

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

[] Public or [X] Non-public

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

Name of Principal Mrs. Elaine Holmes

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

Official School Name Saint Pius X Catholic School

(As it should appear in the official records)

School Mailing Address 52553 Fir Rd

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

City Granger State IN Zip Code+4 (9 digits total) 46530-9162

County St. Joseph State School Code Number* D164

Telephone 574-272-4935 Fax 574-855-5400

Web site/URL http://www.stpiuscatholicsschool.net

E-mail eholmes@stpius.net

Twitter Handle _____ 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*Mrs. Marsha Jordan E-mail: mjordan@diocesefwsb.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Fort Wayne-South Bend Tel. _____

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

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Peter Letherman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 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	55	44	99
K	24	27	51
1	29	36	65
2	34	29	63
3	29	31	60
4	33	33	66
5	33	23	56
6	30	31	61
7	22	31	53
8	29	24	53
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	318	309	627

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 5 % 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: 3%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	638
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 3 %
20 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Spanish, Italian, Akan, Arabic, Mandarin, Polish, Korean, Russian, Twi, German, Vietnamese
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 27

9. Students receiving special education services: 5 %
33 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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 26:1

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	97%	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: Saint Pius X Catholic School partners with the parish community to provide a safe and effective learning environment, anchored in the Gospel Values, fostering spiritual development, academic excellence and stewardship, centered on the Eucharist.

PART III – SUMMARY

Responding to the call of the Gospel, Saint Pius X Catholic School opened in 2008 with a clear mission to provide an opportunity for every student to grow spiritually, intellectually, academically and physically as stewards of the Catholic faith. In an environment reflecting peace, mercy, justice and love, children are challenged to their highest potential. Upholding a high standard of academic excellence, the school integrates Gospel values and a wide variety of teaching methodologies to facilitate student success. Parents, along with the greater parish community, provide support as partners in the academic and spiritual development of all students at Saint Pius.

Located in suburban Granger, Indiana, Saint Pius is the largest parochial school in the South Bend area educating children in preschool through grade eight. The development of the school was directed by a highly respected administrator with long-term experience in public schools at both the elementary and middle school level. The selection of faculty resulted in an excellent team of highly qualified educators with the knowledge, skills and dispositions to lead the school and its students to meet a high set of standards. In its inaugural year, Saint Pius X Catholic School had an enrollment of 439 students in preschool through seventh grade. With the successful integration of best practices in the classroom, a talented faculty and a curriculum with a clear, Christ-centered focus, the school has steadily increased its enrollment to over 600 students.

As a choice school, students are enrolled annually on a priority basis of current students, siblings of current students, active parishioners and non-parishioners/inactive parishioners. Once a class reaches capacity, a wait list is started and a lottery process occurs.

Saint Pius has a reputation of high academic standards and student success. The rigor of the curriculum and humanities program requires the faculty to be completely committed to maintaining a student-centered focus. Evidence of this priority can be found in the consistently high rankings from the State of Indiana (consecutive grades of “A”) along with multiple consecutive four-star ratings.

The core curriculum is enhanced by a comprehensive humanities program providing regular instruction for all students in kindergarten through grade eight in religion, technology, Spanish, art, physical education and music/band. Resource teachers provide individualized support to students. A school counselor offers a place for students to express feelings and resolve issues. This comprehensive approach and dedication to an environment that is safe, stimulating and challenging to all students is what leads to great success for students as they progress through their academic careers.

The curriculum of each grade level emphasizes 21st Century Skills. A dedicated computer lab, two sets of mobile laptops, library computer stations and individual Chromebooks for use at school and home demonstrate the emphasis placed upon integrated technology. All classrooms are equipped with SMART Board technology and a voice-amplification system.

Saint Pius embraces the fact that Spanish is the second most spoken language in the United States. Language study helps children develop cognitive skills and enhances problem-solving and critical thinking skills. For these reasons, Spanish instruction is provided in grades kindergarten through eight. An optional two-week Spanish language immersion experience is offered in Costa Rica.

Saint Pius offers a remarkable range of co-curricular/extra-curricular choices including a comprehensive athletic program, fine arts program and a variety of musical opportunities. Additionally, several special interest clubs are available such as Lego Club, Young Hoosier Book Club, Zometool Club, Quiz Bowl, Student Council and Spanish Club. These opportunities offer an option for students to grow both in and out of the classroom environment.

