U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV213

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Dana Corcoran

Official School Name: Immaculata Catholic School

School Mailing Address: 721 Burch Ave.
Durham, NC 27701-2811

County: Durham State School Code Number*:

Telephone: (919) 682-5847 E-mail: corcorand@icdurham.org

Fax: (919) 956-7073 Web site/URL: www.immaculataschool.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Fedewa Superintendent e-mail: fedewa@raldioc.org

District Name: Diocese of Raleigh District Phone: (919) 821-9700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Laura Eastwood

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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

12PV213

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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 2

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	15	27		6	16	19	35
K	21	35	56		7	19	13	32
1	23	17	40		8	19	17	36
2	19	15	34		9	0	0	0
3	15	16	31		10	0	0	0
4	22	21	43		11	0	0	0
5	12	21	33		12	0	0	0
							Total in Applying School:	367

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
12 %	Asian
16 %	Black or African American
8 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
58 %	White
6 %	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: 4%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred ***from*** 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)].	13
(4)	Total number of students in the school as of October 1, 2010	367
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 4%

Total number of students who qualify: 17

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: 10%

Total number of students served: 37

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

3	Autism	0	Orthopedic Impairment
0	Deafness	20	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
8	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	20	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	8	9
Paraprofessionals	6	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	2	1
Total number	38	10

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: 18:1

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%	96%	96%	96%	96%
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?

PART III - SUMMARY

The mission of the Immaculata Catholic School family is to build a community of learning under the patronage of Mary, the mother of Jesus. Relying on Gospel teachings and values, we view learning as a lifelong endeavor to grow spiritually, intellectually, socially, aesthetically, and physically. We commit to live as disciples of Jesus Christ and to be responsible citizens of the world.

Immaculata Catholic School is pleased to have the opportunity to seek "exemplary high-performing school" status from the Blue Ribbon Schools program. Immaculata Catholic School is part of the Immaculate Conception Church parish and represents a diverse community. Founded in 1909 on the belief that a Christian education requiring academic excellence should be available to any family, Immaculata openly recruits students from all around the region and strives to keep tuition affordable. As a result, we serve students of many backgrounds, economic standings, and faiths. Currently, the school enrolls 374 students in pre-kindergarten through eighth grade. Forty-two percent of students are minorities and thirteen percent of all students receive financial assistance. Students' abilities range from learning English as a second language, for example, to reading four years above grade level.

The underlying tenet of our school is the "Immaculata Way of Life." It calls for respecting God, self, and others; being a person of integrity; living a life of service; and producing quality work. All teaching incorporates these principles. In addition, students act on being responsible citizens with service projects throughout the school year. Recent examples include assisting in the rebuilding of a school in Haiti, supplying goods for local food banks, "adopting" families during the Christmas holidays, supporting the local Ronald McDonald house, collecting for UNICEF, providing baby supplies to Pregnancy Support Services of Durham, and writing letters to soldiers overseas.

A comprehensive curriculum, utilization of best practices, differentiated instruction, and effective use of technology in the classroom characterize Immaculata's academic program. Teachers frequently assess students through a variety of formal and informal methods in order to best structure their instruction.

Complementing the core academic areas of religion, language arts, mathematics, social studies, and science are classes in art, physical education, Spanish, music, and technology. In addition, we offer middle school students (sixth through eighth grades) a number of electives each quarter such as Model United Nations, drama, yearbook, band, art club, and gardening. Further, we offer a variety of extracurricular activities including Boy and Girl Scouts, Liturgical and Junior Choirs, Lego League, Junior Historians, the Scripps National Spelling Bee, Battle of the Books, and the *Eagle Express*, the student newspaper. Additionally, our school promotes enrichment programs such as the Talent Identification Program (TIP, sponsored by neighboring Duke University) and the National Junior Honor Society.

Recently, the school opened a Learning Center, staffed by resource teachers and the counselor. The Learning Center provides supervised study three days a week. Students also use the Learning Center during study hall or lunch time to work on group projects and to conduct computer research. Another facility of note is the Emily Krzyzewski Center adjacent to the school campus. Founded by Duke University's basketball coach Mike Krzyzewski, the Emily Krzyzewski Center strives to open up opportunities for economically disadvantaged students to excel. We have an arrangement with the Emily Krzyzewski Center to use its extensive gym facilities and to provide an additional tutoring resource.

Immaculata Catholic School is accredited by the Southern Association of Colleges and Schools/AdvancED and is a member of the North Carolina Association of Independent Schools, the National Catholic Educational Association, and the Triangle Independent School Consortium.

We are proud of our academics, our progress with technology, and our varied extracurricular offerings; however, what we do best is difficult to define in any precise manner – and that is the *heart* of our school. Visitors comment on it when they walk in and start to observe; they will say, "There's just something special about this place." We tell our eighth graders when they leave us that Immaculata will always be their home, and they do come back to us to touch base or to do service hours. We have been the safe haven for children from Syria, Peru, Brazil, and Chad who have had family members undergoing long-term treatment at Duke University Medical Center. When a family lost their home in a fire, the community responded and within two days they were settled. After the death of a beloved administrator, someone from the faculty made contact with her sisters each week from October through the rest of the year. An endowment bearing her name now provides several children with an Immaculata education. As a community, we rejoice in good news and accomplishments; as a community we lovingly support each other in times of challenge and sorrow. This is our home, this is our family, this is Immaculata.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

We give the Iowa Test of Basic Skills (ITBS) each fall to students in third through eighth grades. This national, norm-referenced standardized test compares scores of Immaculata students to scores of a national sample of students.

Each year, teachers in third through eighth grades conduct a stanine analysis of their classes' ITBS scores. Stanine scores divide the normal curve into nine equal parts which provide teachers a straightforward way to look at normal curve distribution and to view patterns in students' performances. Stanines that range from five to six are considered to be acceptable and seven to nine are considered proficient.

Students in third and fifth grades also take the Cognitive Abilities Test (CogAT) annually. The CogAT is a group-administered ability test battery. This assessment measures students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols. Scores at 100 (+/- 15) are considered to be in the average range. Teachers look at the CogAT and ITBS scores to determine if there is a large discrepancy. For example, if a student scores in the superior range on the CogAT and in the low range on the ITBS, and the student is earning low grades in school, then we know to investigate further to check for any learning issues.

Finally, teachers in third and fifth grades review students' Ability Scores Profile to get a clearer understanding of their strengths and weaknesses and to guide instructional decisions.

B.

Overall, the performance trends over the past five years have been consistent at Immaculata. There are, however, a couple of noteworthy gains and losses throughout this period.

The class of 2011 experienced an eleven-point loss from 2007 to 2008 in the math scores of the ITBS. The math section of the ITBS includes subtests of concepts and estimation, problem solving and data interpretation, and math computation. The school principal, assistant principal, school counselor, and teachers analyze the performance results each year. In analyzing the data, we noted that the computation scores were significantly lower than the other two subtests' scores. The math committee recommended changing from the *Everyday Mathematics* program from the University of Chicago to programs from Houghton Mifflin and Prentice Hall, which offered more practice of learned skills. Second through fifth grades included frequent timed computation quizzes. The middle school addressed the issue by having daily quizzes to practice operations with decimals and fractions, projects based on computation, and computation problems given with each regular assignment. Teachers gave parents ideas to increase computation skills at home that included activities such as card games, playing store, and skip-counting games. When the class of 2011 took the ITBS in 2009, we celebrated that their math test scores went up ten points from the previous year.

Reading comprehension and vocabulary comprise the reading portion of the ITBS. In reading, Immaculata noticed a steady increase in scores, particularly in the scores of the class of 2012. From 2007 to 2010 the scores were 79, 82, 83, and 86, resulting in a seven-point gain over a four-year span. We attribute this steady gain to focused reading instruction. In the middle school, there are two language arts classes per day, one for literature and vocabulary and the other for writing, grammar, and spelling. With

classroom programs based on current reading research, students learn skills and strategies to comprehend better their reading for information and pleasure. These skills enable them to understand a wide range of reading materials. For example, students learn criteria to consider when selecting books and strategies to employ when reading content-area materials. Rather than have all students read the same book, students select their own books, and thus teachers can address different reading levels.

We include vocabulary lessons in all core classes, not just in language arts. For students in kindergarten through second grade, we teach vocabulary primarily through their basal readers and assess them through oral and written instruments. We emphasize vocabulary at all levels from third through eighth grades using a book from Sadlier-Oxford. Students learn definitions, synonyms, antonyms, and parts of speech for various words. Students also master vocabulary in the content areas including science, social studies, and math. In these core classes, we assess students with written tests as well as on the use of subject-specific vocabulary in conversations, dramatic presentations, classroom games, and written work. We believe that this type of focused vocabulary instruction has helped to increase and maintain the reading scores on the ITBS.

2. Using Assessment Results:

When the results of the ITBS/CogAT arrive, teachers, administrators, and the guidance counselor examine and interpret class scores so that patterns in student performance can guide instructional decisions. The ITBS/CogAT is one of the tools used to understand student learning and to help assess student and school progress over time. Because these tests are diagnostic, we administer them in early autumn to allow for informed instruction throughout the year.

When assessing student and class performance, teachers start with stanine analysis. Next, teachers reflect on patterns and item analysis. They then identify the following for each class:

- three areas of strength and three areas of weakness;
- surprises about student performance;
- areas needing more focus and why;
- students who need more challenge and those who need more support;
- students who are a puzzle and why; and
- students whose CogAT and ITBS scores contain discrepancies and warrant further follow-up.

We share the results of the teachers' analyses at division and faculty meetings. Additionally, each grade level holds monthly articulation meetings to discuss academic strengths and needs, as well as other areas that affect the development of students. The principal reviews the results of the articulation meetings by the middle of each month.

The assessments have shown that while scores in language arts, science and social studies are consistently high, there are areas that need addressing, such as math (particularly math computation) and language arts application (writing mechanics).

To address math, Immaculata instituted new math programs through Houghton Mifflin and Prentice Hall that emphasize problem solving and math application. The math assessment scores from the previous two years indicate a great improvement in those areas. Additionally, to help improve math computation scores, various math computer programs and *Mad Minutes* are showing success. Another form of assessment used in second through sixth grades is pre-testing of new units in math, allowing teachers to assess students' understanding of the material and to differentiate instruction according to need. This information also helps the resource teachers to meet the needs of students with accommodations better.

At the end of sixth grade, students are placed into either Math 7 or pre-algebra. Four criteria determine this placement: a math stanine of seven, eight, or nine on the ITBS; a math placement test emphasizing computation; a Math 6 average of ninety or higher; and work ethic. Students must meet three of these four criteria in order to be placed into pre-algebra in the seventh grade. A letter explaining the process goes home with sixth graders at the end of the second quarter.

To improve writing mechanics in language arts, each student annually produces, publishes, and celebrates a "signature" writing piece. From pre-kindergarten (a picture telling a story) to eighth grade (a research project to support a position), each student follows grade-level expectations for format, legibility, and mechanics; uses computer technology in the writing process; and embraces writing as a form of expression. The writing pieces are in portfolios that follow students from grade to grade. For writing that undergoes multiple drafts and checking by peer editors, the expectation is that all spelling and writing mechanics are correct. Each grade level has particular mechanics to master. Students follow school-wide writing process steps, which include checking for mechanics.

When assessments indicate that a student needs help with academic achievement or additional challenge, we have a number of options. Two resource teachers assist students with skills, academic remediation, and academic challenge. Additionally, the Learning Center provides a place for student assistance and after-school tutoring or homework help. Through a tutoring program with Duke University, Immaculata students can receive one-on-one academic assistance during the school day.

Communication about all student assessments occurs in several ways. Once the school receives and analyzes the ITBS/CogAT results, parents receive the score reports. For parents who wish to discuss the results, the classroom teachers and the counselor or principal meet with them. The school newsletter, website, and teacher websites all publish general information regarding assessments. Additionally, classroom teachers send home letters that discuss assessments in students' folders. We send progress reports mid-quarter and report cards at the end of each quarter. Moreover, a couple of weeks prior to progress reports and report cards, we notify parents of performances that are 84% or below in all core content areas. We hold parent-teacher conferences in the fall, with additional conference times available as warranted.

3. Sharing Lessons Learned:

Our faculty carries out the school's mission to serve our learning community by sharing acquired knowledge with colleagues at school, throughout the state, and nationally.

In science, the middle school science teacher presented "The Role of a Hands-on Science and Research Curriculum in the Formation of Science Opinions in Middle Schoolers" at a joint diocesan conference and at the National Science Teachers Association Conference. She published an article on "Helping the Environment Helps the Human Race – Differentiated Instruction Across the Curriculum" in the *Science Scope* magazine, as well as a curriculum on bioethics through the Foundation for Biomedical Research.

For a North Carolina Catholic Schools Conference, a middle school language arts teacher presented "Writing Across the Curriculum," describing the school's efforts to incorporate writing at all levels and subjects. At another diocesan conference, she presented "Revel in the Reading Zone," the research-based reading approach used in the middle school to increase students' independent reading, comprehension, and analytical skills.

Our former technology coordinator presented information on "Emerging Social Networks and How to Develop a School Policy about Online Behavior" at a diocesan conference.

Immaculata's Spanish teachers share information with other Spanish teachers in the state's Catholic schools by using a group email list. Ideas that have been shared include the use of student-created

bilingual books for students in lower grades; the creation of computer-generated brochures about Hispanic countries; and our annual week-long Hispanic Heritage Celebration, which includes school-wide bilingual activities such as a fiesta and guest speakers.

Immaculata hosted the 2011 Diocese of Raleigh Special Education/Resource Teacher Conference. Our academic program for students with learning differences is successful because the growth of the whole child is fundamental to our administrative philosophy. We provide resources and academic assistance for both review and enrichment to ensure that our students succeed spiritually, academically, and socio-emotionally.

4. Engaging Families and Communities:

Parents play an active role in enabling the school to provide a quality academic program, extracurricular opportunities, resources, and services. Parents support the school in every aspect, from helping in the offices, classrooms, and the lunchroom to serving as coaches, mentors, tutors, and liaisons to other organizations.

School Advisory Committee

Parents and parishioners serve on the Immaculata Catholic School Advisory Committee (ICSAC). Meeting monthly, the ICSAC advises the pastor and the principal on school matters, gives financial advice, approves fundraising, and lends expertise to the school's administration.

Donuts with Dana

Immaculata's principal invites parents to have "Donuts with Dana" each quarter. Parents talk informally with the principal about student learning, daily operations, extracurricular activities, and any concerns or suggestions they may have.

Home and School Association

The Home and School Association (H&SA) is the parent organization for Catholic schools. The H&SA orchestrates such events as a back-to-school barbecue, Halloween Carnival, Fall and Spring Fundraisers, a bingo night, the Father-Daughter Dance, Field Day, and an End-of-the-Year Street Dance. These H&SA activities bring the community together for a year of building friendships and making lifelong memories.

Committee for Exceptional Children and Integrative Learning

Immaculata responds to exceptional children's needs with the Committee for Exceptional Children and Integrative Learning (C.E.C.I.L.). C.E.C.I.L. is a committee devoted to the celebration of children's strengths through advocacy, teamwork, action, education, mutual support, and ongoing dialogue.

Learning Enrichment for Advanced Programming Services

Learning Enrichment for Advanced Programming Services is a committee serving gifted and/or talented students. The committee reviews policies affecting these students, makes recommendations for changes, and provides a monthly article regarding gifted education in the school newsletter.

Enrichment and Special Programs

In addition to numerous clubs and electives, we offer sports, special celebrations, and cultural events.

For athletics, we have boys' and girls' soccer, girls' volleyball (junior varsity and varsity), boys' and girls' basketball (junior varsity and varsity), and boys' baseball.

Two major festivals celebrate our diversity. Annually in February, we celebrate African American Heritage Day. We hold a prayer service with Gospel music, praise dancing, and a notable guest speaker. At interactive stations, students can make jewelry, play steel drums, explore artifacts, and eat native foods. Annually in October, we observe Hispanic Heritage Week, showcasing the culture, food, artifacts, native dress, crafts, music, and accomplishments of Hispanic Americans.

Each month, we have cultural arts assemblies, bringing in musicians, artists, and performers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum meets the standards set forth by the North Carolina Department of Public Instruction and by the Diocese of Raleigh.

Reading/Language Arts: Beginning with early literacy skills, learning to listen, speak, read, and write effectively is a lifelong endeavor. Students in kindergarten through eighth grades read nightly for age-appropriate times. Authentic reading and writing experiences form the basis of instruction along with vocabulary, grammar, spelling, and mechanics.

Mathematics: We focus on mathematical reasoning and problem solving with an emphasis on computation. The staff provides remedial and enrichment activities as well as acceleration for students needing more challenge. In the middle school, Immaculata has offered algebra for at least the last fifteen years. We offer geometry on an as-needed basis through online courses.

Science: We teach science through experiments, activities, and field trips. For example, first graders visit local farms, and seventh graders take a field trip to a research lab in Research Triangle Park. Middle school students individually design and implement science fair experiments. Each year we have several students who represent the school at the North Carolina Science and Engineering Fair.

Social Studies: The social studies curriculum looks at geography, history, culture, citizenship, and government. History comes alive through multisensory presentations, discussions, projects, and field trips. Sixth graders, for example, visit the North Carolina Renaissance Fair while the eighth graders take a walk through history in a tour of downtown Durham.

Visual and Performing Arts: All students attend both music and art classes weekly, and middle school students can take a drama, guitar, or band elective. During worship services, students perform songs with hand bells and participate in the Liturgical and Junior Choirs. Our band, consisting of students in fourth through eighth grades, performs for the school community. The art classes study techniques in the visual arts. Each year we hold an art show and send student pieces to compete in the State Fair. Our drama elective annually produces a full musical.

Physical Education: The physical education curriculum focuses on healthy living. Students learn the fundamentals of different sports as well as the importance of good sportsmanship.

Technology: The computer lab consists of twenty-five student stations and two mobile carts with a total of forty-one laptops. Students become proficient in keyboarding, presentation formats such as PowerPoint, and use of the Internet. With the recent addition of fifteen Promethean boards we are integrating technology across all disciplines.

Spanish: Immaculata is in compliance with the program's foreign language requirements, and 100% of students have Spanish instruction for at least thirty minutes per week. Prekindergarten students receive Spanish weekly for thirty minutes and kindergarten students for forty minutes. First through fifth graders receive Spanish twice weekly for forty-minute sessions. Middle school students have Spanish for forty-five minutes a session; sixth and seventh graders have Spanish twice a week, and eighth graders have Spanish three times a week. The curriculum emphasizes speaking the language and learning about Hispanic culture. Middle school students additionally focus on grammar, vocabulary, spelling, and oral communication.

Religion: The parish and school use the Catechesis of the Good Shepherd curriculum, a Montessori-style, scripture-based process for developing faith in children.

Media Center: The media center has a wide range of books and computers with Internet access. Students learn research and library skills as well as a love of books.

College and Career Readiness: All middle school students participate in Career Day, learning about several careers. In eighth grade students participate in high school preparation and explore careers. The counselor helps eighth graders choose high school classes that will prepare them to meet college requirements.

2. Reading/English:

2a. (Elementary Schools) Reading:

Foundational reading begins in preschool and kindergarten with the introduction of literature as well as a fundamental reading skills program that emphasizes a balanced approach to phonics, letter/word recognition, and comprehension. Teachers administer assessments at least quarterly to track students' progress.

The reading curriculum consists of four core objectives that reflect the importance of becoming lifelong readers. We incorporate the following on a school-wide level:

- Students read complete, authentic works for purposes of information, pleasure, and aesthetics. Classrooms and the media center have updated and varied texts available to students. Teachers instruct students on the characteristics of great literature, expressive reading skills, reading strategies for content areas, and how to choose books based on a student's individual reading level.
- Students in kindergarten through fifth grades read daily in language arts and have daily reading homework of student-selected texts. For this objective, teachers include age- and skill-appropriate silent reading time. They use read-aloud books to teach reading strategies for understanding different genres and to model expressive reading. The staff develops grade-level lists of resources for teachers and parents.
- Students in third through fifth grades record their reading throughout the year to track progress, and they are expected to meet specific, individual goals throughout the year. We use reading logs and running reading records to track progress, reading habits, and trends for goal-setting purposes.
- Students will understand and appreciate reading as an art to be enjoyed throughout their lives. For this goal, all teachers promote the joy of reading through programs and activities such as visiting authors, book buddies, book talks, storytellers, Readers' Theatre, and "Dress as Your Favorite Character" events.

For students performing below grade level, Immaculata provides differentiated, one-on-one or small-group work with tutors and resource teachers during school hours and in after-school programs. Students reading above grade level take advantage of "book clubs" to read and discuss books of interest with a resource teacher; for these advanced students, we also provide differentiated instruction and products to showcase their learning.

2b. (Secondary Schools) English:

Incorporating the school-wide objectives for reading and writing across the curriculum, we provide a research-based, language-rich environment for our middle school students in ninety-minute sessions

daily. Students read independently in class and for homework daily and document their progress in cumulative records. We teach techniques for content area comprehension as well as focus on literary genres and complete, authentic texts. Mindful of our mission, we highlight texts promoting diversity and justice. Reading is across the curriculum; for example, students participate in literature circles in science, and they read biographies of saints in religion. Students focus on vocabulary development through the Sadlier-Oxford *Vocabulary Workshop* series.

We expect our students to write in all classes, and this commitment includes grade-level goals, a universal writing process, and spelling words based on the most frequently used words in student writing. Our workshop approach to writing encourages real-world collaboration with peer revision. Grade-level "Signature Writing" pieces comprise an ongoing portfolio, allowing us to track progress. We stress opportunities for authentic writing, such as letters to members of the armed services and condolence notes to community members. Students submit work to the school's literary magazine and newspaper and participate in writing contests. They write original fairy tales and Readers' Theater pieces to present to younger students, and they recently wrote poems on the theme of bullying to display in the school. We assess writing through triennial writing pieces, and the seventh graders take the diocesan writing test. We use the results of these assessments to inform our instruction.

To develop their public speaking skills, students serve as readers at Mass and lead the weekly prayer services. Furthermore, we connect our school's mission to personal ethics by teaching our students to be accountable for what they write and speak– whether at school or on social networking sites.

To serve our diverse population, we differentiate the curriculum in terms of content, process, and products. To meet the needs of students who read below and above grade level, we provide reading materials uniquely selected to meet each student's independent level. Students have individual reading and writing goals for each quarter. Our resource teacher works with students on assignments, projects, and tests. In writing, students select their own topics and work on individual skills. For students for whom English is a second language, we consult with our foreign language and resource teachers and make adjustments in our curriculum as necessary.

3. Mathematics:

The primary goals of the mathematics curriculum are to develop an understanding of mathematical skills and reasoning, to demonstrate fluency in basic computational skills, to solve problems critically, and to connect these skills and concepts to all other disciplines. We base this curriculum on the Common Core Standards which have been adopted by North Carolina and forty-three other states and adapted by the Diocese of Raleigh. The specific values and attitudes unique to our diocese enhance this curriculum.

We design our instructional methods to reach all students who come to us from diverse backgrounds. Our interactive whiteboards help both visual and kinesthetic learners through presentations and activities in which students can participate. Additionally, models, graphs, and maps help these learners to succeed. Teachers' explanations and math videos enrich the experience of auditory learners.

In the primary and intermediate levels, we achieve differentiation through programs such as "Education City" and other online resources, challenge opportunities, math centers, enrichment homework, and field trips such as the second grade trip to a workshop on money. At some primary and intermediate levels, we pre-test students; those who score 95% to 100% work on enrichment materials during instructional time. In the middle school, we differentiate math instruction by unit of study in the sixth grade and by course in the seventh and eighth grades.

For students who perform above or below expectations, various strategies address their needs. Adult tutors – both volunteer and from Duke University – work with students one-on-one or in small groups. These tutors work with students during the school day and after school. Additional help sessions are

available from teachers before and after school. The Learning Center provides a supervised study hall for students in fifth through eighth grades after school, which allows students an opportunity to complete assignments with help from teachers. Serving younger students, Homework Help provides assistance on homework and school lessons after school. Finally, our two resource teachers provide both supervision of advanced students and tutoring for students with learning differences.

4. Additional Curriculum Area:

Science:

Our mission is to cultivate students to be citizens who understand their responsibilities in the world and recognize the consequences of their actions. Therefore, we must equip students with the knowledge and skills to become moral, ethical people who feel comfortable asking questions about their world and have the ability to find answers and make sound decisions.

At the primary level, students engage in hands-on science activities as they learn to develop the process skills for science inquiry. At the intermediate level, they apply the process skills of science, distinguish between natural and man-made objects, investigate and understand technology, and learn about personal health.

One aim of science in the middle school is to develop students' scientific thinking and problem solving skills. Through an integrated curriculum of several topics, students learn to use different kinds of scientific equipment, measure accurately, think critically about the societal impact of science, and design and conduct their own scientific investigations.

Immaculata's science committee is responsible for communication among the divisions. The committee increases teachers' access to materials, resources, and new research, and it also helps coordinate school-wide events such as the St. Francis Week Celebration. The stories of St. Francis teach that all of creation is special, and each class explores that concept at a developmentally appropriate level. The middle school, for example, not only examines the importance of biodiversity and conservation, but also debates the necessity of balancing these with the advancement of human society in developing nations. They evaluate the consequences of the introduction of non-native species both in North Carolina and around the world.

We are proud of our students' endeavors into real-world applications of science. Our seventh graders debate the pros and cons of genetic engineering and visit a biomedical research lab specializing in cancer treatments. This relationship resulted in a nationally published curriculum on bioethics. All middle school students participate in the science fair, and for the last seven years we have qualified from the regional to state level six times. Our eighth graders explore the theory of evolution with our Franciscan friars. They ask questions about Catholic teachings and address how they may feel about, use, and discuss those teachings outside of Immaculata's walls. We strive to give our students the tools they need to be successful, responsible citizens of the world.

5. Instructional Methods:

We make a commitment to provide students with the knowledge and skills needed to be twenty-first century learners. Teachers research best practices and implement them in carefully planned curriculum-based lessons. We meet to explore new strategies for differentiating instruction and assessments. We strengthen our knowledge through conferences, guest speakers, articles, and focused discussion. To support at-risk and gifted students, we modify instruction and assessments.

In the primary grades, teaching assistants render one-on-one or small-group instruction. Teachers incorporate skills-based literacy groups and centers into their instruction. Two resource specialists

provide teachers with strategies for students at all levels of learning. These specialists work with students in one-on-one or small-group settings both inside and outside the classroom. Support for these students is available after regular school hours. Moreover, these specialists often team teach a lesson with the classroom teacher and serve as mediators for the students, parents, and teachers to provide ideas and clarify accommodations.

In the middle school, teachers differentiate assignments and projects in a myriad of ways. Students choose topics and presentation formats based on their learning styles for science. Students have choices for writing assignments, and the evaluations are specific to individual levels. Allowing students the opportunity to select books based on their own interests and ability levels is another differentiation strategy. Guided reading books and English as a Second Language workbooks are available for students who need extra help. Teachers construct exams that are written at several levels to address individual needs.

Immaculata and Duke University work together to provide instructional support for classroom teachers. College students from Duke offer support for those who are either at risk or gifted. Additionally, the Emily Krzyzewski Center is available for those students who seek additional tutoring.

The interactive Promethean boards assist teachers in varying the levels of instruction. Many of the applications found in the boards' programs or on websites offer students the opportunity to learn through technology. We use videos and the Internet to supplement the study of different issues. The computer lab and mobile laptops enhance students' keyboarding and word processing skills, as well as give them opportunities to practice sophisticated technology applications such as spreadsheets, PowerPoint, and graphing.

6. Professional Development:

Immaculata's professional development program provides staff members with individual and group opportunities on many topics. We allocate funds each year for professional development programs outside of our school and diocese that teachers find useful. Additionally, we require all staff members to attend diocesan in-services and workshops as well as school-based programs. Staff members meet with administrators at the end of each year to discuss what types of in-service workshops they would like to have the following year. Using the teachers' feedback, we set a focus for our faculty's professional growth and discuss it during monthly faculty meetings.

Immaculata has a growing population of students with unique learning needs, such as attention deficit hyperactivity disorders, autism, and sensory disorders. As a result, the faculty focused on differentiated learning in the classroom last year. The faculty attended a workshop at the Hill Center, a specialized private school for children with learning differences. Moreover, outside presenters spoke to the faculty at our monthly meetings regarding the best teaching strategies to reach students who process information uniquely, how to differentiate learning for the advanced learner, and how to nurture parent/teacher relationships.

Test scores from the ITBS have improved in math and reading as a result of the way Immaculata has differentiated learning. We have received positive feedback from parents regarding the teaching techniques we employ to meet the needs of their children. For instance, some students receive fill-in-the-blank outlines so they do not fall behind during instructional time, we modify homework assignments, and we incorporate more hands-on activities.

This year the faculty is focusing on two initiatives. First, the school has adopted a school-wide discipline program which promotes positive parent, teacher, and student relationships. Teachers attend monthly training on the *Love and Logic* discipline philosophy created by Jim Fay and Foster W. Cline, M.D. The staff also is committed to the integration of technology. In 2011, we added more Promethean boards to

our classrooms and two class sets of laptops in order to incorporate multimedia technology for our teachers' and students' projects and presentations. Our technology coordinator provides staff in-services to expand teachers' technology skills and to introduce ways to incorporate technology into daily lessons.

7. School Leadership:

As a part of Immaculate Conception Church, the pastor leads the school with the principal, who is directly responsible to the pastor. The Pastoral Council, the Parish Finance Council, and the School Advisory Committee guide the pastor and the principal in decision making, and the Leadership Team assists the principal in implementing the School Improvement Plan. The primary, intermediate, and middle school coordinators work with the administrators to ensure that the teachers are informed and that their needs are met. The Home and School Association coordinates volunteer efforts and fundraising.

The principal's duties include providing instructional leadership, handling the school's daily functioning, and implementing policies. By supervising the school's development and tracking students' progress, the principal can refine existing programs and design new ones to address students' needs. Budgetary issues, student recruitment, parental advisement, and community involvement are part of the principal's daily concerns.

Moreover, Immaculata's principal ensures that the environment is positive, inviting, and productive. The principal regularly visits classrooms, researches new instructional techniques, conferences with the staff, and reviews class materials and lesson plans. To maintain funding and accreditation, the principal makes sure the school meets local, state, and national standards. Our leadership ensures that policies, programs, relationships, and resources focus on our students' achievements through monthly grade-level and faculty meetings and ongoing professional development.

We base our leadership philosophy on discipleship and community. The word *disciple* means "learner" and involves living a life guided by the teachings of Jesus. Relationships, respect, forgiveness, and humility all characterize discipleship. In discipleship, people share responsibility, consider others' perspectives, and contribute willingly. We believe that character development, faith formation, and academic excellence are inseparable; therefore, every moment presents teaching and learning opportunities. We feel compelled to understand, encourage, correct, and counsel our children. In doing so, we act on the words of priest and educator John Bosco: "It is not enough to love the children; they must know that they are loved."

Children learn best when they are valued community members, and they thrive in an environment that challenges them and nurtures their whole development. Students require knowledge and skills to become moral, ethical people who embrace diversity and who understand their responsibilities as world citizens. They recognize their actions' consequences and their power to make Gospel values a reality. Finally, our parents, teachers, and children share responsibility for living by Catholic, Christian values, thus contributing more fully to the world.

PART VI - PRIVATE SCHOOL ADDENDUM

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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.)

$6154	$6154	$6154	$6154	$6154	$6154
K	1st	2nd	3rd	4th	5th
$6154	$6154	$6154	$	$	$
6th	7th	8th	9th	10th	11th
$	$				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) $6287

5. What is the average financial aid per student? $1500

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: Fall 2005 Publisher: Riverside 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	86	80	78	75	90
Number of students tested	31	45	35	38	37
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: Our most recent scores are from 2011-2012 for year 1.					

12PV213

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	90	84	83	84	84
Number of students tested	31	45	35	38	37
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: Our most recent scores are from 2011 - 2012 for year 1.					

12PV213

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	80	78	86	77
Number of students tested	42	34	37	37	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
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: Our most recent scores are for 2011-2012 in Year 1.					

12PV213

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	89	85	84	84	79
Number of students tested	42	35	37	37	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	81	84	86	74	70
Number of students tested	32	34	35	40	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
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: Our most recent scores are from 2011-2012 in Year 1.					

12PV213

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	89	90	84	82	87
Number of students tested	32	34	35	40	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	75	78	78	59	67
Number of students tested	35	34	36	43	33
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	79	83	82	79
Number of students tested	35	34	36	43	33
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	80	69	75	82
Number of students tested	32	41	29	34	33
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: Our most recent scores are from 2011-2012 in Year 1.					

12PV213

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Iowas Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	86	86	84	82	83
Number of students tested	32	41	29	34	33
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	67	75	83	83
Number of students tested	36	36	28	27	46
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: Our most recent scores are from 2011-2012 in Year 1.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Iowa Test of Basic Skills Form C

Edition/Publication Year: 2005 Publisher: Riverside 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	83	81	81	86	84
Number of students tested	36	36	28	27	46
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: Our most recent test scores are from 2011-2012 in Year 1.					

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