

PART I - ELIGIBILITY CERTIFICATION

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

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: Small city or town in a rural area

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

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

Grade	# of Males	# of Females	Grade Total
PreK	23	24	47
K	12	8	20
1	8	4	12
2	7	9	16
3	6	7	13
4	12	7	19
5	8	8	16
6	11	9	20
7	11	14	25
8	9	4	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			201

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
1 % 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2011	217
(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: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 2

Specify non-English languages:

Spanish, Mandarin

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 10

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.

Holy Family School participates in the free and reduced lunch program for students in kindergarten through grade eight. When the total enrollment of 201 is used, the percentage is 5%, which is reported above. However, when using the enrollment for students in kindergarten through grade 8, the percentage increases to 6.4%, which is a more accurate reflection.

10. Percent of students receiving special education services: 8%
 Total number of students served: 17

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>1</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>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>18</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: 15:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	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? Prior to 2000

PART III - SUMMARY

“Holy Family School is committed to its students, staff, and parents to provide a Catholic Christian environment where all children are encouraged to reach their fullest potential. Students receive a solid foundation with quality instructional opportunities based on Gospel values that develop them spiritually, academically, socially, and physically.” This mission statement of Holy Family School is a testament to educating the whole child in faith and knowledge.

Situated in the small city of Jasper, Indiana, Holy Family School was established in 1951 by the Sisters of Providence. The original school building, consisting of eight rooms, was quickly outgrown and new additions were added in 1968 and 2007 to accommodate the changing landscape of education. Holy Family School currently serves 201 students in pre-school through grade 8. Accommodations are provided for special needs students, particularly those students with specific learning disabilities, and speech and language delays. In addition, the eighth grade students have the opportunity to enroll in high school accredited programs in both Algebra and Spanish. Students are consistently challenged to meet high expectations and goals on a daily basis.

With a strong tradition of academic excellence, Holy Family School continues to score well above the state averages in both Math and Language Arts on the ISTEP+, Indiana's state standardized test. Students have demonstrated their fullest potential as evidenced, in part, by the high percentage of students receiving PASS+ on the Math portion of the ISTEP+. This year, Holy Family School achieved a new milestone with 100% of all students in grades three through eight passing the Math portion of the ISTEP+. Language Arts scores also remain high, with over 90 percent of students passing. Holy Family School has a long standing tradition of being named an Exemplary School by the Indiana Department of Education based on the high achievement scores coupled with a 97% student attendance rate. According to Indiana's new school A through F Accountability Model, which combines student achievement and student growth to assess the school's performance, 41% of the schools in the state of Indiana attained an A rating. Holy Family was one of these schools.

While acknowledging that the primary focus of education is academic achievement and growth of a student, it is essential not to forget other aspects of developing a life-long learner. Holy Family School fosters skills that are imperative for success both in school and in future endeavors, such as responsibility, time management, leadership, and team-building. Students at Holy Family School have the opportunity to participate in academic, athletic, and extra-curricular activities which include, but are not limited to, scouting, Destination Imagination, academic bowls, student leadership organizations, and athletic teams. In the grades where academic and extra-curricular opportunities are available, 93% of students participate in one or more of these activities.

Students' spiritual growth is fostered through required service hours and community outreach. Holy Family students acquired over 900 hours of service to the local community during the 2011-12 school year. A strong commitment towards assisting an adopted parish in Dupity, Haiti, has driven the students to raise thousands of dollars over the past five years. Through active participation in Mass and leading weekly devotions, students also gain confidence and poise.

Also integral to the success of Holy Family School is the strong leadership of both the administrator and staff. The administrator collaborates with staff to set high expectations for academic excellence through a shared vision. With her encouragement over the past three years, the percentage of staff members who have attended a variety of professional development opportunities to stay abreast of the latest educational trends and best practices has more than doubled. In turn, staff members have become excited to collaborate with one another to improve classroom instruction. Holy Family students reap the benefits of

the countless hours put forth in the planning and implementing of challenging lessons that are data driven and based on the needs of the individual student.

Additionally, parental involvement is critical to student success. Parents stay updated on what is happening in school through classroom and school newsletters, email and phone communication, and interim reports. Attendance at parent-teacher conferences typically averages 99-100% on an annual basis. Parents generously give of their time and talent through assisting with classroom activities, participating in the parent-teacher group, and planning special events.