The culture of Saint Pius is one of family and community, bonded by traditions involving students, staff, faculty, parents and extended family members. These events include weekly All-School Masses, a Thanksgiving Feast, an annual school musical, talent and fine arts shows, student honors breakfasts and a Bike to School day. Through these interactions, strong relationships are built that aid in connecting families

to the school community. Parents of Saint Pius students are an integral component of the success of the school.

Students enrolled at Saint Pius X Catholic School have the unique opportunity to excel individually while remaining grounded in a community-based school environment. Painted on the wall of the school hallway are the words: "...so we though many, are one body in Christ, and individually parts of one another. Since we have gifts that differ according to the grace given to us, let us exercise them ~(Romans 12:5-6)." The school embraces the individuality of every student, to break barriers, to open doors and to discover gifts, keeping Saint Pius at the forefront of Catholic education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Saint Pius X Catholic School curriculum is fully aligned with the Indiana Academic (College and Career Ready) Standards.

Language Arts

Reading, writing and vocabulary development are three threads that resonate through each grade level. The research-based Wilson Foundations program (phonics) is used in the primary grades and Scott Foresman's Reading Street is used in grades kindergarten through five. A daily 90-minute reading block includes independent, shared and guided reading utilizing multiple strategies and materials to meet the needs of individual students. Through the use of a Fountes and Pinnell leveled library and novel sets, teachers have access to a variety of materials to differentiate reading instruction and to help students go beyond the basics of learning to read. Beginning in grade four, the focus of language arts shifts from learning to read, to reading to learn. Utilizing levels of Depth of Knowledge, students continue to enhance their comprehension, as well as strategic and analytical thinking, using fiction and non-fiction texts.

Writing workshops (in all grades levels) focusing upon narrative, opinion and information writing occur daily utilizing the Units of Study program developed by Lucy Calkins. In this program, students receive feedback and work in consultation with the teacher to refine their writing. The writing concentration in middle school is focused on opinion and informational writing. In grade six, gender-specific classroom environments are used twice per week in response to best practices for writing development. Words Their Way, a vocabulary and spelling program, is used in grades three and four. Wordly Wise vocabulary program is taught in grades five through eight.

Saint Pius makes language arts a focus by implementing the essential skills of reading, vocabulary development and writing across the curriculum.

Math

Foundational math skills are taught in the primary grades and continue to spiral through the grade levels. Each grade level addresses the Indiana Academic Standards through a framework provided by the Everyday Math program. Direct, whole and small group instruction, determined by student need, are utilized daily in a math block. Teachers use formal and informal assessments to indicate mastery prior to advancing to the next set of skills.

Based upon triangulation of individualized data, fifth grade students are placed in a basic or accelerated fifth/sixth grade course. Students in middle school are placed in seventh grade math, pre-algebra, algebra or geometry. Offering four different math courses provides students the opportunity to perform at their individual academic level. Eighth grade students can travel to one of the Catholic high schools for instruction in Honors Algebra II or Honors Geometry.

All math classes utilize a variety of instructional strategies including vocabulary development, problem-solving instruction, modeling, peer tutoring, cooperative groups, project based learning, games and technology supported instruction. Students not performing at grade level are monitored closely and scheduled to meet with the math or resource teacher outside of regular class periods.

Social Studies

Saint Pius partnered with the Alliance for Catholic Education (ACE) program at the University of Notre Dame to create comprehensive social studies units that address the Indiana Academic Standards in a dynamic manner. Students interpret complex texts by using graphic organizers, interactive activities and technological resources. In grades six through eight, students utilize interactive workbooks to take notes. Comparing and contrasting historical events with current events emphasizes critical thinking and global awareness. Students engage in a cross-curricular project between social studies and English that requires analysis of their research and a formalized report.

Science

The science curriculum integrates scientific inquiry through the study of Physical, Earth, and Life Sciences. Measurable goals are established referencing the Indiana Academic Standards. The Carolina Biological Interactive Kits are used to engage students in the primary grades. The science curriculum in grades six through eight is taught using Science Education for Public Understanding Philosophy (SEPUP). Everyday life situations are presented to students using specific methods of questioning and analysis. Students develop scientific evidence through lab-based learning to support their hypotheses. Inquiry-based learning is a continuous curriculum focus in middle school science.

