

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

[] Public or [X] Non-public

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

Name of Principal Sr. Mary Emily Knapp, O.P.

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

Official School Name Our Lady of Mount Carmel School

(As it should appear in the official records)

School Mailing Address 14596 Oak Ridge Road

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

City Carmel State IN Zip Code+4 (9 digits total) 460321201

County Hamilton State School Code Number* B215

Telephone 317-846-1118 Fax 317-582-2375

Web site/URL http://www.olmcschool.org E-mail olmcprincipal@olmc1.org

Twitter

Handle @OLMCSch Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Marie Williams E-mail: MWilliams@dol-in.org

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

District Name _____ Tel. _____

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Paige Miller

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

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	32	70
1	32	40	72
2	43	29	72
3	29	45	74
4	36	36	72
5	32	41	73
6	39	36	75
7	35	29	64
8	42	31	73
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	326	319	645

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 3 % Two or more races
 - 100 % Total**

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

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	648
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
9 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 13

9. Students receiving special education services: 5 %
32 Total number of students served

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

- | | |
|--------------------------------|------------------------------------------------|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</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>6</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: We are a school that strives to be a Christ-centered community that provides excellence in education while meeting the needs of the whole child.

PART III – SUMMARY

Community:

Our Lady of Mount Carmel School (OLMC) is located in a suburban, upper-middle class area. A large majority of students come from two-parent, college-educated professional families. The school population is very stable with few additions or withdrawals during the school year. The community is fortunate to have multiple college preparatory high schools in the area for students to choose from upon graduating from OLMC.

History:

Started in 1956 as a parish school, OLMC operates through the support of a vibrant parish community. As a stewardship model parish, all registered parishioners are able to send their children to the school tuition-free. Therefore, the population of the school is 100% Catholic. Today OLMC educates four half-day kindergarten classes and three classes of twenty-five students each from 1st through 8th grades.

Traditions:

In the 58 years of its existence, OLMC has become a school with deep traditions. Many of these traditions are religious. These include Advent and Lenten school-wide practices, the Stations of the Cross presented by the 8th graders, Pro-Life themed activities for upper grade students, an All Saints' Day celebration for 4th graders, and the May Crowning which features the 2nd grade First Communicants and soon-to-be graduating 8th graders. Other traditions include 4th grade Pioneer Day, 5th grade Biz-town, spelling, geography, and math bees, musicals twice a year, and the kIndy 500.

One of the strongest traditions of OLMC is the spirit of service. Throughout the school year, students participate in special projects to aid the Merciful Help Center, which is an important ministry of the parish. Each Advent and Lent all classrooms participate in the Adopt -a- Family Program that provides needy families with gifts, food, and clothing. The 8th grade leadership team also facilitates opportunities for each grade level to participate in unique service projects.

Key Strategies:

As a state-accredited school in the Lafayette Diocese, OLMC is focused on continuous improvement. This includes creating and implementing five-year improvement and action plans. These plans have included school-wide academic goals to challenge each student. Teachers develop these goals and plans based on their observation and assessment of students, standardized tests, and diocesan and state initiatives. All teachers serve on school improvement teams that create goals for the emotional, physical, social, and spiritual growth of the school community. These goals have included an extended and well-utilized RTI program for students that may be struggling in any area.

OLMC has a strong Catholic identity. This is evidenced by praying together at Mass, school-wide morning and afternoon prayers, and classroom prayers throughout the day. Priests and parishioners assist in catechesis for the students. Since the founding of the school, various religious orders have taught and administered in the school; the Dominican Sisters of St. Cecilia have served at OLMC since 2003. The school implemented a virtue program in 2009, which includes a virtue and saint of the month. This program was created by the Dominican Sisters and encourages the study and practice of selected virtues both at home and school.

The school has chosen to focus on how well students can read, understand, and utilize informational texts as a school-wide goal for the last three years. In support of this goal, all teachers are asked to write and monitor specific grade level or classroom goals that relate to this main goal. Teachers collect and analyze data related to their classroom goals and adjust instruction as needed based on their data. The entire staff has received specific professional development and training in teaching strategies related to this goal. The school has also focused on Differentiated Instruction by encouraging teachers to vary class activities and homework.

