

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High

Name of Principal Mrs. Audra Meyer

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

Official School Name Holy Trinity Catholic School

(As it should appear in the official records)

School Mailing Address

2922 Beaver Avenue

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

Des Moines,

IA

50310-4095

City

State

Zip Code+4 (9 digits total)

County Polk

State School Number\* 17378119

Telephone ( 515 ) 255-3162

Fax ( 515 ) 255-1381

Web site/URL http://www.htschool.org

E-mail holytrinity@htschool.org

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

Principal's Signature)

Name of Superintendent\* N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A

Tel. ( )

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

Date \_\_\_\_\_ (Superintendent's Signature)

Name of School Board Mr. Greg Lage

President/Chairperson \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **PART I - ELIGIBILITY CERTIFICATION**

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**Include this page in the school's application as page 2.**

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

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**All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
  - \_\_\_\_\_ Elementary schools
  - \_\_\_\_\_ Middle schools
  - \_\_\_\_\_ Junior high schools
  - \_\_\_\_\_ High schools
  - \_\_\_\_\_ Other
  - \_\_\_\_\_ TOTAL
  
2. District Per Pupil Expenditure: \_\_\_\_\_
- Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - Urban or large central city
  - Suburban school with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
  
4. **2 yrs.**\_\_ Number of years the principal has been in her/his position at this school.  
**2 yrs.**\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	9	2	<b>11</b>		<b>7</b>	20	20	<b>40</b>
<b>K</b>	21	30	<b>51</b>		<b>8</b>	22	18	<b>40</b>
<b>1</b>	24	23	<b>47</b>		<b>9</b>			
<b>2</b>	22	22	<b>44</b>		<b>10</b>			
<b>3</b>	22	34	<b>56</b>		<b>11</b>			
<b>4</b>	20	25	<b>45</b>		<b>12</b>			
<b>5</b>	27	19	<b>46</b>		<b>Other</b>			
<b>6</b>	31	26	<b>57</b>					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>437</b>



10. Students receiving special education services:  $\frac{2}{9}$  %  
9 Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  2  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  6  </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>  1  </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>    </u>
Classroom teachers	<u> 19  </u>	<u>    </u>
Special resource teachers/specialists	<u>  2  </u>	<u>  5  </u>
Paraprofessionals	<u>    </u>	<u>  5  </u>
Support staff	<u>  3  </u>	<u>    </u>
Total number	<u> 26  </u>	<u> 10  </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  
23:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	96%	96%	97%	97%
Daily teacher attendance	97.5%	98%	98%	98%	97%
Teacher turnover rate	8%	8%	0%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

## **PART III - SUMMARY**

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Holy Trinity Catholic School, located in Des Moines, Iowa, is one of seventeen Catholic schools in the Diocese of Des Moines. Holy Trinity was founded in 1922 and currently educates 437 students (Pre-K-8th grade). Additionally, the campus includes a separate preschool facility with an enrollment of 54 students. Each grade has two sections, allowing average classroom size to remain small at 23. The dedicated and experienced faculty and staff at Holy Trinity encourage each child to develop his or her individual gifts and talents. Paraprofessionals join the Preschool, Developmental Kindergarten, Kindergarten, First and Second grade classes.

Holy Trinity emphasizes the total student: academically, artistically, physically, spiritually and emotionally. Holy Trinity Catholic is a standards-driven school and has a reputation of academic excellence. High test scores reflect the quality of education offered at Holy Trinity. Graduates go on to do well in high school, college and beyond. All members of the school community are challenged to become lifelong learners. This environment promotes self-worth and willingness to love and care for others in the true spirit of Christian community.

Holy Trinity offers a preschool that prepares young children for the classroom. The preschool curriculum is well-rounded and focused on the child. It has a strong foundation in language skills, giving children the stepping stones they need to begin reading. A Developmental Kindergarten program is also offered to reinforce the social skills and pre-reading skills that young children need to succeed with confidence in Kindergarten. Holy Trinity has a Reading Recovery program that is available to give students extra assistance if they struggle in reading. The Reading Recovery teacher also acts as a consultant in the building and shares resources with classroom teachers to help meet student needs.

