

U.S. Department of Education
2019 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 Mr. Vince Barnes

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

Official School Name Saint Maria Goretti School

(As it should appear in the official records)

School Mailing Address 17104 Spring Mill Road

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

Westfield IN 46074-9673
City State Zip Code+4 (9 digits total)

County Hamilton

Telephone (317) 896-5582

Fax (317) 867-0783

Web site/URL http://www.smgonline.org/school

E-mail v.barnes@smgonline.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Peg Dispenzieri E-mail pdispenzieri@dol-in.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Lafayette-in-Indiana School District Tel. (765) 269-4670

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Reverend Kevin Haines
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

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 and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	22	19	41
1	26	17	43
2	20	27	47
3	24	24	48
4	31	22	53
5	32	18	50
6	25	31	56
7	13	27	40
8	19	23	42
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	212	208	420

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 4 % 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2017	428
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Telugu, Arabic, Vietnamese

English Language Learners (ELL) in the school: 0 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 11

8. Students receiving special education services: 8 %
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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 22:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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. 2013

15. In a couple of sentences, provide the school's mission or vision statement.

Our school's mission is based on the teachings of Jesus Christ. The purpose of our school is to build God's Kingdom!

PART III – SUMMARY

Saint Maria Goretti Parish is a vibrant Catholic community located north of Indianapolis in Westfield, Indiana. Saint Maria Goretti School (S.M.G.) has offered a quality Catholic education since 1996 and is currently serving 420 students in grades Kindergarten through Eighth Grade. Upon entering the school, stakeholders and guests are immediately welcomed by the school's mission statement which is prominently displayed in the entrance hallway.

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

Embodying the mission statement through all facets of the educational process is the essential element that sets the school apart from the many high achieving public schools within the surrounding communities. Saint Maria Goretti School is distinctive among many Catholic schools as it is a stewardship school which is based on four fundamental philosophical pillars:

Attend Mass regularly at Saint Maria Goretti Parish

Regularly tithe at Saint Maria Goretti Parish

Complete at least 30 hours of service per family within the parish

Participate in the Diocese's Capital Campaign to support Diocesan programs

Adherence to a stewardship model allows all parish families the opportunity to receive a Catholic education regardless of income. This type of model for S.M.G. school has provided the opportunity for many families to attend our school, since tuition is not an obstacle. The money collected at our Sunday Masses through stewardship is what helps support our school. This tithing in the collection basket allows us to operate the school without charging tuition to our families, thus making a Catholic education available for all.

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

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

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

Students and staff embrace the concept of "building the Kingdom of God" as they participate in many community service opportunities on a global stage. Each grade level has adopted a service project for the year based on Global Goals that are adopted worldwide by many countries. The seventeen different goals address essential social justice issues, such as: ending poverty, clean water, sustainable communities, eliminating hunger, and much more. This outreach program allows students to actively engage in helping others by providing needed items and raising money throughout the school year. The students' participation in these charitable activities exemplifies an active faith and provides a richer understanding of doing the right thing for others and treating people right.

Saint Maria Goretti students perennially excel in all academic areas. Annually, Saint Maria Goretti has received an "A" rating from the Indiana Department of Education. This rating is based on academic performance and demonstrated growth on the state standardized assessment, ISTEP+. The school also receives a Four Star School status from the Indiana Department of Education, which is based on achievement scores and growth on the state assessment.

The staff continuously evaluates student achievement in order to design and/or adjust appropriate

differentiated instruction based on the learning styles and needs of the students. All instruction is focused on the minimum goal of one academic grade level of student growth per year. Our robust resource program for all grade levels is in place to meet the needs of our students for both remediation and enrichment. Faculty and staff is always mindful of a year's-worth of growth in each subject area.

Saint Maria Goretti Catholic School received the Blue Ribbon School of Excellence in 2013. This recognition has assisted S.M.G. immensely through awareness and recognition to the community at large, to the S.M.G. Parish and the entire S.M.G. school community. Receiving the Blue Ribbon Award has also positively impacted neighboring schools. S.M.G. has been a model for their school improvement goals and has supported their efforts toward Blue Ribbon award applications.

This award along with strong professional development and the positive culture of our school has allowed consistency in our staffing. Eighty percent of the 2013 Blue Ribbon application staff members are still in place. Staff members recognize and appreciate the plethora of positive components continuously occurring at S.M.G. They have shared their expertise with many other schools over the years and welcome the opportunity to provide support and assistance to interested colleagues. The S.M.G. staff communicates how to incorporate highly effective strategies in the classroom at conferences and peer observations. The staff continues to embrace opportunities to grow and learn newly updated strategies and how to better integrate technology into all aspects of the curriculum.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Saint Maria Goretti (S.M.G.) English Language Arts curriculum has a wide-range of components that help promote the literacy of all students. Learning standards are addressed through the use of several types of pedagogy to ensure all learning needs and styles are met. Students learn the English Language Arts standards through the Daily 5 and Daily 3 programs, Readers’ Workshop, and Writers’ Workshop. Students complete weekly reading responses through journaling or on the Seesaw app. “Read Alouds” enrich student learning and are used as launching pads for mini-lessons and deep class discussion.

The Lucy Calkins Writers’ Workshop Units of Study are used to address writing standards. Grammar lessons are incorporated during Writers’ Workshop. The Sadlier Oxford grammar book and the Spelling Connections program supplement mini-lessons and help ensure all standards are covered. Inquiry-based learning, close readings, Scope magazine, guided reading, and literature circle reading groups further certify and ensure that students are immersed in a variety of texts and genres.

Technology is incorporated within the daily curriculum to promote student engagement and literacy. RAZ Kids, Rooted in Reading, BrainPop, Freckle, and Kids A to Z are regularly used in the S.M.G. curriculum. Intermediate and middle school students use Google documents as the platform for formal applications of Writers’ Workshop. Seesaw is employed for reading responses and for practicing writing skills, as well as speaking and listening skills. Google documents and Seesaw also encourage student collaboration and peer review. Resource teachers help ensure all students receive the support and interventions needed.

Both formative and summative assessments are used to analyze and improve student performance. The NWEA assessment measures students’ progress in three areas of English Language Arts: literature, vocabulary, and nonfiction. NWEA scores provide teachers data to determine what student skills need support. NWEA also assists with skills level development employed during guided reading and literature circles. Freckle is an impactful assessment and differentiating tool as it adjusts reading levels to meet the needs of each particular student.

1b. Mathematics:

The pedagogical practices used by Saint Maria Goretti’s math program are quite varied. Teachers utilize a variety of tools and practices to enhance learning. NWEA scores are closely reviewed three times a year to ensure students’ academic goals are achieved. The data provides a foundation to customize learning plans for individual students who demonstrate the need for support in particular academic disciplines. Additionally, NWEA data is able to identify students working above grade level. This provides concrete evidence that supports movement for above level students to participate in alternative grade level curriculums.

The Kindergarten program provides direct instruction utilizing McGraw Hill My Math with hands on practice. Students participate in independent learning stations. This structure offers the opportunity for the classroom teacher to meet with small groups for guided skills practice. Math intervention groups are with the resource teacher.

First and second grades receive direct instruction utilizing McGraw Hill My Math. First grade incorporates Quick Math for fact fluency and provides small group instruction for individual support. The first grade program is supplemented with math based games and other focused activities.

Second grade incorporates Reflex Math for individual fact fluency, learning and practice. Second grade also uses ALEKS for individual skill building, enhancement and practice and Freckle for curriculum standards practice. Grades one and two also employ the use of manipulatives and practice games such as Toothy and

card games. Students needing support work in small groups with the resource teacher.

Third through fifth grades use the McGraw Hill math series , My Math, and the ALEKS program. ALEKS is an online, self-paced program designed to enable students to work at all levels without risk. Third and fourth grades use Rocket Math to offer math fact reinforcement. Third through fifth grades use small group instruction with the resource teacher to meet individual needs. Fifth grade experiences J.A. Biztown which focuses on life skills, critical thinking, analyze tasks, problem solving, budgeting, banking, money management and leadership opportunities through Junior Achievement.

Sixth through eighth grades employ Glencoe Math by McGraw Hill and the ALEKS program. Sixth grade math is grounded in general math, pre-algebra is the focus of the seventh grade curriculum and algebra is the foundation of eighth grade math. Sixth through eighth grade classes are split into two groups using data from NWEA and ISTEP+ to better accommodate individual needs. Grade 7 experiences Junior Achievement Finance Park which teaches and develops life skills, critical thinking, and problem solving abilities.

1c. Science:

Students at Saint Maria Goretti (S.M.G.) experience hands-on, inquiry-based science learning through the utilization of the Full Option Science System (FOSS) kits which is incorporated in the ISTEM program in partnership with the Indiana Science Initiative and Purdue University. The students are engaged in an active-learning science program that fosters collaborative learning and problem solving. This approach provides student success in other academic areas due to the development and application of problem solving skills.

Academic standards for each grade level are addressed through hands-on science investigations and instruction. The result of high engagement allows students to retain and build upon science content as they progress from kindergarten through eighth grade. For example, students in grade one plan and conduct investigations about sound. They learn that vibrating materials can make sound, as well, sound can make materials vibrate. In third grade students build upon that knowledge and learn that sound properties include pitch and amplitude. They investigate this through an interactive investigation in which students fill glasses with varying amounts of water and learn through hitting them with a spoon that they create different pitches.

Science assessments are continuously conducted through formative assessments. Teachers are actively involved in investigations and discussions with each student. Data from formative and summative assessments is used to determine if a concept requires additional exploration and instruction or if students have demonstrated mastery.

The developmental science curriculum involves the integration of global projects. Third grade students learn about clean water and water filtration systems utilized around the world. Fifth grade has a garden on the school grounds that the students plan, grow, and take care of throughout the year. The food grown is donated to our parish food pantry. Middle school is working on a project to track, map, and measure the size of an outer solar system object. These global projects are integrated across subject levels and are indicative of how science standards are incorporated into many aspects of the S.M.G. curriculum.

1d. Social studies/history/civic learning and engagement

Saint Maria Goretti School carefully designs the core curriculum to meet and exceed Indiana State Standards.

Beginning in Kindergarten, the social studies curriculum focuses on family and community through the use of maps and other hands-on activities. Fourth grade includes a comprehensive study of Indiana history, culminating with an annual Pioneer Day, with students in authentic dress spending a day in time period Indiana. Subsequent grades promote mastery of Indiana content standards through in-depth studies of Ancient and World history as well as United States History through the Reconstruction period. In-class learning is enriched through frequent guest speakers and field trips.

The scope of the curriculum for all nine grades would be impossible to articulate in this space. However, each grade focuses on the following subject areas:

K: Immediate Environment

1: School and Neighborhood

2: Neighborhood and Community

3: Community

4: Indiana history

5: United States History up to 1800

6: Europe, North America, South America, Central America, Caribbean,

7: Asia, Africa, Middle East, Australia,

8: United States History—Beginnings to 1877

Curriculum for kindergarten through eighth grade is designed to specifically broaden the learning spectrum for all students utilizing growth mindsets and global awareness.

Saint Maria Goretti uses explicit instruction through lecture for explanation of concepts. Problem-solving projects assigned in STEM classes promote critical thinking processes through student group projects. Guest speakers, hands-on manipulatives, and field trips enhance students' learning. The extensive use of technology supports student participation in active global projects through all grades.

Differentiated instruction is extensively utilized through the resource program and universal design for learning is incorporated to meet the needs of all students.

A comprehensive system of assessments is employed for each component of the social studies curriculum. These include oral presentations, project-based learning, and formal assessments. Data from NWEA and ISTEP+ is taken into consideration to review individual growth. Anecdotal observations are recorded and analyzed to provide a comprehensive overview of student progress. All assessment information is reviewed to insure students are progressing and receiving an enriched education.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Students at Saint Maria Goretti School (S.M.G.) participate in a broad spectrum of enrichment curriculums. Elementary students engage in weekly Art, Music, Physical Education and S.T.E.M. classes. Spanish is offered to fourth and fifth graders weekly and is a core subject for our 6-8th grade students. Middle School Students are offered Art, Music, Physical Education, Health, Scripture, and Critical Thinking each week.

Students experience Art through the process of experimenting with various mediums, themes, and artistic styles. Each project is based on Art History, covers Indiana State Standards and includes guided learning including individual choice-based learning. Painting, drawing, ceramics, printmaking, textiles, technology, and sculpture are mediums covered yearly. New projects scaffold on formerly mastered skills. The Elements and Principles of Design are integrated into all projects. Diversity is encouraged as students complete core projects. Problem solving skills are strengthened by student applications and choices.

Elementary students attend general music class. Additionally fourth and fifth grade students have the option to join choir and/or band. Middle School students may enroll in choir, band or general music. Students are exposed to music theory, the fundamentals of music, and applied music by learning to sing and play instruments through the core curriculum. Students may participate in extracurricular musical programs

offered twice a year or in one of the regional or state choir or band contests.

Elementary Physical Education classes are engaged in work on gross motor skills, simple games and coordination, both eye/hand and eye/foot. Middle School classes develop skills utilized through more advanced games, continued coordination movements, introduction to body-weight exercises, and cardiovascular exercise.

Middle School students complete four quarters of annual Health classes which focus on the 3 basic components of health; physical, mental/emotional and social.

The Science, Technology, Engineering and Math (STEM) program focuses on teaching 21st-century skills to all students. The program is formulated to develop problem solving skills, find and use evidence, collaborate on projects and utilize, strengthen and incorporate critical thinking skills. Students begin in Kindergarten learning basic computer usage and web access. First through third grade students continue to build on foundational knowledge with Excel, Powerpoint, Word and coding skills. Fourth through eighth grade students use that knowledge and integrate it into more advanced STEM projects such including marble roller coasters, propelled vehicles, catapults, cranes, bridges, robots, and products for individual Shark Tank presentations.

Scripture studies are a fundamental portion of the Middle School curriculum. Students engage in the Encounter program. Encounter guides students through the teachings of the Old Testament. Students are encouraged to experience and recognize God in everyday occurrences and actions throughout the program.

Seventh grade students read and discuss the biography of the school's patron saint, Saint Maria Goretti. Seventh grade girls explore gender equity from a global perspective. The seventh grade year concludes with the Theology of the Body in which students work to discover their own true identity and discuss grace and virtues.

Eighth grade students explore Altaration which delves into the mystery of the Mass, making it an intense relationship-based encounter. Additionally the Theology of the Body is discussed. This includes the concepts of chastity, vocation and love. Scripture classes are not only based upon the fundamental truths encased in the Scriptures they also learn about specific aspects of the Catholic faith and developing the student's whole self (mind, spirit and body).

Academic platforms include small group discussions, debates, verbal and visual presentations, technology integration global education, faith building, public speaking, and effective communication.

Middle School students are enrolled in critical thinking classes throughout their tenure at S.M.G. They are taught skills to help them approach and understand goal setting, reasoning and non-reasoning while solving a problem, effective communication, anger management, learning about personality differences and optimum learning modalities. Cooperative learning, hands-on learning, and authentic applications are utilized to help students prepare for life outside of school.

Personal Finance is taught to Seventh grade. The curriculum focuses on income, saving, investing, debit and credit, and budgeting. The culminating lesson is a Finance Park Simulation. Personal Finance classes offer career preparation lessons that strengthens interpersonal, problem solving, technology, reading and writing, and financial skills that will provide lifelong benefits.

The Spanish curriculum utilizes the Comprehensive Input Method. The focus is on understanding, similar to methods used by small children learning their first language. Studies show that integrating multi languages through conversation exercises improves the cognitive function of the brain, and may help improve knowledge of the English Language. Many students do not recognize parts of speech in their native language but are made aware of them in another language.

3. Special Populations:

Saint Maria Goretti School (S.M.G.) provides a quality education to ALL learners. Faculty and staff are dedicated to assisting each student achieve not only an exceptional education but an invigorating and engaging learning experience.

The S.M.G. resource program provides individualized interventions and support for students with learning differences, students achieving below grade level and students demonstrating a need for a challenging curriculum. The resource staff works in tandem with the classroom teachers to ensure that the individual needs of students are being met along with providing a framework for student growth. The school is staffed with four licensed teachers who hold advanced degrees and certifications in special populations and three assistants who provide exceptional support to the resource program.

The program is segmented into three grade specific groups. Grades kindergarten through second grade, third through fifth grade, and middle school grades six to eight. Each of the three grade level populations has a resource teacher who is supported by an assistant. The resource staff works closely with general education teachers to provide differentiated instruction, interventions, and assessments to support student success.

The resource program for grades K-2 is a specifically designed pull-out program for students who are not performing at grade level, may be struggling with a particular concept or who need challenging enrichment activities. These students receive either one-on-one or small group instruction. This program focuses on language arts and math curriculums.

A research based reading intervention program, Leveled Literacy Intervention (LLI), is used to address and support reading deficits. Students are assessed weekly and individual learning plans are developed based on current performance. The resource teacher meets frequently with the classroom teachers to fine tune and hone individual student interventions. Deficits in specifically identified areas are supplemented with skill based activities such as phonics, vocabulary, and comprehension. Advanced students participate in “More Please” small groups. “More Please” provides meaningful and challenging activities to engage and enrich the curriculum. Math interventions are based on specific skills. Students may participate in the resource program for isolated support or general math intervention. Additionally, students demonstrating exceptional math skills are provided the opportunity to receive instruction at an alternative/ higher grade.

The resource staff for students in third through fifth grades uses the McGraw Hill SRA program. This corrective reading program is designed to provide additional support in decoding. Students are also engaged in the Lindamood/Bell, “Visualizing & Verbalizing” program which provides instruction in learning how to visualize while reading. The program has demonstrated success in helping students increase reading comprehension skills. Students who have been identified below grade level participate in one-on-one or small group instruction. These differentiated lessons provide hands on opportunities to explore a concepts with different learning techniques. Often a lesson is retaught or reinforced using manipulatives and technology. Reading conferences and comprehension checks are given regularly to assure student progress. Many students are provided with a small group testing environment and/or have tests read aloud to assist with test anxiety. The third through fifth grades also have students who excel and need broader learning opportunities. Students who are advanced in math are provided the opportunity to enroll in higher grade math courses. Readers’ Workshop provides options for accelerated students to engage in a variety of enrichment opportunities.

The middle school resource program is designed to minimize disruption to student schedules; therefore, focusing on providing support in the general classroom. Resource staff in conjunction with classroom teachers identify students requiring support based on classroom performance and/or NWEA scores and provide assistance in the general education classrooms throughout the school day. Modifications and accommodations are made as needed. These may include small group testing, having tests and curriculum read aloud and any noted needs in the student’s IEP. Advanced math opportunities are given to students working above grade level with eligible eighth grade students taking Geometry for high school credit.

S.M.G. monitors all students through ongoing observation and NWEA testing three times a year. Students
NBRS 2019

set individual growth goals and conference with teachers to review progress and modify goals as needed. NWEA results along with the State's ISTEP+ testing help to formulate and differentiate instruction. Through the ALEKS computer math program, students are able to advance through math topics on an individual basis. Students in fourth through eighth grades take Spanish class for vocabulary enrichment. Students in middle school requiring additional assistance utilize this time for resource help including test taking strategies, goal progress monitoring, and organization skills. Problem solving and critical thinking skills are integrated in all grade levels across all subjects. Saint Maria Goretti strives to meet the diverse needs of all learners including students with identified learning disabilities, those targeted as at risk and students working well above grade level. An individual education is truly provide for each student.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Maria Goretti School (S.M.G.) is dedicated to cultivating a climate and culture that provides all students and staff a safe, positive and enriched environment. The foundation of S.M.G. is based on leading a Christ centered life. This fundamental belief encompasses the whole person, providing many avenues for spiritual, emotional, social and academic enrichment.

School procedures both in the classroom and school wide ensure that all members of the school community have parallel expectations for maintaining the integrity of the school atmosphere. Students who share their gifts through the fruits of the spirit which include but are not limited to, kind deeds, exceptional teamwork, honesty, patience, caring, courage and best effort are recognized school wide with the Angel Rock award. This program is as effective in kindergarten as eighth grade and is a valued component to our school culture.

Saint Maria School consistently guides all students toward doing the right thing and treating people right. This is reiterated in our school pledge which is recited daily and throughout all facets of the school. “I am building the Kingdom of God today! I am doing the right thing today! I am treating people right today! I am working my brain! I am happy and health! Saint Maria Goretti pray for us!”

Saint Maria Goretti offers a variety of programs specifically designed to motivate, engage and support student growth. School dances, games nights, CYO sports, movie nights, music/band, robotics club, sewing club, chess club, cheerleading and Junior Joggers provide students with varied opportunities to enjoy special interests and expand social relationships. New activities are being offered as the school grows.

Additionally, all students participate in “family” activities. Families are comprised of one or two students per grade level. Each family is led by an eighth grade student. Family activities are an excellent opportunity for students of all grade levels to interact, enjoy fellowship and develop leadership skills.

Academic support is cautiously focused on maintaining a growth mind set. Peer tutors, brain breaks, the resource program, individualized interventions, accelerated learning programs and speech classes provide a broad range of services designed to assist all students with the optimum learning environment.

Saint Maria Goretti teachers are valued and supported through Professional Learning Communities(PLC’s). PLC’s provide open forums for teachers to engage in analyzing data, planning curriculum implementation, book studies and research. Teachers take ownership of many critical decisions therefore embracing the outcomes.

Teachers also receive recognition through a weekly nomination system. The recipient’s talents, attitude and contributions are described in the weekly newsletter. Frequently students and staff members’ accomplishments are featured on social media and local newspapers. Staff meetings are additional opportunities for developing comradery and staying abreast of school and community events. The Parent Teacher Organization generously provides monthly snacks, small gifts during the Christmas Season and pampering during teacher appreciation week. The minimal turnover rate attests to the fact that Saint Maria Goretti teachers are actively supported and are truly valued.

2. Engaging Families and Community:

Saint Maria Goretti School (S.M.G.) employs many strategies that are highly effective in working with family and community members as we promote student achievement and school improvement.

S.M.G. is in constant contact with each family through a variety of social media applications and

technology. School staff and administrators can tweet, post on Facebook and interact directly with students and parents through Edmodo. The Angel News is an online school wide newsletter that is posted weekly. Many classroom teachers also post a weekly or bi-weekly newsletter sharing important news with family members.

These forms of communication provide an immense variety of immediate opportunities for the school community to interact with daily student lessons, group activities and school wide projects. Student achievements are frequently tweeted to the greater community as well as local television outlets, radio programs and print media, including the Diocesan newspaper, The Catholic Moment. Additionally, teachers and administrators are accessible through email and arranged conferences.

Each school family is required to complete at least 30 hours of service within the parish. This parental and student involvement allows parents and students to become intimately involved in the entire parish community. Offering immersion not only in the educational environment but also the social and administrative aspects.

Saint Maria Goretti School encourages open and direct communication between families and staff. The school sponsors an ice cream social prior to the beginning of the new school year. This friendly and casual event is an opportunity for students and families to meet the staff and specifically the homeroom teacher of each child. Shortly after the school year has begun, "Meet the Teacher" night offers families a more in-depth view of classroom procedures, the learning atmosphere and various special programs. Parent Teacher Conferences provide one-on-one discussions about student progress, challenges and achievements. Quarterly mid-term reports and report cards communicate formal student progress.

Several community social outreach programs are sponsored and conducted by Saint Maria Goretti. Teachers and staff combine their talents with parent volunteers to successfully offer students the opportunity to interact outside of the school community and positively impact local organizations such as Charity Day, BizTown, the annual spelling and geography bees, retreats for all our students and staff, and student volunteer charity and or service programs. Our students receive support through scholarships provided by Right to Life, V.F.W. and local high schools.

Academically partnerships with Eli Lilly scientists who co-teach science with our classroom teachers and Purdue University with S.T.E.M. further community interactions providing strong student support and school improvement.

3. Professional Development:

Saint Maria Goretti's (S.M.G.) professional development is solely founded upon having a positive impact for student achievement. Each teacher is a member of a Professional Learning Community (PLC). PLCs meet weekly to research educational topics, analyze data, plan curriculum, and discuss student progress. Additionally, PLC's offer a forum for teachers and the administration to discuss student concerns, develop implementation strategies for enhancing curriculum, plan community outreach programs and bond with team members in a safe and relaxed environment. All members have an equal voice and are treated with respect and consideration.

The faculty at St. Maria Goretti continuously attend international, national and state level educational conferences. Faculty have participated in multiple ISTE (International Society for Technology in Education) conferences which focus on technology and the integration of technology in the classroom. Teachers are empowered to incorporate technology into the curriculum as well as applying it to improve the classroom climate. Technology's impact on teachers and administrators encourages both factions to be targeted and consistent with implementation as it provides benefits for all stakeholders. S.M.G. has a technology integration specialist that facilitates the process of helping teachers connect technology to the curriculum thus providing better student engagement. Faculty and staff attend a variety of national conferences that directly relate to curriculum based subject areas or specialties. Several faculty members have been asked to present at these conferences.

Additionally, the faculty is immersed in a self-guided teaching techniques development program. Each teacher selects a classroom or teacher outside of S.M.G. to observe and garner new teaching techniques and programs. The new concepts, ideas and/or techniques offer fresh new instructional opportunities and the ability for teachers to communicate like concerns and challenges.

A key example of professional development offered at St. Maria Goretti has been the engagement of a writing coach to assist the faculty in the development of the school improvement writing goal. This professional coach has assisted teachers with the refinement of the instructional scope and sequence for teaching writing units at all grade levels. The faculty effectively implements a Writers' Workshop model with the support of the writing coach using many of the resources from Lucy Calkins's work.

Currently the faculty is focusing on learning and incorporating many facets of Growth Mindset through all aspects of the community. Teachers are participating in a book study and actively engaging the ideas learned from the book and PLC discussions into lessons for the students' school wide.

There is never a shortage of professional development opportunities at St Maria Goretti. Administration is very supportive in giving teachers the guidance and support needed to engage students in a comprehensive and enriched curriculum while sustaining quality teachers.

4. School Leadership:

Saint Maria Goretti School is based on shared leadership. The Pastor and Principal have a close working relationship which is rooted in the belief that all stakeholders in the school have a voice and an important and valued place in the decision-making process. The Pastor and Principal meet frequently and share a cohesive vision for the school.

The School Council provides parents an opportunity for leadership. The council is an advisory group to the Pastor and Principal. The school council meets formally on a monthly basis to discuss and plan for the advancement of the school in areas of enrollment, marketing, technology, fundraising, and alumni relations. This group of parent leaders also develops and designs policies impacting the school.

The Parent Teacher Organization is an active group that offers parents involvement in the day-to-day processes of the school by planning and supporting many activities for students and teachers. All students are a part of the decision-making process by participating in a Stewardship program throughout the school year. This program teaches students about the importance of giving of their time and talent to the school and to mirror the model for the parish as a whole. This program allows each student an opportunity to have a voice in events, activities and daily decisions.

All staff is also actively involved in leadership, as each member belongs to a Professional Learning Community (PLC). During these weekly PLC meetings, the staff engage in discussions, research, planning, analysis of student achievement and curriculum development. Staff members work cohesively on the school Improvement plan and accreditation process, in order to provide continuous growth for Saint Maria Goretti School.

The Principal ensures that through these avenues all stakeholders are provided opportunities to be involved in shared leadership and that student learning is at the center of everything based on the teachings of Jesus Christ.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Upon reflection of all social-emotional, instructional and developmental practices at Saint Maria Goretti School (S.M.G.), one practice stands out as the most instrumental to the success of our school. It is the commitment of all stakeholders to the inclusive nature of our school community.

S.M.G. is a tithing based school which eliminates admissions discrimination based on socio-economic status. All members of the parish family are welcome to attend S.M.G. school regardless of their financial ability.

This inclusive model defines the school approach to curriculum development and instruction. Each learner is provided optimal support in order to ensure that students are growing in mind, body, and spirit. Students who are struggling academically are assisted through strong resource and intervention programs. Support opportunities for students who are not demonstrating mastery of grade level skills are achieved through individualized reading instruction including guided reading and reading workshops. Opportunities are provided for accelerated learners through the “More Please” enrichment programs, and advanced math placement for students in levels beyond the student’s current grade level.

S.M.G. offers positive behavior interventions for students who have social/emotional/mental and health concerns. Interventions may include adaptive environments for students in wheelchairs, brain breaks for students who need short intervals to move, decompress or receive emotional support, behavior support systems for learners who need practice with social skills, responsibility and anger management as well as an awards system for all students who demonstrate the mission of S.M.G.

The school staff is dedicated to the prioritization of relationships with our students, parents, and staff. This creates a positive and inclusive atmosphere that promotes growth in faith, academics, and social/emotional health.

The inclusive nature of S.M.G. has provided a safe effective environment for students to reach their fullest potential in all aspects of their development while maintaining the mission of the school and the Catholic faith.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$6500
(School budget divided by enrollment)

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

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

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: MAP

Grade: 3

Edition/Publication Year: 2015

Publisher: NWEA

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 3
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	89
Number of students tested	50
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 4
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	88
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 5
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	91
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 6
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	82
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 7
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	93
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	97
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Math
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 8
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	92
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	98
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 3
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	96
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	89
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 4
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	84
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	95
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 5
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	90
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	92
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 6
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	91
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	96
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 7
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	100
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2015

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	96
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: Reading/ELA
Edition/Publication Year: 2018

Test: ISTEP+
Publisher: Pearson

Grade: 8
Scores are reported here as:

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	90
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: