, Celebration of the Christian Mystery, Life in Christ, and Christian Prayer. Students receive daily religious instruction and attend weekly mass. The Gospel messages of love of God and neighbor and of service to the world are woven into all aspects of school life.

Spanish-language instruction begins in preschool and continues through eighth grade. Preschool students and kindergarteners attend Spanish class once a week, while all other grade levels meet twice a week. The Spanish curriculum is designed to promote reading, writing, and conversational proficiency. ASCS recognizes that early foreign language education provides cognitive benefits and promotes cross-cultural understanding. Proficiency in Spanish prepares our young Texas citizens to participate in the economy and diverse culture of their home state. ASCS is in compliance with the National Blue Ribbon Schools Program foreign language requirement in that twenty percent or more of ASCS students in grades 7 and 8 must take Spanish language instruction during the regular school day for the equivalent of at least 30 minutes per week for a full year.

ASCS recognizes that regular physical education prepares children to be physically and mentally healthy throughout their lives. Physical education is part of the curriculum for preschool through eighth grade and is offered between two and four days a week, depending upon the grade level. Through physical education, ASCS students develop improved motor skills, sportsmanship, self-discipline, and stress-reduction strategies. ASCS has adopted the FitnessGram program, using a variety of physical fitness tests to assess overall physical fitness. The children strive to achieve healthy personal fitness goals and develop an awareness of the benefits of a physically active lifestyle.

ASCS follows a health and wellness curriculum provided by the Diocese of Dallas for grades K-8. This curriculum is woven into science and physical education classes, and students participate in an annual health fair. The health and wellness curriculum promotes an understanding of personal safety, conflict resolution, physical disabilities, sources of reliable health information, substance abuse, and other topics relevant to the well-being of a modern child.

Preparing ASCS students to participate in the economy of the 21st century requires introducing basic technology skills at a young age and continuously building those skills through eighth grade. Students in preschool receive weekly technology instruction and use i-pads to access educational software. Students in grades K-2 attend technology classes once a week to develop keyboarding skills and learn document creation and management techniques. Students in grades 3-5 attend technology classes twice a week where they are introduced to commonly used computer software products as tools for expression and computation. Through our middle school notebook computer program, all 6th-8th grade students own or have access to a school-owned Chromebook computer. These cloud-based computers are used in all subjects for research, note-taking, preparing assignments, group projects, submitting assignments, and receiving teacher feedback.

ASCS also offers a full program of extra-curricular activities to inspire and challenge students of varied interests. These include multiple school sports teams organized through the Dallas Parochial League, school

newspaper, student council (grades 5-8), student ambassadors, Junior Beta Club, Destination Imagination, Diocesan Speech League, Chess, Scouts, and summer gifted/talented program through DECATS.

3. Instructional Methods and Interventions:

ASCS is committed to understanding and meeting the unique needs of each student. With a student-teacher ratio of 17:1, the classroom teachers, specials teachers, and administrators are able to develop insightful and caring relationships with each ASCS student. ASCS teachers quickly learn the preferred learning styles, academic history, family support system, friendship dynamics, and personal motivations of each child. Equipped with this trove of information, ASCS is able to create a personalized instructional experience for each child. Through the student services department, the extensive gifted/talented resources, and a skilled faculty, ASCS is able to differentiate instruction appropriately for each student. To meet the full spectrum of student need, our staff includes two professionals with doctorate degrees – one in the student services department and one in the G/T program.

The ASCS student services department meets the individual needs of our students with learning disabilities through accommodation plans. These plans are part of a support system that ensures the success of each student. Each plan is developed from the results of educational diagnostic testing and parent/ teacher input. Teachers meet frequently with the Director of Student Services to provide the best strategies to ensure student success. This department houses an on-site Certified Academic Language Therapist, who uses therapeutic methodologies including the Pre-Flight, Take Flight, and Rite Flight Programs designed by the Texas Scottish Rite Hospital. Students in Kindergarten through 8th grade are provided reading instruction that focuses on the fundamental skills necessary to become an effective reader. The instructional approach is systematic, sequential, cumulative, process-oriented, and meaning based. Everything is taught in a multisensory manner. For math, ASCS offers a summer “power-up” series that focuses on developing fundamental skills for middle-school math. Tutoring is provided by teachers, adult volunteers, and high-school alumni volunteers. Each teacher is required to schedule 40 minutes per week for tutoring.

The ASCS G/T program is designed to challenge students using curriculum compacting, differentiated instruction, problem solving, practical applications and a variety of strategies that help meet all learning styles. The goal of the G/T program is to encourage self-directed, life-long learning. Nominations for the G/T program are based upon quantitative assessments, teacher observation, and prior performance in math and reading classes. Beginning in 3rd grade, advanced students meet once a week with one of two full-time G/T specialists for academic enrichment. In grades 4-8, courses in G/T Literature and G/T Math are offered. These G/T classes follow the same general Diocesan curriculum as regular classes, but are more project based and cover objectives with more depth and complexity.

Through in-service programs and the on-going support of faculty and administrative specialists, the ASCS classroom teachers are also trained to provide differentiated instruction within their classrooms. For example, tiered lessons or activities are used in which all students cultivate the same skills but with different levels of independence, complexity, and support materials. Classroom teachers identify students who need extra support and provide enrichment projects for students who need challenge. Computers are one of the many important instructional tools in every classroom, providing access to supplemental materials for reading, mathematics, religion, and other subjects.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Based upon research showing that scores in mathematics and reading have improved in the United States in the last five to ten years, the Iowa Assessments re-normed the national percentile ranks, allowing students to be compared to a higher scoring group. These new norms were applied to ASCS beginning in 2013 causing some lower scores than in previous years.

In 2013, ASCS identified the areas of vocabulary and reading as needing special attention. As a result, ASCS extended the vocabulary program in place for grades 2-8 down through kindergarten. To address the area of reading, ASCS began incorporating thinking maps throughout the curriculum. Thinking maps empower ASCS students with a visual tool that allows for a deeper understanding of comprehension by analyzing complex texts and concepts. Teacher training was provided at all grade levels with the introduction of thinking maps.

The effectiveness of our interventions mentioned above can be seen in our October 2014 results. The Iowa Assessments reported total English language arts scores of students in grades 3-8 to be between the 81-90 percentiles nationally, thus demonstrating the ability of ASCS students to generalize and critically analyze reading materials. ASCS students are performing well above grade level in English language arts. Third grade has more than a full grade level difference between actual grade and grade equivalent and by eighth grade the difference is more than five grade levels. Eighty percent (80%) or more of students in grades 3-8 are in the National Percentile Rank range of 50-99 for English language arts. For grades 3-8, the current reading scores are generally comparable to the average over the last five years.

The Iowa Assessments reported total math scores for students in grades 3-8 to be between the 73-82 percentiles nationally. ASCS students also perform above grade level in math with a full grade difference between actual and equivalent at third grade. By eighth grade there is almost a four year difference between actual grade and equivalent grade. Eighty percent (80%) or more of students in grades 3-8 are in the National Percentile Rank range of 50-99 for total mathematics. For grades 3-8, the current mathematics scores are generally consistent with the averages over the last five years. The variance in scores for mathematics is particularly noticeable in seventh and eighth. In response, we have begun making changes including in the sequencing of math instruction, adding teaching staff, and implementing additional tutoring. We expect to see an upward trend in math scores as a result of these improvements.

It should be noted that test scores for ASCS students with accommodation plans are included in the reported class averages. All students participate in standardized testing at ASCS, including students who receive accommodations according to their educational diagnostic testing. It should also be noted that the Hispanic subgroup performed at the same level or higher than the average for all students.

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

Every October, ASCS administers the Iowa Assessments to all students in grades 1-8. In keeping with the ASCS objective of tailoring instruction to the individual needs of each child, the fall testing schedule provides teachers with important information that they can immediately use to improve instruction with their current students. The Iowa test results are accompanied by detailed analysis from Riverside Publishing Company that examines school-wide, grade-level, and individual student performance and multi-year progress. ASCS administrators, support staff, and department heads review the analytics and, together with the classroom teachers, identify trends and areas for special focus. Grade-level results are also shared with the prior year teachers to analyze points of weakness and adjust teaching for the current year.