Holy Trinity students are offered an enhanced curriculum including: Six Traits of Writing, Drop Everything and Read, Inquiry Based Science, Accelerated Reader, Daily Oral Language, Band and Choir, Mock Trial, Boy Scouts and Girls Scouts, Athletic Programs (basketball, volleyball, football, softball, track, cross country), Service Projects and Mission Awareness Days, and the Character Counts program. In addition, Algebra and Spanish classes are offered on a daily basis to middle school students. These students have the opportunity to test out of these subjects when they enter high school. Research shows that students who achieve at higher levels of math and foreign language are more likely to attend and graduate from college.

The mission of Holy Trinity Catholic School is to provide meaningful educational experiences for children/adolescents in an environment integrated by Gospel values which nurtures faith, community, prayer and service.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

Holy Trinity Catholic School administers the Iowa Tests of Basic Skills (ITBS) each year to students in grades 3 – 8. The Iowa Tests of Basic Skills is a standardized test. All scores can be compared from one grade to the next to measure growth. Scores of individual students can be combined meaningfully to describe group performance thus enabling comparisons to be made among students and groups. Group scores and individual scores are shared among the faculty to determine areas of strength as well as areas for growth. The Iowa Tests of Basic Skills provide one measure used to guide direct instruction in the classroom.

Each year, Holy Trinity Catholic School sets school goals based on assessment data (including ITBS data) from the previous year. Professional development plans are designed to support the school goals. Reading and mathematics are core areas consistently addressed in terms of continual improvement. The following information shows the 2006-2007 school goals for reading and math. Goals in both areas were met.

The annual improvement goal in reading for 2006-2007 was that 90.4% of students in Grade 8 at Holy Trinity Catholic School would score at the proficient level or above on the reading comprehension subtest of the Iowa Test of Basic Skills. The goal predicted an improvement of .1 percentage point, from 90.3% to 90.4%. This year the students scored 93.9% proficient or above. This was an increase of 3.5%, which exceeded expectations.

The annual improvement goal in math for 2006-2007 was that 95.9% of students in Grade 8 at Holy Trinity Catholic School would score at the proficient level or above on the math subtest of the Iowa Test of Basic Skills. The goal predicted an improvement of .1 percentage point, from 95.8% to 95.9%. This year students scored at 96.9% proficient or above. This was an increase of 1%, which exceeded expectations.

Holy Trinity had fewer than 10 students per grade in the subgroups of Free and Reduced Lunch and Migrant-ELL, therefore, those scores were not reported. Holy Trinity Catholic School does not have a special education program on-site. However, students with special education needs are served through our local public school district.

### **2. Using Assessment Results**

Holy Trinity interpreted results of the Iowa Tests of Basic Skills and made curriculum decisions that focused on improvements in the area of reading. Discussions centered on using the data to identify areas of strength and areas in need of improvement, as well as instructional interventions to improve student performance in reading comprehension.

Introducing a new reading series that promotes balanced literacy was a direct result of using the assessment data. The Reading Leadership Team at Holy Trinity studied the results of the ITBS including the item analysis and determined that there was a need to address reading comprehension. Reading comprehension, direct instruction of vocabulary, fluency, phonics and phonemic awareness, and writing instruction have become the focus of the literacy blocks in each classroom. Using *Literacy by Design*, teachers have been able to pinpoint student achievement and place students accordingly with text that best suits their needs. Teachers and administration sought a reading program that had been proven effective at strong reading gains for students. Additionally, there was a need to provide consistent delivery of instruction in the area of reading, DK-8.

In eighth grade, the annual improvement goal in reading for 2006-2007 was that 90.4% of students in Grade 8 at Holy Trinity School would score at the proficient level or above on the reading comprehension subtest of the ITBS. That goal was met. The goal predicted an improvement of .1 percentage point, from 90.3% to 90.4%. The students scored 93.9% proficient or above. This was an increase of 3.5%, which was more than what was expected. While this is a marked improvement, Holy Trinity will continue to strive for consistent growth at all grade levels.

On-going professional development will be provided to teachers in the area of “balanced literacy.” Additionally, reading comprehension will be emphasized in all areas.

### **3. Communicating Assessment Results**

Student performance is communicated to parents, students, and the community in a variety of ways at Holy Trinity Catholic School. The school web-site hosts volumes of information including general school information, weekly news and announcements, as well as data reporting school progress. In addition, teachers send electronic classroom newsletters to parents regarding instruction and student progress each week. Many teachers also have a classroom web-site where homework, upcoming quizzes and tests, and progress in all curricular areas are reported.

Standards-driven report cards are used to show student progress at the end of each quarter. The report card summarizes essential components that contribute to the student’s educational success: the standards and benchmarks, grade level expectations, work habits, and study skills. Student-led conferences are held twice a year. Assessment data, including the Iowa Tests of Basic Skills is reported during conferences. Parents also receive an individual letter from the Iowa Testing Program explaining the test results of their child.

The school’s Annual Progress Report outlines assessment data, school goals and the professional development plan. This report is distributed to the Iowa Department of Education, the local Board of Education, the local School Improvement Advisory Committee, the school faculty, and the larger school community.

#### **4. Sharing Success**

Holy Trinity works in collaboration with seventeen Catholic schools in the Des Moines Diocese. Collaboration allows continued success in academic endeavors. Professional development for teachers, particularly this past year, in the area of establishing grade level expectations, has been one way to share success as well as learn from the success of others. A new reporting system based on grade level expectations also instituted this school year, has proven to be a challenge, but the dedication of Holy Trinity teachers ensured for a smooth transition. This was shared with other diocesan schools. The administration at Holy Trinity communicated a great deal to school families about the reporting system and shared this smooth changeover with the immediate cohort of diocesan schools.

Monthly meetings of diocesan administrators offer opportunities to share successes as well. These occasions offer round table discussions of peers and give Holy Trinity a venue to tell of achievements big and small.

Holy Trinity's "balanced literacy" approach and the implementation of the new reading series, *Literacy by Design*, are techniques shared with Sacred Heart School in West Des Moines, Iowa. Professional development with teachers at both schools is collaborative and ongoing. The expertise of two committed groups of teachers devoted to the same goal promotes the success of all.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. Curriculum**

Holy Trinity Catholic School utilizes an educational curriculum approved by the Catholic Diocese of Des Moines. Standards, benchmarks, and grade-level expectations are the core components of this curriculum. Grade-level expectations precisely define and differentiate the work expected from students at different grade levels, since students continually grow in their development, skills, and intelligence. This curriculum was formulated by educational professionals in the diocese and is based on best practice. Additionally, this curriculum is what the educators of the diocesan schools have determined that students should know and be able to do by the time they graduate high school.

A broad quality curriculum, aligned with the diocesan standards, benchmarks, and grade level expectations, is offered to Holy Trinity students. Significant effort is directed toward reading and writing competency, math proficiency, and other areas of scholastic achievement. Standards, benchmarks, and grade-level expectations drive instruction in the following areas: reading/language arts, mathematics, social studies, science, media, guidance, Spanish, music, physical education, technology, visual arts, and religion. A variety of extracurricular activities and athletics are also offered.

Teachers at Holy Trinity write annual goals, directly related to the curriculum. Daily lesson plans document and reflect the grade level expectations that are being met. The diocesan report card is directly aligned with the standards, benchmarks, and grade level expectations and summarizes what each student knows and understands at the end of each quarter.

Holy Trinity offers a Reading Recovery program for students that need extra assistance with reading. Parent volunteers also assist classroom teachers during literacy blocks, centers time, and other curricular areas. Students are also given the opportunity to excel in the following extra-curricular areas: Six Traits of Writing, Drop Everything and Read, Inquiry Based Science, Accelerated Reader, Daily Oral Language, Spell-A-Thon, Band and Choir, Mock Trial, Student Council, Boy Scouts and Girls Scouts, Athletic Programs, Service Projects, Mission Awareness Days, and the Character Counts program.

Spanish classes are required as a part of the middle school curriculum for all sixth, seventh, and eighth grade students. This class meets daily for forty minutes, a regular class period. Holy Trinity employs a full time certified Spanish teacher. This foreign language curriculum meets the requirements of the NCLB-BRS program. Algebra is also offered on a daily basis to eighth grade students that qualify. Students in Spanish and algebra have the opportunity to test out of these subjects when they enter high school. Research shows that students who achieve at higher levels of math and foreign language are more likely to attend and graduate from college.

It is Holy Trinity School's intent that the standards, benchmarks, and grade-level

expectations drive the education offered at Holy Trinity. Student data is used to define areas for growth and comprehensive school improvement planning. Holy Trinity will continue to strive for excellence holding fast to a high level of expectations and commitment to student growth.

## **2. Reading Curriculum**

In making a decision regarding the reading curriculum at Holy Trinity, the Reading Leadership Team was convinced that a reading program must be firmly grounded in a research-based and scientific approach to how students learn. Anecdotal advice and opinions was not enough. *Literacy by Design* is a comprehensive reading and writing program for Grades K-5. It links a single comprehension focus across the instructional day from whole class teaching to small group differentiated instruction to independent practice. Another appealing approach this reading series offered was that standards-based science and social studies topics could be introduced while teaching literacy as well. Developmental instruction that matches students' instructional reading levels is provided through leveled text. This allows teachers to assign an appropriate text level to meet each individual student's needs.

Summative and formative assessments in *Literacy by Design* ensure that what is taught is indeed tested. Daily lesson check points and benchmark assessments monitor whole and small group learning.

Unparalleled sustainable professional development supports the program with on-line resources and on-site sessions customized to the needs of the Holy Trinity teachers. The technology pieces that support the program, including CD-ROMs for phonemic awareness and phonics, and Online Lesson Planner add to the depth and breadth of the program.

Teachers are implementing strategies that connect reading comprehension to writing to vocabulary to phonemic awareness. The face of whole-class and small-group instruction is becoming highly interactive in the classrooms at Holy Trinity during this literacy block.

## **3. Additional Curriculum Area: Guidance**

The mission of Holy Trinity Catholic School is to provide meaningful educational experiences for children/adolescents in an environment integrated by Gospel values which nurture faith, community, prayer and service. The guidance program encompasses this mission through a variety of instructional themes. The emphasis this school year is building a caring community through the Bully-Proofing Program at Holy Trinity.

The goal of the Holy Trinity Bully-Proofing Program is to serve as an early preventative measure against bullying behaviors. It is designed to ensure a safer school environment-one that does not tolerate acts of physical or emotional aggression. The program has four

components: staff training, classroom instruction, school-wide policies and parent communication/education.

Staff members have engaged in two professional development opportunities this year in an effort to facilitate a safer environment at Holy Trinity. These experiences and added expertise dovetail the materials used in the classrooms.

The classroom curriculum is designed to teach children to recognize bullying behaviors. Students also learn why children bully each other and the emotional consequences for victims of bullying. Students learn various strategies to help themselves and others. They learn to use the influence of a “Caring Community” to diffuse the power of students who are choosing bullying behaviors.

The Bully-Proofing program at Holy Trinity Catholic School is supported by a developmentally appropriate, consistent discipline policy and a faith based character education program, which are also aligned with our mission. It is not designed to be a punitive program. However, the faculty believes in giving consistent consequences for bullying behaviors. The focus is not on punishment, but on a consequence that is appropriate.

#### **4. Instructional Methods**

As a part of the school’s Comprehensive School Improvement Plan, teachers at Holy Trinity are participating in ongoing professional development in the area of differentiated instruction. In October, four teachers and one administrator attended the Iowa ASCD Fall Institute which focused on visual literacy and differentiated instruction. In January, six teachers will attend a similar day of training, featuring key-note speaker, Rick Wormeli.

Through continued efforts in this area, the goal is to move from strictly direct instruction to a repertoire of teaching strategies. Holy Trinity teachers understand the need for adding to classroom methodology to continually meet the needs of the diverse learners in the classroom. Moving every student forward by responding to individual learners’ needs will increase motivation, build self-esteem, support classroom management and ultimately boost student achievement. The “balanced literacy” approach being utilized in each classroom at Holy Trinity lends itself well to providing instruction at each learner’s level.

Students are meeting grade level expectations through a variety of assessments, as well as setting individual learning goals with teachers. Students are being pre-assessed in classrooms at the outset of the year and at the outset of each unit. Additionally, teachers are “front loading” curriculum particularly with vocabulary and other lesson content. Working towards differentiated classrooms, teachers are also using rubrics, student portfolios and performance based assessments.

Student centered instruction that is engaging and challenging will continue to be a

priority at Holy Trinity. Developing curriculum and defining content to be differentiated will be an ongoing process.

## **5. Professional Development**

Holy Trinity School is required by the Iowa Department of Education to develop and implement an ongoing professional development plan. The school goals and the Iowa Professional Development Model (also called District Career Development Plan) were determined by data and encompass many areas for professional improvement and growth.

The Iowa Department of Education requires that schools select reading, math, or science as one focal point of their Iowa Professional Development Plan. Holy Trinity's current focus is reading. Our long range Comprehensive School Improvement goal is directly related to our Iowa Professional Development Plan: By the end of 2008-2009 at Holy Trinity Catholic School, there will be an increase in student performance in the area of reading comprehension, as measured by the reading comprehension subtest of the Iowa Tests of Basic Skills. The increase will be measured in terms of number/percentage of students moving out of the less-than-proficient range into the proficient achievement level (intermediate plus advanced levels).

Holy Trinity has established two leadership groups to assist in analyzing data and providing a course for professional development. Recent implementation of a new reading program, *Literacy by Design*, was directed by the Reading Leadership Team. This team assisted with professional development on balanced literacy, including guided reading instruction for all grades. The Reading Leadership Team assesses reading strengths and areas for growth and guides instruction by providing assistance to teachers. The Building Leadership Team provides direction for other areas of professional development. Most recently, the Building Leadership Team analyzed data from a survey given to students regarding bullying behavior. Upon reviewing the data, the team determined next steps for professional development regarding prevention strategies to reduce bullying incidents. Plans for positive behavior support for students will be implemented.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.*

1. Private school association(s): National Catholic Education Association  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes   X   No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2325</u> K	<u>\$2325</u> 1 <sup>st</sup>	<u>\$2325</u> 2 <sup>nd</sup>	<u>\$2325</u> 3 <sup>rd</sup>	<u>\$2325</u> 4 <sup>th</sup>	<u>\$2325</u> 5 <sup>th</sup>
<u>\$2325</u> 6 <sup>th</sup>	<u>\$2325</u> 7 <sup>th</sup>	<u>\$2325</u> 8 <sup>th</sup>			

- |  |                |
|--|----------------|
| 4. What is the educational cost per student?<br>(School budget divided by enrollment)                  | <u>\$ 4161</u> |
| 5. What is the average financial aid per student?  | <u>\$ 1836</u> |
| 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>35 %</u>    |
| 7. What percentage of the student body receives scholarship assistance, including tuition reduction?   | <u>98 %</u>    |

# PART VII - ASSESSMENT RESULTS

## HOLY TRINITY CATHOLIC SCHOOL

Iowa Tests of Basic Skills  
Form B, October 2006  
Riverside Publishing

Scores are reported as percentiles.

	2006- 2007	2005- 2006	2004- 2005g	2003
Testing month	October	October	October	
<b>Grade 8</b>				
Reading	83	77	82	
Mathematics	89	82	81	
Number of students tested	32	48	44	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	0	0	0	
Percent alternatively assessed	0%	0%	0%	
<b>Grade 7</b>				
Reading	80	87	84	
Mathematics	80	92	81	
Number of students tested	44	37	47	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	1	0	0	
Percent alternatively assessed	2%	0%	0%	
<b>Grade 6</b>				
Reading	80	78	85	
Mathematics	82	82	87	
Number of students tested	42	45	41	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	1	0	0	
Percent alternatively assessed	2%	0%	0%	
<b>Grade 5</b>				
Reading	80	89	82	
Mathematics	86	89	84	
Number of students tested	53	40	52	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	0	0	0	
Percent alternatively assessed	0%	0%	0%	

**ASSESSMENT RESULTS - CONTINUED  
HOLY TRINITY CATHOLIC SCHOOL**

Iowa Tests of Basic Skills  
Form B, October 2006  
Riverside Publishing

Scores are reported as percentiles.

	2006- 2007	2005- 2006	2004- 2005	2003
Testing month	October	October	October	
<b>Grade 4</b>				
Reading	80	79	90	
Mathematics	81	82	90	
Number of students tested	47	54	41	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	0	0	0	
Percent alternatively assessed	0%	0%	0%	
<b>Grade 3</b>				
Reading	83	79	77	
Mathematics	76	71	76	
Number of students tested	42	49	52	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	0	0	0	
Percent alternatively assessed	0%	0%	0%	