Preschool

Saint Pius X Little Lions Preschool fosters growth and development of preschool students by providing opportunities to satisfy natural wonder through exploration and discovery. The program incorporates proven methodologies and research-based programs that provide developmentally appropriate instruction in emerging literacy, math, science, social studies, religion and fine arts. Programs implemented in preschool through the primary grades include: Wilson Foundations, Everyday Mathematics, Minds-in-Motion (gross motor) and Heidi Songs. All preschool students are screened using the Kindergarten Diagnostic Inventory (KDI) assessment to identify strengths and weaknesses of pre-academic skills. A connected curricular plan provides the students with a seamless transition into kindergarten.

2. Other Curriculum Areas:

Religion

Instruction in the Catholic faith fosters student development in moral formation and responsible citizenship. The Eucharist is the core of the Catholic faith. Children attend Mass twice per week and participate in all aspects of Mass, as well as various liturgies throughout the year: Benediction and Adoration, Living Rosary, Lenten services, Living Stations of the Cross, Advent Lessons and Carols, and May Crowning.

Practicing the Catholic faith occurs throughout the day by beginning the day in prayer. Students receive lessons in the virtues, learn to pray the Rosary and study the Saints. Primary grade students participate in the Catechesis of the Good Shepherd program. Catechists, trained in this Montessori philosophy, guide children in their development of the Catholic faith. Children in grades four through eight receive direct instruction with religion teachers who have earned Master Degrees in Theology. Saint Pius priests visit all students on a weekly basis.

Physical Education/Health/Nutrition

A balanced and sequential curriculum, as reflected in state and national standards, includes units of study in health, fitness and nutrition. All students attend physical education classes twice per week. Staff members have been trained in the Minds in Motion philosophy, which provides development in increased sensory processing throughout the curriculum.

Beginning in grade six, physical education classes are gender-specific. Individual performance and written assessments are developed based on the unit goals and lessons established through the collaborative efforts of Diocesan wellness teachers participating in the ACE Curriculum initiative.

Foreign Language

Saint Pius X Catholic School is in compliance with the program's Foreign Language requirements. Spanish instruction occurs twice per week in kindergarten through fourth grade with a designated Spanish teacher. Students in grades five through eight learn the language from a certified bilingual Spanish teacher. Fifth grade attends classes twice per week, sixth grade three times per week and seventh and eighth grade four times per week. Students from Saint Pius who choose to pursue Spanish in high school are generally successful in testing into advanced courses. Every other year, middle school students have the opportunity to travel to Costa Rica for an immersion experience.

Technology

The primary goal for developing and incorporating technology into the instructional program is to enhance teaching and learning for 21st century learners through digital citizenship. Each classroom has an interactive

SMART Board, a sound amplification system and a computer station. All students have access to laptops and Chromebooks for instructional purposes.

Primary students attend the computer lab once per week for instruction in keyboarding skills and multiple software programs. Middle school students attend the computer lab three times per week for a semester.

Technology integration is infused within the curriculum and aligned to national and state standards. Examples of student projects include: digital storytelling, video creation, interactive presentations and the creation of concept maps.

Visual and Performing Arts

There is positive support from research that inclusion of the arts positively contributes to the overall development of children. All elementary students, kindergarten through grade five, have one music class and one art class per week under the instruction of a certified music and art teacher.

The core objectives in music include music appreciation, reading, composing and performance. A variety of ORFF Schulwerk instruments are implemented to attain these goals in the elementary grades. Middle school students attend music twice per week. In eighth grade, music technology is taught using the program, Music First.

Students in grades six through eight have the opportunity to participate in the annual school musical. Beginning in fourth grade, students have the option to participate in an elective band program. Students perform in three concerts each year and participate in the Indiana State School Music Association (ISSMA) competition. Multiple gold medal awards are received each year.

The visual arts program focuses on art appreciation, art criticism and art production. Students in kindergarten through grade five attend art classes once per week and middle school students attend three times per week for a semester. Projects are produced using the media of paint, drawing, print making, ceramics, sculpture and textiles. An art fair occurs annually and involves the work of all students. As an enrichment opportunity, an art club is available to students in all grade levels.

3. Instructional Methods and Interventions:

At Saint Pius, a wide range of instructional strategies and methodologies are integrated to promote effective learning. In the primary grades, differentiated instruction is emphasized through the use of reading and math learning centers, leveled reading and math instruction and frequent individual progress monitoring. Beginning in grade five, leveled math courses are incorporated that range from basic math through algebra and geometry by grade eight.

Software provides an individual learning path at each student's academic level. Programs such as Compass Learning Odyssey, My Virtual Reading Coach, Ascend Math and Number Worlds allow students to progress at their individual academic level. Students use mobile labs and Chromebooks to access additional practice or enrichment materials in various content areas.

Teachers progress monitor utilizing running records, Odyssey reports and formative and summative assessments to adjust instructional methods. Teachers in kindergarten through grade four are supported by a full-time teaching assistant in each classroom, of whom approximately half are licensed teachers.

A resource teacher and resource assistant "push in and pull out" of the classroom based on the various academic needs of students. In the primary grades, students attend small group instruction in a resource room for tier two and three interventions in phonics, reading comprehension and math. Resource teachers also assist in classrooms when additional support is needed during whole or small group instructional times. A strategic intervention team (SIT), chaired by a resource teacher, meets regularly to brainstorm with teachers regarding instructional strategies to assist children.

A "Flex" period is offered to middle school students three times per week for 30 minutes. Those students in need of support in organizational skills attend small group sessions with the resource teacher in the library during "Flex" period. Students can obtain additional support in lessons taught during the day. Mastery learning opportunities are also provided during this time which allow students to learn from their mistakes and improve their score. Students who have Individual Service Plans (ISP) and receive modifications or accommodations are constantly monitored by classroom and resource teachers. Teachers are always willing to meet with students before or after school in learning sessions to meet their academic needs. Saint Pius focuses on the motto, "Success For All Students," and works toward this goal in all efforts.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

As a school accredited by the Indiana Department of Education (IDOE), Saint Pius participates annually in the Indiana Statewide Testing Education Progress Plus (ISTEP+) assessment.

The state department determines student proficiency at either the level of: Pass+, Pass and Did Not Pass. At Saint Pius, the goal is for all students to achieve the level of Pass and to increase the number of students achieving the level of Pass+.

The ISTEP+ results place the school firmly in the top 15% of schools in Indiana. Saint Pius averaged a 98% passing rate in math and a 96% passing rate in English/language arts in 2013-2014. More noteworthy is the overall high percentage of students who achieved a Pass+ score (62% in math; 41% in English/language arts).

In five years, there has been a significant increase in the number of students who achieved a Pass+ in math (grade three: 41% to 75%; grade five: 52% to 92%). A focus on academic vocabulary for the subject areas helped increase assessment scores.

Students are also assessed biannually through the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. Mean RIT (Rasch Unit) scores in math and reading have steadily increased in all grade levels except seventh grade, where there was no significant gain or loss. The 2013-2014 NWEA assessment results place the school in the top 15% of schools in the nation. Saint Pius ranks at the 99th percentile in math and 98-99th percentile in reading.

Faculty members participate in professional development focused on assessment analysis and application. Leveled grouping is based on triangulation of data drawn from NWEA results, ISTEP+ scores and classroom assessments and observations. As a result, upward trending in assessment scores seems to be linked to faculty understanding and use of data-driven decision making.

There are no student subgroup scores to report for ISTEP+ or NWEA.

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

Students at Saint Pius are regularly assessed to measure individual progress, promote growth and drive instruction. Assessment data is routinely shared with all stakeholders. Teachers analyze student assessment results to differentiate instruction.

Primary grade students are assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text, Reading Comprehension (TRC). Teachers benchmark students three times per year using the Amplify software on their iPads. At-risk students are provided with specific interventions and an increased monitoring of progress (typically every 2-4 weeks). If a student is not at grade level by the end of second grade, the third grade teachers utilize the prior data to progress monitor the student's reading level.

