

PART I - ELIGIBILITY CERTIFICATION

12PV199

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

12PV199

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: 37

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	0	0	0		6	26	44	70
K	34	37	71		7	36	36	72
1	30	37	67		8	39	28	67
2	35	37	72		9	0	0	0
3	28	41	69		10	0	0	0
4	25	46	71		11	0	0	0
5	26	35	61		12	0	0	0
Total in Applying School:								620

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % 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: 1%

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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2010	614
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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: $\frac{0\%}{0}$
 Total number of students who qualify: $\frac{0}{0}$

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: $\frac{2\%}{10}$
 Total number of students served: $\frac{10}{10}$

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</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>1</u>	<u>1</u>
Classroom teachers	<u>19</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>8</u>
Paraprofessionals	<u>6</u>	<u>7</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>34</u>	<u>23</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: 28:1

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	96%	94%	92%	95%	95%
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?

“A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . but the world maybe different because I was important in the life of a child.” - Kathy Davis

Ss. Peter & Paul School was founded in 1853 and is one of the oldest Catholic schools in the Diocese of Joliet. From the time former pastor, Fr. Charles Zuker, first opened the school doors nearly sixteen decades ago, its mission has been to educate children both in the Catholic faith and in academics. As expressed in the school’s mission statement, students are prepared to “think critically and become confident, sensitive Christian leaders.” Each year, children of all abilities are taught in a loving, caring, and nurturing environment that affords them the opportunity to develop their God-given talents and abilities. While academic success lays a foundation for continued growth and promise in secondary school and college, the ultimate goal is for the children to use their special gifts and value-centered education for the betterment of their local and national communities. It is the school’s mission that the children do more than simply parlay their education into financial gain and material acquisitions, but rather to become “leaders capable of adapting and contributing to the global community.”

While all remain proud of the school’s rich heritage, traditions, milestones, strengths, and accomplishments, there is recognition that the first 158 years of existence really only constitute a ‘good beginning.’ As the make-up of the student body and parent base continues to evolve, the importance of forging a strong relationship with the parents is clearly understood. This bond between home and school is crucial for the children to grow into the students and persons they are capable of becoming.

Like most elementary schools, all students who apply are accepted. There are no formal placement exams. Consequently, there have been new curriculum initiatives and modifications made to existing programs in order to meet the wide range of abilities of our student body. The success of a recent school goal to improve math computation scores across the board has proven successful and given Ss. Peter & Paul School the last requirement needed to submit an application for the National Blue Ribbon School of Excellence Award.

Analyzing the Iowa Tests of Basic Skills (ITBS) results of recent years has been the impetus for many new academic programs. Project Explore is the program for accelerated students and has offerings in many areas of the curriculum. A junior high science component is offered before school. The Literature Plus program, for the top students in seventh and eighth grade, exposes them to more diverse literature including the opportunity to do more extensive studies of authors and genres. Also available to qualified seventh and eighth graders is Writer's Workshop, which provides opportunities for more varied and comprehensive written exercises. The math students are ability grouped in the upper grades with the top students completing Algebra and starting Geometry. The junior high students enrolled in Spanish begin using a high school book in sixth grade which also exposes them to the culture of Spanish speaking nations.

Project Discover is the program for those students whose performance lags behind their abilities. Beginning in kindergarten, it offers children opportunities to learn in a small group environment for all core subject areas. The recent acquisition of iPads, Kindles, and Smart Responders has helped to engage these students as well as provide opportunities to learn through different modalities.

All students also have weekly classes in art, physical education, music, and technology. A wide range of extra-curricular activities includes band, a school play, Girl and Boy Scouts, Spanish Club, Tech Club, Chess Club, Young Rembrandts, Spanish Ladders, Student Council, Yearbook, Math Club, Ecology Club,

and Science Olympiad Team. A wide variety of sports including track, cross country, football, basketball, volleyball, and cheerleading are offered to students.

The school is in the midst of a capital project to upgrade the facilities to aid in the delivery of instruction. Recently the elementary (K-5) building received a new HVAC system and all classrooms were equipped with SMART Boards. While the junior high (6-8) is slated for a new HVAC system in the summer of 2012, it also has SMART Boards in each classroom. Each building is equipped with WIFI and has its own computer lab. The junior high students also utilize a laptop lab.

All of the programs and initiatives earlier referenced are a result not only of the rapport between the school's educators and parents, but also the leadership of the pastor as well as the commitment and vision of the School Board, Home & School Association, and Development Board. It is the mission of these leaders that at Ss. Peter & Paul School, "student development occurs within a process of formation in the Gospel of Jesus Christ and a challenging academic curriculum calling each student to his or her highest potential."

1. Assessment Results:

The Iowa Tests of Basic Skills (ITBS), in conjunction with the CogAT, are the mandated standardized tests for the Diocese of Joliet in grades 3, 5, and 7. Students at Ss. Peter & Paul School are assessed yearly in grade 2 with the CogAT only and in grades 3-8 with both the ITBS and CogAT to provide ongoing data to continually evaluate curriculum and student learning.

At Ss. Peter & Paul School, staff and parents alike have high expectations for academic achievement. When looking at scores, the faculty recognizes that the average range for percentile ranks is the 25th to the 75th percentile and strives to have scores that exceed and therefore can be considered above average.

While the staff has high expectations for grade level scores, they are cognizant of the various abilities and backgrounds of students. When students' scores do not meet expectations, the faculty examines those scores on an individual basis to determine if the scores are an accurate reflection of daily work. Ss. Peter & Paul staff members believe that standardized tests are just one assessment tool and not the only way to measure achievement and learning.

The ITBS assessments have been used by the Diocese of Joliet for the past five years. Prior to that, the Terra Nova standardized testing was utilized. The faculty found the format and content on the ITBS tests to be more demanding. Despite the more challenging test material, the students' performances remained consistently at a high level.

In addition to switching to a different standardized testing program, the mandated testing period was moved from spring testing to fall testing. This was found to be a greater benefit to the school because the staff now has ample time to utilize the testing data to have the greatest impact on future student performance.

After the testing data is received, the testing coordinator meets with staff members by grade level and subject areas to analyze test scores. Staff members examine data longitudinally by both grade level and by tracking groups of students as they progress through Ss. Peter & Paul. This allows for faculty to examine curricular areas for strengths and weaknesses and to ensure that every group of students is meeting expectations.

An examination of the test scores demonstrates all scores, including the areas of math and reading, are consistently above average. Traditionally, reading and language arts scores tend to be higher than math across the grade levels. Upon closer examination of the math subtests, math computation has been an area of relative weakness, which has been addressed this year by a computerized basic fact practice and a more intense daily skills review.

Every year, teachers use their discussions to set goals to improve student performance and analyze ways to help students develop better test-taking skills and strategies. For example, teacher discussion about lower math computation scores led to a change in the scheduling of the order of individual subtests for this current school year as well as administering the test over a greater number of days in order to reduce test fatigue. Additionally, brain based exercises were incorporated into the testing schedule to allow for rejuvenation. The math computation scores were noted to improve, while the reading and language scores maintained their consistently high levels.

Although there does not appear to be significant fluctuations each year, it has been observed that the scores tend to decrease in the sixth grade year and then return to their previously high levels in seventh grade. One possible explanation to this trend is that Ss. Peter & Paul students transition into a separate building beginning in grade six for junior high. The transition can be challenging for many students, and testing is in the fall, as they are just beginning to acclimate themselves to their new environment.

Overall, Ss. Peter & Paul faculty members recognize the ITBS test scores are excellent. However, the teachers continue to seek out professional development and educational opportunities to discover new and innovative techniques to improve student learning. The staff seeks to aid all students on their educational journey to reach their full potentials.

2. Using Assessment Results:

Typically, test results are received by the school from the testing company in mid-November. Test data is then immediately disseminated to the appropriate staff members, and the test coordinator schedules grade and subject level meetings with the purpose of analyzing and discussing the test data. After these meetings, teachers continue to closely examine the test data of their students and then generate a list of the students who fall into the categories of the top fifth and lowest fortieth percentiles in the subject areas of reading and math. Further, the teachers write goals to help improve student performance as it relates to areas of relative strength and weakness identified by the test data.

Assessment data is also used as a tool to discuss student progress. While assessment is only one means to measure student growth, yearly test scores provide a method to evaluate longitudinal development.

Conferences are convened with parents, and performance on the assessments is discussed. Teachers are able to further dissect the various major test subject areas to give an even more accurate picture of the students' relative strengths and weaknesses to the parents.

To further inform parents, the testing coordinator, along with the principal, host an ITBS Parent Coffee. The purpose of this meeting is to present the results of the current year's test scores along with longitudinal data from previous years. This format allows parents an opportunity to have assistance with proper interpretation of test scores. In a similar fashion, the testing coordinator presents a summary of test data to the School Board shortly after the results have been received. While the test scores are excellent and rank among the best in the Diocese, the Diocese of Joliet does not permit individual schools to publish standardized testing results.

Assessment data is one of the key components utilized in determining student placement in classes for math, language arts, and reading. This information is included in a matrix. Not only is placement in higher-level classes determined in this manner, but also assignment to classes for students needing extra support.

In a similar fashion, assessment data is used to determine groupings throughout the year for the third through fifth graders in the school's R.E.A.L. (Reaching, Enriching, Accelerating, Learning) Time program. This program is the school's initiation of a professional learning community. Begun last year with two grade levels, due to its success, this program has now expanded to include another grade.

Testing data, along with classroom assessments, help determine areas of instruction. These decisions are formulated in collaborative grade and subject level meetings.

Assessment data is one of the primary factors utilized when considering Response To Intervention (RTI). Along with *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next* and various other curriculum based measures, testing data helps staff determine the need for initiation of RTI programming as well as measure whether current interventions continue to assist students to achieve academic goals. In this way, students are provided assistance immediately.

Professional development is driven by assessment data. Administration uses the testing information to provide appropriate workshops and in-services throughout the year to help staff gain valuable information and techniques to improve an already strong academic program. Individually, teachers use the assessment data to seek further professional development outside of the school. In this way, each staff member can strengthen his or her own teaching skills to benefit the school community as a whole.

Finally, assessment data is utilized to assist the staff in devising school improvement goals. These goals serve to strengthen an already accomplished school and are presented to the various School Boards and parents at the beginning of the school year. Additionally, each staff member writes individual goals, which are based upon the school goals. The goals assist in keeping the school focused on providing a quality education to all students.

3. Sharing Lessons Learned:

The principal regularly shares the school's 'best practices' with colleagues at monthly meetings. A frequent speaker at the National Catholic Education Association (NCEA) conventions, the principal most recently spoke at the 2009 Anaheim gathering on the topic about the importance of teaching values.

The school's teachers also post their successful strategies and best practices on the diocesan website for other teachers at their grade level to enable their colleagues throughout the diocese to learn of their success. The technology coordinator has also spoken annually for the past three years at the Illinois Computing Education convention sharing the school's curriculum with other schools.

The names of high school alums who earn Honor Roll status are posted regularly in the parish bulletin and school newsletter. This gives assurance to the current students and parents that the education the children receive at Ss. Peter & Paul School is preparing them well for the academic challenges which await. There is also a wall in the wing of the junior high which proclaims *Where an SSPP Education Has Taken Our Graduates*. The alums proudly send the school a pennant from their college which further reiterates to the student body that the academic foundation they are receiving will, in four years, enable them to be accepted at some of the finest institutions of higher learning in the country.

The alumni are also visible throughout the school, particularly as guest speakers. Each spring many return to address the sixth, seventh, and eighth graders on Career Day. They relate how the education they received at Ss. Peter & Paul School continues to help them in their professional careers. Not only can they relate to the importance of learning their math skills, public speaking, cooperative learning, and the rubrics of writing, but they talk effusively about how the intangibles they learned at Ss. Peter & Paul, namely a strong work ethic, organizational skills, time management, and developed study skills have fared them well as they have matriculated through high school, college, and into the work force. More importantly, they stress that the lessons learned about treating people with respect, valuing all forms of life, and being faithful to promises and commitments made help them stand out amidst their professional colleagues.

4. Engaging Families and Communities:

One of the most successful parent strategies that enhance the school is the annual sharing of school goals with all families at the back to school Orientation Nights each fall. Each spring the faculty devotes three hours of an in-service to set new goals in the following areas: Catholic Identity, Academics, Technology, and Communication. In early September, separate Orientation Nights are held for the primary, intermediate, and junior high parents who meet with the principal before they visit the classrooms. At these forums, the principal explains, in depth, the rationale for all of the objectives under each goal. This lends itself to greater transparency and also challenges the parents to hold the school accountable for implementing, and not just articulating, the vision.

An annual parent satisfaction survey conducted online each January is also an excellent method for gauging the level of support for the school, teachers, and the instructional program. Parents can anonymously express their thoughts and opinions as to the effectiveness of each subject and teacher. The results provide affirmation to the staff as well as constructive criticism relating to areas needing to be strengthened.

Every January, the recent graduates and their parents are surveyed as to how well the students have been prepared for their high school experience. The data received gives the staff a good read of the school's strengths and areas needing improvement.

Parent coffees offer another opportunity at which the teachers and principal engage in valuable dialogue with school families. During the first semester, theme coffees are held on such topics as bullying, ITBS test scores, discipline, and in-depth presentations on new academic offerings. During the second semester, parents are invited to coffees with their children's teachers for curriculum updates.

The school also recommends various books which will enhance the ability of parents to address the challenge faced in raising children today. Among them are *No!! Why Kids – of All Ages - Need to Hear It and Ways Parents Can Say It*; *The Price of Privilege*; and *Generation Me*. In addition to promoting these books, the school has also gifted them to incoming kindergarten parents the past two years. Recently the school sponsored a viewing of the documentary, *Race to Nowhere*, for parents and the community at large with the purpose of providing them a source of information about the stress children are now experiencing in today's fast paced world.

Community leaders are regularly invited to the classrooms to talk to the students about their occupation, and the junior high science classes benefit from regular visits from Fermi Lab scientists. Education students from two neighboring colleges, North Central College and Benedictine University, work together with Ss. Peter & Paul staff during their practicums. Finally, the local public school counterpart, D.203, regularly invites the teachers to attend their institutes.

1. Curriculum:

The curriculum at Ss. Peter & Paul School is based on the Joliet Diocesan Learning Standards, which are aligned with the Illinois Learning Standards and Common Core Standards.

Religion: The Ss. Peter & Paul School community believes the Church is the largest classroom, and that belief permeates throughout the school. The school day begins and ends with prayer, and the weekly Gospel message is displayed and discussed at all grade levels. The spiritual life of students is developed with classroom instruction in the Catholic doctrine and is enhanced through sacramental preparation. The children learn to live their faith through service in the parish and local community. Students' character is developed through the *Steps to Respect* program, and junior high students begin technology classes by blogging about manners and morals.

Language Arts: Together, reading and writing form the cornerstone to all learning and are interconnected throughout the curriculum. Primary grade students acquire decoding skills in order to read and write with understanding. Students take skills learned from grammar lessons and apply them when utilizing the five-stage writing process in all content areas. Beginning in kindergarten with learning to write a complete sentence, the writing process culminates with research reports following the MLA format in the junior high.

Mathematics: Ss. Peter & Paul students use mathematics to develop a sense of numbers and the world around them. Elementary students are provided a solid base in all areas of mathematics, so that when they enter junior high, many students are capable of working at an advanced level. The overall goal of the program is to develop critical thinking and problem solving skills that will be applicable to everyday life.

Science: The science curriculum teaches students to observe, record, and think about the natural world around them focusing on three major areas: life, physical, and earth/space. Students engage in hands-on activities and experiments following the scientific methodology. Fifth and seventh grade students participate in off-campus "science-in-the-field" experiences that span multiple days. Junior high students excel in Science Olympiad and Science Fair competitions.

Social Studies: The social studies curriculum aims to develop involved and productive members of society. The major areas of focus include: political systems, economic systems, social systems, history, and geography. Students gain a greater understanding of cultural diversity and social justice concepts throughout the curriculum.

Spanish: Students begin studying Spanish on a weekly basis in second grade. Spanish is offered as an elective to junior high students. Almost two-thirds of the junior high students take advantage of this opportunity, and many are able to begin their high school foreign language career in an advanced level of Spanish. Ss. Peter & Paul School is in compliance with the program's foreign language requirements.

Art and Music: The music and art curricula include a historical perspective which features the study of specific artists, composers, eras, genres, and works from a wide variety of time periods and cultures. Students are able to showcase their talents through the band program, as well the Fine Arts Festival and annual school musical produced in partnership with the School of the Performing Arts.

Health and Physical Education: Students learn spatial awareness, fine and gross motor movements, sportsmanship, teambuilding, and healthy living. They participate in the Presidential Physical Fitness Program and the AAU Fitness Program and utilize the school's fitness center. Eighth grade students

complete a CPR course. First through fourth grade students can participate in an intramural sports program, and competitive, no-cut teams begin in fifth grade.

Technology: Technology is integrated throughout the curriculum with a focus on instructing students to be digitally literate and ethically responsible members of society. The technology curriculum spans from basic computer skills to advanced multi-media projects. The Tech Club is offered for interested junior high students.

2. Reading/English:

The reading curriculum is a comprehensive literacy program aligned to the Joliet Diocesan Learning Standards, Illinois Learning Standards, and Common Core Standards. It incorporates the five crucial areas identified by the National Reading Panel as being essential to reading success, including phonics, phonemic awareness, fluency, vocabulary, and comprehension. Additionally, spelling, grammar, and writing are integrated. A variety of genres are presented offering a balance between fiction and non-fiction. Several opportunities are given for implementing interactive instruction with technology using the Internet and SMART Board.

The reading instructional strategies include guided reading, choral reading, paired reading, whole group reading with guided discussions, literature circles, Think-Alouds, and graphic organizers. Students are also instructed in the various reading strategies necessary to become successful readers, such as learning to infer and predict. Target vocabulary words and meanings are taught in context. Additionally, beginning in fourth grade, students begin studying vocabulary through the use of a separate vocabulary program. Instructional leveled readers provide a means of differentiated instruction as does *SRA* reading kits.

Beginning in second grade and continuing through junior high, students complete novel studies as a supplement to the core curriculum. Novels may be whole-classroom novels, or students may be assigned various novels depending on ability and interest. Students are exposed to a variety of authors and genres. Additionally, students are encouraged to read literature of their own choosing through a variety of assignments and incentive programs.

High-achieving seventh and eighth grade students are placed in an enriched literature program, Literature Plus. Students qualify for this program by classroom assessments as well as ITBS scores. Students needing extra assistance at any grade level receive support through the school's Project Discover Program under the supervision of the school's reading specialist.

Students are assessed three times a year using the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next* reading assessment and/or other curriculum based measures (CBMs). Students scoring below or well below benchmark on any of these measures are regularly progress monitored. Response To Intervention (RTI) programming is initiated for any student found to be at risk using research based programs, such as *Read Naturally*, *QuickReads*, *Jolly Phonics*, or *Great Strides*.

3. Mathematics:

The mathematics curriculum is an all-inclusive program aligned to the Joliet Diocesan Learning Standards, Illinois Learning Standards, and Common Core Standards. The curriculum incorporates computation, number sense, measurement, problem-solving, geometry, algebra, data interpretation, and estimation.

In the elementary grades, students develop a strong sense of numbers through concrete, hands-on experiences using a variety of manipulatives. Students learn basic computational skills as they are taught conceptually to understand the meanings of various algorithms. Students gain greater practice with math

skills through a variety of math games. Technology is incorporated in all grade levels through the use of SMART Boards, SMART Responders, and graphing calculators.

Students are exposed to problem-solving strategies beginning as early as kindergarten. As students progress through the grades, they are expected to be able to explain their strategies both orally and in a written format. Students engage in cooperative learning groups to solve problems based on real-world situations.

In the primary grades, Project Discover staff and classroom aides assist students who are below or above grade level. In grades four through six, math instruction occurs in settings with lower teacher-student ratios. Students who require extra assistance are taught in a small group setting. The seventh and eighth grades classes are divided into multiple sections. All junior high students are exposed to algebra, with many students completing Algebra I and even beginning Geometry. Ss. Peter & Paul alumni often report their enrollment in advanced levels high school courses.

Ss. Peter & Paul School has an active Math Team which competes in a multitude of contests: Illinois Math League, Illinois Council of Teachers of Mathematics (ICTM), Σ (SIGMA), American Mathematics Contest 8 (AMC8), and Math Olympiads for Elementary and Middle Schools (MOEMS). Numerous awards and accolades have been earned by students during these competitions.

After involvement with the Mathletics website in a math competition, the school will be piloting the use of this website in grades three, five, and seven with the goal of incorporating this engaging program into the existing math curriculum in future years.

Although the math curriculum of Ss. Peter & Paul is exceptional, as evidenced by the outstanding achievements of its graduates, the staff continually strives to devise new and innovative strategies to better meet the needs of the students.

4. Additional Curriculum Area:

The mission statement of Ss. Peter & Paul School states a commitment to prepare students “to think critically and become confident, sensitive Christian leaders capable of adapting and contributing to the world community.” The technology curriculum is a vehicle to assist the school in achieving that goal.

The technology curriculum is built around the classroom subject material in order to integrate technology in an authentic manner. In addition to separate technology classes beginning in kindergarten, technology is integrated throughout the curriculum the entire school day. In technology classes, students are instructed in beginning computer skills in the primary grades culminating in basic computer programming for advanced students. All students are taught technological terminology and word processing, spreadsheet, and database skills. They also create multimedia presentations using such tools as Glogster, Prezi, PowerPoint, Storybird, Classtools.net, Animoto, PhotoPeach, and Museum Box.

In the classroom, technology is used as a tool for learning. Every classroom is equipped with a SMART Board. Elmos and document cameras are also available for individual classroom use. Additionally, teachers can utilize a classroom set of SMART Responders, access the mobile laptop lab, Skype with field experts, or bring their classes to one of the two fully-equipped computer labs. Kindles and iPads are available for small group use, and the staff often make these tools available for at-risk students as part of the RTI process.

Technology provides a means for improving creative thinking and problem-solving skills. Inquiry-based projects and WebQuests provide students with opportunities to problem-solve using authentic, real-world situations. Furthermore, participation in the school's Tech Club and ThinkQuests are available to any interested students.

Ss. Peter & Paul School's mission statement further states that "student development occurs within a process of formation in the Gospel of Jesus Christ..." To address this part of the mission statement, ethical use of technology is explicitly taught. Internet safety lessons begin in kindergarten and continue through eighth grade. Citation instruction begins with the elementary students. Junior high students are instructed about plagiarism and are required to use plagiarism checker software when submitting papers. Yearly, a police officer speaks to junior high students about Internet safety.

One of the hallmarks of the technology department is the school website, which includes the Student Center. This site includes not only links to classroom assignments, but also online resources for academic skills appropriate for all grade levels and subject areas. Even students from other schools access this site.

The importance of technology to the school is paramount. This is evidenced by the fact that each year, one-fourth of the school's goals are dedicated to technology.

5. Instructional Methods:

The staff at Ss. Peter & Paul incorporate a wide variety of instructional strategies, methods, and activities in their lesson plans to promote their students' higher level thinking, problem solving, and research skills. Some such strategies include cooperative learning groups, literary circles, Socratic method, Think-Alouds, graphic organizers, making connections, and making predictions.

Differentiated instruction is the model that teachers find essential to fully meet the needs of their students. To this end, a significant number of the staff attend yearly differentiated instruction conferences. Strategies and techniques learned are then applied directly in the classroom setting. One of the defining features of the recently adopted elementary reading series is the use of differentiated, leveled readers as well as explicit strategy instruction. Another example of differentiation employed by the school is the use of alternate assessments.

The staff is fully aware that children learn in a variety of ways. Therefore, instructional techniques are employed for auditory, kinesthetic, and visual learners. For example, auditory learners benefit from Kindles, iPads, books on tape, music and song, and options for alternate assessments. Kinesthetic learners profit from utilizing *Brain Gym* and other brain-based exercises, manipulatives, SMART Responders, and hands-on activities as well as alternate assessments. Visual learners are more successful when using SMART Boards, Elmos, streaming videos, graphic organizers, computer software, and alternate assessments.

The school also offers various programs to address the diverse needs of the students. Project Explore is a program for all third and fourth graders as well as qualified junior high students. Third and fourth graders work on high-order thinking skills, such as patterning, sequencing, and logic. Junior high students qualify for the before-school program based upon standardized test scores and report card grades. Students work on science-based activities culminating in participation in regional and state Science Fairs. Additionally, seventh and eighth grade students may qualify for advanced placement math courses as well as Literature Plus and/or Writer's Workshop. A highlight of the Literature Plus program is the Cross-town Literary Debate challenging other local Catholic schools and hosted at Ss. Peter & Paul School.

Those students in need of additional assistance are able to receive support from the school's Project Discover program. This program is available across all subject areas and grade levels. At-risk students are regularly progressed monitored using curriculum based measures. Researched based instructional materials are utilized as part the RTI model. For those students experiencing significant difficulties, a Teacher Assistance Team (TAT) is available to devise a specific plan. A school counselor is available to meet with students in need of assistance with social/emotional concerns. A speech therapist is on staff to provide speech and language screenings and services as needed.

The goal of the staff is to make sure that all students are successful and reach their full potential.

6. Professional Development:

The administrators and School Board recognize the relationship between ongoing professional development and advancement and the ability to provide a quality, Catholic education. Staff development days are built into the calendar, thus allowing teachers to avail themselves of professional growth opportunities provided by the Diocese of Joliet, the local public school district, and the school. To this end, and also with the additional goal of enhancing student learning by reducing faculty turnover, the School Board initiated and still maintains a program that compensates teachers for additional coursework that leads to a Master's degree and beyond. As a result, nearly two-thirds of the teaching faculty now possess a graduate degree, and the stability of the staff is a major reason why the enrollment remains high and the test scores strong.

The faculty of Ss. Peter & Paul School participates in ongoing professional development activities to enhance and further their skills as educators. Requests from teachers to attend workshops and seminars are encouraged whether they be during the school year or summer. They are reviewed by the principal and funded either through Title money or the school budget. The faculty has attended presentations and workshops on topics such as differentiated instruction, anti-bullying programs, *DIBELS* assessment, Wilson Reading System, *Brain Gym*, and RTI.

Technology integration remains an ongoing goal now that all of the classrooms are equipped with SMART Boards. The technology coordinator, who is a regular presenter at the annual Illinois Computing Educators conference, has played a key role in providing all of the teachers with professional development that includes hands-on training, demonstrations, and continual re-enforcement of previously taught lessons.

Whenever teachers have an institute or in-service day, the parents are informed via the principal's monthly newsletter of the reason classes are not in session. As the parents learn about the topics for these gatherings, they are impressed with knowing that the teachers are lifelong learners as well as dedicated educators. Oftentimes parents are invited to some of the in-services when they deal with topics such as Internet danger or bullying.

Ss. Peter & Paul School believes that ongoing professional development is essential to fulfilling the school's mission of graduating students equipped for the challenges of continuing their education and becoming productive members of society.

7. School Leadership:

The principal is integral to the mission of evangelization by giving witness to Gospel values, spiritual and educational development, and a deepening of the faith of students, faculty, support staff, and parents. The principal is the faith and instructional leader of the school. The Catholic identity is evident in the all-school morning prayer, weekly liturgies, prayer services, Student Council sponsored service outreach projects to local, national, and international communities, and the overall environment.

The Ss. Peter & Paul School faculty and staff recognize that educating a student is a collaborative effort between the school, home and student. To that philosophy, the school has created parent cooperation, faculty, and student contracts to underscore the responsibilities each must fulfill in order that a child can maximize his/her potential.

The school leadership team at Ss. Peter & Paul School consists of the principal, assistant principal, pastor, and School Board. In addition, there is an active Home & School Association, Athletic Association, and Development Board which work closely with the principal to advance the school's mission. The latter

leadership group was created to provide long-term monetary resources to allow the school to add programs, maintain a strong faculty, provide financial aid, and address needed structural improvements to the facilities.

Responsibility for academic leadership for the school rests with the assistant principal who checks teacher lesson plans weekly to ensure they align with Joliet Diocesan guidelines. Her role is supplemented by six subject chairs who meet monthly with teachers in their department. In addition to monitoring the curriculum they also set academic goals based on areas of the ITBS results which need improvement.

The school's student services coordinator leads the TAT that meets weekly to address academic or behavior concerns noted by the faculty. With input and direction from the school counselor, they devise an action plan to help the students succeed. The principal has also initiated an after school study program, SCHOLARS, that is offered daily for at-risk students.

The school's budget gives a high priority to ongoing teacher education for classes, seminars, and workshops that enhance strategies for improving student performance. Teachers, in-turn, share what they have learned from these experiences at monthly faculty meetings.

The pastor, school administrators, and the four leadership boards work closely to market the school. Most recently the pastor was the driving force behind a major capital campaign of which over \$2 million would be allocated to upgrading the infrastructure of the school. The success of the school is directly tied to the supportive community of current parents, former school parents, alumni, grandparents, and parishioners who willingly share their time, talent, and treasure to benefit the education offered.

PART VI - PRIVATE SCHOOL ADDENDUM

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>\$3741</u>	<u>\$3741</u>	<u>\$3741</u>	<u>\$3741</u>	<u>\$3741</u>	<u>\$3741</u>
K	1st	2nd	3rd	4th	5th
<u>\$3741</u>	<u>\$3741</u>	<u>\$3741</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5720

5. What is the average financial aid per student? \$1979

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
29%

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

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C 2007

Publisher: The Riverside Publishing Company

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	81	81	74	78	75
Number of students tested	68	70	66	70	69
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
When the percent of total students tested does not equal 100, this was due to student illness. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	84	89	80	83	84
Number of students tested	68	70	66	70	69
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
When the percent of total students tested does not equal 100, this was due to student illness. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	86	72	79	78	81
Number of students tested	71	61	69	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	84	77	78	75	80
Number of students tested	71	61	69	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	80	79	79	79	84
Number of students tested	62	69	71	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	82	80	80	81	82
Number of students tested	62	69	71	71	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	75	69	69	73	82
Number of students tested	70	72	66	72	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C 2007

Publisher: The Riverside Publishing Company

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	81	78	79	80	81
Number of students tested	70	72	66	72	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C
2007

Publisher: The Riverside Publishing
Company

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	81	76	81	85	80
Number of students tested	72	64	71	71	70
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
When the percent of total students tested does not equal 100, this was due to student illness. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C 2007

Publisher: The Riverside Publishing Company

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	Oct
SCHOOL SCORES					
Average Score	79	79	81	82	82
Number of students tested	72	64	71	71	70
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
When the percent of total students tested does not equal 100, this was due to student illness. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C 2007

Publisher: The Riverside Publishing Company

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	
SCHOOL SCORES					
Average Score	75	78	83	82	
Number of students tested	66	72	71	71	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
<p>When the percent of total students tested does not equal 100, this was due to student illness. The 2007-2008 school year was the first year of fall testing with ITBS. During that first year, the eighth grade class was not administered any standardized testing. The eighth grade class was added to the testing schedule starting in 2008-2009. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.</p>					

12PV199

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Tests of Basic Skills

Edition/Publication Year: Form C 2007

Publisher: The Riverside Publishing Company

Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Sep	Sep	Sep	Oct	
SCHOOL SCORES					
Average Score	78	82	84	83	
Number of students tested	66	72	71	71	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
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:					
<p>When the percent of total students tested does not equal 100, this was due to student illness. The 2007-2008 school year was the first year of fall testing with ITBS. During that first year, the eighth grade class was not administered any standardized testing. The eighth grade class was added to the testing schedule starting in 2008-2009. The online application does not allow for changes to the year of testing. Since the year cannot be changed, Year 1 represents scores from 2011-2012, Year 2 from 2010-2011, Year 3 from 2009-2010, Year 4 from 2008-2009, and Year 5 from 2007-2008.</p>					

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