The Cognitive Abilities Test ("CogAT") of cognitive abilities is administered in conjunction with the Iowa Assessments. CogAT is used to assess verbal, quantitative, and non-verbal skills. When used with the Iowa data, the CogAT provides an indication of a student's capabilities relative to his/her actual achievement. Parents receive a detailed report explaining their child's Iowa and CogAT performance. The report also

includes recommendations to help the student excel. ASCS communicates testing results and future action plans through presentations to parents, school advisory council members, and community support groups. Iowa and CogAT test results are also used to identify learning differences and develop responsive strategies including accommodations and G/T placement.

The ASCS annual improvement plan is updated each year in response to trends identified in the assessment data. When assessment results identified the need to strengthen vocabulary skills across multiple grade levels, ASCS investigated supplemental materials to strengthen this core language art area. The investigation resulted in the selection of the Wordly Wise 3000 vocabulary series to augment the existing text. When test data showed the middle school population performing at grade equivalents several years above their actual grade level, both the math and literature programs were leveled, with some levels accelerated to meet student capabilities.

ASCS also administers the EasyCBM assessment three times during the school year to benchmark and monitor individual student progress in reading fluency, reading comprehension, and math for grades K-8. EasyCBM results are used by ASCS teachers and administrators to determine whether students have mastered the skills and knowledge deemed critical at each grade level and serve as a tool for instructional decision-making.

The School Readiness Test is administered each spring to current kindergarteners to assess their readiness for first grade. The Kindergarten Readiness Test is administered to preschoolers applying for admission to fall kindergarten. ASCS uses these test results to assess reading readiness and understanding of quantitative concepts needed for success in the primary grades.

Part VI School Support

1. School Climate/Culture

From an early age, ASCS students learn that they have a responsibility to transform and enrich the world based upon their values. To foster these values, ASCS has built a culture that emphasizes character, compassion, and community. Aspects of strong character including trustworthiness, respect, responsibility, fairness, caring, and citizenship are modeled by the staff and celebrated when observed in the students. The goal is to habituate these character traits as a strong underpinning for spiritual, emotional, social, and intellectual growth. ASCS strives to emphasize the positive, and to that end, ASCS employs a merit system in which all staff are encouraged to “catch” students demonstrating these character traits. When staff members witness these positive behaviors, they add a record to the student’s RenWeb electronic behavior log. These records generate rewards including an email to alert the parents of the behavior, recognition on school display boards, special opportunities (e.g. free dress day), and/or small treats (e.g., pencils, stickers).

Compassion is a core value of the Catholic faith. ASCS students are encouraged to recognize and empathize with those who are suffering or scared either in the school community or in the greater world. ASCS nurtures compassion in many ways. For example, each middle school student is required to complete service hours and works of mercy. Children in preschool through first grade are assigned older “prayer buddies” to help guide them through their first few years at ASCS. Each new family to the school is assigned a mentor family that helps engage the new family with the school community. Each grade plans a service project to help relieve some aspect of suffering in our community or world. Additionally, the clergy and school counselor provide guidance on a range of topics including bullying and anxiety.

Many ASCS students spend eleven years of their early lives as All Saints Eagles. In that time, ASCS families form close bonds with the school and with each other that last well beyond graduation. Through sports, scouting, pep rallies, fundraising activities, service projects, committee work, and other activities in the daily life of the school, ASCS has developed a tight-knit but welcoming community that celebrates the good and supports one another through the bad.

ASCS teachers are valued members of the school community. Although ASCS has special programs such as teacher appreciation days, the Works of Heart recognition program, and From the Heart class parties that support the teacher bonus program, the school leadership also strives to create an everyday environment of teamwork and collegiality that supports ASCS teachers. The administration emphasizes a team approach to problem solving that asks parents to bring issues to the teacher before involving the administration. The principal’s open door policy also creates an environment where conflict is handled swiftly and with transparency.

2. Engaging Families and Community

Because ASCS educates preschool age three through eighth grade, many ASCS families have multiple children in the school, making ASCS a home away from home. A formal policy is in place encouraging each family to volunteer a minimum 40 hours each year, but many families greatly surpass the suggested minimum. ASCS has an active Home and School Association (HSA) that manages all fundraising, organizes volunteer activities, arranges outreach for ASCS families in need, coordinates room parents, and plans teacher appreciation events. The ASCS Dads Club plans social events such as tailgating parties and the annual Pancake Breakfast. The Monday Morning Prayer Group invites the family and church community to the school to pray for students, teachers, and families. Each winter ASCS hosts Grandparents’ Day, which brings grandparents from across the state, country, and world to the school to witness the accomplishments of their grandchildren. The annual auction brings together families, the larger parish, and local businesses to provide financial support for ASCS.

Frequent and thorough communication is key to family engagement. ASCS utilizes RenWeb, a comprehensive school information system, to coordinate email; post daily class assignments and weekly plans; distribute progress reports and report cards; offer parent access to daily grades; communicate

behavior notifications, and provide access to accounting information for each family. Each Wednesday, a school newsletter is electronically distributed to keep families apprised of upcoming events, kid kudos, fundraising activities, and the many other bits of information that parents need to know. Additionally, teachers engage in frequent personal and electronic communication with parents.

ASCS also has strong and active relationships with the broader community. All Saints Catholic Church is located at a nearby but not adjacent campus to the school, so every effort is made to integrate the activities of the two campuses as much as possible. Through the annual Fall Festival, weekly liturgical service, integrated vocal and instrumental music programs, scouting programs, and other ministries of the church, ASCS students and families are deeply involved in the entire parish. Highland Springs senior living community is located across the street from ASCS, and students and residents frequently join together for activities. Each Veterans Day ASCS invites retired veterans from Highland Springs and throughout the community to school for a presentation that honors their service to our country through music, poetry, and prayer. ASCS students are invited to visit Highland Springs to play concerts and share stories. John Paul II Catholic High School is located a few blocks from the ASCS campus, and the two schools have worked to develop a strong relationship. ASCS students are regularly invited to the high school theater performances, musical programs, and sporting events. Their students provide tutoring services and serve as mentors who encourage high standards for academics and service.

3. Professional Development

Being an educator means being a lifelong learner. At ASCS, professional development occurs throughout the year, allowing teachers to continuously hone their skills and improve their classroom effectiveness. ASCS teachers are inquisitive by nature and enthusiastically seek continuing education opportunities on a wide range of topics aligned with the school's annual improvement plan. In the last year, for example, ASCS teachers and administrators have pursued training in their respective fields of expertise, modern educational methods, technological innovations, faith formation, health and wellness, and student emotional and behavioral development.

Each year the teachers and administrators of All Saints greatly exceed the minimum professional development requirements of the accrediting body, and last year they averaged over 45 hours per professional. Before students arrive in August, ASCS staff members participate in an eight-day summer bootcamp in which they receive training in specific academic content areas, develop high-functioning departmental teams, integrate new faculty, and conduct goal-setting for the year. Departmental meetings are held regularly to share best practices and integrate teaching across grade-levels and subject areas. Each month students are released early to allow the staff an afternoon to conduct a book study discussion or explore another topic in-depth. Annually, the Director of Curriculum conducts a staff survey to identify the topics of particular interest for professional development.

ASCS is committed to providing an education that meets the unique needs of each student, and to this end, the staff receives on-going training in Differentiated Learning. From these sessions, ASCS teachers have developed a better awareness of the different learning styles that students use to acquire and process content. This program has also encouraged and guided teachers to identify the abilities of each student and to provide opportunities for enrichment, acceleration, or remediation to meet that student's particular academic needs.

To improve vertical and cross-curricular consistency, ASCS staff has been trained in the use of Thinking Maps, a graphical technique for conducting analytical thinking. Introducing this analytical framework as early as kindergarten allows ASCS to use a common instructional tool across subject areas and provides a scaffold upon which more abstract and complex thinking can be built as ASCS students progress through eighth grade.

Because a student's achievement depends upon his or her behavior in school, the ASCS staff has also been trained in the latest research in Teaching Expected Behaviors. This training, which emphasizes the importance of at least five positive interactions for each negative interaction, led ASCS to move from a demerit-based incentive system which provided parent alerts for only negative behavior to a merit-based

incentive system that encourages staff to electronically alert parents and students whenever a positive behavior is observed. Teachers, parents, and students report a more positive learning environment with less time spent on disciplinary measures.

4. School Leadership

The All Saints principal leads with the philosophy that “Teamwork Makes the Dream Work.” She models and inspires in others a collaborative approach to problem solving and decision making that involves all stakeholders, including students, staff, clergy, and parents. Holding a Masters in Leadership in Teaching, the ASCS principal is the chief administrative officer of the school and in that capacity provides spiritual, educational, and managerial leadership. The principal is responsible for carrying out the instruction program and for providing financial administration of all school funds. The principal also works in cooperation with the School Advisory Council, parish leadership, and diocesan school leadership to fulfill the mission of the school. With a Doctorate in Educational Psychology, the assistant principal participates in the day-to-day operations at the school. She is also charged with monitoring student assessment information to ensure that student needs are recognized, understood, and met with an appropriate suite of available student services. The operations and educational program for the preschool campus are overseen by the Director of Preschool Education. Department chairpersons, a school counselor, and a learning specialist are also members of the leadership team that work with the classroom teachers to support student achievement.

Communication is critical to fostering the teamwork that makes the dream work. Weekly department and staff meetings provide a structured setting for introducing new policies, promoting team cohesion, and implementing suggested improvements. To address more immediate needs, the principal’s open-door policy ensures that day-to-day issues that arise for students and teachers are handled promptly. In addition, a faculty advisory team works with school administrators to develop and implement the school’s annual improvement plan.

The administrators of All Saints are well aware of the many demands on the modern parent and have implemented a multi-layered communication strategy to keep parents informed about new projects, progress with current initiatives, and the daily life of the school. The principal hosts monthly early morning coffee discussions to dialogue with parents in a comfortable setting. At one recent coffee meeting, the principal became aware of the anxiety that middle school students and parents were experiencing about the standardized test used to determine high school admissions. In response to these concerns, the counselor and associate pastor held an evening meeting to provide parents with additional perspective and strategies for managing their apprehension. The principal answers parent questions at quarterly Home and School Association meetings and writes a column that appears in the weekly school newsletter, the Sainly Notes. The principal’s open-door policy also extends to parents that have specific feedback or concerns. Additionally, the school reaches parents and alumni through social media outlets such as Facebook and Twitter.

Each spring the School Advisory Council conducts an on-line survey to generate parent feedback about all aspects of the school’s educational program and operation. The results of the survey are analyzed and used in the development of the annual improvement plan. At ASCS, regular and open communication creates a transparency and trust that fosters strong relationships between parents, teachers, and the school administrators.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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	\$6820
1	\$6820
2	\$6820
3	\$6820
4	\$6820
5	\$6820
6	\$6820
7	\$6820
8	\$6820
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$8560
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2500
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? 8%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	189	192	190	194	194
Number of students tested	39	45	42	43	44
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	209	208	208	212	205
Number of students tested	44	48	40	45	46
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	222	222	225	220	230
Number of students tested	47	41	46	47	42
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	238	235	236	245	231
Number of students tested	40	48	45	46	44
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
SUBGROUP SCORES					
1. Hispanic					
Average Score	240		236	195	
Number of students tested	10		10	10	
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Because the number of 6th grade students in the Hispanic subgroup for 2012-2013 & 2009-2010 columns was fewer than 10, the test results are not reported as per FAQ #16.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	255	257	266	254	254
Number of students tested	40	46	45	47	41
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	270	279	276	269	289
Number of students tested	49	43	47	41	46
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	198	197	198	201	201
Number of students tested	39	45	41	43	44
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	219	212	217	220	219
Number of students tested	44	48	40	45	46
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	222	232	235	232	235
Number of students tested	47	41	46	47	42
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	243	239	245	247	244
Number of students tested	40	48	45	46	44
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
SUBGROUP SCORES					
1. Hispanic					
Average Score	256		239	203	
Number of students tested	10		10	10	
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year. Because the number of 6th grade students in the Hispanic subgroup for 2012-2013 & 2009-2010 columns was fewer than 10, the test results are not reported as per FAQ #16.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	264	250	263	259	262
Number of students tested	40	46	45	47	41
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessments Form E</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	275	273	273	273	278
Number of students tested	49	43	47	41	46
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
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.