OLMC offers children a healthy and safe place to learn and grow. Staffing includes three full-time and one part time resource teacher, a full-time counselor, and a full-time registered nurse. The counselor offers clubs for students experiencing personal or family difficulties. The nurse monitors and communicates pertinent information regarding student medication, food allergies, and other health issues of students. The assistant principal of the school has recently been trained as a School Safety Specialist, which allows for growth in creating a safe school environment.

Many students at the school actively participate in the large CYO sports program. This provides students an opportunity to participate on teams and to develop teamwork, an appreciation for physical activity, and sportsmanship.

OLMC understands that parents are the primary educators of their children. For student success and well-being, the school works hard to build strong partnerships among students, faculty, and parents. The administration has offered a series of parent information nights to help address issues vital to parents, including cyber safety and overall student success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English:

OLMC considers reading to be the foundation for all academic success. The teachers utilize a research-based reading approach that supports Diocesan Guidelines and Indiana State Standards.

In the primary grades, a basal reading series with a well-developed scope and sequence is used. Teachers emphasize phonics and phonemic awareness while utilizing leveled readers, reader's theater, and trade books. Whole group instruction, teacher modeling, comprehension strategies, flexible grouping, and individual instruction are used. Students read books at their appropriate level based on data gathered by teachers. Each classroom has access to a wide variety of reading materials. Technology is used regularly to remediate and enrich students of all levels.

In 4th and 5th grades, the Reading Wonders program introduces and reinforces comprehension skills and strategies, genre understanding, and vocabulary and grammar skills. Games, leveled readers, magazines, and newspapers are all used. In 6th-8th grades, students use the Sadlier-Oxford Vocabulary Workshop series. Students respond to literature both orally (class discussions, Socratic seminars) and through written work. A variety of literature is read, including both teacher and student choices. Whole class and small group instruction are both utilized.

The OLMC faculty believes that strong readers become strong writers. Numerous professional development opportunities have allowed for the development of a school-wide curriculum based on the 6+1 Traits of Writing. All grades develop and administer writing prompts twice a year to monitor student use of the different traits. Teachers use these results to adjust their instruction.

Mathematics:

OLMC strives to develop students who apply mathematics in everyday situations. The school adopted the Everyday Mathematics program in K-5th grades. With a solid scope and sequence, this program creates real world problem solving opportunities and reinforces higher level thinking skills. The success of this approach to teaching mathematics is evident in the children's standardized test scores.

Students are given multiple methods and strategies for problem solving. Whole and small group instruction are both used. Students are encouraged to explain the reasoning behind their answers. In addition, students are provided with many opportunities for independent work to show their understanding of concepts. All students have access to math manipulatives to reinforce daily concepts which are spiraled so students are consistently reviewing information. Teachers use small groups to differentiate instruction to support students struggling with new concepts and enrich students working above grade level.

The Holt McDougal Mathematics program is used in 6th-8th grades. This program challenges students to develop basic concepts and apply them to real-life situations. A specific scope and sequence is followed so that students' skills are built and mastered. Pre-algebra and algebra courses are offered according to students' ability. Students have access to an online textbook that provides extra practice and tutorial instruction.

Staff resource teachers collaborate with classroom teachers in intervention strategies and small group instruction. Some students utilize ALEKS, a research-based online math program that allows students to work at their own pace. Students can access this program at school or from home.

Science:

OLMC's science program is based on the Indiana State Standards and a student-centered, hands-on approach to instruction. A unified program is provided through Pearson Interactive Science. Students at every level are exposed to a variety of activities and labs. There is a range of instructional methods that include inquiry, reading of non-fiction texts, and use of the Interactive Science book. All grades strive to implement technology in their instruction through school and web-based applications.

In 4th-8th grades science is taught on a daily basis in order to provide greater exposure to the sciences for the older children. The school is fortunate to have a well-equipped science lab in the junior high.

Social Studies:

Communities, geography, history, economics, and government are the focus of this program. Student learning is enhanced through hands-on projects along with written and online research. Students explore the world through the use of maps, globes, and technology.

Science and social studies instruction throughout the school focus on developing a foundation of knowledge, concepts, and skills that are important for each subject area. As these subjects are taught, teachers also seek opportunities to provide practice in and application of basic reading and math skills. This approach is designed to develop in the students an interest in and appreciation for each subject. Ultimately, the goal is to develop life-long learners by giving each student the tools to learn independently.

2. Other Curriculum Areas:

The Arts:

OLMC strives to meet the needs of the whole child, and an important part of the development of the person is an exposure to and appreciation of arts and culture. Catholic theology, as well as human psychology, emphasizes the need for beauty and creativity in order to develop and mature as a human person. The fine arts curriculum at OLMC, including art, vocal performance, band, and musical theater, is designed in such a way that it integrates other subject areas, presents a unique environment for learning, and provides opportunities for students to be involved in the wider community.

While the visual and performing arts are incorporated into many classrooms through projects, relevant informational text, and field trips, OLMC has developed an arts program that meets the needs of all children. It is discipline-based and focuses on all aspects of art while fostering students' creativity, technical abilities, and critical thinking skills. The study and practice of visual and performing arts improves all students' creative and cognitive skills and provides many students the opportunity to shine.

The art curriculum provides cross-curricular learning opportunities that highlight the integral nature of art to language, literacy, history, science, and mathematical abilities. Assessments are standards-based and employ criteria that allow students to take ownership of their work – assessing their individual performance against a rubric of expected results. An emphasis is placed on the process of creating rather than the end result. Artwork is presented that enables all students to engage in the artistic process and express creativity without undue concern about grades.

The school has a well-equipped studio that gives students access to quality media and opportunities to use professional-grade equipment. Students regularly seek to work on additional personal projects within the studio outside of class. The art curriculum frequently integrates the use of technology.

Students are able to present their work through Fine Arts Night, an annual exhibition presented in collaboration with the school's music program. This celebrates the creative abilities of the student body. The school's art program maintains a presence in the community, featuring work in local art galleries, the city's International Arts Festival, and other special exhibitions outside of the school.

Students develop an appreciation for music through regular classes, band, choir, electives, and live productions. Every year Christmas and Spring musicals are presented by the students. The award winning choir and band perform in contests, parades, and festivals.

Physical Education:

Students in K-8th grades participate in age and developmentally appropriate activities. Emphasis is on developing an understanding of and the ability to demonstrate the performance of basic skills. Physical activity/fitness and its importance in a healthy lifestyle is emphasized. Students also study nutrition and the five components of physical fitness. A Healthy Living and a Fitness elective are offered to students in 7th and 8th grades.

Spanish:

OLMC is in compliance with NBRIS foreign language requirements. The school offers Spanish instruction to students in 2nd-8th grades. The curriculum includes reading, writing, vocabulary, and conversational skills. The instructor, a native Spanish speaker, has lived in two different Spanish-speaking countries and holds a degree in Spanish. The students benefit from her native accent and personal experiences. The junior high students read novels and current events in Spanish to enhance their reading comprehension in multiple types of texts.

Technology:

Indiana State Standards, The International Society for Technology in Education (ISTE) Standards, and Diocese of Lafayette-in-Indiana Core Curriculum are followed in developing technology lessons. Digital citizenship, cyber safety, keyboarding, and Catholic virtues are interwoven throughout the school year at all grade levels. Software, approved website links, Microsoft Office 2010, MacBook Air and iPad applications, scanners, and microphones are all incorporated in alignment with grade-level classroom projects and curriculum.

Unless otherwise indicated, all K-8th grade students attend at least one class a week in Art, Music, PE, Spanish, and Technology.

Religion:

Religion is taught every day in all grades following the Diocese of Lafayette Core Curriculum. Each grade level has a specific emphasis including the sacraments, Scripture, and Church history. In 6th, 7th, and 8th grades the Theology of the Body curriculum is incorporated into the classes. The ultimate goal is for the student to develop an ongoing relationship with the person of Jesus Christ.

3. Instructional Methods and Interventions:

OLMC endeavors to utilize instructional methods that develop the whole child. Instruction is differentiated under each teacher's guidance, but is a collaborative effort among the grade-level teachers and the school's Resource and Enrichment staff. Differentiation is encapsulated in the many techniques and curricula taught at OLMC. Teaching strategies include small group instruction, one-on-one goal setting and conferencing, individualized technology, and cooperative learning. Direct instruction is utilized very effectively in the upper grades.

Teachers of all grades and subjects collaborate in the process of implementing and vertically aligning the requirements of the State of Indiana and the Diocese of Lafayette Core Curriculum in classroom instruction.

To increase comprehension of nonfiction and informational text, the school adopted the McGraw-Hill Wonders series that integrates vocabulary, comprehension, and multi-level reading strategies to support learners at all abilities and across the curriculum.

The Everyday Math series is used through 5th grade to teach students math algorithms that enable them to independently and creatively solve problems. Students use a variety of games, crafts, manipulatives, and iPad applications to immerse themselves in real-world mathematics.

The upper grades differentiate, modify, and supplement curricula by using teaching strategies such as discussion groups, Socratic seminars, flexible groupings, Show-Don't Tell, Questions-Answer Relationships, project-based learning, and Think-Pair-Share. Junior high social studies students take ownership of their learning through a weekly learning check in which they individually chart their progress in learning concepts.

Resource/Enrichment provides independent instruction and helps students set individual goals using adaptive programs such as ALEKS and Read Live. Classroom teachers utilize the school's RTI documentation system to address instructional and behavioral needs.

Spanish and computer classes supplement classroom instruction, while music and visual art instruction integrate technology such as the Music Maestro software and student iPads for differentiated technology instruction. Classroom teachers use CPS clickers to provide an efficient yet engaging form of summative assessment.

Students engage as a community by reading to younger grade levels, preparing a Poetry Slam, and creating Toontastic stories in a collaboration between the younger and older grades. Junior high leadership team members offer tutoring to other students. Kindergarten presents a Thanksgiving program, and multiple grade levels have the opportunity to participate in musical programs, orchestra, marching band, and choir. CYO Athletics reach students at all levels with development of the whole child in mind.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

OLMC uses many assessments in assuring academic success. The two used for school-wide analysis are the ISTEP+ and the NWEA MAP assessment. OLMC students consistently perform well on standardized tests. In the last five years, a large majority of the students passed both English/Language Arts and the Mathematics portions of the test. Scores have been stable with little variation. Every grade that takes the state-required standardized tests (ISTEP+) has exceeded the Blue Ribbon cut scores for Indiana schools in both English/Language Arts and Math. Over one-third of the students scored Pass+ (beyond proficient) in English Language Arts and over half of the students scored Pass+ in Math. In the last year, English/Language Arts scores have remained stable while Math scores have increased. The number of students who did not pass the ISTEP+ has declined from as many as fifteen in previous years to only ten in 2013, and nine in 2014.

Percentage of OLMC students who passed (at proficient levels) the ISTEP+:

2010: English/LA 97.5%; Math 97.2%

2011: English/LA 97%; Math 96.5%

2012: English/LA 97.3%; Math 97.3%

2013: English/LA 97.7%; Math 97.8%

2014: English/LA 96.9%; Math 98.8%

Percentage of OLMC students testing at Pass+ (beyond proficient levels) on the ISTEP+:

2010: English/LA 38.8%; Math 47.7%

2011: English/LA 38.8%; Math 53.5%

2012: English/LA 43.2%; Math 53.2%

2013: English/LA 33.7%; Math 51.3%

2014: English/LA 33.5%; Math 57.6%

There are many factors contributing to the success of OLMC students. There are school-wide high expectations, strong teaching, and significant support from home. Part of the school's academic philosophy is that reading and math are foundational for all other learning. Because of this, school goals always revolve around either reading or math. These goals directly influence classroom instruction and activities. Teachers use data to inform their planning and implementation of lessons based on these goals. Data is obtained from both standardized tests and classroom assessments.

The most significant recent gain has been in math scores. This could be attributed to the ongoing implementation of the Everyday Math Program, the recent Math computation school goal, introduction of the ALEKS program, and the use of data from MAP scores.

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

OLMC has a broad and comprehensive assessment system which includes ISTEP+ (3rd – 8th grades), NWEA's MAP (K-8th grades, three times a year), DIBELS Next (K-2nd grades, three times a year), the NCEA's ACRE (5th & 8th grades), IREAD-3 (3rd grade) standardized tests, and routine formative and summative assessments in all subject areas. Data from the ISTEP+ and the NWEA MAP are used to monitor student growth and inform instruction. Students who need remediation are identified through test scores and given additional instruction.

The school has a data team that is responsible for collecting and analyzing the assessment data and disseminating it to all teachers and staff. The data is used to understand and improve school effectiveness. The standardized testing results are used to compare performance with other schools, both public and private. Regularly scheduled meetings allow staff to discuss and analyze data. In-service days are dedicated to discussing and analyzing data to inform instruction. Teachers analyze data specific to individuals, grade levels, and content areas. Adjustments to instruction are made as needed. The resource department works

closely with classroom teachers and parents to identify specific learning needs and provide intervention as needed. These efforts result in improved instructional strategies in the classroom.

Teachers also create and administer classroom assessments of varying types to gather data on student learning. Results from these assessments are used by teachers to adjust current and future instruction as well as allow them to differentiate instruction based on students' scores in specific skill areas.

Teachers use available data when conferencing with students and parents. The school provides support to parents to assist in the understanding of assessment results through weekly communications, conferencing, and podcasts. OLMC's use of data gives students, parents, and teachers a working picture of whether or not a child's learning is progressing at a suitable rate.

Part VI School Support

1. School Climate/Culture

Having recently adopted a new school motto, Stewards for Christ, OLMC strongly believes in living out the Gospel message: “Much will be required of the person entrusted with much.” As the school community seeks to form young Stewards for Christ, students at OLMC have an awareness that many physical, mental, spiritual, and monetary gifts have been given to them. The school works to form an attitude in the students to look for opportunities to give back.

The entire school community has high expectations in the formation of the whole child. Achievements and accomplishments of students in multiple curricular and extracurricular areas are recognized on a regular basis. Throughout the year, successes are highlighted through daily announcements, weekly messages, and school assemblies.

There are many ways OLMC creates a positive environment. Blessed with engaged and active parents, the school is able to provide many opportunities for students to see the value in themselves and in others. Examples include school socials, clubs, Pioneer Day, Everybody Counts Week, Biztown, and anti-bullying activities. The school’s virtue program and corresponding Golden Cross Award provide instruction in and examples of growth in living the virtues. The school also works to build community within the student body. There is a Guardian Angel Program between the 1st and 5th graders, and older students provide peer tutoring and plan and implement activities for the younger grades. These activities include a “Poetry Slam” each spring, Fun Fair during Catholic Schools Week, and field day at the end of the year.

The school administration seeks and values teacher and parental input for decision-making in creating school policies as well as day-to-day operation of the school. Teachers are encouraged to take leadership roles at grade-levels or as part of the school improvement process. The administration also allows a high level of teacher autonomy in the creation and implementation of instructional plans.

Because of the stability in staff and school families, a strong sense of community has developed at OLMC. This has resulted in a symbiotic relationship between the school and its families. Mutual support contributes to the strong family atmosphere in the school. The presence of the religious sisters has benefitted the spiritual formation of students, teachers, and parents.

2. Engaging Families and Community

The school uses many methods of communication to ensure that parents and teachers are working together for each child’s success.

Communicating Student Progress

Parents of students in 3rd - 8th grades are able to view their child’s grades online via PowerSchool. This allows parents, administration, and students to view progress at any time. Teachers are required to update grades online at least every two weeks. Progress reports for students in K- 2nd grades are sent home between the quarterly report cards. At the end of each quarter, formal report cards for all students are issued. Standardized test results are also shared with parents as soon as they are available.

Edmodo

All teachers have created an interactive page through the school’s Edmodo account. Teachers, parents, and students communicate with each other through this secure learning management system.

Parent-Teacher Conferences

Formal parent-teacher conferences are held in the fall of each year. These conferences are mandatory for K-6th grade parents and available for 7th and 8th graders upon request by parents or teachers. Parent-teacher conferences also take place regularly outside of the formally scheduled fall conference times at the discretion of teachers and parents.

PTO/ School Council

The school benefits from a very active Parent Teacher Organization (PTO). The PTO provides an organizational structure that coordinates multiple volunteers who enhance school programs and activities. The PTO also raises money to fund teacher wish lists and technology initiatives. A School Council serves in an advisory role for the administration. Their expertise in various areas provides valuable insight and gives parents a voice in the operation of the school. This work has included assisting the administration in building a Strategic Plan for the school.

High Schools

In recent years, a strong relationship has been forged with the nearby diocesan high school. OLMC hosts high school students, known as cadet teachers, who aspire to become future educators. The administration consistently receives feedback from local high schools that students from OLMC perform well academically, have excellent study skills, and are capable leaders.

Service Opportunities

The OLMC parish community benefits from classroom and individual service time. These varied projects include activities that take place both during and outside of the school day.

Social Events

The school hosts several social events during the year to engage and involve families in the life of the school. Open houses, Grandparent Night, and a family carnival all build and strengthen connections that add to the success of the school.

3. Professional Development

OLMC embraces professional development as an integral piece of the school's mission. Staff professional development is focused on improving academics and challenging all students in an engaging manner. Teachers and administrators encourage and support one another in receiving and sharing training with the goal of continual growth as educators. Designated times are set aside to share, collaborate, and implement ideas gained by attending conferences, in-school trainings, and guest presentations.

Opportunities for professional development are offered to the entire staff on a regular basis. The administration provides opportunities based on school goals, student data, and teacher-expressed needs. Individual professional development is encouraged and funded by the school. Staff spiritual growth is supported by the offering of diocesan FIRE ("Fan the Flame: Inspiration through Religious Enrichment") courses. Mentoring programs are offered for all teachers new to the school, even if not new to education. Teachers have the opportunity to lead school improvement teams and present in areas of expertise during staff meetings.

A whole day technology in-service was provided during which teachers received Apple training that focused on creativity and productivity. This in-service also allowed teachers the opportunity to learn from and collaborate with each other about how they use technology to engage students. Teacher hosted "Technology Thursdays" also serve this purpose.

Teacher demand to attend Smekens Literacy training was so high that an all-day, all-staff training was scheduled. This provided an opportunity for the entire staff to learn literacy teaching strategies and how to implement them in their classrooms. These skills directly correlate to OLMC's five-year school improvement goal to increase comprehension of non-fiction and informational texts. A month after the training, professional learning community time was used to share examples of how subject area teachers used Smekens strategies in their own classrooms.

The faculty attends the bi-annual Indiana Non-Public Education Conference to support the mission of meeting the spiritual, academic, social, emotional, and physical well-being of all students. In the years INPEC does not meet, the Diocese of Lafayette plans and provides an in-service day on relevant topics. Seven teachers attended the International Society for Technology in Education (ISTE) 2014 summer

conference and four teachers benefited from the National Council of Teachers of Mathematics (NCTM) 2014 fall conference.

4. School Leadership

Through established policies and practices, the OLMC administration encourages and empowers students and teachers to do their best in all things. Even though the pastor has ultimate authority in overall administration of OLMC, he has entrusted the day-to-day operations to the principal and assistant principal. With the help and input of faculty and parents, the school administration establishes, communicates, and enforces all school policies. Faculty and family handbooks are annually reviewed, revised, and made available to all stakeholders.

As the instructional leaders of the school, both administrators conduct daily walk-throughs and formal evaluations with all teachers once a year and provide valuable feedback through both written and face-to-face communications. Coverage is provided for teacher supervision duties to allow grade level teachers to have common planning or conference times. The teacher-mentoring program is directed by the assistant principal and includes regular meetings with the new teacher and his or her mentor. Both administrators participate in professional development of their own. This includes obtaining certification as a School Safety Specialist and numerous workshops and conferences related to legal issues in schools. One of the main responsibilities of the administration is staying up-to-date and in compliance with all state and diocesan guidelines. The administrators also provide spiritual leadership. This includes morning and afternoon prayers, prayers with faculty each morning, and providing for spiritual retreats each year.

Each week, teachers submit lesson plans that include state or diocesan standards being taught. Teachers are asked to base instruction on data gathered from classroom and standardized assessments related to the standards. This insures that student needs are at the forefront of all planning and teaching at OLMC. Weekly meetings (grade level, whole faculty, school improvement) include discussions of, and are focused on, student progress.

Multiple means of communication are used by the administration to effectively keep parents informed of school initiatives. This includes the principal's weekly parent message and faculty bulletins. The school is also beginning to use various forms of social media. The entire OLMC staff is readily available for one another, their students, and school parents.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

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

2014-2015 Tuition

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

4. What is the educational cost per student? \$4670
(School budget divided by enrollment)
5. What is the average financial aid per student? \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	203.1	201	204		0
Number of students tested	74	74	76		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	212	212	214		
Number of students tested	72	75	78		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	222.9	220	225		
Number of students tested	73	77	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	230.3	232	232		
Number of students tested	75	67	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	240.4	240	242		
Number of students tested	64	70	71		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	244.9	246	247		
Number of students tested	73	68	75		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	205.8	200	202		
Number of students tested	74	74	76		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	209.4	211	212		
Number of students tested	72	75	78		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	217.2	216	218		
Number of students tested	73	77	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	223.7	222	225		
Number of students tested	75	67	74		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	229	226	230		
Number of students tested	64	70	71		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>MAP</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Sep	Sep	Sep	Jan	Jan
SCHOOL SCORES					
Average Score	231.4	232	234		
Number of students tested	73	68	75		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Our Lady of Mount Carmel School started NWEA MAP Assessments in the Fall of 2012. No data is available prior to 2012 to report. CAPE representative stated that this was approved since all grades participated in our State Assessment for the past five years. The MAP scores are reported in RIT scale scores for all years. Our most recent score in the Fall of 2014 is represented in the 2013-14 column. The Fall of 2013 and the Fall of 2012 will be represented on the next two columns.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	97	95	94	97	98
% Pass +	51	36	49	59	47
Number of students tested	74	76	78	71	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	96	93	93	90	97
% Pass +	44	38	36	33	35
Number of students tested	73	78	74	75	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	100	99	98	100	97
% Pass +	68	75	59	62	38
Number of students tested	75	72	75	73	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	100	100	100	98	100
% Pass +	62	46	49	47	61
Number of students tested	65	71	74	78	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	100	98	100	98	94
% Pass +	71	65	65	76	58
Number of students tested	72	69	75	72	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	99	100	99	93	97
% Pass +	50	48	61	44	47
Number of students tested	68	73	71	72	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	99	98	100	97	99
% Pass +	18	14	33	27	30
Number of students tested	74	76	78	71	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	97	95	93	94	93
% Pass +	37	28	38	25	39
Number of students tested	73	78	74	75	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	97	96	95	98	99
% Pass +	40	43	47	32	28
Number of students tested	75	72	75	73	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	94	100	99	100	100
% Pass +	42	49	53	55	57
Number of students tested	65	71	74	78	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	99	95	100	99	97
% Pass +	42	49	51	63	48
Number of students tested	72	69	75	72	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Pass + plus % Pass	94	100	97	95	98
% Pass +	22	19	31	31	31
Number of students tested	68	73	71	72	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
2. Students receiving Special Education					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
3. English Language Learner Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
4. Hispanic or Latino Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
5. African- American Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
6. Asian Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
7. American Indian or Alaska Native Students					
% Pass + plus % Pass					
% Pass +					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
9. White Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
10. Two or More Races identified Students					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
11. Other 1: Other 1					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
12. Other 2: Other 2					
% Pass + plus % Pass					
% Pass +					
Number of students tested					
13. Other 3: Other 3					
% Pass + plus % Pass					
% Pass +					
Number of students tested					

NOTES: