



## **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: 5

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>	26	12	38
<b>K</b>	24	13	37
<b>1</b>	23	31	54
<b>2</b>	22	25	47
<b>3</b>	28	25	53
<b>4</b>	25	27	52
<b>5</b>	20	33	53
<b>6</b>	23	30	53
<b>7</b>	25	27	52
<b>8</b>	27	17	44
<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>			<b>483</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
4 % 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: 6%  
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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1, 2011	474
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 1%  
Total number of ELL students in the school: 1  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 0%  
 Total number of students who qualify: 0

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.

St. Louis de Montfort Catholic School does not participate in the free and reduced-price school meals program. Based on tuition assistance data, no families (students) qualify for free or reduced-price school meals

10. Percent of students receiving special education services: 3%  
 Total number of students served: 16

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>5</u>
Total number	<u>33</u>	<u>11</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: 18:1

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	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
<b>Total</b>	_____	<b>0%</b>

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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**St. Louis de Montfort Catholic School** (“SLDM”), a state-accredited school in the Lafayette Diocese, serves elementary students in junior kindergarten through grade eight. The mission is the basis for all leadership decisions and shapes the daily happenings of the school community. St. Louis de Montfort is a Roman Catholic School dedicated to following Jesus by living the catechism. Students are empowered through faith formation, servant leadership, and academic excellence to become community leaders.

**Strengths and Accomplishments:** St. Louis de Montfort Catholic School provides a Catholic, academically-challenging, service-oriented environment for the students. Located in Fishers, a suburb of Indianapolis, the school has focused on “thinking outside the box,” which has generated numerous accolades and has seized incredible opportunities during the last five years. As a result of outstanding state assessment scores, SLDM has consistently received an exemplary status or grade “A” by the Indiana Department of Education. Named as 2011 Business of the Year by the Fishers Chamber of Commerce, the school has developed a partnership with Peyton Manning Children’s Hospital and has focused on international connections by hosting administrators and educators from China, Finland, Germany, and Argentina.

SLDM incorporated the school-wide Covey Leadership Program and embraced technological upgrades and plans, including smart boards, laptops, and iPads. The community applauded the Class of 2012 on receiving over \$115,000 in scholarships and congratulated the current principal as 2010 District #5 Principal of the Year by Indiana Association of School Principals. SLDM, named “Top 25 Best Schools” by *Indianapolis Monthly*, received grants and stipends from Indiana Arts Commission, Indiana Association of School Principals, and Indiana University.

The school believes that these honors carry a responsibility to promote a culture of continuous improvement and to share the lessons learned with other educators. As a result, the school welcomes pre-service teachers from local universities and shares best practices with educators, parents, and community members. Clearly, SLDM’s goal is to be named the first Catholic school to achieve the National Blue Ribbon Award in the Lafayette Diocese, Indiana.

**Community:** St. Louis de Montfort Catholic School is blessed with a permeating spirit of community and is extremely family-oriented. The students are drawn almost entirely from the Catholic parish. Ranging from middle to upper-middle socio-economic levels, most families live in suburban areas of Fishers, Carmel, and Noblesville. Generally, parents are college-educated with professional careers translating into high expectations for educators and the school.

**Milestones:** Since opening its doors in 2000, the school community has celebrated several milestones. In 2003, the school celebrated the success of fourteen graduates. Just five years later, the Class of 2008 boasted forty-six graduates. During the graduation festivities, the school acknowledged twenty-one students who attended kindergarten through grade eight together. The school’s tenth anniversary was celebrated with much fanfare, inviting former pastors and principals to the celebration. Presently, the school is an exciting and thriving community, serving 483 students with waiting lists in several grades.

**Traditions:** Throughout the years, the school has adopted several traditions, which have enhanced the school’s community spirit. The school community honors and learns from other generations through the annual Veteran’s Day and Generations Day programs. The Catholic faith is celebrated through the Advent Prayer Services, Stations of the Cross, the Living Rosary, and May Crowning. Academic highlights include Science Fairs, International Fairs, and Fine Arts Night. Additionally, the annual school walk-a-thon generates incredible school spirit and collaboration with community businesses raising significant funds for the school.

**Spirituality:** The school teaches the fundamental precepts of the Catholic faith. Students participate in daily prayer, religion classes, liturgical celebrations, and retreats. Through the support of the parish, students are taught to apply their knowledge and understanding of the Catholic faith. All students participate in service learning projects, such as parish food drive collections, “coin wars” to benefit a local charity, and collections to benefit children at the Peyton Manning Children’s Hospital. During the annual Walk-a-thon, students wear “dog tags” with a hospitalized child’s name, age, and condition and pray for the child throughout the year. In addition, students in grades five through eight, participate in parent-led *Called to Serve* projects, focusing on the parish Goodwill Drives, collections for Thanksgiving baskets, and the Interfaith Hospitality Network, which serves the homeless in the community.

**Academics:** The school fosters a vibrant learning community by keeping the students engaged in discovery, collaborating with the larger community, and providing all members with continual opportunities for growth. Accomplished and caring teachers deliver a demanding academic curriculum, which results in exceptional standardized test scores and high achievement levels. Consistent parental involvement and community volunteers support the educational process and mission.

**Blue Ribbon Status:** St. Louis de Montfort Catholic School is worthy of Blue Ribbon designation because the mission is exemplified through students who are active participants in faith, education, and service to local, national and global communities.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

#### **Performance Levels**

St. Louis de Montfort Catholic School (“SLDM”) students in grades three through eight take the Indiana Statewide Testing of Educational Progress Plus (ISTEP+) in mathematics and reading annually. ISTEP+ is a state-mandated standardized test, which compares students’ performance throughout the state of Indiana.

During the 2008-2009 school year, the Indiana Department of Education transitioned the state assessments from fall to spring. As a result, the students were tested in September, February and April. Beginning with the 2009-2010 school year, the ISTEP+ has been administered in two sessions during February and April. The first session is applied skills or written assessment while the second session is a multiple choice and short answer format in math and English/language arts.

Recently, the Indiana Department of Education has transitioned from reviewing ISTEP+ scores as simply achieving the pass or pass plus distinction to the Growth Model. Historically, SLDM students have received exceptional pass and pass plus scores. Beginning with the 2011-2012 school year, students have been categorized into low, typical, and high growth by comparing their 2010-2011 scores to the 2011-2012 scores. This process has emphasized the importance of educators to focus on differentiated instruction and instructional plans for each student, so maximum growth for each student can be achieved.

The performance levels as indicated by passing rates and the Growth Model are extremely high compared to the students attending public or other Catholic schools. As a whole, the students at SLDM are meeting or exceeding the expectations as indicated by the Indiana Department of Education’s Growth Model. The students’ achievement on the ISTEP+ has earned the highest accolade, or “A” category (on a scale of A-F) for the school by the Indiana Department of Education. The school community consistently expects this high level of achievement!

#### **Performance Trends: Mathematics**

During the last five years, students in grades three through eight consistently achieved high passing rates on the ISTEP+ assessment. Because all eighth grade students are expected to take algebra I, teachers have maximized internal communication regarding the scope and sequence in math.

Besides communication, significant gains can be contributed to the school-wide Response-to-Instruction (RTI) program. The first and third quarters of the school year have been dedicated to the math curriculum. For thirty minutes on Wednesday mornings, all classroom teachers, resource teachers, special area teachers, instructional assistants, and parent volunteers are engaged in the Response-to-Instruction program. Teachers gather and analyze data on the students’ achievement using ISTEP+ data, placement tests, and classroom assessments.

The math educators have planned lessons for the ability groups, multi-age groups, and specialized groups. The differentiated instruction resulted in enriching, challenging, and reinforcing students’ computation, critical thinking, and problem-solving skills. Math help sessions and the voluntary math bowl programs have also contributed to the students’ success.

As a result of the school’s strategic planning, students have achieved a marked increase, ranging from 41%-71%, for pass plus scores on the ISTEP+ assessment in 2012.

## **Performance Trends: Reading**

During the last five years, students in grades three through eight have steadily increased high passing rates on the ISTEP+ assessment. Because all eighth grade students aim for challenging secondary courses, teachers have maximized internal communication regarding the scope and sequence in reading.

As with SLDM's performance trends in mathematics, significant gains can be contributed to the school-wide Response-to-Instruction program (RtI). The second and fourth quarters of the school year have been dedicated to the reading curriculum. For thirty minutes on Wednesday mornings, all classroom teachers, resource teachers, special area teachers, instructional assistants, and parent volunteers are engaged in the Response-to-Instruction program. Teachers gather and analyze data on the students' achievement using ISTEP+ data, Aimsweb data, Reading A to Z software program, reading benchmarks, and classroom assessments.

Reading educators have planned lessons for the ability groups, multi-age groups, and specialized groups. The differentiated instruction resulted in enriching, challenging, and reinforcing students' comprehension, vocabulary, grammar, and writing skills. In addition, students in kindergarten through grade two take a practice Indiana Reading Evaluation and Determination (IREAD-3) assessment for the purpose of monitoring their reading skills. In grade three, students take the state-mandated IREAD-3 assessment in the spring. In 2012, all third grade students exceeded the passing score on this high stakes testing.

As a result of the school's strategic planning, students have achieved increases, ranging from 32% to 59%, for pass plus scores on the ISTEP+ assessment in 2012.

### **Subgroups**

In the most recent year's data, scores were not disaggregated into subgroups in the data tables because subgroups were less than ten students per class. No students were alternatively assessed.

St. Louis de Montfort Catholic School's teachers continuously monitor the assessment data and trends relating to gender groups and any subgroups. Through data analysis and internal communication among educators, selected students may receive specific and immediate interventions, such as additional explanations, preferential seating, organizational assistance, and an assigned peer helper. Teachers communicate with parents to plan strategies for assisting their child. Supportive and committed parents contribute to their child's success by continuing interventions and strategies at home.

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

St. Louis de Montfort Catholic School's approach to assessment is directly linked to the school's mission statement and is aligned with its plan for improvement. Continuous student assessment regularly includes classroom assessments, research-based evaluations, and standardized assessments, allowing for a thorough and accurate analysis of student achievement.

Teachers meet regularly in professional learning teams, both cross-curricular and grade level, to discuss the scope and sequence of the curriculum. Utilizing students' performance on classroom tests, projects, and other assessments, teachers analyze data, construct curriculum maps, and review state and national standards. Teachers share best practices and research-based strategies to reach or challenge individual students.

Teachers utilize a research-based reading program, *SRA Imagine It*, which heavily emphasizes repetition of phonics, comprehension, and reading skills. At the end of each unit, teachers monitor students' progress by graphing and interpreting their benchmark assessment scores. Teachers re-teach skills to

ensure the students have mastered the concepts. Additionally, teachers provide enrichment activities for students who require a more challenging curriculum.

Teachers track reading comprehension, reading fluency, and phonics skills utilizing a web-based program, Aimsweb. Data is entered into the program, which produces graphs of each student's reading progress throughout the year. Teachers analyze the data and develop a plan of targeted reading skills for each child. Children who have similar growth areas are grouped together to maximize instructional time.

The state-mandated assessment, Indiana Statewide Testing for Educational Progress (ISTEP+), provides specific data in math, writing, and reading skills. In the fall, teachers receive a complete packet containing students' ISTEP+ results, academic, and behavioral information. Teachers and administrators cite specific areas for enrichment and remediation for the class and for individual students. Reading, math, and writing skills are monitored via classroom assessments and specialized grouping through the Response-to-Intervention program. In addition, the ISTEP+ scores are reviewed by the entire faculty, so that school-wide trends can be discussed and addressed collaboratively.

The Response-to-Intervention program maximizes students' academic growth by targeting developmental levels in math, writing, and reading. All educators support the students' academic needs through differentiated instruction. This program utilizes a variety of assessment tools, including problem-based activities, oral testing, portfolios, and observations. Instructional strategies and materials, such as calculators, computers, iPads, Smart Boards, graphic organizers, supplemental academic programs, and small group activities, keep the students engaged and challenged. The deliberate school-wide engagement in Response-to-Instruction has gleaned significant gains in the students' formalized assessment data.

Administrators have clearly linked students' performance data and teachers' performance data, both observations and students' growth, to professional development opportunities. Teachers and administrators have openly discussed school-wide strengths and weaknesses formulating a plan to address the educational concerns.

In recent years, the school has focused on reading skills and the support of reading skills through technology, differentiated instruction, school-wide reading plan, reading textbook adoption, and professional development. Teachers have formed after school book clubs. The Parent-Teacher Organization increased library books through the annual Book Fair funds. Teachers have engaged in cross-curricular projects and activities involving reading.

The administrators invited specialists from the Indiana Department of Education to share best practices in reading education, key points for the school's reading plan, and standards-based information concerning reading textbook adoption. The master schedule reflects ninety minutes of reading instruction daily. Mentor teachers were assigned to guide teachers who needed assistance with the reading curriculum.

Teachers and administrators participate in shared reading strategies gleaned from on-site training, local public schools' workshops, webinars, national, and international conferences. As a result, comprehensive internal communication has catapulted the students' achievement and assessment data in reading.

Since educating students is an inclusive process, assessment results are regularly reported to stakeholders. The Fishers community, parishioners, and local high schools are informed of the students' academic success via the school's website, parish bulletins, local newspapers, and marketing information. Grandparents, general supporters, and alumni may receive a bi-annual electronic newsletter, *Friends of SLDM*, which notes the academic achievements and exceptional activities of the students.

Assessment results are communicated to parents through progress reports, report cards, weekly communication folders, emails, phone calls, and conferences. Specifically, ISTEP+ results are

communicated via a website in the spring. Aimsweb results are distributed to parents after each assessment. Parents are encouraged to meet with their child's teacher or an administrator to clarify any assessment results. Power School, a web-based program, gives parents and students continuous access to current grades.

The administrators and School Advisory Council host Back-to-School Nights and Spring Open Meetings so parents and community members can learn about the students' academic achievements and opportunities. Prospective parents are invited to witness lessons and assessments during the Open Houses.

St. Louis de Montfort Catholic School's process of utilizing assessment data results in a celebration of the students' academic achievements, the teachers' instructional success, the parents' extraordinary involvement, and the community's unwavering support!

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

SLDM community believes in promoting a culture of continuous improvement and in sharing successful strategies with other educators. Teachers' professional learning teams discuss best practices for students' achievement. Faculty meetings serve as a forum for school-wide curricular and professional discussions. Experienced teachers mentor new educators. Teachers guide pre-service teachers in their student teaching experiences and have participated in the cadet teacher program.

Teachers host educators from surrounding schools to exchange ideas about SLDM's curriculum, projects, and activities. SLDM teachers participate in educational discussions about curriculum and assessments at other schools. SLDM resource teachers and administrators attend meetings regarding the funding process for students with special needs. SLDM junior high teachers, high school teachers, and administrators discuss academic and behavioral expectations of incoming secondary students, ensuring a smooth transition as they matriculate to the high school level.

SLDM's commitment to continuous improvement extends beyond its campus to the entire diocese. Faculty members serve on diocesan committees to plan curriculum, evaluate textbooks, develop benchmarks, design assessments, and draft policies. Teachers have served as discussion facilitators and presenters in the areas of technology, writing, math, art, physical education, and marketing at the Indiana Non-Public Education Conference. The principal and several teachers have participated in the AdvancEd accreditation process at other schools. SLDM hosts chess and math competitions at the local and statewide levels. Teachers participate in national and international conferences using the opportunity to communicate and collaborate with other educators.

The administrators model professional networking through their participation in Diocesan meetings and conferences. Newer administrators solicit the advice and ideas of SLDM's experienced administrators. The principal has mentored several aspiring principals through their internships or as assistant principals. The assistant principal has shared ideas at the Safety Specialist meetings. The school nurses and counselors have participated in numerous conferences sharing and gleaning new information.

The principal presented the results of her global grant opportunity at the Indiana Association of School Principals Conference. She continued her Fulbright connection by hosting educators from Finland. Securing exchange opportunities with administrators in China and Argentina, the principal enriched SLDM's educational experience. She has presented and lead discussions on various topics in Washington DC, Finland, Germany, China, and Argentina. School memberships in NCEA, ASCD, NAESP, IASP, and INPEA will continue opportunities for professional growth.

SLDM will continue to learn and share its successes with local, national, and international educators as students will benefit from these mutual exchanges.

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

Blessed with extremely dedicated volunteers, St. Louis de Montfort Catholic School (“SLDM”) has found numerous successful strategies in working with family and community members.

Recognizing that parents are the child’s first educators, administrators and teachers focus on informative and timely communication with families. Parent-Teacher conferences, which glean nearly 100% participation rate, are scheduled in the fall and, as needed, throughout the year. Parents receive a copy of the meeting notes and reassurance to contact the school should they have further questions or concerns.

Teachers and administrators regularly communicate with parents via phone calls or email. The master calendar, school, and classroom calendars keep parents apprised of upcoming events and activities. Parents track their child’s progress through web-based grading system, Power School, and receive quarterly progress reports and report cards. Quarterly honor roll ceremonies are well-attended by parents, parishioners, and community members. A current and updated website assists families and prospective families with navigating the school community.

Through the school’s volunteer cards, parents indicate their interest in particular activities throughout the year. Besides assisting in the classrooms and on field trips, parents lead major school activities, such as the Parent-Teacher Organization (PTO), Walkathon, and Generations Day. Additionally, the *Called to Serve* student volunteer program, New Family Mentor Program and After School Enrichment program are facilitated by dedicated and talented volunteers. Parents play supporting roles in the Veteran’s Day program, Catholic Schools’ Week activities, and Response-to-Instruction program. Teachers and administrators feel comfortable with directly requesting assistance from the cadre of talented and professional parents.

SLDM has established a collaborative relationship with the neighboring school districts. This cooperative relationship has resulted in formalized assessments and services for students, professional development for staff members, and financial support for school improvement goals. Relationships with numerous community organizations, such as Peyton Manning Children’s Hospital, Fishers police department, and local restaurants and businesses, enhance the students’ educational experience.

The *Friends of SLDM*, bi-annual newsletter, was created to promote the school’s happenings with the community, grandparents, and alumni. As a result of sharing the school’s accomplishments, new relationships have been forged, generating volunteer hours, financial donations, and heightened awareness of the interactive school community.

Proudly, St. Louis de Montfort Catholic School was named the 2011 Business of the Year by the Fishers Chamber of Commerce.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

St. Louis de Montfort Catholic School's challenging curriculum is firmly rooted in the Indiana Academic standards, Common Core Standards, and Diocesan Standards (religion). Guided by the mission, the curriculum ensures that students are empowered through faith formation, servant leadership, and academic excellence to become community leaders.

**Religion:** The foundation of Catholic faith permeates content areas and daily practices. The curriculum covers social justice, morality, sacramental theology, church history, and biblical study. Service projects, liturgy, prayer, and scripture teach Catholic beliefs. School-wide service projects and the *Called to Serve* program for older students encourage community service.

**Reading:** The program encompasses reading, oral communication, and written expression. Direct systematic instruction teaches basic reading and writing skills, including phonological awareness, spelling, and vocabulary. Developmental comprehension and written expression are supported through differentiated instruction. Upper level instruction focuses on comprehension, interpretation, and literature. Phonetic origins of vocabulary, root words, and guided reading strategies are emphasized. Writing and grammatical conventions are integral to the curriculum. Projects and presentations enhance students' listening and speaking skills.

**Math:** The curriculum enriches computation, critical thinking, and problem-solving skills. Developmentally-appropriate and differentiated instruction covers measurements, geometry, and algebra. Math centers, grouping, and technology engage the students in logical reasoning skills. Preparing eighth graders for algebra I, the teachers effectively communicate the math scope and sequence. Additional math sessions and math bowl teams are offered to strengthen the students' math skills.

**Science:** The program emphasizes hands-on inquiry approach that develops students' critical thinking and questioning abilities. Students "think like a scientist" by utilizing the scientific method and participating in experiments and field trips. Earth, life, physical, environmental sciences and chemistry develop scientific skills of observation, prediction, inference, and classification. Biennial science fair projects require the students to explain scientific principles through written and verbal communication.

**Social Studies:** History, government, geography, and cultural sensitivity provide a foundation for understanding of responsibilities of citizenship. Maps, research, and technology are methodologies that support the curriculum. Experiencing field trips, hosting international educators, and participating in the biennial international fair enhance the concept of a global community.

**Spanish:** St. Louis de Montfort Catholic School is in compliance with the program's foreign language requirements offering Spanish instruction to students in grades one through eight. The curriculum includes vocabulary, reading, and conversational skills. Junior high students speak only Spanish preparing them for secondary courses. All students participate in the annual Spanish liturgy.

**Visual and Performing Arts:** Students develop an appreciation for music, band, choir, and visual arts. Students' talents are highlighted at annual Veteran's Day, Christmas, and Fine Arts Night performances. Students participate in contests, choral festivals, and performances. The art curriculum focuses on history, artist studies, and creative projects, incorporating media, technology, and photography. Students showcase their artwork and musical talents at the Fine Arts Night.

**PE/Health/Nutrition:** SLDM promotes the importance of exercise, health, and sportsmanship through age-appropriate activities. Participation in competitive team sports, aerobic exercise, and dance support the development of sportsmanship, self-esteem, and achievement of one's personal best. Health and wellness topics are taught in science and counseling classes. Organized athletic programs are extremely active for students in grades three through eight.

**Technology:** Laptops, smart boards, and iPads, are integrated throughout the curriculum. Students learn ethical practices, keyboarding, software programs, power point, and internet safety. Knowledgeable teachers participate in professional development to utilize technology for tracking students' progress.

**College and Career Readiness:** SLDM's advanced curriculum prepares students for challenging secondary courses. Time management, organizational skills, career exploration, and anti-bullying are taught. Stephen Covey's leadership program, *The 7 Habits of Highly Effective Teens and Happy Kids*, provides a foundation for leadership development.

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

St. Louis de Montfort Catholic School ("SLDM") has promoted a balanced literary approach by combining research-based instructional strategies, quality resources, and progressive professional development. The Indiana Academic Standards and the Common Core Standards are the foundation for the reading curriculum. The students receive ninety minutes of reading instruction daily as mandated by the state.

Primary students are introduced to reading through basal texts, leveled readers, workbooks, sight words, word wall words, picture and chapter books, and teacher read-alouds. Comprehension skills are remediated and extended through the use of Aimsweb (fluency assessment) and Reading A to Z (leveled comprehension program). Teachers work with students in literature circles targeting skills such as decoding, extracting meaning from text, and developing fluency. The students are highly successful as all third grade students passed the statewide reading assessment, IREAD-3.

Intermediate students focus on higher level reading skills using basal texts, novels, and supplementary resources. Reading is intimately connected with writing, as students are encouraged to explain their thoughts through literary response, journals, and comprehension exercises. Proper spelling, correct grammar, and the acquisition of new vocabulary are emphasized daily.

Junior high students focus on appreciation of literature and the application of critical thinking skills to comprehension and writing activities. Students explore literary genres and discover personal connections with the literature. The interpretation of literature is extended to research papers and the performing arts. Spelling, grammar, and vocabulary continue to support reading comprehension.

SLDM uses a systematic, research-based approach to reading. The SRA *Imagine It!* Program and Holt Literature program focus on phonics, vocabulary, grammar, writing components, and comprehension as students progress from pre-emergent readers to advanced readers. In addition to the publishers' training and support, the program offers supplemental materials for differentiated instruction. SLDM's reading program matches the scope and sequence of the Indiana Academic Standards.

Students acquire foundational reading skills through a research-based reading program. Teachers utilize best practices, such as structured phonics, reading fluency, modeling, and listening centers. Resource teachers and volunteers provide support with technology, assessments, writer's workshop, and Response-to-Instruction activities.

Based on the belief that reading supports individual achievement in all academic areas, teachers regularly assess students' reading progress. Besides continuous professional development, teachers utilize

differentiated instruction strategies to meet students' needs. Strategies include Response-to-Instruction activities, technological programs, peer assistance, book clubs, challenging fluency passages, and enrichment projects. At SLDM, students have experienced much success with the comprehensive reading program.

### **3. Mathematics:**

St. Louis de Montfort Catholic School ("SLDM") has promoted a progressive mathematics approach by combining research-based instructional strategies, quality resources, and progressive professional development. The Indiana Academic Standards and the Common Core Standards are the foundation for the mathematics curriculum. The students have exceed recommended minutes of mathematics instruction daily according to state guidelines.

Students in kindergarten through grade four utilize the Saxon program, a spiral-based mathematics program. The program focuses on continuous review of mathematical concepts, such as computation, problem-solving, and critical thinking. Students in grades five through eight utilize the Holt program, emphasizing computation, algebraic expressions, and critical thinking.

In 2008, the entire mathematics curriculum was thoroughly restructured. Teachers and administrators pursued the goal that algebra I would be the standard math offering for eighth grade students. Teachers collaborated to vertically align the mathematics curriculum. Students in kindergarten through grade four emphasize computation and problem-solving skills. Fourth through sixth grade students cover a year and a half of mathematics annually. Pre-algebra is taught to seventh grade while eighth grade students learn algebra I.

SLDM has spirited mathematicians! Parents tutor students before school and students assist peers during recess. Help sessions are offered prior to chapter tests. In 2012, the intermediate mathematics team enrolled sixty-nine participants with four teams placing in the top quarter in the state. The junior high mathematics team experienced success as well! In May, 96% of eighth grade students passed the End-of-Course assessment for algebra I, a high school graduation requirement.

SLDM uses a systematic approach to mathematics. The Saxon and Holt Mathematics programs focus on computation, vocabulary, geometry, problem-solving, and algebraic expressions as students progress from beginning to advanced mathematics. The programs offer supplemental materials for differentiated instruction. SLDM's mathematics program exceeds the scope and sequence of the Indiana Academic Standards.

Students acquire foundational mathematics skills through best practices. Teachers utilize methods, such as computation practice, technology, problem-solving, critical thinking, manipulatives, and tutors. Resource teachers and volunteers provide support with technology, assessments, and Response-to-Instruction lessons.

Since mathematics affects other curricular areas, teachers regularly assess students' mathematics progress. Besides continuous professional development, teachers utilize differentiated instruction strategies to meet students' needs. Strategies include Response-to-Instruction activities, technological programs, peer assistance, mathematics bowl clubs, open mathematics help sessions, challenging problem-solving activities, and enrichment projects. At SLDM, students have experienced much success with the comprehensive mathematics program.

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

St. Louis de Montfort Catholic School ("SLDM") promotes an atmosphere of tolerance, respect, and acceptance of others. In social studies classes, students learn the essential skills and facts of the past

through activities, discussions, and field trips. Students are often challenged to discern information, debate topics, and present their points of view to others. Teachers require utilization of textbooks, reference materials, and technology to gather and present current events and accurate information.

International education has enriched the school's curriculum. In the last five years, the school has hosted administrators and educators from Finland, China, Germany, and Argentina. The guests interacted with students and teachers learning about the American educational system and culture. In exchange, the international educators have presented information and answered questions about their schools and culture. Administrators and some teachers have continued the partnerships with the international guests via skype and email.

Students experience many other opportunities for cultural awareness. Students in grades five through eight have studied a specific country and hosted an International Fair for the younger students, parents, and community members. Through donations, the school has supported a parish in Brazil and cheered the soldiers through care packages. Students in grades one through eight participate in regularly scheduled Spanish classes and lead the liturgical celebration for Our Lady of Guadeloupe in December. Art, music and physical education classes touch cultural studies and international artists, musicians, and dancers.

Overall, the social studies curriculum has integrated faith into the cultural studies. Students and teachers have experienced other cultures through direct contact with international educators. In addition to learning the customs and traditions of other cultures, students have been challenged to heightened awareness of global current events and social justice issues. As a school community, the goal is that students will become good citizens who are prepared to prosper and lead in a global society.

## **5. Instructional Methods:**

St. Louis de Montfort Catholic School ("SLDM") is committed to the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students. First, a structured, orderly environment for learning is created, permitting best practices and differentiated instruction to occur daily.

Teachers are encouraged to learn research-based strategies that enable every student to achieve. Internal and external professional development instructs teachers on the latest innovations, skills, and activities. Teachers share strategies within the building and with local educators. The administrators monitor effective instructional strategies through formal and informal classroom observations.

Teachers employ a variety of teaching strategies in order to make learning accessible for all students. In order to convey curricular objectives, teachers plan a variety of age-appropriate instructional methods such as lecture and discussion, the use of manipulatives and other hands-on learning tools, project-based learning, and flexible grouping.

Response-to-Instruction is available to assist struggling students and to challenge advanced learners. Teachers utilize data in writing, reading, and mathematics to determine students' progress and their flexible groups. Resource teachers, special area teachers, and instructional assistants all participate creating small groups, planning educational activities, and monitoring the students' progress. All students receive specialized instruction during this designated time.

Through differentiated instruction, many programs allow students to participate in enrichment activities beyond the classroom. Some of these activities include science bowl, spell bowl, math bowl, choir, chess club, band, and geography bee.

Technology allows students to work at their own pace and level on research projects and other assignments. The use of technology also allows teachers to utilize software programs specially designed

for different learners. Teachers have access to classroom computers, an updated computer lab, and laptops on a cart. Smart Boards are accessible in the science lab, library, and in a majority of the classrooms. Often, iPads are incorporated into lessons.

Because of the widespread technology, students take state assessments in the technology lab and access textbooks and supplemental materials online. Teachers and resource teachers monitor reading and math progress through Aimsweb, Reading A to Z, and numerous educational computer programs. In technology class, students are expected to master computer skills, such as word processing, power point, and excel spreadsheets. Teachers often include technology in cross-curricular projects, educational centers, research projects, and science labs.

SLDM teachers and administrators work collaboratively with students and parents so students achieve the greatest level of success.

## **6. Professional Development:**

St. Louis de Montfort Catholic School (“SLDM”) aligns professional development goals with the mission of the school, accreditation recommendations, and the educational and spiritual needs of the staff. SLDM respects the professionalism of each staff member in directing his or her own professional growth and development. Teachers are required to obtain professional growth points (PGPs) to keep their state certification current. Staff members are encouraged to seek additional professional development, to join professional organizations, and to participate in spiritual growth opportunities.

The school uses budget monies, donations, and federal funds (Title IIA) to provide numerous opportunities for staff members to glean knowledge, to improve teaching performance, and to enhance spiritual development. The principal encourages teachers’ requests for professional development and recommends professional development as a result of teachers’ observations. Professional development includes on-site speakers, webinars, graduate level coursework, attendance at local, national, and global conferences, networking occasions, and professional literature. Faculty members who have acquired professional insights and strategies present and share relevant information with others on the staff.

The diocesan superintendent hosts meetings for administrators and teachers concerning legal updates, curriculum, safety, and best practices. Annually, the diocese hosts an educational conference for all educators. Spiritual development opportunities, such as the Ecclesiastical Lay Ministry Program, are offered throughout the diocese. Students directly benefit from teachers’ spiritual and professional development.

SLDM enjoys a collaborative relationship with the local public school systems. From mutual exchanges of information and professional development, teachers and administrators have gleaned research-based best practices regarding special education, school safety, Response-to-Instruction program, and Aimsweb (reading fluency assessments). SLDM is grateful for such a tremendous partnership in education!

In response to students’ needs, the school is pursuing professional development in Sean Covey’s *The 7 Habits of Highly Effective Teens and Happy Kids*. Through on-site professional development, national symposiums, and book studies, the staff members wish to impart leadership skills and inspire leadership actions among all SLDM students. Currently, all students are learning the seven habits and the eighth grade students are taking an in-depth leadership course under the principal’s tutelage. In addition, students are taught anti-bullying behaviors, internet safety, and personal (body) safety.

As a result of ongoing professional development, teachers, parents, and administrators work collaboratively to improve student achievement and to advance the mission of the school.

## **7. School Leadership:**

St. Louis de Montfort Catholic School (“SLDM”) emphasizes a collaborative leadership philosophy. The multi-tiered leadership structure includes the bishop, diocesan superintendent, pastor, principal, assistant principal, faculty and staff members, School Advisory Council (SAC), Parent-Teacher Organization (PTO) and students. Working as a team, the primary focus is to empower students through faith formation, servant leadership, and academic excellence to become community leaders.

The bishop and superintendent communicate the spiritual and educational direction of the Diocese of Lafayette through meetings and policies. The pastor monitors the daily operations of the school and provides guidance and support as needed.

The school administrators, principal and assistant principal, articulate the vision for the school, adhere to the school’s mission, and manage the daily operations of the school. The principal and assistant principal actively participate in school-wide functions, establish and promulgate school policies, monitor best practices in instruction, and are available and visible to students, parents, and community members. The administrators evaluate the teachers’ effectiveness and students’ achievement by reviewing standardized testing data, conducting formal and informal teacher observations, and monitoring student progress through Power School (online grade system) and quarterly report cards.

Regular Teacher Assistance Team (TAT) meetings led by the special education and resource teachers address academic or behavior concerns noted by classroom teachers. The counselor provides valuable insight regarding students and families.

Faculty and staff members share their leadership skills by serving as professional leadership team or committee chairs. Teachers often host student teachers or visiting educators to model and exchange ideas for best practices in education. Math and reading teachers lead and implement the Response-to-Intervention program, focusing on scientific and systematic research methods for instruction.

Parents are afforded numerous opportunities to lead and volunteer their time and talents. The Walkathon Committee, Parent Teacher Organization, School Advisory Council, and School Improvement Committee provide parents with leadership roles and opportunities for involvement.

Students assume leadership roles as mentors, reading buddies, safety patrol, school mascot, morning announcers, and birthday balloon deliverers. The Student Council leads the school-wide pep rallies, the ambassadors for tours, and the connection with Peyton Manning Children’s Hospital. Students plan and guide liturgical celebrations, prayer services, and Living Stations. Through the Covey leadership program, students have defined themselves as leaders and seek opportunities to share their leadership skills!

In the last five years, the climate has moved from “my classroom” to “our school,” creating a permeating culture of leadership and collaboration.

## **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>\$4960</u>	<u>\$4960</u>	<u>\$4960</u>	<u>\$4960</u>	<u>\$4960</u>	<u>\$4960</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4960</u>	<u>\$4960</u>	<u>\$4960</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$2540</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5626

5. What is the average financial aid per student? \$506

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+ /ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	94	98	94	98
Pass Plus	52	59	50	50	23
Number of students tested	52	54	54	52	52
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	96	91	94	96
Pass Plus	35	26	28	31	31
Number of students tested	52	54	54	52	52
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	94	89	98	98
Pass Plus	55	41	51	45	32
Number of students tested	53	54	53	49	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	91	91	96	98
Pass Plus	53	26	43	35	18
Number of students tested	53	54	53	49	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	100	100	100	96
Pass Plus	71	64	56	77	35
Number of students tested	48	53	48	52	52
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	96	92	98	94	96
Pass Plus	46	42	48	46	31
Number of students tested	48	53	48	52	52
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	100	100	98	96	95
Pass Plus	41	38	45	56	66
Number of students tested	49	48	51	45	43
Percent of total students tested	98	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments. One student was traveling overseas during the assessment.					

13PV18

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	98	92	94	93	95
Pass Plus	59	40	41	53	25
Number of students tested	49	48	51	45	43
Percent of total students tested	98	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments. One student was traveling overseas during the assessment.					

13PV18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	98	98	98	96	100
Pass Plus	64	46	72	58	49
Number of students tested	44	48	43	48	49
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	98	100	98	96	98
Pass Plus	27	50	56	44	29
Number of students tested	44	48	43	48	49
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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	98	93	97	96	96
Pass Plus	48	58	67	45	50
Number of students tested	44	45	39	47	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISTEP+/ISTEP+

Edition/Publication Year: 2012/2008 Publisher: McGraw-Hill/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES</b>					
Pass	98	96	95	98	96
Pass Plus	32	27	38	40	26
Number of students tested	44	45	39	47	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	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>5. English Language Learner Students</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>6. None</b>					
Pass	0	0	0	0	0
Pass Plus	0	0	0	0	0
Number of students tested					
<b>NOTES:</b>					
During the 2008-2009 school year, the students were assessed twice (April 2009 and September 2008). The students performed well on both assessments.					