Holy Family staff, students, and parents are given the true ability to educate the whole child. Not only are the academic needs of the students met, but spiritual, social, and physical needs as well, through merging faith based values with an excellence in education. Holy Family School is a place where FAITH and KNOWLEDGE meet.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The purpose of the mandatory Indiana Statewide Testing for Educational Progress Plus (ISTEP+) is to annually assess student achievement and growth of students in grades three through eight in the areas of English/Language Arts, Mathematics, Science (grades four and six only), and Social Studies (grades five and seven only). ISTEP+ consists of two parts, an applied skills assessment and a multiple choice assessment.

The Indiana Department of Education determines cut scores that are used to establish three categories of student achievement (Pass+, Pass, and Did Not Pass) in each subject area and grade tested. Pass+ designates that the students exceed the cut score and demonstrate high achievement in the knowledge and skills of the content area. Pass indicates that the students meet the passing standard. Did Not Pass designates that the students fail to meet the passing standard and will likely need remediation.

In addition to student achievement, ISTEP+ monitors student growth annually. Students may fall into one of three areas: High Growth, Typical Growth, and Low Growth.

Holy Family School expects to consistently achieve a 90% or higher passing rate on the state assessment. Students who fall into the Did Not Pass category are targeted for remedial instruction with the goal of increasing their performance. Holy Family School strives to also increase student growth for all students, regardless of achievement level. In 2011-12, Holy Family School achieved a 95% passing rate and 72% high or typical growth for English/Language Arts and a 100% passing rate and 73% high or typical growth for Mathematics, which surpasses the state averages.

B. Over the past five years, Holy Family School has seen an increase in both achievement and growth scores for the school. In the area of Mathematics, the overall percent of students passing increased from 96% to 100%. The growth rate has also increased from 53% to 75% during this same time. Additionally, the percentage of students earning the Pass+ distinction has increased on average by 39% at each grade level, with the majority of the increases occurring over the last two years. Holy Family staff attributes this in part to the implementation of the Simple Solutions© program, which includes daily review of math standards. Also during this time span, a thorough examination of the math curriculum resulted in the selection of a more rigorous program, which in turn allows the students to embark on a college and career readiness path.

In English/Language Arts, the overall scores have increased from 93% to 95% of students passing. While the growth rate has fluctuated, there has been an increase from 39% to 52% over the past two years. Three components of the English/Language Arts curriculum, the six basic traits of writing, the 90 minute reading block, and the Accelerated Reading Program have contributed to this increase in achievement and growth. A stronger focus has been placed on the six basic traits of writing throughout all grade levels, including primary grades that are not tested on the ISTEP+. Teachers, regardless of content area, have been extensively trained in the six traits of writing, and students utilize the traits in their writing across the curriculum. The implementation of a 90 minute reading block in kindergarten through grade five has provided the staff with the ability to be more focused on reading instruction. This dedicated time block allows for whole group instruction, small group interventions, and individual remediation as needed in the classrooms. Students are actively engaged in components of the Daily 5 and CAFÉ, which provide them with strategies to improve reading comprehension, fluency, and other reading skills.

2. Using Assessment Results:

The objective behind assessment at Holy Family School is to evaluate and modify instruction, measure mastery of content, provide for individual growth in learning, and to communicate important information with stakeholders. Through examination of classroom assessments, DIBELS, I-READ diagnostic tests, STAR Reading, and ISTEP+, the administration and staff aim to create a strong instructional program to reach all learners.

Data is examined by the administration and staff prior to and throughout each school year. Through discussion, trends are identified and areas of strengths and weaknesses are established, leading to the modification of the School Improvement Plan. The current year of data showed that the English/Language Arts scores showed growth but were not as high achieving as the math scores. After delving deep into the English/Language Arts data, the conclusion was drawn that reading comprehension, non-fiction text, and writing were areas of noticeable weakness. Together, the administration and staff worked to create a professional development plan that addressed these specific areas of weakness across the curriculum. Teachers attended professional development conferences locally, while also working with a consultant in the classroom setting. Strategies gained from the conferences are fully integrated into the content areas using a common vocabulary to complement and support the English/Language Arts curriculum. Further conversations have led to the current piloting of the Simple Solutions English/Language Arts program in grades two and three.

Teachers use both informal and formal assessments to evaluate and ensure the continuous development of the learner. Classroom assessments including teacher observation, fluency reads, timed math facts, and chapter and unit tests, provide information regarding student mastery levels for the standards. The collection of classroom performance data drives the staff to appropriately differentiate instruction for the high achieving learner, provide grade level instruction for the on-level student, and remediation for the struggling learner through flexible grouping and individual learning experiences. Progress monitoring, which is done weekly, provides immediate feedback on the effectiveness of interventions and instructional strategies used in differentiation.

DIBELS assessments are administered three times annually to students in kindergarten through grade three to identify students who are at risk in basic literacy skills. I-READ assessments, given at the conclusion of the school year in kindergarten through grade two, are diagnostic in nature and also identify weaknesses in reading skills and comprehension. The I-READ assessment allows teachers to plan intervention strategies immediately at the beginning of the new school year. Intervention strategies are utilized to target specific skills, and data is compiled through progress monitoring. Based upon the data, strategies are modified or changed to better meet the needs of the learner. Additionally, teachers make use of the STAR Reading assessments. This assessment enables teachers to establish an initial baseline, set individual student reading goals each quarter, and follow student growth in reading comprehension. The Accelerated Reader program allows teachers and parents to track student growth towards the set goals.

The ISTEP+ is a summative assessment of students in grades three through eight that is required by the Indiana Department of Education. It is administered annually in the spring. The data is analyzed through many different lenses, from overall achievement at each grade level, to specific standards in each content area. The Learning Connection website, sponsored by the Indiana Department of Education, allows for teachers to examine student growth over the years. This provides insight into areas where curriculum should be differentiated to ensure continued student growth. The data is received by the school for review in early summer providing sufficient time to scrutinize results and formulate plans of attack for the upcoming school year.

Data-driven instruction and student growth and achievement are critical to the success of Holy Family School. However, it is the union of these components with clear and informative communication with stakeholders that keeps Holy Family students and staff accountable to the mission of developing students to their fullest potential. Parents and students have access to the online grading system, STI Information Now, to routinely monitor classroom grades. Student progress is formally discussed at parent-teacher conferences, and interim and quarterly reports are sent home to ensure that parents are kept up-to-date on

student progress. Furthermore, the principal's "HOOT" newsletter to parents includes communication regarding test data and student progress and achievements. As Holy Family School is a mission of the parish, data is also communicated to the parishioners through the bulletins and monthly Parish Press articles. ISTEP+ data is shared with the community at large through the reporting of scores in the local newspaper and on the Indiana Department of Education's website.

3. Sharing Lessons Learned:

Realizing the incredible benefits of sharing educational practices with others, Holy Family School strives to create a professional learning community both within the school and in the surrounding areas. The administration and staff seek out opportunities to learn from other schools as well as welcome individuals to view instructional practices at Holy Family School.

The principal is part of the larger professional learning community of diocesan principals which meets monthly. The meetings are led by the superintendents and focus on educational topics related to instruction, best practices, and leadership. Principals are asked to present at meetings and follow-up information is conveyed through emails. Similarly, the principal meets monthly with local Catholic leaders to focus on collaborative efforts, such as Catholic Schools Week events, strategic planning, and exploration of the National Standards and Benchmarks for Effective Catholic Schools.

Share meetings are held at the diocesan Catholic Center throughout the course of the year for teachers, secretaries, and cafeteria staff. These meetings provide an opportunity for teachers in the same grade level to share best practices, common challenges, and ask questions of each other. Most recently, teachers have worked on Common Core State Standards mapping and standards based report cards. A common result of these meetings has been the desire for teachers to visit other schools to gain more in-depth knowledge of various topics. Recently, teachers have been sent to view science kits in action and new technology in the classrooms at other local schools. Requests have been received for teachers to come and visit to observe the Daily 5 and CAFÉ strategies in action during the 90 minute reading block. Likewise, the secretary has been a mentor to a new secretary at a local school, encouraging her to visit and discuss routine and not so routine procedures. She willingly shares all the updated forms with the new secretary to provide consistency between the two schools. The cafeteria staff has provided insight into the diocesan wellness plan and seeks out meal suggestions from other schools.

As part of a larger educational community, teachers are engaged in discussions and sharing of ideas through the Learning Connection communities. As members of the Indiana Literacy Liaisons community, teachers follow threads and join in conversations regarding literacy instruction. Furthermore, teachers have the opportunity to post lesson plans to the files and bookmarks for other educators in the state to view and use.

4. Engaging Families and Communities:

Holy Family School believes that school success is fostered through working with family and community members. Prior to the beginning of each school year, families gather for prayer and fellowship at the annual "Back to School" night where teachers, parents, and students are given the opportunity to interact. Expectations and guidelines for the upcoming year are shared on this evening. Communication continues throughout the school year with parent-teacher conferences, interim reports, weekly classroom updates, and the school-wide "HOOT" newsletter, which showcases student activities and accomplishments and provides information about upcoming events. Student successes are highlighted in the local, parish, and diocesan newspapers to keep the community informed of the school's accomplishments.

Parental engagement at Holy Family School is evident in the strong volunteer base. Parents, grandparents, and community members graciously donate their time to support the school as School Advisory Council

members, Parent Teacher Group members, classroom assistants, cafeteria volunteers, coaches, and school committee members, just to name a few.

Holy Family School also contributes to the good of the community through several outreach projects. Recently established with the local hospital is the Prayer Pals Program, which invites students to pray for hospitalized children each week. Monthly, items are collected for the local food bank. Each year, students plan and conduct a fundraiser for Riley Children's Hospital.

Holy Family School is an integral part of the community, not just through outreach activities, but through community building. For the past two years, the Holy Family School Cardboard Boat Regatta, held locally on the Patoka River, has drawn over a thousand spectators to watch local businesses and citizens race their homemade cardboard boats. Proceeds from this event have benefited local and national charities. The community also comes together to support Holy Family School at the annual "HOOT" dinner and auction, as well as at the Lenten Fish Fries.

Not only is Holy Family School committed to local outreach, it prides itself in supporting the global community. A strong partnership has been established with a parish in Dupity, Haiti. Over the past five years, school families have generously raised over \$40,000 to support the adopted parish. Last fall, after returning from a mission trip to Dupity, a staff member shared her experiences with the student body and strengthened this commitment.

Incorporating family and community involvement is a crucial component to the success of Holy Family School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Holy Family School curriculum adheres to the Indiana Academic Standards, Common Core Standards, and diocesan guidelines. Staff members frequently consult the Indiana Department of Education's website to ensure that the scope and sequence of learning objectives are being met in a manner that achieves vertical alignment and addresses college and career readiness.

The reading/language arts curriculum consists of many different components. Based upon the Indiana Birth-Age 5 and K-6 Reading Frameworks, and Indiana Academic Standards, students build foundational literacy skills in the big five ideas of reading: phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Strategies include the use of an uninterrupted 90 minute block, Daily 5, and CAFE. A variety of genres and literary texts are utilized including: the basal reader, leveled readers, poetry, informational text, and reader's theater scripts. The language arts curriculum employs Shurley English to engage students in grammar, sentence structure, and conventions. Six Traits writing further enhances instruction through writer's workshops and author's chair.

Mathematics instruction is concentrated on attainment of basic math skills. Basic mastery of skills is taken to the next level through application to authentic situations, requiring higher order thinking skills and problem solving. Eighth graders have the opportunity to take Algebra for high school credit, thereby allowing students the flexibility to pursue college level classes at the high school level.

A hands-on approach, through investigation and journaling, is a critical element of the science curriculum. The FOSS-Delta Science kits serve as the means for exploration and inquiry. Topics are introduced and re-examined through the grade levels to generate a deep and thorough knowledge of the content.

The social studies curriculum cultivates an understanding of historical, cultural, and social issues, while examining the social justice teachings of the Catholic Church. Students explore and develop an appreciation for the local, national, and global communities through a multitude of activities such as: field trips, Holocaust Traveling Trunk, and SKYPE.

The Fine Arts curriculum provides students with art, music, and band. The art program explores a variety of mediums and partners with the local college to provide students an opportunity to work with clay on the potter's wheel. The music curriculum incorporates singing, movement, instruments, and music history. Students in the middle level grades can further their studies in band through a partnership with the local public school. Annually, students showcase their talents through art contests, the Christmas program and spring play.

The physical education and health curriculum concentrate on the healthy development of the child. Thirty minutes of daily physical activity, in conjunction with the structured physical education class, develop motor skills and promote sportsmanship. The health curriculum centers instruction on forming lifetime habits of good health and wellness, positive self-esteem, and human development.

Holy Family School is in compliance with the program's foreign language requirements. Foreign language classes in Spanish and German begin in grade six. Students gain speaking and writing skills in both languages. As eighth graders, students have the opportunity to take Spanish for high school credit or continue in the Spanish/German program.

A critical element in the mission of Holy Family School is the spiritual development of the child. The religion curriculum fosters an understanding of biblical times, Catholic teachings, sacramental

preparation, and social justices. Service is a vital component to help students develop compassion and deepen their faith, and is provided on an on-going basis.

Technology is seamlessly integrated throughout all areas of the curriculum. Keyboarding instruction begins in kindergarten and progresses to computer applications by grade eight. Technology standards for the diocese are developed for each grade level and are demonstrated through student projects.

2. Reading/English:

Holy Family School's reading/language arts curriculum is steeped in research-based best practices and utilizes a variety of resources to meet the needs of all learners. The reading curriculum in the elementary grades consists of instruction in the big five ideas of reading: phonemic awareness, alphabetic principal, fluency, vocabulary, and comprehension. Middle school grades focus more intensely on the latter three areas. To ensure student success, teachers not only use a basal reader, but also incorporate both fiction and non-fiction selections over a variety of genres. The 90 minute reading block in the elementary grades and the language arts block in the middle grades include whole group instruction, teacher modeling, flexible grouping, and individual instruction. The primary focus during whole group instruction is reading comprehension strategies including: retelling, determining main idea and details, visualizing, making inferences, synthesizing ideas, and asking questions. These are taught through mini-lessons and reinforced during small group and individual learning centers, which allow for instruction to be differentiated. Literature Circles are widely used in grades four through eight to further differentiate learning, by challenging the accelerated learner, as well as meeting the needs of the struggling reader.

In kindergarten through grade three, DIBELS assessments drive the curriculum and instruction in phonics and comprehension, resulting in progress monitoring for students at risk. Teachers utilize Odyssey software to specifically target skills for reinforcement and intervention based on student data. Students who excel are challenged to continue to grow their skill base through Accelerated Reader.

Holy Family School believes that good readers become good writers. The Shurley English program, used in grades one through six, enhances the Language Arts curriculum by giving students repeated practice with grammatical skills. In addition, Shurley engages many learning styles through singing jingles, question answer flow, and visual clues. Shurley English introduces higher-level grammar and sentence structure skills, which in turn leads to application of those skills in student writing. Students are also extensively instructed in the six traits and modes of writing during the language arts block. Collectively, these skills are reinforced across the curriculum to allow students to become more accomplished writers.

3. Mathematics:

Holy Family School's mathematics curriculum correlates to both the state aligned and Common Core State Standards. The curriculum is carried out through the ENVISIONS math series in the elementary grades, while the middle school grades utilize the Glencoe math series. As with the reading/language arts curriculum, no single approach to math is sufficient. Holy Family School firmly believes that mathematic skills need to be reviewed daily. As a result, two years ago the Simple Solutions program was added to the mathematics curriculum in grades two through eight. Simple Solutions allows the teacher to focus on grade level skills during whole group instruction while providing the students with daily mixed reviews to maintain, remediate, and grow their skill sets.

At the primary grade level, math lessons include a daily calendar time to review skills such as: time, money, place value, and patterns. Timed math fact practice builds student automaticity of basic facts. Manipulatives are used to help illustrate the basic math concepts through teacher modeling. Students interact with each other and the manipulatives to gain further understanding.

The intermediate grades utilize direct instruction to initially teach the math concepts. Math centers are used to provide students with activities to reinforce skills while teachers work individually or with small groups that are performing below or above grade level. Students are also introduced to the idea of a journaling notebook to help them explore and connect math concepts to the thought processes needed to solve.

The mathematics curriculum at the middle school level consists of a modified progression of the adopted text, opting to move from a course one book directly into a course three book. This allows for the students in eighth grade to choose from a pre-algebra course or challenge themselves by taking the algebra course for high school credit. Students continue the use of journaling notebooks to make connections between math concepts and real life applications. Additionally, the Odyssey software and Glencoe website are incorporated to reinforce skills for students performing below grade level, as well as to challenge those performing above grade level.

4. Additional Curriculum Area:

Scientific inquiry is a life-long skill taught through the science curriculum at Holy Family School. Students take an active role in learning through hands-on investigations, experiments, and science journaling. Through these methods, students grow in their critical thinking and problem solving skills.

Recently, FOSS kits were adopted for primary and intermediate grades. Through the use of these kits, students have been submerged in investigations involving the world around them, such as plant and animal life, energy and matter, and geology. Students are indirectly exposed to the scientific method through asking questions, gathering information, and drawing conclusions. Science journals provide students with a place to record and communicate their scientific thoughts.

Middle school students use a state approved text supplemented by additional tools and equipment to address the state standards. The Science Technology Engineering and Mathematics Initiative (STEM) provides Holy Family students with advanced scientific equipment such as motion detectors, thermometers, and pH level probes. This equipment allows students to conduct lab experiments in the classroom and graph data instantaneously for immediate review. A few experiences that students participate in are the Great Grow Along experiment, Purdue University virtual zip trips, the Crash Dummies experiment, and earthworm and owl pellet dissections. As a result of these experiments, students have gained knowledge in the use of scientific tools and can use them to competently record data. Students at Holy Family School communicate their findings and provide justification for their results both verbally and in writing through peer discussion and the use of journals.

The text used incorporates suggested websites to supplement instruction. STEM webquests present questions to the students for further research. This challenges students to make connections to authentic situations. Another website that is being utilized is from the National Institutes of Health (NIH). This site fosters interest in science research for medical based fields. Through real scientific data and actual case studies, students are actively collaborating to apply scientific concepts to solve real problems.

Students at Holy Family School are challenged academically through a comprehensive science curriculum. Inquiry methods, peer collaboration, and authentic lab experiments/simulations aid students in the development of skills that help them to become life-long learners, which is the ultimate outcome of the mission of Holy Family School.

5. Instructional Methods:

In order to engage students in active learning, Holy Family School faculty and staff believe that instruction must be delivered according to student need. Differentiation based upon learning style, ability level, student choice, and performance outcomes is critical to meeting the needs of all students from the

most gifted to the struggling learner. Differentiation is seen throughout the primary grades in reading levels, spelling lists and tic-tac-toe activities, mathematics enrichment centers, and reader's theater pieces just to name a few.

Students performing at the upper echelon of achievement levels have the opportunity to further their education through high school credit courses in Algebra and Spanish I. By taking these courses in middle school, they open up many possibilities for college and career classes to be taken upon entering high school. A majority of these students are also challenged further through extra-curricular academic clubs, such as Math Bowl, Spell Bowl, and Academic Bowl, which challenge students to think critically and make inter-disciplinary connections.

Data serves as the foundation for instructional practices, accommodations, and modifications to curriculum for students with special needs and 504 plans. A focus on Response to Intervention ensures students receive assistance through small group settings for learning and assessment, extended time, and the reading of assessments in content areas other than reading and language arts. Students with these needs also have the benefit of accommodations to everyday classroom work, such as shortened assignments, study guides, and extended deadlines. While Holy Family School primarily functions in partnership with the local cooperative to provide consultative services to students, direct services by a licensed speech pathologist are provided for students with speech and language delays.

Technology plays a pivotal role in the instructional strategies used in the classrooms. The primary classrooms are outfitted with two to three computers for use as learning centers and all grades have access to a full computer lab and mobile lab. Students in pre-kindergarten utilize the SMART board, while kindergarten through grade eight teachers and students utilize the document cameras and wireless slates. Technology standards guide student performance objectives related to technology at all grade levels, which make it necessary for technology to be embedded in the content areas.

6. Professional Development:

The mission statement for Holy Family School indicates that students strive to reach their fullest potential. In order to accomplish this mission, the administration, teachers, and staff must engage in effective professional development. Initially, each member of the staff is required to set a personal goal, curricular goal, and a school improvement goal, and provide an action plan to help them attain the goals. Progression towards the attainment of the goals is discussed periodically through the school year and formally reviewed at the summative evaluation conference.

Goals based upon the school improvement plan are addressed in professional development opportunities that are provided for the entire staff at the annual back to school teacher meetings and a built-in calendar day in March. Holy Family School has worked in conjunction with local Catholic schools to bring highly sought after speakers to the area to address issues in brain based learning and differentiated instruction, Six Traits writing, and reading comprehension strategies.

Besides attending in-house professional development, teachers, administrators, and staff are encouraged to seek out additional opportunities for growth. One hundred percent of the staff has attended the Smekens workshops focusing on literacy and writing best practices, which has led to a common vocabulary and an increased attention to student growth in these areas. Staff members have attended webinars through the Archdiocese of Indianapolis on a range of topics including math fluency, vocabulary instruction, and energizing the religion curriculum. Opportunities for professional development are also provided through the diocesan Catholic Schools Office, most recently through Common Core State Standards training for teachers in kindergarten through grade five. The Indiana Non-Public Educators and Administrators Conferences have provided numerous break-out sessions allowing the principal and teachers to tailor their professional development to their goals.

The sharing of knowledge gained through professional development is critical to the implementation of newly acquired skills. Teachers exchange ideas with each other at monthly grade level meetings and support one another in getting new instructional strategies put into action. The principal and staff maintain an open door policy to provide each other with an outlet for communication of successes and frustrations with new initiatives while brainstorming further professional development needs. Through this sharing, the teachers, staff, and students are positively impacted and Holy Family School can adequately strive to reach its fullest potential as a place where faith and knowledge meet.

7. School Leadership:

The leadership philosophy of Holy Family School is based on the concept of servant leadership. Servant leadership requires listening, consensus building, ethical decision making, and the building of community. This is accomplished on different levels through the pastor, school advisory council, principal, teachers, parents, and students.

Ultimately, the pastor of the parish is responsible for the school. He works with the principal directly to stay informed of current issues that the school faces. The pastor listens to the input of the advisory council, which consists of school parents, teachers, and the principal. The pastor guides religious formation through interactive homilies at Mass and visits to the religion classroom.

The principal not only enforces policies and procedures but believes that her role is to be the instructional leader of the school keeping everyone focused on the mission and vision of serving each child. She meets with staff and grade levels monthly where she listens to information and shares ideas regarding instructional practices, cross-curricular, and inter-disciplinary issues to ensure consistency. Her constant commitment to engaging staff in professional development is evident in her willingness to allow participation in workshops. She challenges the staff through setting goals, sharing data, assessing performance, creating action plans and dealing with conflict resolution.

The principal believes in shared ownership of the learning and teaching, which is evident through the reliance on faculty input. Teachers lead a variety of committees, providing insight and guiding decisions in curriculum, instruction, service, and discipline. Teachers go above the daily assigned duties and willingly give of their time to provide students with enrichment activities, building a strong “family” bond with students and community members.

Knowing that a sense of “family” can only strengthen Holy Family School, the principal understands the importance of building a community with parents and students. She is often seen in the hallways, classrooms, and throughout the building interacting with students, parents, and staff. She encourages the student leaders in Builder’s Club and Student Council to express their ideas on how to serve the school, parish, and community at large in the hopes of developing compassion, responsibility, and active participation to make their world a better place. The principal values the input of the Parent Teacher Group and maintains an open door policy so all parents and students may share successes and concerns with her. In giving stakeholders a voice, a strong community is built.

PART VI - PRIVATE SCHOOL ADDENDUM

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.)

K	1st	2nd	3rd	4th	5th
<u>\$2200</u>	<u>\$3006</u>	<u>\$3006</u>	<u>\$3006</u>	<u>\$3006</u>	<u>\$3006</u>
6th	7th	8th	9th	10th	11th
<u>\$3006</u>	<u>\$3006</u>	<u>\$3006</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
12th	Other				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5350

5. What is the average financial aid per student? \$1000

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP +

Edition/Publication Year: 1997/2009 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	100	87	100	89
Pass +	71	50	39	25	28
Number of students tested	21	16	23	32	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
6.					
Pass and Pass Plus					
Pass +					
Number of students tested					
NOTES:					
The Edition/Publication Year lists two dates. The 1997 date is for the 2007-2008 and 2008-2009 fall tests. When ISTEP+ moved to spring testing in 2009-2010, the Edition/Publication Year changed to 2009. This applies to subsequent assessment data provided for each grade level and content area.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	95	94	78	100	100
Pass +	52	25	9	34	28
Number of students tested	21	16	23	32	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass +					
Number of students tested					
6.					
Pass and Pass Plus					
Pass +					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	80	97	79	88
Pass+	44	35	27	26	16
Number of students tested	16	20	30	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
<p>The ISTEP+ data shows 20 students testing for the 2010-11 school year. The report does not show the 1 student that was tested using the alternate assessment IMAST, which also tests students on grade level but in a different format. The decision to test a student on IMAST is made at their annual review case conference and is only an option for students with special needs that are included in the general education program. The student tested has a specific learning disability that made the IMAST a more appropriate assessment, which is indicated in the Individual Service Plan. The 5% rate is indicative of 1 student testing out of 21 students in the grade. With such a low class size, even one student alternatively assessed would be over the 2% threshold. Data for IMAST is not calculated in the Pass% or Pass+%. Additionally, see note on page 1.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	94	95	93	100	92
Pass+	13	15	23	21	16
Number of students tested	16	20	30	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	6	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
<p>The ISTEP+ data shows 16 students testing for the 2011-12 school year. The report shows the 1 student that was tested using the alternate assessment IMAST as undertermined. The decision to test a student on IMAST is made at their annual review case conference and is only an option for students with special needs that are included in the general education program. Based on the specific learning disability for this student, the decision was made to test this individual on IMAST in English/Language Arts. The 6% rate is indicative of 1 student testing out of 16 students in the grade. With such a low class size, one student alternatively assessed is over the 2% threshold. The ISTEP+ data shows 20 students testing for the 2010-11 school year. The report does not show the 1 student that was tested using the alternate assessment IMAST, which also tests students on grade level but in a</p>					

different format. The decision to test a student on IMAST is made at their annual review case conference and is only an option for students with special needs that are included in the general education program. The student tested has a specific learning disability that made the IMAST a more appropriate assessment, which is indicated in the Individual Service Plan. The 5% rate is indicative of 1 student testing out of 21 students in the grade. With such a low class size, even one student alternatively assessed would be over the 2% threshold. Data for IMAST is not calculated in the Pass% or Pass+%. Additionally, see note on page 1.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	100	100	96	100
Pass+	76	71	88	19	25
Number of students tested	17	31	17	26	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	11	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
<p>The ISTEP+ data shows 17 students testing for the 2011-12 school year. The report does not show the 2 students that were tested using the alternate assessment IMAST, which also tests students on grade level but in a different format. The decision to test a student on IMAST is made at their annual review case conference and is only an option for students with special needs that are included in the general education program. Both students have specific learning disabilities and/or language expression disabilities that made the IMAST a more appropriate assessment, which is indicated in their Individual Service Plans. The 11% rate is indicative of 2 students testing out of 19 students in the grade. With such a low class size, even one student alternatively assessed would be over the 2% threshold. Data for IMAST is not calculated in the Pass% or Pass+%. Additionally, see note on</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	94	94	94	96	96
Pass+	18	16	24	19	21
Number of students tested	17	31	17	26	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	11	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
<p>The ISTEP+ data shows 17 students testing for the 2011-12 school year. The report does not show the 2 students that were tested using the alternate assessment IMAST, which also tests students on grade level but in a different format. The decision to test a student on IMAST is made at their annual review case conference and is only an option for students with special needs that are included in the general education program. Both students have specific learning disabilities and/or language expression disabilities that made the IMAST a more appropriate assessment, which is indicated in their Individual Service Plans. The 11% rate is indicative of 2 students testing out of 19 students in the grade. With such a low class size, even one student alternatively assessed would be over the 2% threshold. Data for IMAST is not calculated in the Pass% or Pass+%. Additionally, see note on</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	100	100	100	100
Pass+	78	74	56	57	51
Number of students tested	27	19	34	30	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	95	94	97	95
Pass+	37	47	18	23	16
Number of students tested	27	19	34	30	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	100	100	100	100
Pass+	93	60	72	51	38
Number of students tested	14	30	29	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	93	93	97	86	91
Pass+	7	27	13	14	21
Number of students tested	14	30	29	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	100	100	97	97	96
Pass+	44	74	43	42	44
Number of students tested	27	23	37	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note on page 1.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISTEP+

Edition/Publication Year: 1997/2009

Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass Plus	89	100	86	92	96
Pass+	15	43	19	6	11
Number of students tested	27	23	37	36	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
2. African American Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
5. English Language Learner Students					
Pass and Pass Plus					
Pass+					
Number of students tested					
6.					
Pass and Pass Plus					
Pass+					
Number of students tested					
NOTES:					
See note one page 1.					