

PART I - ELIGIBILITY CERTIFICATION

12PV196

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV196

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: Suburban

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2011 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	12	28	40		6	21	19	40
K	20	20	40		7	17	25	42
1	23	25	48		8	21	22	43
2	24	22	46		9	0	0	0
3	22	27	49		10	0	0	0
4	19	28	47		11	0	0	0
5	22	27	49		12	0	0	0
Total in Applying School:								444

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
0 % Black or African American
18 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
68 % 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 2010-2011 school year: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	457
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: $\frac{4\%}{20}$
 Total number of students who qualify: $\frac{20}{20}$

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

Holy Family Catholic School does not participate in a free or reduced lunch program and does not compile family income levels. The school has a number of students receiving *Step-Up for Students* scholarships. *Step Up for Students* is a Florida tax credit scholarship program for families whose income is at or below poverty level.

10. Percent of students receiving special education services: $\frac{9\%}{39}$
 Total number of students served: $\frac{39}{39}$

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>10</u>
Total number	<u>37</u>	<u>16</u>

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

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

Inspired by the Gospel of Jesus Christ, the Holy Family Catholic School community commits to fostering deepening faith, academic excellence, responsibility for self, and concern for others. This mission statement is the guiding force behind every decision made for the students.

In 2008, Holy Family received full accreditation from the Florida Catholic Conference (FCC). The school is comprised of 55 faculty and staff members. Classroom teachers are certified through the State of Florida Department of Education. Resource teachers meet or exceed the qualification requirements of the FCC and the Diocese of St. Augustine.

Holy Family Catholic School opened its doors in 2002 with 177 students in pre-kindergarten through fifth grade. Currently, the school serves 448 students in pre-kindergarten through eighth grade. The school was designed to provide not only for the academic needs of the students, but a campus large enough to support playgrounds, picnic areas, a softball diamond, and soccer field. Additionally, the campus maintains a 25-station computer lab with a television studio, art studio, music room, 2,400 square foot multi-purpose room, well-equipped science lab, and an 11,000 book media center. The gymnasium has two locker rooms, two coaching offices, and a concession stand.

An active Parent-Teacher Organization hosts an annual auction providing the school with over \$40,000 in enhancements. These funds have allowed the school to equip the science lab, purchase classroom manipulatives, acquire playground equipment, and continue to update and maintain our forward-thinking technology program.

Holy Family qualifies for Federal Title II Funds. These funds have assisted in the purchase of materials for the library and technology throughout the school. Each classroom has an LCD projector and either a SMART Board or Mimio. Utilizing Federal Title Funds for professional development provides teachers and administrators the opportunity to attend local, state, and national workshops focusing on the best practices in education.

Throughout the ten year history of Holy Family, many traditions have been established to foster deepening faith, academic excellence, responsibility for self, and concern for others. Morning assemblies and weekly Masses help students to foster faith as Christians. The students also participate in a variety of service projects throughout the school year. Students serve meals at the Clara White Mission for the homeless, fundraise to purchase prosthetics for Haitian children, raise money for the Wounded Warrior Project, provide needed items for the Salvation Army, and participate in collections for Catholic Charities. These experiences encourage the students to become contributing citizens of the larger community. Teachers lead by example through yearly service projects and the adoption of families in need at Christmas.

Academic excellence is fostered not only through classroom activities, but also through a variety of contests, clubs, and projects. Students participate in Tropicana and Modern Woodman speech contests, Reading Rainbow's Young Writers and Illustrators contest, VFW Patriot's Pen essay contest, regional science fairs, and local, state and national spelling bees. Students may also be selected to participate in a wide variety of academic organizations including National Junior Honor Society, Student Government Association, Battle of the Books, Math Olympiads, Math Counts, and Junior Beta Club. Students have the opportunity to participate in clubs such as safety patrol, drum line, choir, 4-H, chess club, book club and science club. Providing enrichment for the academically talented students, the school invites selected 3rd-4th graders to participate in the Holy Family Catholic School Academy. This program is directed by a Florida Gifted and Talented certified teacher and is designed to engage students in a rich, project-based

learning environment. For remedial assistance, Holy Family offers math and reading camps that provide free tutoring to qualifying students. Additionally, the school employs a special education resource teacher who assists students with academic needs in small group settings or in the classroom inclusionary model.

Students learn responsibility for self and others through a variety of programs. ROARS is an anti-bullying program established and run by the junior high students. ROARS stresses the importance of *Respect, Ownership, Attitude, Responsibility, and Safety*. The Tags of Honor program provides junior high students an opportunity to be recognized for displaying strong character traits. Holy Family students have numerous opportunities to participate in sports. Programs offered include basketball, softball, soccer, cheerleading, and volleyball. Intramural opportunities consist of basketball, volleyball, soccer, and tennis.

Holy Family hosts a well-rounded after school program. Students experience a variety of activities including dance, karate, Bricks-for-Kids (creative and critical thinking using Legos), Young Rembrandts (art enrichment), music lessons, and tutoring.

Holy Family Catholic School continues to assess its progress and address areas of need by surveying the stakeholders, evaluating and revising the curriculum, and providing professional development that promotes best practice methods. Providing students with the optimal learning environment and educational experience in a safe and secure setting is Holy Family Catholic School's number one priority.

1. Assessment Results:

Holy Family Catholic School assesses all students Grades 2-8 using the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT) in grades 2 and 5. Detailed information about the ITBS can be obtained at www.education.uiowa.edu/itp/ and Riverside Publishing at www.riverpub.com. The sub tests under the Reading section include vocabulary and comprehension. The Math assessment includes concepts, estimation, probability, data analysis, and computation. This data is compiled into a longitudinal table for quick reference. The ITBS testing instrument is a significant tool to measure students' strengths and weaknesses as compared to national norms.

The Diocese of St. Augustine prides itself on setting high standards for all schools within its jurisdiction. Most schools in the system meet or exceed national norms. Holy Family Catholic School consistently exceeds the Diocesan and Providence averages. The school-wide goal is to surpass the 80% mark in all content areas. Faculty and staff conduct yearly evaluations to determine areas of strengths and weaknesses. Strengths are recognized and encouraged school-wide. Weaknesses are reviewed and strategies put in place to ensure continuous growth in all academic areas.

Results from yearly testing are used in a variety of ways at Holy Family Catholic School. The preliminary use for this test is to determine school-wide strengths and weaknesses. The results help the school community decide which educational practices to continue, which areas need additional attention, textbook evaluations, and professional development avenues to implement. The results are further used to identify disparities by grade level. This allows for the determination of specific student learning difficulties or teaching discrepancies. Additionally, testing is a tool to review individual students and their personal academic growth. ITBS scores help establish which students need assistance using resource classes, tutoring, or special accommodations. This information is shared with all parents through an informative parent report.

Several trends can be noted in the last few years at Holy Family Catholic School. For the purpose of this report, an analysis was made of test scores from 2006-2007 to 2010-2011. The general trend is a steady increase of Math and Reading scores through 8th grade. Although Holy Family Catholic School students performed exceptionally well in most Reading sub tests, an unsatisfactory trend was recognized in vocabulary scores a few years ago. Changes in teaching methods, textbooks, the infusion of technology, and curriculum revisions increased scores steadily over recent years.

Areas of concern in Mathematics included computation, problem solving, and estimation. These concerns were addressed in various ways including the implementation of the Accelerated Math program. This self-paced math program concentrates on remediation, practice, and review of important math concepts. The objectives assigned are specific to each student's needs. As a result, improvements in computation and problem solving skills were noted. Professional development focused on assisting faculty in teaching critical thinking and problem solving skills. Teaching strategies were researched and shared in order to empower the faculty to use the techniques necessary to strengthen these skills. A Math Olympiad Team was established in order to coach and practice problem solving skills in a fun, competitive setting. Students began to develop various strategies and shared these with peers. By the team's second year, Holy Family Catholic School scored within the top 2% internationally. It was also discovered that estimation was not consistently taught across grade levels. During vertical alignment meetings, estimation was discussed in depth and new strategies were implemented to ensure effective teaching of this concept.

Highly qualified faculty and staff, dedicated parents, and talented and motivated students provide a formula for success at Holy Family Catholic School. Faculty and staff are consistently researching the latest educational trends to ensure professional growth and provide instructional strategies that meet the needs of all learners. Professional development focuses on promoting critical thinking skills, problem solving, and developing personal and social responsibility. Mastery of these skills ensures student educational success in the classroom and the ability to perform well on standardized tests.

Parents play a vital role in student success by providing additional resources within the classroom. It is not unusual to see parents throughout the school working with individuals or small groups to enrich or remediate the students' learning experience. Holy Family Catholic School understands the importance of parents and their role as the child's primary educator. The school is in constant communication with the parents through conferences, newsletters, teacher websites, and an online academic/disciplinary program. This program notes trends in student academic and disciplinary issues and is closely monitored by the assistant principal so parents can be quickly notified if interventions are needed.

Student talent is showcased in a variety of ways including displays, weekly church bulletins, newsletters, and acknowledgement at morning assemblies. Students are recognized for academic success, sports, volunteerism, club participation, and other academic successes. 7th and 8th grade students participate in a "Tags of Honor" program which recognizes them for achieving personal and academic goals such as community service, participation in leadership clubs, exhibiting positive character traits, and demonstrating sportsmanship.

The strength of Holy Family Catholic School students is nationally recognized by the Duke Talent Identification Program (TIP). Thirty-three percent of students qualify to sit for SAT and ACT exams as early as 7th grade. These students are also eligible to attend the Young Leadership Conference in Washington, D.C. Holy Family Catholic School performs extremely well on standardized tests; however the lowest of these scores are targeted with a strong plan for improvement.

2. Using Assessment Results:

Testing at Holy Family Catholic School is used for various reasons, the most important being the need to improve the student's overall educational experience.

Holy Family Catholic School stresses a team approach using administration, guidance, and teachers to utilize the information gathered from formal assessments to steer school educational decisions. This team meets on a regular basis to discuss and strategize ways to improve scores on the Iowa Test of Basic Skills. The results of the ITBS and CogAT are the baseline for strategic classroom and school plans to improve student achievement. After the results are reviewed by teachers and administration, teachers answer an extensive questionnaire to analyze their classroom results. Each teacher assesses the class strengths and weaknesses in all sub-skill categories and then determines strategies to address any weaknesses within the class. Next, teachers and administrators meet and discuss the specific strategies to support continued growth or address weaknesses at each grade level. Vertical alignment meetings are used to discuss appropriate scope and sequence. Teachers in grades 3 and 5 are instructed to visit the CogAT website to get individualized strategies to help students achieve their full educational potential. These plans are under constant review by administration, guidance, and faculty.

Based on test results, performance standards are established that will maximize the overall educational experiences of all students. Recognition of these standards resulted in the implementation of various strategies.

To ensure that the educational environment at Holy Family Catholic School reaches the learning modalities of all students, the school provides students with the opportunity to identify their personal learning style by taking an online multiple intelligence assessment from www.literacyworks.org. This

survey increases student awareness of their particular learning style and how to use that information to maximize their learning potential. Students showed strengths in areas such as nature (13%), logic/math (11%), spatial (12%), social (13%), body movement (17%), language (11%), musical (11%), and self (13%). This information helps teachers plan lessons and activities that strive to include all modalities and reach all learners.

In Reading, teachers use standardized test results to provide enrichment and remediation. In grades K-4, teachers use a hands-on, center approach in the classroom. These small group activities allow the teachers and assistants to closely monitor student progress. Students scoring below the 50th percentile in reading are invited to participate in the school's free reading tutoring camp. Assistants and volunteers are utilized for one-on-one coaching in reading and National Junior Honor Society students are available on a daily basis for tutoring. In 5th-8th grade, ITBS results are used to place students in standard or advance reading and literature classes. The Accelerated Reader program provides practice in fluency and comprehension as well as goal-setting and motivation.

Math centers and the extensive use of manipulatives provide early learners with a solid foundation in basic mathematical concepts. Student scores are used to determine skill levels and to practice and build on prior knowledge. Technology is integrated into the math curriculum through the use of SMART Boards and Mimios. Students scoring below the 50th percentile in math are invited to participate in the school's free math tutoring camp. Accelerated Math is used to set goals and provide additional practice in all math concepts. In grades 5 through 8, scores determine a student's placement in standard, pre-algebra, algebra, or algebra honors.

To provide an enrichment experience, students in 3rd and 4th grades are invited to participate in the Holy Family Academy. The selection process for these students includes analyzing individual test results that may include ITBS and Cogat scores. Additionally, these students are evaluated using a gifted and talented checklist and teacher recommendations.

All student achievement is shared with parents using a detailed profile tool, teacher conferences, and weekly forms of communication. School-wide results are shared with stakeholders through the website and school newsletters.

3. Sharing Lessons Learned:

Holy Family Catholic School has much to be proud of in its ten short years. The students and faculty have been challenged and engaged in a variety of learning experiences. Holy Family Catholic School shares its successes in numerous ways. Faculty members and staff are always enthusiastic when it comes to attending conferences and workshops both on the local and national level. These professional development opportunities have included the National Catholic Education Association (NCEA), Florida Catholic Conference (FCC), National Math and Science Conferences, National Conference on Special Needs, the Florida Educational Technology Conference (FETC), Six Traits of Writing, Linda-Mood Bell , Accelerated Math and Reading conferences, and various critical thinking conferences to name a few.

Many faculty members have presented and managed various professional association meetings. The technology teacher recently presented a talk on "Marketing in a Minute, Development on a Dime" to the FCC. Two faculty members facilitated and directed the diocesan-wide science fair. This entailed making all arrangements from setting rules to acquiring facilities, to procuring judges. Many faculty members have managed district curriculum revision teams. These teams coordinate input from all schools regarding specific content areas, formulate a draft copy for revisions, and forward these revisions to all schools for feedback. This process runs in a cyclical manner. The kindergarten teachers chaired the committee to develop the diocesan-wide K-2 report cards and the Pre-Kindergarten checklist. The school is fortunate to have several teachers who have done the in-depth training and are able to serve on accreditation teams visiting other schools in the state for initial accreditation or re-accreditation. This provides a wonderful opportunity to share valuable strategies and practices from one school to another.

On a diocesan level, Holy Family Catholic School exhibits a spirit of collaboration with other diocesan teachers by hosting numerous guest speakers and facilitating workshops. The school also contributes articles to the diocesan news magazine, *Dabbles*. Recently, Holy Family Catholic School was the featured school in this newsletter. These articles provide further coverage in the community spotlighting the programs that define Holy Family's academic and faith-filled environment. The administration and faculty truly exhibit a spirit of collaboration both within the school community and throughout the district and state in order to share successful strategies.

4. Engaging Families and Communities:

Holy Family Catholic School has an involved and supportive community working to ensure student success. Parent volunteers are an invaluable resource to the school. They donate countless hours in the classroom working with faculty, staff, and students. Community leaders share their time and talents with Holy Family on a regular basis. Meteorologists, doctors, nutritionists, lawyers, architects, and scientists visit the school to help students learn valuable life skills.

An anonymous donor contributed a large grant to fund programs designed to strengthen students' critical thinking skills, learning styles, and social responsibility. Teachers applied for mini-grants so funds could be shared throughout the school. Fourth grade teachers applied grant funds to supplement language centers in their classroom. Another mini-grant will be used by junior high students to create a stop-action film using clay animation to teach younger students about social responsibility. Additional mini-grants provided field trip opportunities, the ability to access World Book Online, a science lab in kindergarten, and reading and math center materials throughout the school.

Eighth grade students learned of a tragic event in Jacksonville and were moved to write and illustrate a book encouraging young children to work with adults to bring about justice. The students published their book and visited other schools in urban areas of the district, sharing their mission. State Attorney, Angela Corey, heard of the students' dedication to the project and visited Holy Family. The local newspaper and television station joined her and the students for an exclusive interview. These combined efforts brought the students' message to the larger community.

After the earthquake in Haiti, the faculty and students chose to raise funds to provide prosthetic limbs for the children affected by the disaster. The local news station focused on the students' dedication in a one-hour special report. After the telecast, many other groups came forward and joined Holy Family in service.

Parents, students, and the general community are kept informed of Holy Family Catholic School's student achievement in a variety of ways. An informative "Messenger" newsletter written by the principal is posted on-line weekly. The school maintains a website, www.hfcatholicschool.com, where all teachers post classroom events, activities, assignments, and calendars on a weekly basis. The parish devotes a page of the weekly bulletin to the school. New families are provided information regarding Holy Family, including student achievement, through an enlightening brochure. Holy Family Catholic School prides itself in its strong community reputation.

1. Curriculum:

All academic programs at Holy Family Catholic School follow objectives from the Diocese of St. Augustine syllabus. These objectives are based on national and state standards. The core curriculum consists of language arts, mathematics, science, social studies, Spanish, and religion. Additional classes include art, music, physical education, technology, and library.

Language arts in the primary classrooms focus on emergent literacy and encourage skills that promote fluency. Intermediate classrooms continue to develop reading skills with greater focus on comprehension strategies. Writing across the curriculum is required in all subject areas. Alternative assessments and portfolios are showcased as evidence to support student achievement.

Mathematics in the primary grades focus on number sense, measurement and understanding the operation concepts. Intermediate instruction focuses on advanced number sense, fractions, and decimals. Students in grades 6 through 8 are placed in math courses based on standardized test scores (ITBS), academic performance and teacher recommendation. In order to prepare our junior high students for a challenging high school math curriculum, students are placed in standard or advanced classes of pre-algebra and algebra.

The general curriculum for science includes broad concepts in life, health, earth, space, and physical science for grades PreK-2. More advanced concepts are added to these areas, along with the study of the scientific method in grades 3-5. Specialized subject areas are studied in expanded detail in grades 6-8. Hands-on experiences and the use of a fully equipped science lab foster curiosity and a greater understanding of the science processes and concepts.

The social studies curriculum progresses from local communities to state and national levels and culminates in the study of worldwide history and cultures. The curriculum is presented through a variety of formats including dramatic performances, in-depth discussions, debates, novel studies and games. In order to prepare for the rigors of high school writing and to develop critical thinking skills, junior high students are required to use the QSR (Quality, Style, and Responsibility in writing) method when answering questions.

The Spanish program exceeds the foreign language compliance requirements in all grades. Students in 7th-8th grade receive 135 minutes of Spanish instruction weekly. The program progresses from vocabulary and simple conversation to grammar structure in speaking and writing.

Holy Family's art program serves students in grades K-8 and incorporates instruction in elements, theory, and history. Opportunities are provided for creative expression with hands-on experiences. The art instructor integrates art throughout the curriculum. Students in 7th-8th grade focus on units in careers in art, advertising and design, commercial storyboards, and multi-media.

Library classes are conducted weekly for grades K-6. Students in grades 7-8 attend a weekly library class supplemented by a research skills class. The Soar to Success study skills program is implemented and used for students in grades 5-8. In addition, the librarian focuses on media influences in our daily lives, plagiarism, the Dewey Decimal system, and the computerized catalog system.

Technology classes are provided for all students. Weekly instruction provides opportunities for basic keyboarding skills, operating systems and Microsoft programs. In addition, students learn how to import/export audio and video for movie making, create websites, and complete Web Quests. Computer

skills are integrated in all subjects throughout the school. Our 8th grade students create digital portfolios that help them to improve skills in a variety of technological areas that will prepare them for high school and college.

Physical education is taught twice weekly to all students. Physical fitness, skill development, gross and fine motor development, and good sportsmanship are covered throughout the program. Students participate in the Presidential Physical Fitness Challenge and become physically fit and competitive athletes.

2. Reading/English:

Holy Family's reading curriculum integrates reading comprehension, vocabulary, phonics, spelling, writing, grammar skills, literature, and critical thinking skills. The goal of the program is to develop each student's love of reading while providing a solid background in fluency, comprehension, and communication skills.

In grades K-2, there is a strong emphasis on phonemic awareness and whole language acquisition. Each teacher provides a print- and literacy-rich environment for the students. Students use a variety of graphic organizers to increase knowledge of story elements, make connections, and increase comprehension. Additionally, students use Kid Pix and Student Treasures to publish stories. Teachers use a variety of strategies to reach all learners. Puppets, plays, poetry, cooking activities, and movie making are just a few of the techniques used to develop early literacy. A reading specialist is available to provide reading remediation. Additionally, National Junior Honor Society students are available for tutoring.

In grades 3-5, students focus on vocabulary, reading comprehension, writing, and fluency. Oral presentations, creative writing projects, PowerPoint presentations, theatre performances, drama, and music ensure differentiated instruction and well-rounded readers. The students, with the teachers' guidance, set quarterly Accelerated Reading goals and incentives to help motivate reading for pleasure and improve comprehension skills. Students scoring below the 50 percentile on standardized test (ITBS) are invited to participate in a free reading tutoring camp. Enrichment is provided to students in 3rd-4th grade through the Holy Family Catholic School Academy. This academy, lead by a Florida Certified Gifted and Talented Teacher, guides students to think creatively and critically and work cooperatively to research and explore. Students are introduced to cross-curricular, inquiry-based scientific discovery, as well as conducting research and synthesizing information.

In grades 6-8, students strengthen their reading and language skills through a variety of methods. Teachers implement an assortment of learning strategies that encourage higher-level thinking and problem solving such as group projects, presentations, creative writing workshops, book clubs, the Modern Woodman and Tropicana Speech competitions, theatre performances, and author/novel studies. Students in 7th-8th grade are offered standard or advanced literature classes. Both classes study numerous of novels throughout the year. Culminating activities include a southern brunch (*To Kill a Mockingbird*), design and build rafts (*Huckleberry Finn*), create books to share with younger students (*A Christmas Carole*), and write and produce a song (*The Pearl*). Moreover, each year, the students work together to write and illustrate a published book about bullying.

3. Mathematics:

Holy Family Catholic School boasts a strong mathematics curriculum. In the primary grades students work from the concrete to the abstract. A wide variety of learning experiences and the use of manipulatives allows for students of all learning styles to be successful. Hands-on activities and cooperative learning groups encourage students to be active thinkers and problem solvers. Students in grades 3-8 use the Accelerated Math program to review and practice concepts. In addition, Star Math and

ITBS scores are used to determine baseline scores and monitor student gains and potential areas of weakness throughout the year.

Math courses for students in grades 6-8 are leveled in order to better provide remediation and enrichment. Students in 6th grade are placed in standard or advanced math courses. During the second semester of the advanced course, students receive instruction in pre-algebra in order to prepare them for 7th grade pre-algebra and algebra courses. Junior high math consists of pre-algebra, algebra, and honors algebra.

Students interested in excelling in math have many opportunities to showcase their talents. Select students in 4th-8th grades have the opportunity to compete on a Math Olympiad team. Holy Family Catholic School's team has scored in the top 2% internationally for the past three years. 7th-8th graders compete in an annual diocesan wide Math Counts competition and have shown tremendous improvement since the competition began.

Students in 3rd-6th grade who score below grade level on the Star Math assessment are invited to participate in Holy Family's free math tutoring camp. During each eight week camp session, students are tutored by certified teachers. In addition to one-on-one tutoring, the IXL website is used to target students' areas of need and provide intensive practice. This website provides teachers with critical information regarding progress over time and knowledge retained. Through this camp, students have increased self-confidence, learned how to think critically, and significantly increased their math scores.

4. Additional Curriculum Area:

Holy Family is extremely proud of its school wide science program. The science program provides age appropriate experiences with the goal of developing life skills necessary in our ever changing world. To enhance educational experiences and increase general science knowledge, the school has created a program with the intention of exposing students to different aspects of the science field.

The general curriculum for the science program includes broad concepts in the areas of life, health, earth and space, and physical science for grades Pre-K-2. More advanced details are added to these areas, along with the study of the scientific method, in grades 3-5. Specialized subject areas are studied in great detail in grades 6-8. Science and technology are fully integrated and evidence of this can be seen through a wide variety of student projects. Recently, 8th grade students competed in the Kepler Astronomy Music Video. This national contest required students to design a Galilean music video. The students took first place and won two telescopes to add to our science lab.

The science curriculum is enriched in various ways. First and foremost, Holy Family has a fully operational science lab which includes an interactive Smart board. All teachers have access to this lab along with numerous FOSS (Fully Operational Scientific Systems) kits that compliment classroom learning. These interactive kits include units on plants, the water cycle, nutrition, environments, simple machines, insects, measurement, variables, and inventions. The school maintains a working relationship with the University of Florida Cooperative Extension Program. Students benefit from this relationship through participation in projects which include hydroponic gardens, invention convention, rocket building, embryology, and a bridge building project.

Holy Family Catholic School is very fortunate to have community volunteers to assist with worthwhile science projects. Health week, Earth Day, and family science days are always very successful and provide opportunities for families and the community to see students' science skills shine.

Holy Family's 6th and 8th grade students participate in the annual diocesan science fair, as well as the National Florida Regional Science and Engineering Fair. Students have been especially successful in this arena, placing at the regional level every year.

Using the demonstrative and experimentation models, along with the constant hands-on approach to science, make the science program one that truly benefits each and every student at the school. Students at Holy Family are excited about science and have numerous opportunities to demonstrate their enthusiasm.

5. Instructional Methods:

At the beginning of each school year, students are evaluated using Star Reading and Star Math tests along with other individual assessments. Students in grades 2 and 5 take the Cognitive Abilities Test which assesses each student's intellectual ability. Results are taken into consideration when preparing profiles for each student's academic success. Additionally, these results help teachers identify strategies that benefit each student.

The full time guidance department at Holy Family provides preliminary information in order to determine if further testing is needed to identify specific learning disabilities or needs. In addition to providing this service, the guidance program offers support to students through individual counseling and whole group instruction. Counselors work with students on personal and social skills, study skills, goal setting, preparation for high school, and career opportunities.

In order to develop a greater understanding of the diverse learning styles of students, teachers completed a learning style preference survey. This survey identified teachers learning preferences and, as a result increased empathy for the variety of student learning modalities. The results of these surveys encouraged teachers to provide instruction in all modalities, not just their own personal preference.

Students at Holy Family Catholic School are offered a wide range of differentiated instruction which meets the diverse needs of students. Teachers used research-based instructional strategies that increase students' ability to think critically and be more independent problem solvers. Diverse learners benefit greatly from these practices. Modifications are implemented when necessary and are based on documented formal assessments. Modifications may include increased time on tests, alternative testing, room placement, additional help from teaching assistants, and providing clear reviews and summaries of lessons.

Technology is also used to modify and supplement lessons across the curriculum. Students use technology to create presentations integrating concepts they have learned from class lessons. Videos are made to reinforce their understanding of topics and student-created web sites are used as alternative assessments. The school subscribes to multiple online resources that provide differentiated instruction as well. These include Brain Pop, Brain Pop, Jr., and Brain Pop Spanish, Discovery Education, World Book Online, Think Central for reading, Star Fall Reading, Accelerated Reading and Math, Star Reading and Math, Catholic Teacher Resources, IXL Math, and Reading-Tutors.

6. Professional Development:

Professional development for teachers at Holy Family Catholic School is an essential element for maintaining high standards and providing the best educational experience for the students. It is imperative that numerous and varied opportunities be provided to the teachers to encourage continuous reinforcement of best practice instructional methods. Teachers are given many opportunities to increase their awareness of the latest research in education and improve personal teaching skills.

Upon completing the accreditation process, the school began implementing its action plan targeting the areas of Learning to Learn, Personal and Social Responsibility, and Thinking and Reasoning Skills. Professional development focused on these critical areas and included research and presentations on how the brain learns, book studies, critical thinking and questioning techniques, and building teacher portfolios.

Teachers attend workshops at the diocesan level as well as in-house guest presenters. In addition, teachers attend local, state, and national workshops. These include RtI (Response to Intervention) workshops at the county level, Florida Council of Teachers of Mathematics Convention, Singapore Math workshops, Six Traits of Writing, Florida Association of Science Teachers, National Science Teachers Association, National Special Needs Workshop, National Autism Conference, and Florida Educators Technology Conference. Information acquired from these workshops is brought back and shared with the entire faculty through cooperative work sessions and presentations in order to provide a far-reaching opportunity for professional development. These workshops and conferences have a profound impact on students at Holy Family. They provide significant tools that can be used across all subject areas and grade levels.

The leadership of Holy Family Catholic School plays an important role in relaying professional development information submitted by colleges and universities. Teachers are encouraged to take part in educational opportunities that further professional growth and participate in local and national educational organizations. Thirty-three percent of the teachers at Holy Family have received their Master's Degree in Education and several more are currently working on advanced education degrees.

High-quality professional development, college courses, and memberships in educational organizations help to ensure teachers are equipped with the most up to date research in education in order to offer students the best learning experiences available. The school understands that in order to produce better students, it is imperative to produce better teachers.

7. School Leadership:

With the principal's office opened and positioned by the front door of Holy Family Catholic School, parents, students, visitors, and staff recognize that the principal is the academic, spiritual, and administrative leader of the school. The principal is supported by the pastor, the diocesan superintendent, an appointed school board, assistant principal, guidance counselors, and dedicated faculty and staff. Responsibilities for the operation of the school are designated and continually reviewed for effectiveness. Communication among the administrative staff is a top priority.

Holy Family Catholic School's success can be traced to a strong sense of community. Students feel safe in their environment and parents and visitors are always welcome. Faculty and staff are supported and encouraged to pursue challenging and creative opportunities for learning. As the mission statement proclaims: Inspired by the gospel of Jesus Christ, the Holy Family Catholic School community commits to fostering deepening faith, academic excellence, responsibility for self, and concern for others.

The principal's position requires an awareness of all aspects of academics. Whether the principal is conferencing with parents, counseling a student, conferring with a teacher, or providing tours for prospective families, a strong knowledge base of curriculum, the best practices of education, and the individual needs of students is required. The assistant principal, school leadership team, and guidance counselors work closely with the principal to ensure the high standards of the curriculum, review test scores, and adjust and change educational strategies to meet the needs of the students.

The financial management and marketing of the school are led by the principal in cooperation with the pastor, school board, and the book keeper. With a current budget of over \$2,000,000, a continual system of checks and balances is necessary to handle grant applications, endowments, scholarships, tuition, and the fiscal operation of the school building.

As the spiritual leader of the school, the principal must continually support and nurture the staff, students, and parents. The mission statement of Holy Family Catholic School must first and foremost direct the management of policies, programs, relationships, and resources to focus on student success.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV196

1. Private school association: Catholic

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

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4020</u>	<u>\$4020</u>	<u>\$4020</u>	<u>\$4020</u>	<u>\$4020</u>	<u>\$4020</u>
K	1st	2nd	3rd	4th	5th
<u>\$4020</u>	<u>\$4020</u>	<u>\$4020</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5394

5. What is the average financial aid per student? \$2808

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
 Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	77	81	85	76
Number of students tested	43	49	43	47	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	75	77	80	80
Number of students tested	43	49	43	47	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skill

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	72	80	81	79	85
Number of students tested	50	46	50	47	50
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	76	75	86	80	85
Number of students tested	50	46	50	47	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	72	77	82	70
Number of students tested	42	47	47	50	19
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	77	84	83	77
Number of students tested	42	47	47	50	19
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	70	65	82	76	82
Number of students tested	48	44	48	20	25
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	78	82	74	80
Number of students tested	48	44	48	20	25
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	82	75	82	80
Number of students tested	44	44	21	23	19
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	82	75	81	81
Number of students tested	44	44	21	23	19
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					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	69	83	79	78
Number of students tested	44	21	24	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	1	0	0
Percent of students alternatively assessed	0	10	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	72	77	78	80
Number of students tested	44	21	24	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	0	0
Percent of students alternatively assessed	2	10	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV196