U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☐ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Mr. Richard Morehouse

Official School Name: Epiphany Catholic School

School Mailing Address: 1002 East College Avenue
                                    Normal, IL 61761-3129

County: McLean   State School Code Number: 17-064-001X-0000

Telephone: (309) 452-3268   E-mail: richard.morehouse@epiphanyschools.org
Fax: (309) 454-8087   Web URL: epiphanyschools.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Brother William Dygert PhD   Superintendent e-mail: wdygert@cdop.org

District Name: Diocese of Peoria   District Phone: (309) 671-1550

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Anthony Schuster

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

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

Private Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. 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.

9. 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.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Suburban</u>

4. Number of years the principal has been in her/his position at this school: <u>16</u>

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	34	32	66		6	19	23	42
K	16	16	32		7	19	16	35
1	12	15	27		8	20	23	43
2	19	26	45		9	0	0	0
3	18	15	33		10	0	0	0
4	23	23	46		11	0	0	0
5	18	16	34		12	0	0	0
					Total in Applying School:			403

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
1 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
90 %	White
4 %	Two or more races
100 %	Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2009	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

    Total number of limited English proficient students in the school: 0

    Number of languages represented, not including English: 0

    Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 2%

    Total number of students who qualify: 8

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

    Total number of students served: 16

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

0	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
0	Emotional Disturbance	8	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	18	2
Special resource teachers/specialists	6	0
Paraprofessionals	0	0
Support staff	3	14
Total number	28	16

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	96%	97%	97%
Daily teacher attendance	98%	97%	97%	98%	98%
Teacher turnover rate	4%	8%	4%	10%	8%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %
Enrolled in a community college _____ %
Enrolled in vocational training _____ %
Found employment _____ %
Military service _____ %
Other _____ %
Total **0**%

PART III - SUMMARY

Epiphany Catholic School is much more than a parochial educational institution—Epiphany is a family. It is a family composed of respectful and industrious students, dedicated administrators and teachers, parents eager to support the school with time and treasure, and educationally active clergy and parishioners. Epiphany School is an educational community committed to providing an atmosphere of living and learning in the light of faith.

The mission of Epiphany School is to provide a student-focused, standards-driven, faith based learning environment for students. Spiritual growth and faith development, coupled with an aligned educational curriculum, ensure the spiritual, emotional, moral, intellectual, and physical development of all students. The inclusive culture of Epiphany ensures that none of its children will ever be left behind.

Beginning as a "bare bones" elementary school in 1964, with an enrollment of 259 students, Epiphany has evolved into a state-of-the-art pre-kindergarten through eighth grade school which serves over 400 students. The academic program is characterized by a comprehensive curriculum, best practice instructional methods, and effective use of technology in the classroom. Epiphany staff use differentiated instructional methods and alternative assessment strategies to meet each child's individual learning needs. Active parent involvement and a strong financial commitment from the pastor and parish have resulted in curriculum expansion, innovative teaching materials, and continually updated technology tools. Epiphany maintains a highly qualified teaching staff, with teacher assistants assigned to each primary and intermediate classroom. In addition, special education and counseling services are provided through resource staff members.

Recently, the pastor's financial support funded a successful staff development initiative based on a partnership with the *Modern Red SchoolHouse Institute*. This partnership focused on creating a standards-based curriculum at Epiphany School. Through participation on Leadership and Task Force committees, all staff members were engaged in over 150 hours of in-service training that resulted in the development of a cohesive curriculum, scope and sequence, and standards-aligned thematic instructional units. These instructional units emphasize active learning and authentic assessment.

As a result of the partnership with the *Modern Red SchoolHouse Institute*, Epiphany has experienced the kind of school improvement envisioned by proponents of school reform.

Students are excelling in their academic and co-curricular endeavors. Teachers and parents are working together to provide Epiphany's students with a high quality Catholic education. Epiphany graduates typically receive their secondary education at one of two private or three public schools in the Bloomington-Normal communities. The success of Epiphany alumni is a proud testament to the Catholic education they received at Epiphany School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Epiphany School students in grades three through eight have demonstrated a positive trend of improved academic performance over the past five years in the curriculum areas of language arts and mathematics as measured by the *TerraNova* (2006-2007 testing years) and *Iowa Test of Basic Skills* (2008-2010 testing years). The Diocese of Peoria made the decision to change testing instruments in 2008; both tools are norm-referenced and provide national percentile ranks.

In the area of language arts, there has been an average increase in percentile ranking of 3.66 for third through eighth grade over the past five years. During the past three years (2008-2010), there has been annual growth in language arts achievement at each tested grade level and an average increase in percentile ranking of 9.166. During this three year period, improvements have ranged from a gain of four percentiles at the fifth grade level to a gain of thirteen percentiles at the third grade level. More specifically, third grade scores have moved from the 69th to the 82nd percentile (+13), fourth grade from the 69th to the 79th percentile (+10), and fifth grade scores from the 74th to the 78th percentile (+4). At the middle school level, sixth grade scores have moved from the 64th to the 72nd percentile (+8), seventh grade scores from the 64th to the 76th percentile (+12), and eighth grade scores from the 65th to the 73rd percentile (+8).

In the area of mathematics there has been greater variance, but noted improvement, over a five year period. During the past three years (2008-2010), gains in mathematic scores have averaged a gain of 12.16 percentiles for grades three to eight. There has been annual and significant growth at the fifth to eighth grade levels. Scores at these grade levels reflect a gain of eleven percentiles at fifth grade (75% to 86%), twenty at sixth grade (58% to 78%), eighteen at seventh grade (63% to 81%), and seventeen (54% to 71%) in eighth grade.

Using the data to track the current fifth through eighth grade student groups over time, a pattern of improvement is noted as these classes have progressed through grade levels. In both language arts and mathematics, the current fifth and eighth grade groups have demonstrated the most significant gains in percentile rank over the past three years. In language arts, the current fifth grade class percentile has moved from the 69th to the 78th (+9) and the current eighth grade class has moved from the 64th percentile to the 73rd (+9). In mathematics, the fifth grade showed growth from the 76th to the 86th percentile (+10) and the eighth grade an increase from the 58th to the 71st percentile (+13).

Epiphany School serves a minority population that is evenly distributed across the different grade levels. The test scores for all members of the minority populations at Epiphany (Asian, African-American, Multiracial and Hispanic) are included in the reported class averages on the data tables. Test scores are not disaggregated for the minority population as there have not been subgroups of 10 or more at any grade level over the past five years.

It is of note that test scores for Epiphany students with Service Plans are included in the reported class averages on the data tables in this application. These students do participate in the annual testing, receiving accommodations and modifications as identified on their educational plans. For the past five years, there have been less than ten students with Service Plans at each grade level at Epiphany, and therefore no subgroup scores are reported. Individual score reports reflect annual growth for individual students with Service Plans in language arts and mathematics.

The positive performance trends in academic achievement over the past five years and particularly the past three years are a testament to recent focused efforts in the areas of curriculum development and alignment by the administration and teaching staff at Epiphany School. Commitment to best practice teaching and learning is resulting in measurable improvement in student performance over time. Positive

performance trend data reflect that Epiphany students are meeting the standards and high expectations that have been set for them by the school community.

2. Using Assessment Results:

Epiphany staff members all share the belief that assessment informs instruction. Using strategies gained during training with *Modern Red SchoolHouse* for the past five years, achievement test results are annually reviewed, discussed, and analyzed by Epiphany staff members in order to gain a better understanding of individual student and class performance and to identify curriculum alignment gaps within and across grade levels.

Teachers work in and across grade level teams during staff meetings, shared planning time, and on school improvement days to identify the strongest and weakest skills in both language arts and mathematics for each class and each grade level. They also compare class performance with that of previous classes, noting any patterns that indicate areas of significant strength or weakness over time in the Epiphany curriculum. When a skill area is identified as being an area of weakness over more than one year, teachers revisit curriculum and instruction practices in an effort to improve alignment and delivery methods. Unit plans, developed by teachers, are revisited and revised based on assessment data to ensure that all concepts and skills are being addressed in a comprehensive manner in each curriculum area.

An example of data-driven decision making at Epiphany School is in the process used to select a new vocabulary program for middle school students. In the area of language arts, data analysis in 2007 indicated a curriculum weakness in the area of vocabulary development. Epiphany middle school staff researched materials and methods related to vocabulary instruction and the relationship of vocabulary development to reading and writing skills. It was determined that a stronger vocabulary program was needed and a new program was implemented during the 2008-2009 school year. Epiphany staff members are monitoring student performance in skill areas related to vocabulary development to determine the effectiveness of the program.

Epiphany teachers strive to provide data-driven instruction across the curriculum. All Epiphany teachers teach a standards aligned curriculum, delivered through best practice instructional methods, which supports strong academic performance in the classroom and on formal assessments.

3. Communicating Assessment Results:

Epiphany School staff members recognize the importance of sharing individual student scores and profiles with parents in a manner that ensures an understanding of the information and provides an opportunity for questions and discussion.

Formal *Iowa Test of Basic Skills* assessment scores are shared with parents at fall parent-teacher conferences. Parents are given a copy of the assessment report as well as first quarter report cards at this time to ensure that they have a complete profile of their child's learning in the classroom. They are given ample time to discuss their child's progress and learning needs with any and all teachers in the school. Conferences are offered on an individual teacher basis or with teacher teams.

A report on the academic trends at Epiphany School and a summary of achievement testing results is shared in the Epiphany Parish bulletin, and is available to the public on the school website, www.epiphanyschools.org. Additionally, celebrations of learning at Epiphany are shared in the diocesan newspaper, *The Catholic Post*.

With respect to communicating ongoing assessment information, Epiphany staff maintains contact with parents in a variety of ways. Epiphany teachers have classroom web pages with current information about learning expectations, curriculum, and assessment. They also have school-provided email accounts that parents can access from the classroom web pages. Parents of students in grades pre-kindergarten through

fourth grade receive a weekly update on their student's academic progress via the student's classroom *Friday Folder*. Parents of students in grades five through eight have the ability to use an online grade book program to check daily on student grades and any missed or incomplete assignments.

Communicating the good news about the students' learning is a high priority at Epiphany School.

4. Sharing Lessons Learned:

As a Catholic school in the Peoria Diocese, Epiphany School staff and administration take advantage of all opportunities to participate in meetings and professional development activities with the staff of the other Catholic schools in Central Illinois.

Epiphany School's principal attends monthly meetings with the building administrators of the Catholic schools in the Twin Cities area. At these meetings, and at the quarterly meetings he attends with principals of all schools in the Diocese, he shares the successes of Epiphany School. More importantly, he brings ideas and insights on what's working at other schools back to share with Epiphany School staff.

Five years ago, Epiphany School was selected to pilot the kindergarten reading program, *Superkids*. The program continues to be used as the integrated reading and language arts curriculum in Epiphany's kindergarten as well as in the first and second grades. Since the implementation of *Superkids*, the school has been visited by teachers from Peoria, Springfield, and Champaign as these districts have considered adoption of the program for their school systems.

Epiphany School is pleased to partner with Illinois State University and serve as a pre-service teaching site for ten to fifteen Elementary Education majors during the school year. These pre-service teachers observe instruction and assessment practices in Epiphany classrooms and are afforded the opportunity to teach mini-lessons under the direction of the Epiphany teaching staff.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Catholic faith is the center of Epiphany School and is the reason for its existence.

The school challenges all students to reach their full potential in all areas of the curriculum: academically, spiritually, and socially. To help the students strive for academic excellence, teachers use whole group and small group instruction, interactive lessons, class discussions, cooperative learning, project based activities, and authentic assessments. Each grade level uses many types of supplemental materials in addition to textbooks aligned to state learning standards. At Epiphany School core curriculum areas include religion, language arts, mathematics, science, social studies, Spanish, art, music, physical education, and computer/technology.

Religion is the core of Epiphany School. While it is integrated across the curriculum, religion classes use the Loyola Press series for religious formation. The class focus is faith development, knowledge of the Catechism of the Catholic Church, Church history and traditions, prayer and adoration, service, and love of others. Additionally, all students attend weekly Mass and monthly adoration, Rosary, and Stations of the Cross. Periodic religious events include Corpus Christi, Benediction, and Reconciliation.

Character Education, with an emphasis on virtues and morality, is woven into the Epiphany School curriculum at all grade levels. In addition, students in preschool through eighth grade attend two Character Education classes every month. Epiphany has implemented *Second Step: A Violence Prevention Curriculum* and *Steps to Respect: A Bullying Prevention Program* for the elementary students. At the middle school levels students focus on the prevention of bullying and cyber bullying, moral dilemmas, and learn conflict resolution and peer mediation skills.

The goals of Epiphany's language arts curriculum range from learning to read and write to using reading and writing to learn across the curriculum. At each stage reading and writing are coupled as Epiphany teachers believe that good readers are good writers.

The Epiphany mathematics program has three components in addition to core instruction based on the mathematics textbooks at each grade level. These are *Simple Solutions* daily review, homework assignments aligned with the Illinois State Learning Standards, and *Mastering Math Facts* for teaching math fact mastery.

The science curriculum at Epiphany School spirals from kindergarten through eighth grade using textbook lessons, hands-on experiments and activities, the scientific process, research of various topics, and field trips. The curriculum also integrates science content and experiences with other areas of the curriculum. It provides students with many opportunities to develop reading, writing, and math skills through meaningful activities and strategies. Lab experiences and other hands-on projects are an integral part of the instruction.

The social studies curriculum instructs students about political systems, economics, history, geography, and social systems. Elementary students begin with appropriate experiences about neighborhoods and family. Middle grade and junior high students move on to study world history, American history, citizenship, and government. Annual field trips to the state legislature, state and county historical museums, and state and local historical sites augment the classroom lessons.

Epiphany Catholic School is in compliance with the Blue Ribbon program's foreign language requirements. All of the students in grades one through eight receive instruction in Spanish, beginning with a weekly class in the primary grades and increasing to a daily class for grades seven and eight. The

aim of the Spanish curriculum is to build a strong foundation for the students to succeed at the high school level, while opening the students' eyes to an understanding and appreciation of the richness of other cultures.

Epiphany students enjoy a wealth of experiences in the fine arts curriculum. Art instruction includes understanding of basic art principles and art appreciation. Students display art within the school building and the community along with participating at local, state, and national art competitions. The music program features instruction in music theory, choral singing, and instrumental performance. Students perform in school concerts, at community events, and in solo and ensemble contests. Classes attend professional and high school productions and produce classroom plays to further their experience of drama.

Physical Education is a component of Epiphany School's emphasis on the physical development of each child. The focus on physical education begins in kindergarten. All Epiphany students attend physical education classes ninety minutes weekly. The physical education curriculum encompasses team sports, fitness activities, choosing healthy lifestyles, and personal safety. Students in grades five through eight are eligible to participate in the co-curricular programs.

All Epiphany students participate in technology classes. Skills taught are integrated throughout all other areas of learning. The curriculum is sequential and progressive with all students receiving instruction in keyboarding, internet usage, word processing, using spreadsheets, inserting graphics, developing presentations, movie making, and podcasting. The use of SMART Boards and other technology has become an integral part of these classes.

2. Reading/English:

Epiphany School's reading curriculum is standards-based from preschool through eighth grade. It begins in the preschool program with Rowland Reading Foundation's *Happily Ever After* Program which integrates literature and phonics for early learners. This provides a foundation of reading for success in kindergarten and the lower elementary grades. In addition, Epiphany's kindergarten and first grade classrooms successfully piloted Rowland Reading Foundation's *Superkids* program: an integrated program that includes phonetic awareness, decoding skills, reading comprehension, and spelling, as well as written language skills such as grammar and English conventions. A well-developed program, *Superkids* builds reading skills within each academic year and from one year to the next. The teachers use whole group, small group, and individual teaching activities to reinforce skills to achieve a high success rate for all of the students. The school has recently extended the *Superkids* program through the second grade.

The third through eighth grade reading/language arts program is also standards-based and focused on challenging literature. The teachers use a combination of literary novels and basal stories. Comprehension skills and reading strategies are taught through these readings. A variety of genres are covered each year with special attention paid to covering many genres throughout a student's time at Epiphany. Writing skills emphasizing strong organization and elaboration, the use of supporting details and examples, and essential writing conventions are taught and integrated into the reading program. At the middle school level, Epiphany students receive two separate class periods daily: one of language arts and one of literature instruction.

In addition, Epiphany students in first through fifth grade develop spelling skills through a combination of spelling assignments and tests. By the middle school level, the focus shifts to vocabulary assignments and tests geared toward building a strong working vocabulary and increased recognition of word roots, word families, and etymologies. The goal is to provide Epiphany students with the reading comprehension and writing skills required to master increasingly challenging reading across the curriculum and to demonstrate the writing prowess that characterizes good literature.

For those students struggling within the language arts curriculum, Epiphany offers help and assistance through the *Academy of Reading and Math* software program. Struggling students can be referred to the Academy for early testing followed by year-long individualized skill building. Epiphany School strives to help all students become life-long readers and strong readers in all content areas.

3. Mathematics:

The mathematics curriculum at Epiphany School is correlated with the Illinois Learning Standards and with the National Council of Teachers of Mathematics Standards for School Mathematics. Instruction is designed to help students develop critical thinking skills in problem solving, pattern identification, data analysis, and communication. Mathematical understanding and procedural skills are viewed as equally important.

The ability to articulate mathematical concepts demonstrates understanding; therefore students are encouraged to explain their work and defend their selection of strategy, assuring understanding of mathematical concepts. Manipulatives are utilized in classrooms to foster conceptual understanding of key ideas.

Simple Solutions Mathematics is used as a supplement to the core mathematics textbooks in first through eighth grades, providing daily distributed practice. This practice allows students to regularly and systematically revisit material that has been introduced by the classroom teacher. This supplement provides for the reinforcement and practice of skills which are critical to the development of automaticity and fluency. An additional supplement to the mathematics curriculum, Otter Creek Institute's *Mastering Math Facts program* serves to increase math fact mastery through structured, self-paced practice in grades one through five.

For those Epiphany students struggling with the current curriculum, the *Academy of Reading and Math* computer program by AutoSkills is used to supplement and reinforce key mathematical concepts introduced in the classroom. The program is also used to provide an enrichment opportunity for those excelling in mathematics.

Performance based assessments are emphasized in the progressive curriculum. Eighth grade students who qualify have the opportunity to enroll in a high school algebra course at a local Catholic high school.

4. Additional Curriculum Area:

It is Epiphany's goal to prepare its students to fully participate in a 21st century world through the daily use of technologies. Class projects are designed with 21st century skills in mind: collaboration, critical thinking, sharing, and producing. Epiphany School integrates technology into the curriculum in myriad ways. For each grade level the students have a semester long computer/technology class. The curriculum includes keyboarding skills, study of hardware and various software, and the regular use of software such as Power Point, Word, and Excel. Ethical behavior on the internet has been addressed through this technology class and will also be covered within a new Digital Citizenship curriculum being developed for fifth through eighth grades. This Digital Citizenship curriculum will help students, teachers, and parents discuss safety and ethics as they pertain to a digital world.

Most importantly, Epiphany's desire is to provide daily lessons with the regular integration and use of technology. The two-building campus houses two separate computer labs (at the elementary and middle school levels) that include SMART Boards, projectors, and digital cameras. The middle school lab also allows for the regular use of clickers. In addition, sixteen of the twenty classrooms currently have SMART Boards and mounted projectors. Epiphany has begun administering some tests on computers over its intranet providing students with practice in computer-based testing situations. All middle school students have been given school provided email addresses for use with school assigned web-based projects using Web 2.0 tools such as VoiceThread, TimeRime, and Glogster. In addition, students are encouraged to create presentations and quizzes using SMART Notebook Software.

To better assist both students and parents, Epiphany teachers for all grade levels are expected to maintain current web pages that provide regular communication between school and home. All school news is provided on Epiphany's main page replacing its paper based weekly newsletter. A Technology Task Force, comprised of teachers representative of all grade levels, works throughout the school year to provide a vision for Epiphany's integration of technology into all content areas. Starting with this current year, teachers have been invited to "Lunch and Learn" sessions led by this task force. Through regular lunches, teachers are introduced to and work with Web 2.0 tools. Epiphany School sees all students as 21st century learners and strives to provide its students with the tools and skills they will need to be successful in the future.

5. Instructional Methods:

Epiphany School faculty members strive to meet the individual needs of all students by employing a variety of appropriate and challenging instructional methods. This variety is based on the fact that children have different learning styles, and it is necessary to use a myriad of strategies to ensure that all students reach their full potential. Differentiated instruction is used in order that students can be provided with different avenues to acquire content, to process ideas, and to develop product.

All classroom instruction is based on a standards aligned curriculum and integrates a best practices philosophy. Instructional units are developed to include activities which require students to organize, interpret, or evaluate information. Varied performance based assessments, with clear and realistic rubrics, are used to evaluate the effectiveness and success of each unit. The school's Response to Intervention (RtI) integrates individual assessment and intervention strategies to maximize student achievement in all grade levels.

A learning specialist is available to provide reinforcement to those students in areas where additional help is needed. She also assists in extending or enriching lessons to challenge those who excel. The *Academy of Reading and Math* is accessible to those students who require either support or enrichment.

A CARES committee (Collaborative Action and Response for Educational Success), consisting of the learning resource teacher, principal, classroom teacher, and several members from the local public school resource department, addresses specialized learning needs of individual students at risk. Intervention plans are devised and enacted through the CARES team and follow-up takes place on an annual basis.

6. Professional Development:

Epiphany School is committed to continually expanding and strengthening the knowledge base of its faculty. In the past several years, Epiphany has partnered with the *Modern Red SchoolHouse Institute*, a nonprofit organization that seeks to provide customized training for school improvement, to enhance its curriculum and academic performance. *Modern Red SchoolHouse* has provided the faculty with training in scope and sequence, differentiating instruction, unit development, understanding different learning modalities, performance based assessments, and data interpretation and analysis. With this training, Epiphany developed a curricular sequence for mastery of the Illinois State Learning Standards for all grade levels.

Epiphany teachers have embraced the use of technology in their classrooms. The Technology Task Force works to provide a vision and familiarize the teachers with the most effective use of emerging technologies. Teachers have attended technology trainings sessions on the use of SMART Boards and SMART Board Notebook software. Additional regular training is offered on the use of educational web sites and web resources. Epiphany teachers are encouraged to attend conferences such as the Illinois Education and Technology Conference and are provided with the opportunity to share their gained knowledge with their colleagues. Teachers collaborate on a regular basis to share ideas with each other.

In addition to technology training, Epiphany teachers are encouraged to attend content area conferences and workshops such as the Annual Conference on the Teaching of Mathematics organized by the Illinois

Council of Teachers of Mathematics. Teachers also avail themselves of continuing education either through the Regional Office of Education or the graduate programs at Illinois State University.

Faith based professional development is provided through the Peoria Diocese and Epiphany School. Recent topics have included classroom management, the motivation of disruptive students, and the prevention of bullying, all within a faith based context. Epiphany School believes that continuing professional development is one of the keys to helping students reach their full potential academically and spiritually.

7. School Leadership:

Epiphany School has a leadership structure that is headed by the pastor and the principal. As parish and school leaders, they ensure that policies, programs, and resources focus on improving student achievement and helping students develop as young Catholic men and women. The pastor and principal seek advice from the school's Education Commission, consisting of school parents and parish members, to ensure that they are addressing the concerns and values of the Epiphany parish and school community.

Epiphany School staff, teaching and non-teaching, serve on working Task Force Committees designated for Curriculum, Organizational Structures, Technology, and Parent/Community Involvement. Committees are formed on an annual basis and teachers rotate chair leadership. Monthly working task force meetings are held to share information and make recommendations to the principal on such matters as school safety, new teacher mentorship, curriculum, staff technology training needs, school assembly programs, and all school service projects. A Leadership Task Force committee meets quarterly with the principal to discuss recommendations from the working task forces. The Leadership Task Force acts as the main advisory group for the principal.

Epiphany teachers engage in shared leadership for the curriculum of the school. They have worked together during in-service activities on the school's scope and sequence and have aligned the school's curriculum with the Illinois State Learning Standards. Textbook selection, instructional minutes, differentiated instruction, and units of instruction have been topics of teacher training over the past several years.

At Epiphany School, through collegial leadership, all share the responsibility and opportunity to provide an educational program that supports and nurtures the academic, social, emotional, and spiritual growth of Epiphany students.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: <u>Catholic</u>

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? <u>Yes</u>

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

$3940	$3940	$3940	$3940	$3940	$3940
K	1st	2nd	3rd	4th	5th

$3940	$3940	$3940	$0	$0	$0
6th	7th	8th	9th	10th	11th

$0	$0
12th	Other

4. What is the educational cost per student? (School budget divided by enrollment) <u>$4506</u>

5. What is the average financial aid per student? <u>$1053</u>

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? <u>14%</u>

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	80	76	78	76
Number of students tested	33	49	36	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

11PV94

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Edition/Publication Year: 2000/2005

Grade: 3

Publisher: CTB/McGraw Hill and Riverside

Test: Terra Nova/ITBS

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	82	77	69	75	75
Number of students tested	33	49	36	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Students at Epiphany Catholic School (grades 3 -8) were tested using Terra Nova from 2004- 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: TB/McGraw Hill/Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	74	75	77	74
Number of students tested	45	37	47	40	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	79	71	69	73	79
Number of students tested	47	37	45	40	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	86	83	75	66	52
Number of students tested	34	43	41	47	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

11PV94

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	78	75	74	76	63
Number of students tested	34	43	41	47	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	78	70	58	63	57
Number of students tested	43	42	43	50	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005   Publisher: CTB/McGraw Hill and Riverside   Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	72	71	64	67	69
Number of students tested	43	42	43	50	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics　　　　Grade: 7　　　　Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005　　　　Publisher: CTB/McGraw Hill and Riverside　　　　Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	81	72	63	55	69
Number of students tested	35	40	49	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES:　The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 7   Test: Terra Nova/ITBS

Edition/Publication Year: Publisher: CTB/McGraw Hill and   Scores reported as:
2000/2005   Riverside   Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	76	72	64	65	77
Number of students tested	35	40	49	40	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005

Publisher: CTB/McGraw Hill and Riverside

Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	71	67	54	76	81
Number of students tested	43	52	44	38	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

11PV94

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 8   Test: Terra Nova/ITBS

Edition/Publication Year: 2000/2005   Publisher: CTB/McGraw Hill and Riverside   Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Average Score	73	71	65	78	75
Number of students tested	43	52	44	38	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: The students at Epiphany Catholic School (grades 3- 8) were tested using Terra Nova from 2004 - 2007. The Iowa Test of Basic Skills replaced Terra Nova in 2008. The most recent test scores are from September, 2010.

11PV94