Since the inclusion of the Indiana Reading Evaluation and Determination (IREAD-3) as a state requirement, 184 third grade students were tested over three years and 100% passed the assessment.

Students in grades three through eight participate in the annual state-mandated assessment, ISTEP+. To analyze the achievement of students on a national level, Saint Pius has elected to assess students using the NWEA assessment. Formative and summative evaluation is conducted by the teachers using classroom materials throughout the school year. The triangulation of assessment data (state, national, and classroom instruments) provides the teachers with a rich source of information that can be used to make informed curricular decisions for each student.

It is vital to share assessment data, including guidelines for interpretation, with the parents of students. Parents receive progress reports, report cards, DIBELS and TRC data (three times per year), biannual NWEA reports and annual ISTEP+ results. Students with interventions receive updates more frequently. The overall school achievement scores are shared with the school and parish community through the school newsletter, website and annual report.

Part VI School Support

1. School Climate/Culture

Saint Pius X Catholic School provides opportunity for students to grow spiritually, academically, socially, physically and emotionally in a nurturing environment where students feel safe and respected; an environment that encourages students to discover their gifts and talents. Since the opening of the school in 2008, the faculty and families of Saint Pius have created a community where the core Gospel Values are demonstrated each day: respect, responsibility, compassion, teamwork and honesty. The focus upon the Gospel Values cultivates an environment that bonds students through a common value structure.

Saint Pius starts the day with all-school announcements, including acknowledgements of birthdays, athletic results, music performances, awards and upcoming opportunities. Student-led prayer and the Pledge of Allegiance follow. This daily ritual helps to establish the school community by acknowledging special events, individual and school success, democratic values and the community as one body in prayer. Evening presentations on topics such as cyber-bullying and social media, provide an opportunity for the larger community to explore modern issues and promote safety and awareness.

When a prospective family enters Saint Pius for the first time, they immediately feel the nurturing, Christ-centered environment. The visual symbols of the Catholic faith are present in every corner of the school: statues, stained glass windows of saints, scripture selections and artwork.

The faculty of Saint Pius is highly qualified and respected in the community. They are known for providing extra time and attention to their students through tutoring, enrichment and extra-curricular clubs. Teachers work diligently to create a learning environment that produces test scores in the top percentages of the state and of the nation.

In a recent survey of the Saint Pius faculty, there was an overwhelming response regarding the positive support they feel from their colleagues on a professional and personal level. The teachers appreciate the on-site daycare center provided to their non-school age children, allowing them to excel in the classroom while being assured of the care given to their young children. When personal hardships occur, the staff always steps up to help, whether it's delivering meals, helping write lessons plans or organizing a prayer service. The support from the leadership of the school and each member of the faculty has created not just a positive school culture, but also a Saint Pius family.

2. Engaging Families and Community

Saint Pius X Catholic School has strong stakeholder involvement that directly benefits students and the entire Saint Pius X parish community. The Home and School Association (HASA) promotes stewardship in the school and sponsors volunteer programs throughout the year. Ongoing activities supported by parental involvement include: organizing volunteers to serve hot lunch to students, collecting and cutting BoxTops for Education (proceeds used to purchase leveled reading books and updated technology tools) and meeting monthly with school administration to plan various seasonal events such as Catholic Schools Week, Teacher Appreciation Week, Picture Day, Bike to School Day and Career Fair.

A major community-building event organized by HASA is an annual Thanksgiving Feast where parents, grandparents and siblings are invited to share a meal during the students' lunch period. Students in eighth grade host two spaghetti dinners to earn funds for their class trip to Washington, D.C. This event helps students learn the value of earning money and serving others at a large event that brings parish and school families together. Other community-building events include Donuts with Dad, Muffins with Mom and a sock hop.

The school implements a stewardship program to teach children to be good stewards of God-given gifts. Parent volunteers in each grade level organize opportunities for students to give back to the community. Examples of stewardship projects include: winter clothing drives, visits to a local nursing home, an annual

landscaping project for a local autism center and an acknowledgement program for Veterans. Upon graduation from Saint Pius, students experience various ways to make stewardship a part of their everyday life.

Partnering with local universities and professionals has helped ensure continual school improvement. Through a partnership with Notre Dame's Alliance for Catholic Education (ACE) program, teachers attend workshops and actively collaborate with colleagues and researchers in the field. A recent partnership with an Indiana University professor provided teachers with a year-long technology workshop series.

Another vital component of establishing a vibrant community is the promotion of communication and partnership between parents and teachers. Knowing that parents are the first educators of their child, teachers rely on parental support throughout the education process. Teachers provide weekly newsletters, parent/teacher conferences and frequent updates through email, phone, or individual meetings. The vibrancy of the Saint Pius community is a reflection of a collective work effort, dependent on all stakeholders.

3. Professional Development

Relevant, job-embedded professional development opportunities made available to principals and teachers at Saint Pius enable development of expertise in content, technology and pedagogy. The professional development plan is driven by both the goals of teachers and goals outlined in the school improvement plan. There are three main areas of professional development that occur for staff: curriculum development in specific content areas, professional speakers during in-service days and study groups on relevant educational topics.

Teachers have been taught to collaboratively align units of study in social studies, math, language arts and fine arts through a partnership with the Alliance for Catholic Education (ACE) sponsored by the University of Notre Dame. Funded through a \$20,000 Library of Congress curriculum grant, a year-long professional development series that focused on the integration of primary resources and instructional technology was implemented for K-8 curriculum development.

Through staff surveys and insight by the administration, professionals in specific areas of educational expertise are brought into the school during designated professional development days. Examples of in-service workshops include: Response to Intervention (RTI), autism, bullying, Minds in Motion, Compass Odyssey and strategies to meet varying needs of students in literacy, vocabulary and writing.

Faculty study groups read books and educational articles pertinent to classroom structure and content. Generally, a summer reading is designated by the principal with staff coming together in August to discuss the learned materials. The most recent summer reading was Pathways to the Common Core by Lucy Calkins in preparation for the launch of the Units of Study Writing program that was implemented this year. The Daily Five by Gail Boushey was a voluntary study initiated by a primary teacher. Eight primary teachers met every other week prior to the start of the school day. Some teachers had already implemented the framework and others adopted the framework for their classrooms as a result of the collaborative study.

In addition, teachers attend outside continuing education classes and workshops independently and share with staff. Providing in-service opportunities for all faculty benefits the entire student population. Shared knowledge and shared faith enables all staff to fulfill the mission of the school.

4. School Leadership

Saint Pius X Catholic School has a collaborative leadership philosophy under the direction of the parish pastor and principal. The pastor, principal, assistant principal and leadership team have a vision of promoting rigorous and relevant curriculum with quality instruction that encourages students to reach their full spiritual, intellectual, emotional and physical potential.

Saint Pius utilizes a teacher leader team, which consists of four lead teachers representing all grade levels

(K-2, 3-5, 6-8 and humanities). Each grade level team meets every other week to discuss best practices in teaching, assessments, student challenges and successes, as well as any current needs of teachers or administration. The entire staff meets monthly to discuss items related to school policy, curriculum, student achievement and professional development. The pastor attends staff meetings, providing catechetical instruction to the teachers. The strong communication and partnership between the pastor, principal and administrative team creates a highly successful and collaborative environment.

The process initiated by school administration to adopt a new language arts/writing program demonstrates the collaborative leadership style at Saint Pius. Teachers piloted two different programs and provided feedback to teachers and administration throughout the year. In this example, thoughtful decision-making and collaboration resulted in the school offering the highest quality program to support student growth and achievement.

The administration is highly respected in the school community. An open-door policy creates an environment where teachers feel constant support and parents feel comfortable approaching with any questions or concerns. The principal and assistant principal hold "Coffee with the Principal" meetings each trimester to inform parents of current events and offerings, updates in curriculum, student achievement scores and to provide an open forum for the parish/school community.

To ensure continual school improvement, the school surveys parents, staff and students every other year in various categories. The leadership team analyzes the results and brings feedback to the faculty regarding the school's strengths and potential areas of improvement.

The leadership philosophy is further supported by school leadership's integration on various advisory and auxiliary boards of the school and parish. The School Board is an advisory board that provides support to promote the success of the school. In 2011-2012, the School Board assisted the school in creating a five-year strategic plan. Together, the plan is reviewed annually to ensure that the goals and objectives are met to continually improve and support student achievement.

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	\$6225
1	\$6225
2	\$6225
3	\$6225
4	\$6225
5	\$6225
6	\$6225
7	\$6225
8	\$6225
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$6073
5. What is the average financial aid per student? \$1069
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 18%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 42%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	218.6	219.4	215.9	215.3	212.8
Number of students tested	65	57	62	58	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	231.7	229.3	230.3	223.7	223.6
Number of students tested	56	59	56	60	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	245.2	241.8	239.2	238.3	232.6
Number of students tested	61	58	60	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	240.3	239.2	239.3	238	238.7
Number of students tested	57	60	60	62	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	244.2	246	243.4	241.5	246.3
Number of students tested	52	58	58	44	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score			250.4	250	245.7
Number of students tested			41	39	27
Percent of total students tested	0	0	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Beginning Fall 2012, NWEA testing was eliminated for 8th grade students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	213.7	210.7	210.7	210.8	206.2
Number of students tested	65	57	62	58	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	220.1	219.9	221.3	216.8	218
Number of students tested	56	59	56	60	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	225.6	226.6	224.2	225.6	222.4
Number of students tested	61	58	60	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	229.5	228.6	230.1	225.9	224.9
Number of students tested	57	60	60	62	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score	231.4	232.3	232.5	228	232.2
Number of students tested	52	58	58	44	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress (MAP)</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Northwest Evaluation Association (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	May	May	May	May	May
SCHOOL SCORES					
Average Score			237.6	236.6	233.3
Number of students tested			41	39	27
Percent of total students tested	0	0	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Beginning Fall 2012, NWEA testing was eliminated for 8th grade students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	100	95	97	95	90
Pass+	75	58	47	57	41
Number of students tested	65	57	62	58	51
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	96	98	95	95	94
Pass+	54	66	50	43	38
Number of students tested	56	59	56	60	52
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	100	100	98	98	97
Pass+	92	86	75	80	52
Number of students tested	61	58	60	60	58
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/Pass+					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+/IMAST</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	100	97	100	98	95
Pass+	49	37	48	44	20
Number of students tested	57	60	60	62	41
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/Pass+					
Pass+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISTEP+/IMAST</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	96	98	98	98	97
Pass+	56	62	45	36	65
Number of students tested	52	58	58	44	37
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB-McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	98	100	95	100	89
Pass+	42	38	38	54	30
Number of students tested	57	56	42	39	27
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	100	96	98	100	96
Pass+	37	37	37	48	25
Number of students tested	65	57	62	58	51
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	96	98	100	97	96
Pass+	46	42	63	33	44
Number of students tested	56	59	56	60	52
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	95	97	98	100	97
Pass+	43	57	43	53	34
Number of students tested	61	58	60	60	58
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	93	93	98	95	88
Pass+	60	57	60	39	39
Number of students tested	57	60	60	62	41
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	96	97	98	91	97
Pass+	40	40	41	43	57
Number of students tested	52	58	58	44	37
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/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>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Apr
SCHOOL SCORES*					
Pass/Pass+	96	96	93	100	96
Pass+	23	27	38	51	33
Number of students tested	57	56	42	39	27
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/Pass+					
Pass+					
Number of students tested					
2. Students receiving Special Education					
Pass/Pass+					
Pass+					
Number of students tested					
3. English Language Learner Students					
Pass/Pass+					
Pass+					
Number of students tested					
4. Hispanic or Latino Students					
Pass/Pass+					
Pass+					
Number of students tested					
5. African- American Students					
Pass/Pass+					
Pass+					
Number of students tested					
6. Asian Students					
Pass/Pass+					
Pass+					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass/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/Pass+					
Pass+					
Number of students tested					
9. White Students					
Pass/Pass+					
Pass+					
Number of students tested					
10. Two or More Races identified Students					
Pass/Pass+					
Pass+					
Number of students tested					
11. Other 1: Other 1					
Pass/Pass+					
Pass+					
Number of students tested					
12. Other 2: Other 2					
Pass/Pass+					
Pass+					
Number of students tested					
13. Other 3: Other 3					
Pass/Pass+					
Pass+					
Number of students tested					

NOTES: