

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

[] Public [X] Private

Cover Sheet Type of School: (Check all that apply) [X] Elementary [X] Middle [] High [] K-12

[] Charter [] Title I [] Magnet [] Choice

Name of Principal Mr. Daniel McCabe

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

Official School Name St. Casimir School

(As it should appear in the official records)

School Mailing Address 4329 Cameron Avenue

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

Hammond Indiana 46327-1358
City State Zip Code+4 (9 digits total)

County Lake State School Code Number* B950

Telephone (219) 932-2686 Fax (219) 932-4458

Web site/URL saintcasimirschool.org E-mail rocky011954@yahoo.com

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.

_____ Date _____

(Principal's Signature)

Name of Superintendent* Barbara M. O'Block, ED.D

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

District Name Gary Diocese Tel. (219) 769-9292

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 President/Chairperson NA

(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.

NA Date _____

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

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

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 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

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:

 N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
 TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

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

 11 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	
PreK	17	16	33		7	8	10	18	
K	20	11	31		8	13	13	26	
1	16	10	26		9				
2	10	19	20		10				
3	4	9	13		11				
4	7	8	15		12				
5	11	11	22		Other				
6	12	20	32						
TOTAL STUDENTS IN THE APPLYING SCHOOL									235

6. Racial/ethnic composition of the school: $\frac{0}{0}$ % American Indian or Alaska Native
 $\frac{0}{0}$ % Asian or Pacific Islander
 $\frac{3}{3}$ % Black or African American
 $\frac{71}{71}$ % Hispanic or Latino
 $\frac{26}{26}$ % White

100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .21%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	235
(5)	Total transferred students in row (3) divided by total students in row (4)	.0021
(6)	Amount in row (5) multiplied by 100	.21

8. Limited English Proficient students in the school: 11%

26 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: English, Spanish

9. Students eligible for free/reduced-priced meals: 51%

Total number students who qualify: 123

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate

10. Students receiving special education services: 0%
0 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> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </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:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u>4</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> </u>	<u>7</u>
Total number	<u> </u>	<u> </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	95.6%	96%	96.1%	96.6%	97.1%
Daily teacher attendance	97.3%	98.0%	97.4%	98.1%	97.8%
Teacher turnover rate	10%	0%	0%	10%	%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

Part III – Summary

Summary Narrative St. Casimir School

St. Casimir School, founded in 1901 is located in Hammond, Indiana. It is a member of the Diocese of Gary and is under the direction of the local Ordinary, the Diocesan Superintendent of Schools, and the Pastor of St. Casimir. It is accredited by the state of Indiana and administered by the Principal. St. Casimir is a parochial school supported by tuition, parish subsidy, and fundraising by the Home and School Association. There are currently 235 students in grades Pre-K through grade eight.

The ethnic breakdown of the student body is 72% Hispanic, 21% Caucasian, and 7% African-American and other ethnic groups. Over 51% of the student body receives free and reduced lunch.

The classroom size is 23 students to one teacher. The Teacher's experience level ranges from one to thirty-two years. Three teachers have masters degrees in education. The principal has twenty-six years of experience as both teacher and principal.

The students' scores on the Indiana ISTEP+ average percent of all grades tested have increased from 64.4% in 2003 to 90.4% in 2007.

Title I services are provided through the public school systems of Hammond and East Chicago. Speech therapy and testing services are also provided. Tutoring is also available for those students who need extra help but do not qualify for Title I. We have before and after school care, as well as, a morning care program for three-year-old students of the afternoon preschool class. Free and reduced lunches are provided through the Archdiocese of Chicago.

A variety of learning experiences are used at St. Casimir School to enrich each child's education. Students attend Mass at least twice each week and are prepared for the sacraments' of Reconciliation, Holy Eucharist, and Confirmation. All students participate in special religious events such as Stations of the Cross and May Crowning. Our students and staff collect money and food for less fortunate at Thanksgiving and raise money to support missionaries in foreign countries each year during Lent. Students also participate in learning experiences such as: Drama, Spanish, Spelling Bee, Choral music programs at Christmas and in the Spring, Kindergarten/Eighth Grade Thanksgiving Dinner. Students are exposed to several other learning experiences such as Great (A program sponsored and administered by the Hammond Police department), field trips to museums, Challenger Learning Center, and the Hammond Environmental Learning Center.

St. Casimir Mission Statement

St. Casimir Catholic School, founded in 1901 serves children Pre-K through Grade 8. We are dedicated to provide a caring, safe, and warm environment with emphasis on Catholic faith and academic excellence. With the involvement of students, staff, family, parish and community, we will succeed in the development of a well-rounded individual.

Part IV-Indicators of Academic Success

Assessment Results

St. Casimir Catholic School participates in Indiana ISTEP+ testing program. Of the students in grades 3-8 take these tests in September. ISTEP+ measures skills in English/Language Arts, and Mathematics in grades 3,4,5,6,7, and 8th. 5th and 7th are also being tested Science.

Scores on these tests are based on Indiana's academic standards which the U.S. Department of Education has designated as "world class". Three levels of achievement are delineated; Pass+, Pass, and Did Not Pass. Pass+ is awarded to students who demonstrate exemplary performance, and Pass is awarded to students who demonstrate solid academic performance.

The results from the last five years reveal consistent improvement among St. Casimir students. In 2002-2003 school year only 69.4% of all students tested passed ISTEP+. In 2006-2007 school year 90.4% of all the students tested passed ISTEP+. In spite of the onset of many new students, most living in poverty and having the potential to detrimentally impact our scores, we make no excuses and embrace everyone as capable learners. Our increase in scores reflects this mindset. Our scores have earned St. Casimir School, a rating of "Exemplary", the highest attainable rating.

The assessment data is available through the Indiana Department of Education website (www.doe.state.in.us) and the Office of Catholic Education Gary Diocese.

Using Assessment Results

The faculty of St. Casimir carefully analyzes data provided by standardized testing, teacher-created assessments, and daily student work to facilitate curricular planning. Each teacher at the primary and intermediate levels meets at least weekly with the other teachers to evaluate student progress toward meeting state standards. Middle school teachers are able to meet more frequently during the week for common time for discussion of student concerns and cross-curricular planning.

In addition to the administration of ISTEP+ tests, St. Casimir School uses the Kindergarten Readiness test, Terra Nova Cat Achievement test, Ekwell Reading Inventory, Computer Curriculum Corporation Instructions System, and curriculum based assessments from various classroom textbook series.

Using data from ISTEP+ testing as well as local assessments, two goals were established for St. Casimir students. All students will improve writing skills across the curriculum and all students will improve in the application of math concepts. All Professional and curriculum development focuses on these goals. Further, teacher groups are in place to track progress by using both ISTEP+, locally developed assessments, rubrics, culminating activities that provide an authentic view of the other student's work, and pre- and post tests. Textbook selection committees consider only textbooks which meet Indiana's world-class academic standards for St. Casimir School. Also, teachers select supplementary teaching aids to further help the students obtain their goals.

Communicating Assessment Results

St. Casimir School works continuously to communicate student's achievements to parents, the parish community, and the regional community. The school stylizes Fast Direct, an online portal that provides information to the parents about their child's academic progress. In addition to computer communication and teacher productivity, notes go home weekly, a monthly newsletter is sent out, and the church bulletin is used, as well as, the local paper and cable T.V. station. Our newest communication device is *The Casimir Chronicle*, a 4 page newsletter that was worked on this year. It includes monthly features of successful alumni, new school personal, school happenings and events as well as our quarterly Shining Student. This along with color photos is sent to the parents, alumni, parishioners, and the local community.

Formal parent-teacher conferences are held at the end of the first quarter for students K-8. However, informal conferences are held anytime and can be requested by either the parent or the teacher.

ISTEP+ test scores and an explanation of these scores are distributed to parents during a PTA meeting. Receiving exemplary status by the Indiana State Department of Education, was something well published and shared with prospective families to emphasize the importance to them that St. Casimir places on the use of data for school improvement.

Any awards or recognitions by students or teachers are published in our church bulletin and monthly newsletter. These announcements keep the fire burning in all areas of St. Casimir School, as it highlights our achievements in both our school and parish community.

Sharing Success

Saint Casimir School prides itself on the success of its students and works to share these successes and participation with other schools and the entire community at large.

Saint Casimir has participated in the process of the Indiana State Board of Education accreditation. Throughout the process, the school had to evaluate itself carefully regarding what was good in the school and what needed to be improved. The faculty was able to meet bi-weekly to discuss what plan of action would be taken to improve these areas. After receiving Indiana State Board of Education accreditation and exemplary status, (the first school in Hammond to do so), the staff still discussed with other schools in the diocese of ways to improve the school. A road that is continual, if you will, always striving to be better.

Saint Casimir junior high teachers talked with the local high school teachers to see what the expectations were for incoming freshman. Students in the junior high are not only prepared academically, but also socially and personally. Many talks and discussions about what could be expected in high school and the rules and guidelines of different high schools and how to prepare for it are held. Teachers at all grade levels are in constant communication with upper grade teachers to see if the students are meeting their expectations and how to fix the situation if they are not. All elementary Catholic schools principals and our local high school principal, meet monthly with the superintendent or assistant to discuss instruction, leadership, technology and to be supportive of each other.

Part V-Curriculum and Instruction

CURRICULUM

Teaching Catholic faith values supports all of the other areas of the curriculum at St. Casimir School. All kindergarten through eighth grade students have daily classes in Religion. These classes help students understand the connections between their faith and their every day lives. St. Casimir community believes that curricular areas are better understood when they are connected to the students' religious beliefs. St. Casimir School is aligned with the Indiana Academic Standards and the Diocesan Instructional Calendar. It paces the standards and provides formative assessments in four week cycles. It gives out report cards quarterly. The teachers are very knowledgeable of the standards in all areas of the curriculum.

In language arts, the major goal at St. Casimir is improving the writing skills across the curriculum in all grade levels. By using the *Power Writing Program* school wide, it is the expectation that all students will make the connection that by having better writing skills it will ensure success in all other curricular areas. Our reading series includes phonics as a part of the curriculum and grammar skills are necessary for effective speaking, listening, and writing. Reading also focuses on comprehension, vocabulary and fluency.

Mathematics curriculum provides every student with an understanding of mathematical concepts. Students are taught in different ways, especially with the lower grades using hands-on materials and manipulatives to enhance their learning. Manipulatives help these students visualize the concepts that are being taught. Each of the math standards are addressed daily in each classroom. The faculty is dedicated to the use of differential instruction to reach students at their distinct ability levels. The fourth grade classroom has incorporated a mini-economy in their environment. Each student has a job and gets paid, using fake money, they have a bank and a store. This teaches them about using their mathematical skills in their every day lives.

Science, social studies and health are often integrated with language arts and mathematics to provide an integrated approach to learning. Students will learn and investigate about certain topics. For example, if students are learning and reading about Indiana history in social studies, they may participate in the lesson by planting corn and observing how a plant grows. In writing they may write about the Indiana historian that has changed Indiana and how it is today. This integrated approach helps students make connections in their learning. St. Casimir School has several in-school field trips involving math, science, and social studies which also help students make connections to the standards.

Field trips to the Indiana Dunes State Parks, Buckley Homestead, Science and Industry, The Field Museum, and Shedd Aquarium enhance the students' understanding of the standards and of the way life was in the past and current times.

Along with the academic curricula, St. Casimir School students are exposed to outstanding programs in music, physical education, library, health, computers and foreign language. Spanish is a core class for our seventh and eighth grade students. The foreign language curriculum meets the requirements of the NCLB-BRS program. The teachers of these specials incorporate the state curriculum into their lessons and enhance the students' reading and writing skills.

2. Reading Curriculum

St. Casimir Catholic School reading curriculum empowers students to develop effective reading and communication skills. The middle school language arts program is extremely strong. Students spend 135 minutes a day engaged in language arts. The program combines quality resources, excellent instructional strategies, and appropriate professional development. The seventh and eighth grade use the state-approved Prentice Hall textbook and read several novels during the school year. In grades K-6 the state-approved text from Scott Foresman is the book of choice. Reading, comprehension, phonics, grammar, and spelling instruction in primary grades is emphasized through a two-hour dedicated block each morning. English and writing uses a systematic instructional process known as the Shurley Method. This process uses a structured, cyclical pattern for English grammar and writing. The winning combination of a strong phonics-based primary reading coupled with a challenging literature-based upper level reading, transcends into real success.

All grade levels have students log in their personal journals in order to daily engage in the writing process. Reading incentives encourage the students to read beyond the textbook. For instance, kindergarten through sixth grade reading curriculum encompasses two incentive programs devised to increase the love and practice of reading for knowledge, as well as, pleasure. These programs are *Book It and Six Flags Six Hours of Reading*. Most of these teachers also incorporate D.E.A.R. (Drop Everything and Read) into their weekly schedule by using their own classroom libraries or the school library. Every classroom has subscribed to Scholastic Weekly Readers to keep abreast of weekly national events. Opportunities, such as, the eighth grade play- usually consisting of classic-live, living stations of the cross, speeches, term papers, and weekly composition papers, allow the students to demonstrate their language art skills. Providing our students with opportunities to experience these varied approaches to reading increases the achievement of our goal that by St. Casimir students witnessing firsthand the value of reading , they will become life-long readers

3. Religion Curriculum

St. Casimir Catholic School Religion program is the heart and soul of the entire curriculum in which the students are exposed. Students at each level attend a religion class scheduled on a daily basis. The curriculum includes instructional prayer, Catholic tradition, and values. Students study the mass, the church calendar, saints, customs, and the sacraments of communion, baptism, and confirmation. The religion curriculum goes beyond daily religion instruction: it encircles all aspects of student life. A new school wide theme is selected every year to give focus to our common spiritual journey. This year's theme is GRACCES. G is for Generosity, R is for Respect of God and others, A is for Academic Excellence, the two C's are for Cheerfulness and Community, E is for Excellence in our efforts to be like Christ, and S is for Service.

St. Casimir students strengthen their faith through several service projects. These projects include; shoveling snow for the elderly of the parish, collecting food for the Saint Vincent DePaul Society, collecting toys for the children of the parish during Christmas, making cards for the elderly that are home-bound, and collecting for the missions.

Our Pastor Father Bill is very involved with the students in that he visits them every week and conducts bible study. Students live out their faith by leading school-wide morning prayer and join the faculty in planning for Catholic Schools Week.

INSTRUCTIONAL METHODS

Teachers deliver lessons that are well planned using their instructional calendars and assessment data. Whole group instruction takes place and then small groups may work together depending on the content. Students learn to work independently and with partners. As the teachers teach, they move the students to higher level thinking and help students learn to ask questions as they engage in their learning. School wide procedures are in place to encourage positive behavior and keep transitions speedy and quite so that learning can be maximized.

Our specials teachers also embrace the instructional calendar and incorporate the academic indicators into their respective areas. In physical education, the students may relay to find the answer to a math problem. In music, students may write a report on a famous composer and present it to the class.

Technology is used to support instruction. Standard based software, web based learning and whiteboards are used in the classroom as well in the computer labs.

Professional Development

The staff development at St. Casimir School is purposeful and based on the foundation that when teachers are taught through coaching, study groups, and facilitation of staff in-services instruction improves, knowledge of the curriculum is enhanced and student success rises. Our staff development goal states that all teachers will experience school based professional development that transfers to instructional practice and raises student achievements and test scores.

Our success with his goal is supported by a safe learning environment where teachers can apply new teaching strategies. Respect, professional working relationships with priestly and administrative support is pervasive. Staff development is planned after reviewing the instructional calendar, principle observations, teacher feedback, and state test scores.

After we analyze the student learning gaps compared to the state standards and teachers identify areas for individual improvements, a plan is developed to sustain new instructional practice and days are set aside for these differentiated in-services so that the objectives meets the needs of the teachers and students of the school.

Part VI Private School Addendum

1. Private school association(s): Indiana Non-Public Education Association (INPEA).
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, of fees.)

<u>\$2350</u> K	<u>\$2350</u> 1 st	<u>\$2350</u> 2 nd	<u>\$2350</u> 3 rd	<u>\$2350</u> 4 th
<u>\$2350</u> 5 th	<u>\$2350</u> 6 th	<u>\$2350</u> 7 th	<u>\$2350</u> 8 th	<u>\$2150</u> Pre-K4
<u>\$1100</u> Pre-K3				

4. What is the educational cost per student?
(school budget divided by enrollment) \$3437
5. What is the average financial aid per student? \$1087
6. What percentage of the school annual budget is devoted to
Scholarship assistance and /or tuition reduction? 60%
7. What percentage of the student body receives scholarship
Assistance, including tuition reduction? 100%

Part VII Assessment Results

Language Arts-Grade 3 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	93	100	86	83	65
% Pass+ State Standards	21	9	29	21	13
Number of students tested	14	22	28	24	23
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. White					
% Pass/Pass+ State Standards	**	**	**	**	**
% Pass+ State Standards					
Number of students tested	**	**	**	**	**
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	100	90	85	**
% Pass+ State Standards					
Number of students tested	**	13	10	13	**

**=Fewer than 10 students tested

Math-Grade 3 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	93	100	79	67	65
% Pass+ State Standards	21	5	25	8	17
Number of students tested	14	22	28	24	23
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. White					
% Pass/Pass+ State Standards	**	**	**	**	**
% Pass+ State Standards					
Number of students tested	**	**	**	**	**
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	100	80	77	**
% Pass+ State Standards					
Number of students tested	**	13	10	13	**

**=Fewer than 10 students tested

Language Arts-Grade 4 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	95	85	71	NA	NA
% Pass+ State Standards	10	15	5	NA	NA
Number of students tested	20	26	21	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	100%	**	70%	NA	NA
% Pass+ State Standards					
Number of students tested	10	**	10	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Math-Grade 4 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	95	92	81	NA	NA
% Pass+ State Standards	20	23	20	NA	NA
Number of students tested	20	26	21	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	90%	**	70%	NA	NA
% Pass+ State Standards					
Number of students tested	10	**	10	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Language Arts-Grade 5 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	90	80	80	NA	NA
% Pass+ State Standards	5	5	0	NA	NA
Number of students tested	21	20	25	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	90%	**	90%	NA	NA
% Pass+ State Standards					
Number of students tested	10	**	10	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Math-Grade 5 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	90	85	52	NA	NA
% Pass+ State Standards	29	15	4	NA	NA
Number of students tested	21	20	25	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	90%	**	40%	NA	NA
% Pass+ State Standards					
Number of students tested	10	**	10	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Language Arts-Grade 6 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	89	85	74	74	77
% Pass+ State Standards	11	0	0	0	7
Number of students tested	19	26	31	24	30
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. White					
% Pass/Pass+ State Standards	**	**	**	**	77%
% Pass+ State Standards					
Number of students tested	**	**	**	**	13
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	**	**	40%	**
% Pass+ State Standards					
Number of students tested	**	**	**	10	**

**=Fewer than 10 students tested

Math-Grade 6 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	89	85	74	75	80
% Pass+ State Standards	21	8	10	4	0
Number of students tested	19	26	31	24	30
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. White					
% Pass/Pass+ State Standards	**	**	**	**	69%
% Pass+ State Standards					
Number of students tested	**	**	**	**	13
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	**	**	40%	**
% Pass+ State Standards					
Number of students tested	**	**	**	10	**

**=Fewer than 10 students tested

Language Arts-Grade 7 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	83	88	81	NA	NA
% Pass+ State Standards	4	0	11	NA	NA
Number of students tested	23	26	27	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	85%	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	13	**	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Math-Grade 7 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	96	92	85	NA	NA
% Pass+ State Standards	22	23	4	NA	NA
Number of students tested	23	26	27	NA	NA
Percent of total students tested	100	100	100	NA	NA
Number of students alternatively assessed	0	0	0	NA	NA
Percent of students alternatively assessed	0	0	0	NA	NA
SUBGROUP SCORES					
1. White					
% Pass/Pass+ State Standards	**	**	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	**	**	NA	NA
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	**	85%	**	NA	NA
% Pass+ State Standards					
Number of students tested	**	13	**	NA	NA

**Fewer than 10 students tested

NA = Students not tested. Only grades 3, 6, 8 were tested until 2004-05

Language Arts-Grade 8 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	87	82	70	75	43
% Pass+ State Standards	17	6	9	0	0
Number of students tested	23	17	23	28	14
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. White					
% Pass/Pass+ State Standards	100%	**	**	75%	**
% Pass+ State Standards					
Number of students tested	10	**	**	12	**
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	90%	**	67%	**	80%
% Pass+ State Standards					
Number of students tested	10	**	15	**	10

**=Fewer than 10 students tested

Math-Grade 8 ISTEP Results

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing Month	Sept	Sept	Sept	Sept	Sept
ST. CASIMIR SCHOOL SCORES					
% Pass/Pass+ State Standards	87	71	78	75	71
% Pass+ State Standards	9	12	4	7	0
Number of students tested	23	17	23	28	14
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. White					
% Pass/Pass+ State Standards	100%	**	**	83%	**
% Pass+ State Standards					
Number of students tested	10	**	**	12	**
2. Free/Reduced Lunch					
% Pass/Pass+ State Standards	80%	**	80%	70%	**
% Pass+ State Standards					
Number of students tested	10	**	15	10	**

**=Fewer than 10 students tested