



## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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**

Questions 1 and 2 are for Public Schools only.

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

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	0	0	0
<b>K</b>	20	30	50
<b>1</b>	25	23	48
<b>2</b>	23	25	48
<b>3</b>	24	26	50
<b>4</b>	25	30	55
<b>5</b>	32	21	53
<b>6</b>	28	27	55
<b>7</b>	25	24	49
<b>8</b>	25	21	46
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			454

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
6 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	431
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Tagalon

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 12

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

10. Percent of students receiving special education services: 5%

Total number of students served: 23

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>5</u>
Total number	<u>32</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

25:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	98%	97%	97%	98%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

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

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

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

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

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

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

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

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

- No
- Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Saint Maria Goretti Parish is a vibrant Catholic community located north of Indianapolis in Westfield, Indiana. Saint Maria Goretti School has offered a quality Catholic education since 1996 and is currently serving over 450 students in grades Kindergarten through Eighth Grade. Upon entering the school structure stakeholders and guests are immediately welcomed by the school's mission statement which is prominently displayed in the entrance hallway.

*Let it be known to all who enter here that Jesus Christ is the reason for this school, the unseen but ever present teacher in all its classes, the model for its faculty, and the inspiration for its students.*

Embodying the mission statement through all facets of the educational process is the essential element that sets the school apart from the many high achieving public schools within the surrounding communities.

Saint Maria Goretti School is distinctive among many Catholic schools as it is a stewardship school which is based on four fundamental philosophical pillars:

- Attend Mass regularly at Saint Maria Goretti Parish
- Regularly tithe at Saint Maria Goretti Parish
- Complete at least 30 hours of service hours per family within the parish
- Participate in the Diocese's Capital Campaign to support Diocesan programs

Adherence to a stewardship model allows all parish families the opportunity to receive a Catholic education regardless of income.

The teachings of Jesus Christ are consistently modeled within the school environment and are supported through the recitation of the school pledge by all members of the school community at the beginning and end of each day. The vision of *developing each child in mind, body, and spirit* is exemplified in the following working goal statement for our students and staff:

***I am building the Kingdom of God today! I am doing the right thing today! I am treating people right today! I am working my brain! I am happy and healthy! Saint Maria Goretti – pray for us!***

This pledge is the focus of the school and provides the guiding principles for all students. The components of the pledge are measured by various data points to allow the community to stay abreast of the school's progress towards this vision. The data pieces collected are ACRE religious assessment, behavior model, growth models using NWEA and ISTEP+ assessments, and fitness/gross motor skills assessments.

The students and staff embrace the concept of "building the Kingdom of God" as they participate in many community service opportunities. Each grade level has adopted a public service agency within our larger community. This outreach program allows the students to actively engage in helping others by providing needed items and raising money throughout the school year. The students' participation in these charitable activities exemplifies an active faith and provides a richer understanding of doing the right thing for others and treating people right.

The students also participate in their faith through many religious traditions that provide exceptional leadership opportunities. During the Lenten Season, which is considered the most holy period of the Catholic calendar, Eighth Grade students lead the school in a Living Stations of the Cross and a reenactment of the Last Supper. All of the students participate in the Right to Life procession each winter, All Saints Day in the fall, and assist with the parish food pantry throughout the year. We are blessed to partner with our parish's Silver Angels group. This group is composed of senior citizens in the parish. The Silver Angel partnership allows younger students and older parishioners a chance to interact and develop social relationships through shared activities during the school year.

Saint Maria Goretti students perennially excel in all academic areas. Saint Maria Goretti received an "A" rating from the Indiana Department of Education for the 2011-2012 school year. This rating is new to the state and is based on academic performance and demonstrated growth on the state standardized assessment, ISTEP+. The staff continuously evaluates student achievement in order to design and/or adjust appropriate differentiated instruction based on the learning styles and needs of the students. All instruction is focused on the minimum goal of one academic grade level of student growth. Many technological tools and programs are utilized to support the differentiated curriculum. This technology integration allows students to become actively engaged in lessons and authentic exposure to communication and information venues which will be utilized in their future.

Saint Maria Goretti Catholic School is worthy of Blue Ribbon status because of the exceptionally high achieving students who demonstrate great growth in all areas of our vision – mind, body, and spirit. The students, families, staff members, and other stakeholders work well together to form this strong community of Catholic learners. The data from religious assessment, behavior, fitness, growth models and performance of NWEA and state assessment show that students excel in all areas.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. Saint Maria Goretti School has determined that the most significant goal for each student is to demonstrate one year of academic growth in all core curriculum areas. The state standardized assessment and NWEA test results are the benchmark instruments used to measure the anticipated progress. Traditionally 95% of Saint Maria Goretti students accomplish benchmark performance expectations. The minute percentage that is unable to obtain passing standardized test targeted goals is immersed in intervention programs designed to bridge the achievement gap.

Saint Maria Goretti School has determined that 100% of students passing all benchmark assessments coupled with 100% of students demonstrating one full year worth of academic growth in all core curriculums is attainable. This expectation has not been met as the current grade level growth rate falls between 65% and 70% in both mathematics and English/Language Arts. Although high performing schools often have difficulty demonstrating exceptional growth for all students, Saint Maria Goretti continues to develop fresh approaches to curriculum instruction that will benefit all students. The past several years the students, parents, and faculty have been focused on the growth target goals in order for each and every student to reach his/her yearly goals in mathematics and English/Language Arts.

B. The performance trend that is noticed with our state mandated assessment, ISTEP+, is in the area of reading. Our students excel overall in the percentage of students that receive a “pass” score or a “pass+” score. Since the students score near the top for the State of Indiana, the faculty shifts its focus towards the students that score in the advanced level of “pass+”. The percentage of “pass+” students in reading over the past five years per grade level is as follows:

Reading ISTEP+ “pass+” % of students

	2007	2012
3 <sup>rd</sup> Grade	20%	37%
4 <sup>th</sup> Grade	12%	39%
5 <sup>th</sup> Grade	12%	44%
6 <sup>th</sup> Grade	20%	60%
7 <sup>th</sup> Grade	24%	50%
8 <sup>th</sup> Grade	28%	41%

This increase in the number of students in the advanced category is attributed to the faculty’s attention towards meeting the needs of all students through differentiation in the area of reading. The students are no longer expected to stay within a certain reading basal and not deviate from the rest of the class, regardless of their abilities and performance. Students are given reading assessments that are both summative and formative, so the teachers are more aware of their individual learning needs. Students participate in guided reading in the lower grades and readers’ workshop in the upper grades, thus meeting the needs of each student.

Much emphasis by the faculty has shifted to the growth model that the Indiana State Department of Education is now using with the state assessment. This growth model is used to review the overall program for our school and each individual student's growth in the areas of reading and mathematics. Saint Maria Goretti School is not given scores for any subgroups except for gender due to our homogenous population and not having enough students in any other subgroup.

Saint Maria Goretti recently adopted a new mathematics curriculum that is based on the new Common Core curriculum. Indiana's state assessment is in the middle of a transition period where it is testing students on the Indiana State Standards and shifting to the Common Core Standards within a few years. The faculty is making plans to make this shift in all areas, but it was decided to adopt the new mathematics curriculum earlier than the State's timeline because of its rigor. The advance level on the state assessment "pass+" is inconsistent in all grade levels, thus not showing any type of trend at this time. This is attributed to the transitional period within the state and school in this area.

Saint Maria Goretti School has also participated in norm-referenced tests over the past five years. There has been much change in this area for the school as the ITBS assessment was used for some but not all grades, then switched to the NWEA assessment in 2009 for all grade levels. This change in assessments will allow the school to be more consistent with the data analysis for students and overall program evaluation. The NWEA data indicates that the students are near the top nationwide in all grade levels in the areas of reading and mathematics. Also, growth data for these subjects and each grade level excel in comparison to similar schools nationwide. The faculty focuses on the growth of each student through the analysis of the NWEA assessment. There were years that some of Saint Maria Goretti students did not take the ITBS due to state assessments in those grades. Joe McTighe, Executive Director of CAPE, indicated that this would be approved for Saint Maria Goretti due to participation in the State assessment in each grade level 3-8 over the past five years.

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

Saint Maria Goretti faculty, staff, parents and volunteers have created a school environment based on providing an exceptional, results-based and student focused learning community. The identified elements for this structure are; to identify the needs of students based on data and scientifically peer-reviewed research strategies, develop a plan to implement potentially impactful new instructional methods that will target student deficiencies, employ the innovative techniques, and reassess. When students master indicated benchmarks additional growth elements are identified and alternative learning modalities are adopted. This professional learning model is cyclical; students, faculty and staff are perpetually engaged in the process of educating, assessing and discovery.

Teachers attend weekly professional learning community meetings in order to dialogue student needs and develop viable actions plans for projected student growth. NWEA assessment results have been reported for a complete school year (three total assessments collected in the fall, winter and spring). Appropriate teachers, staff and the school principal review the data individually and as a group. Students identified as scoring below grade level proficiency are discussed by the team. Appropriate interventions are developed and a plan of action is implemented. Additionally, students scoring at the top end of the spectrum are identified and the professional learning community discusses options to provide enrichment for these students. Academic growth is considered the critical outcome for all learners.

All Saint Maria Goretti students participate in developing individual goals based on NWEA assessment results. These goals are self-developed after reflecting upon the fall assessment results. Goals include specific steps, plans and /or interventions for students to reach their end of the year objectives. After the process is completed between students and teachers, the plans are sent home for parent monitoring and interaction. The goals are revisited throughout the year and progress is noted after each NWEA assessment. Parents are kept abreast of progress and questions or concerns are addressed at parent teacher conferences.

The data is not merely disseminated as individual student data. Viewing the data as a whole group is essential in order to inspect and appraise the grade level core curriculum and the alignment of curriculums from Kindergarten through Eighth grade. Professional learning communities once again gather to identify grade level and whole school trends. If deficiencies or negative learning patterns are observed, a comprehensive process is implemented to research and design appropriate curriculum modifications.

Stakeholders are continuously updated regarding assessments results and trends. The data that is collected is correlated to the Saint Maria Goretti vision pledge listed in the summary Part III. Data is also utilized to determine quarterly Angel Awards that are presented to students who *do the right thing and treat people right*. This data is communicated to students and parents as all strive to have 100% of the student body receive Angel Awards at the end of each quarter. Students who have difficulty and are not able to demonstrate appropriate skills participate in a conference with the principal and/or have a behavior plan put into place.

Data that provides measurement for religious knowledge is achieved through the administration of the national ACRE assessment that is furnished by the National Catholic Education Association. This evaluation tool measures student acquisition of Catholic faith and the doctrines of the faith.

Growth models for NWEA and state assessments are utilized to measure the ability of students, “*working their brains.*” Data indicates to the staff which children are not reaching their growth potential and goals of displaying one academic year worth of growth. Historically the high achieving students have difficulty meeting this goal. The professional learning communities gather and discuss the resources available to boost the growth of these students. Frequently, the schematics of the plans for intervention involve teamwork between classroom teachers, resource staff, and families.

The last piece of data that is employed is the review of the school fitness program. This identifies the ability of students to remain *happy and healthy*. Students are expected to pass a gross motor skill checklist by the end of the fourth grade. The importance of this checklist is tied to the fact that physical movement is connected to learning. Students that are not making progress mastering these skills are provided with an active intervention plan. Student gross motor skills are measured in grades five through eight through the “personal best fitness test.” This ensures that adults communicate and model to the students the importance of fitness. This approach provides the foundation for a healthy lifestyle.

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

Saint Maria Goretti reaches out to the community through many exceptional opportunities. Saint Maria Goretti has hosted teachers from interested schools to observe teaching strategies, behavioral models, and professional learning communities. The faculty and staff collaborate with other schools to provide professional development that extends beyond simple curriculum modifications or enhancements. Recently, the school initiatives have been differentiation, literacy strategies and technology integration. Saint Maria Goretti has invited teachers from other schools to participate in unique training opportunities and to learn from the experiences of these initiatives.

The faculty has participated in a 24 month extended training program to master the new interactive white board technology that was provided for each classroom including the three resource rooms. Saint Maria Goretti has implemented creative, out-of-the box approaches to the state mandate 90 minute literacy block that has garnered community interest. The school openly shares and invites local and state public and private schools to share in these methodologies.

While hosting educators for visits and educational professional learning the staff also reaches out to the national community through seminars and conferences. Staff members have presented learning /teaching techniques at the state conference for Indiana Non-Public Education Association, Walden University PhD Residency for Education and Diocesan Grade Level Conferences. Staff professionals have covered topics

such as professional learning communities, integration of simulators in the science curriculum, family and science, differentiated literacy strategies and alternative educational environments for students with learning differences.

Beyond sharing educational strategies with others, the administrative team has trained and consulted with many other area schools regarding educational data bases and programs such as PowerSchool and Edline. The principal also spends much time with area principals on mentoring and assisting with curriculum, leadership and managerial skills. Additionally, the principal has partnered with a university to provide authentic perspectives on leadership in education. The principal spearheaded instruction for students interested in school leadership. This program not only offered insight into the roles of administrators, it also provided awareness for those interested in faith-based education.

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

The community at Saint Maria Goretti is blessed to have many parents, parishioners and other stakeholders actively involved in the educational process of the students. Each school family is required to complete at least 30 hours of service within the parish. This parental involvement allows the parents to be intimately involved in the operations of the school and the educational environment in which the students are immersed. This involvement increases confidence and self-esteem for the students, as well as providing snapshots of the learning process for parents. The staff has found this requirement successful, as it affords additional adults to work directly with students, thus providing new opportunities for differentiation. Parents often work with small groups of students to offer remediation and/or enrichment in all subject areas.

The retired faction of the parish has an active involvement in serving the needs of our students. The Reading Warriors volunteer weekly to listen to shy, struggling or disengaged elementary readers. This partnership creates a strong bond between the senior members of the community and the students. Saint Maria Goretti students are also fortunate to work with cadet teachers from the local Catholic high school. These cadet teachers are upperclassmen in high school and come to Saint Maria Goretti daily to work with students either individually or in small groups.

Beyond the engagement of parishioners, the school also participates in a partnership with Project 18 and the Peyton Manning Children's Hospital at St. Vincent. This affiliation is in association with the Peyton Manning Foundation and aligns with the school vision of *developing the mind, body, and spirit*. The middle school students participate in a health curriculum. This initiative focuses on a healthy lifestyle, avoiding drugs and making good life choices.

Saint Maria Goretti has a strong relationship with the local public school system, Westfield Washington Schools. This partnership allows students to receive services for special needs, transportation for field trips, grants and many additional benefits to both entities.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Saint Maria Goretti School's Common Core and state standard based curriculum is focused upon the school's growth model of developing the mind, body, and spirit. State and Federal curriculum standards are considered the minimum requirements in all subject areas. Teachers and staff meticulously evaluate student achievement and provide diverse learning opportunities for all scholars through differentiated instruction and assessment. Academic success is achieved through melding spiritual and physical growth with intellectual stimulation. Students and *all* faculty participate in daily brain based movement activities. These activities are incorporated throughout classroom instruction, physical education classes and during routine events such as waiting in line.

The heart of all curriculum design and implementation is devotion to the principles and doctrines of the Catholic religion. Faith instruction is interwoven into core curriculum through innovative approaches toward traditional disciplines. Students have developed audio/visual presentations regarding mission trips, charitable outreach programs and in-depth research regarding the lives of Saints. Musicals depicting faith in action are produced and presented to the community by middle school students. Primary students utilize creative writing and language arts skills while resolving social and moral conflicts. Math applications are applied as students tally fundraising monies collected for Peyton Manning Children's Hospital and calculate tithing percentages for potential career options.

Conversely, the school's students, families, and faculty embrace the utilization of contemporary modes of curriculum instruction and implementation. The Language Arts curriculum is vertically aligned to offer all stakeholders authentic benchmarks of student progress and the opportunity for genuine skill-based curriculum enhancement. Language Arts programs such as Leveled Literacy Intervention, Road to the Code, Phonics, Spelling and computer reading advancement programs such as Accelerated Reader and iPad applications offer all students avenues for academic development and expansion.

Math and science programs of study are hands-on based with an emphasis on small group investigations. Kindergarten through grade five utilize the Singapore Math approach which employs investigative and expansive understandings of traditional number sense and math operations. Students develop an awareness of why and how for all math concepts. The science curriculum is a kit based initiative developed by Purdue University in conjunction with the Indiana Department of Education and Eli Lilly and Company entitled I-STEM. The Indiana Science Technology and Math initiative (I-STEM) provides grade level specific science kits that provide multi-disciplinary modules for hands-on learning of state standards. The kits are the well spring of the Indiana Science Initiative which was started in December 2008 by K-12 educators, scientists, government agents, higher education faculty, and led by the National Science Resources Center.

Social Studies, visual and performing arts, physical education/health/nutrition, technology and foreign language studies are centered upon standard based criteria with a strong emphasis on interaction between the curriculum and the process of learning. Students are seldom in traditional pencil paper learning mode but will be found actively engaged throughout the process utilizing study trips, Smart boards, guest speakers and a plethora of distinctive approaches toward active learning.

Saint Maria Goretti offers numerous unique curricula for all students regardless of age. Students are grouped into "families", which meet monthly to cooperatively engage in learning events. First grade students participate in chess instruction while early readers are paired with retired parishioners to practice reading skills. Upper grades annually adopt a charitable project to support through student generated outreach.

Every segment of the Saint Maria Goretti curriculum is designed to endow each student with the vital academic, social, and spiritual foundation that will enable them to achieve their dreams. Saint Maria Goretti is in compliance with the program's foreign language requirements. The students learn Spanish and the curriculum is focused on vocabulary, conversation, culture, and reading/writing components.

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

Saint Maria Goretti's reading curriculum is founded on the belief that the integration of brain-based research coupled with best practices instruction will promote positive student acquisition of core reading skills. Moreover the curriculum is designed with the intent to promote and encourage all elementary learners to embrace literacy and develop the appropriate skills in order to facilitate reaching their fullest academic potential.

Faculty utilizes standardized benchmark assessments, as periodic touch points, which serve as a foundation for guided individualized and differentiated instruction. Student skills are systematically and meticulously evaluated by grade level teacher teams during weekly meetings. Students performing below grade level are provided targeted support by licensed resource teachers. All K-4 students are immersed in a daily 90 minute uninterrupted literacy block that incorporates various methods of explicit instruction. Educators are encouraged and supported by the school administration to seek effective, impactful and constructive instructional methods that engage students in whole group, small group and individualized instruction. A plethora of teaching techniques, systems, and materials are utilized including; The Daily Five (Boushey and Moser), guided reading strategies (Fountas and Pinell), Growing Reader, (Collins.), Accelerated Reader online program. Additionally, interactive online programs such as Reading A to Z provide leveled and differentiated reading activities that target comprehension, vocabulary, and recalling details. Students who demonstrate skills above grade level participate in an advanced literacy program. This program affords exceptional students avenues to broaden and deepen literacy skills through development activities such as creating an alternative ending to a grade level text, developing a board game based on a selected book that will be played by their peers and engaging in vocabulary Jeopardy. Care is given to ensure that students participating in the advanced program are not encouraged to peruse literature intended for older students but to enhance talents and abilities through age appropriate venues.

Saint Maria Goretti selected this approach to reading instruction based on a firm belief that the foundation of all education is rooted in secure well-founded literacy skills. Meeting the needs of each student through instruction, intervention and authentic literacy applications coincides with the school's philosophy of developing the mind, body, and spirit. Students with early well developed literacy skills have more self-confidence.

Saint Maria Goretti's fifth through eighth grade language arts program incorporates the use of a reader's/writer's workshop format for literature instruction. Students self-select authentic literature or are guided toward preselected leveled choices. Student progress is monitored through the exploration, discussion and production of a written work, the writing and production of a play or technological presentation, or an alternative creative endeavor. This approach provides a forum for students to actively demonstrate their knowledge while promoting unique and creative student endeavors. An expansive variety of genre is drawn upon in order to provide students with exposure to numerous styles of literature. This approach also incorporates proper grammar, vocabulary, and language usage as an integral component of the writing process rather than individualized pieces. Class time is dedicated to instruction, guidance and sharing projects. Students are required to read project based texts during class in order to provide the teacher with authentic observations of student decoding skills. These anecdotal observations melded with standardized test scores and project based outcomes assist with the verification of student achievement levels. Students exhibiting below level skills are provided support through teacher intervention and aid through the resource teachers. Students who are presenting above level abilities are supplied with challenging educational options that are designed to foster development of literacy aptitudes.

Composition support is targeted through dedicated instruction, journal responses and essays. Students are guided toward relating the text to their own experiences, how the manuscript parallels components of their books and then drawing conclusions as to the impact these insights may have on the greater good.

Smart boards, Kindles, iPADS, Nooks, and traditional textbooks provide instructional forums for writing, grammar, spelling, and vocabulary. Grade level specific programs augment core instruction. Sixth, Seventh, and Eighth grade classes boost word and foundational mechanism understanding through Latin and Greek derivative studies.

### **3. Mathematics:**

Saint Maria Goretti School adopted a derivative of Singapore Math entitled Math in Focus for Grades K-Five. The emphasis of the curriculum is Common Core and State Standards based with a strong hands-on component supported by visual examples and manipulative use. The students are systematically guided through a coherently sequenced curriculum providing ample opportunities to master foundational skills.

Abstract mathematical concepts are initially explored through interacting with manipulatives. Picture models and diagrams are coupled with examples and solutions. Students utilize these models to visualize, explain and solve concepts. An intense emphasis is directed toward bar models as a means to visualize the part-whole structure of the problem. The focus of this program is on the how and why when teaching new concepts. Numerals and symbols are utilized once the students are familiar with the abstract theories. Frequent independent practice is provided as well as hands-on work in student pairs and small groups. Students are encouraged to communicate their perceptions and understandings orally and through reflection in math journals.

Four resource teachers work closely with all grade level teachers to provide support for students that are working below grade level and to challenge and enrich students that are demonstrating a desire to broaden their scope of the instructional concepts.

Grades Six through Eight utilize the Big Ideas mathematics program. The Indiana Department of Education rated this program as highly desirable due to the programs alignment with Common Core standards as well as the transitioning State Standards. Big Ideas provides learning activities that promote student knowledge acquisition through self-discovery activities. This approach affords learners with visual as well as theoretical experiences for all concepts that are taught. Saint Maria Goretti elected to adopt the accelerated program for grades Seven and Eight. This approach challenges Seventh Grade scholars to engage in pre-algebra lessons and Eighth Grade students to connect with algebra skills. Learners are challenged to grow beyond simple operations and to understand the “why” of operations. Students at this level are ability grouped in order to allow knowledge and understanding to guide the pace of the coursework and to provide support for students performing below and above grade level.

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

Saint Maria Goretti’s physical education/health/nutritional curriculum aligns and paves the way for all students to achieve success in areas that represent an identified concern for today’s youth. Sedentary lifestyles, childhood obesity and adolescent use of drugs and alcohol are prominent issues that impact all members of the global community. Addressing these issues through the integration of focused support curriculums coincides and supports the Saint Maria Goretti vision of developing the whole child in mind, body, and spirit.

Saint Maria Goretti has partnered with two major leaders in quest to employ this vision. The Peyton Manning Children’s Hospital Project 18 initiative is an incentive based program designed to help students, parents and schools to combat childhood obesity through goal setting, physical exercise and

nutritional education. Students evaluate and gain a clearer understanding of how to set proper nutritional goals. They accomplish this through the use of pre/post assessments designed to analyze the students' nutritional content knowledge. Students are then responsible for creating and maintaining food logs and weekly journals that track their physical activity. The information is gathered, analyzed and evaluated by the students to determine opportunities for significant improvement.

Additionally, Saint Maria Goretti School gathered together 1,600 students in Grades Five through Twelve, from fifteen different schools, to hear nationally renowned speaker Chris Herren describe his rise to NBA fame and his self-inflicted demise due to alcohol and drugs. Herren shared his emotional story during a two day period in which students were provided an opportunity to ask personal questions and utilize the experience in an educational format.

Saint Maria Goretti students support these efforts through participation in national anti-drug and alcohol educational programs such as Red Ribbon Week and Chris Herren's Project Purple. These influential programs further student understanding of the sway that drugs and alcohol may have on not only student lives but on families and friends. Red Ribbon Week, Project Purple and similar educational platforms encourage students to remain diligent in their efforts to make informed and healthy choices, continue to discuss and analyze life options, and to remain faithful to the vision of the school.

St. Maria Goretti supports a passionate dedication for the proactive education of adolescents regarding nutrition, exercise, drug and alcohol abuse as it continues to mentor the lives of its students in the context of the school's vision statement.

## **5. Instructional Methods:**

Saint Maria Goretti instructional methods are solely focused on providing differentiated instruction across the curriculum. A multi-dimensional approach is utilized by all faculty in order to design and implement unique curricula to meet the needs of all learners. Standardized assessments are analyzed and integrated with local assessments and anecdotal records. Grade level standards are used as student achievement benchmarks that provide beginning touch points for skill-based groups. Students performing below level are supported through the efforts of volunteers, in-house tutors, resource staff and classroom one-on-one and small group teacher lead activities. Students demonstrating grade level skills are immersed in activities that promote growth and allow for extended development and extra curricula investigation. Above level learners are engaged in age appropriate enrichment activities that enhance studies and foster mental progression.

Instruction may be modified by providing alternate texts that impart parallel information by utilizing either simplified or more complex language. Students struggling to master mathematical concepts may be provided manipulatives to utilize during assessments and for additional practice. Technological devices such as iPads and Nooks support students that have difficulty due to diagnosed neurological issues. Smart board interactions make available leveled support activities that may be student led or teacher guided.

Differentiated instruction is not strictly limited to specific academic enhancement and support. Students may participate in interventions such as a morning exercise program that offers learners' research based kinetic movement that promotes the integration of information between the left and right sides of the brain. Challenging the students to operations-based board games in order to grow and develop confidence in mathematics or designing and implementing a video game to challenge younger learners to learn the alphabet are additional examples.

Online communication assists students and families with the learning process. Students are able to access class notes, study guides, vocabulary and other support materials. This format provides authentic

curriculum access for tutors, families, students and intervention specialists resulting in round the clock support.

## **6. Professional Development:**

Professional Development at Saint Maria Goretti is a perpetual process that emphasizes the mission and vision of the school while enriching the capacity of teachers and administrators to effectively impact student achievement.

The school formed professional learning communities (PLC) that meet weekly as grade specific teams. The PLC groups focus on objectives that identify student needs, research and plan effective strategies, implement best practices, and reassess student learning. This process ensures that all students are reaching mastery of standards at each grade level. The teachers also use this time to analyze student data and plan appropriate interventions and enrichment activities for those students in need.

Identified development needs are discussed and support materials are gathered in order to optimize development opportunities. Teachers and administrators are not stagnating in their efforts to utilize resources in order to achieve student learning goals. Formal professional development activities are sponsored with the intent of enhancing best practice instruction, providing sustenance for the development and support of academic achievement, and the dedication to upholding school improvement goals.

Staff members receive ongoing training for technological support such as Smart board applications and iPad activities and uses. They attend curriculum related workshops, behavioral modification seminars, and conferences that enhance the mission of the school. The Indiana Non- Public Education Association offers opportunities to meet with similar school personnel to dialogue and discern educational methods that may enhance student learning. Teachers also participate in multiple day trainings in literacy and differentiated instruction, while collaborating with other schools in the metropolitan area.

Faculty and administration align professional development with academic standards through online forums such as the Indiana State Learning Connection and the NWEA website. These easily accessible sites offer academic information that provide viable support for school improvement goals and student achievement.

The professional development has impacted student achievement due to increase in number of students scoring in the advanced portion of the ISTEP+ state assessment and the individual and overall student growth factors on the NWEA assessment.

## **7. School Leadership:**

Leadership at Saint Maria Goretti School is not isolated and/or defined by the roles of administrators. Saint Maria Goretti's authentic understanding of leadership is rooted in the strong belief that every stakeholder serves as a valued leader and is an indispensable member of the community.

The hub of this society is a partnership between the Parish Pastor and the School Principal. They serve as the directional beacons for the community. They guide all community members toward the accomplishment of the school's mission and vision while serving as the official gate keepers of Saint Maria Goretti's values, policies and procedures.

All stakeholders, as leaders, embrace the concept that leadership is a comprehensive approach that must expand beyond simple decision making. It is implementing changes that are needed and responding actively through instruction, interventions, or other provisions needed to ensure student success and to meet or exceed established goals. It includes the action of implementing changes that are needed and

responding through engaged instruction, interventions, or impactful provisions that benefits students. Leadership goals are firmly founded in the desire to assist in the quest for all students to achieve their fullest potential and meet or exceed academic, social, and spiritual goals.

Teachers continuously dialogue to share ideas that support common practices and align all goals to the mission and vision of the school. They ensure that practices being utilized are driven by acquisition of optimum student achievement.

Parental leadership roles include serving as School Council members, Parent Teacher Organization members, fundraising committees, volunteer organizers, coaches, scout troop leaders, and tutors. Parents also uphold and demonstrate value for the faith base that the school is founded upon. Students demonstrate leadership skills as they guide organized school activities, mentor younger students, serve as charitable outreach volunteers and fundraising coordinators, and as role models of Catholic education to our community. Older students are responsible for daily announcements, planning the school Masses and guiding all school Rosaries.

The shared leadership of all students, parents, teachers, and administrators, not only shows the investment and dedication to the school community, but the love and support for all learners, preparing them for now and the future.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

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

4. What is the educational cost per student? (School budget divided by enrollment) \$5711

5. What is the average financial aid per student? \$0

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	100	96	96	86	90
Pass+	50	56	58	40	24
Number of students tested	54	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	100	98	98	96	100
Pass+	37	26	22	32	20
Number of students tested	54	50	50	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	100	92	96	96	96
Pass+	43	46	37	42	22
Number of students tested	51	50	46	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	96	98	96	98
Pass+	39	36	37	36	12
Number of students tested	51	50	46	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	94	100	98	96
Pass+	36	47	78	18	25
Number of students tested	50	47	46	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	96	96	98	96	100
Pass+	44	47	24	35	12
Number of students tested	50	47	46	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+I

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	100	100	100	98	100
Pass+	30	52	48	34	26
Number of students tested	50	46	44	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	100	98	96	98
Pass+	60	54	48	34	20
Number of students tested	50	46	44	50	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	98	95	95	97
Pass+	59	71	41	35	43
Number of students tested	44	42	44	37	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	95	100	100	98
Pass+	50	43	20	30	24
Number of students tested	44	42	44	37	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	98	95	97	98	100
Pass+	57	43	33	44	60
Number of students tested	46	40	36	45	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISTEP+

Edition/Publication Year: annual

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Sep
<b>SCHOOL SCORES</b>					
Pass and Pass Plus	96	95	100	98	98
Pass+	41	28	28	29	28
Number of students tested	46	40	36	45	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>2. African American Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>6.</b>					
Pass and Pass Plus					
Pass+					
Number of students tested					
<b>NOTES:</b>					
The State of Indiana changed the timing of the state assessment from fall to spring in the 2008-2009 school year.					

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	
<b>SCHOOL SCORES</b>					
Average Score	212	213	87	85	
Number of students tested	54	50	50	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.</p>					

13PV9

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	
<b>SCHOOL SCORES</b>					
Average Score	211	208	89	82	
Number of students tested	54	50	50	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	220	221	87	87	87
Number of students tested	51	50	46	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	215	215	92	80	84
Number of students tested	51	50	46	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	228	227	92	82	83
Number of students tested	50	47	46	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.</p>					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	222	222	89	84	84
Number of students tested	50	47	46	49	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	
<b>SCHOOL SCORES</b>					
Average Score	236	241	91	84	
Number of students tested	50	46	44	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	
<b>SCHOOL SCORES</b>					
Average Score	226	226	87	77	
Number of students tested	50	46	44	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.</p>					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	245	244	87	79	86
Number of students tested	44	42	44	37	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov	Mar	Sep
<b>SCHOOL SCORES</b>					
Average Score	229	232	84	82	88
Number of students tested	44	42	44	37	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.</p>					

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov		
<b>SCHOOL SCORES</b>					
Average Score	251	247	86		
Number of students tested	46	40	36		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: MAP/ITBS

Edition/Publication Year: 3.1 annual/A  
2008

Publisher: NWEA/Riverside  
Publishing

Scores reported as: Scaled  
scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Nov		
<b>SCHOOL SCORES</b>					
Average Score	238	234	87		
Number of students tested	46	40	36		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Grades 3, 6, and 8 were not assessed in 2007-2008 except for the State ISTEP+ assessment. CAPE representative stated this was approved since all grades participated in our State assessment for the past five years. The ITBS scores are reported in percentiles for 2007, 2008, 2009. MAP assessments are reported in scaled scores for the past two years.					

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