

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Sister James Michael Kesterson, S.P. (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Saint Jude Catholic School (As it should appear in the official records)

School Mailing Address 5375 McFarland Road (If address is P.O. Box, also include street address)

Indianapolis IN 46227-7003 City State Zip Code+4 (9 digits total)

Tel. ( 317 ) 784-6828 Fax ( 317 ) 780-7594

Website/URL www.sjsindy.org Email sjmnd@sjsindy.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) Date

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

Name of Superintendent Ms. Annette "Mickey" Lentz (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. ( 317 ) 236-1430

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.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Bessie Davey (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

## **PART II - DEMOGRAPHIC DATA**

**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

N/A 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. 25 Number of years the principal has been in her/his position at this school.

           If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	30	25	<b>55</b>	<b>7</b>	21	39	<b>60</b>
<b>1</b>	22	25	<b>47</b>	<b>8</b>	29	27	<b>56</b>
<b>2</b>	27	26	<b>53</b>	<b>9</b>			
<b>3</b>	26	31	<b>57</b>	<b>10</b>			
<b>4</b>	28	24	<b>52</b>	<b>11</b>			
<b>5</b>	36	24	<b>60</b>	<b>12</b>			
<b>6</b>	30	29	<b>59</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>499</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 94                | % White                          |
| 0                 | % Black or African American      |
| 01                | % Hispanic or Latino             |
| 03                | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| 02                | % Multicultural                  |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 1.1 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	515
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1.1

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_  
Specify languages:

9. Students eligible for free/reduced-priced meals: .02 %  
11 Total Number Students Who Qualify

If this method is not a reasonably 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:  $\frac{5}{26}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<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> Hearing Impairment	<u>    </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>10</u>
Total number	<u>27</u>	<u>17</u>

12. Student-“classroom teacher” ratio: 30/1

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>	<b>1998- 1999</b>	<b>1997- 1998</b>
Daily student attendance	<u>97%</u>	<u>97%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>
Daily teacher attendance	<u>99%</u>	<u>99%</u>	<u>99%</u>	<u>99%</u>	<u>99%</u>
Teacher turnover rate	<u>*23%</u>	<u>*18%</u>	<u>*32%</u>	<u>4%</u>	<u>2%</u>
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

\*Family relocations and career change opportunities account for the higher teacher turnover rate.

## **PART III - SUMMARY**

**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.**

St. Jude is a Catholic elementary school located in Indianapolis, Indiana, which promotes the religious, intellectual, social, and personal values of its students. The co-educational enrollment is comprised of students from kindergarten to grade eight. A Middle School has been established as a "school within a school." At St. Jude, the educational process is structured to encourage a continuous process of academic development. Parents choose our school because they desire to have their children learn in a self-disciplined, challenging, caring, Christian environment.

Students at St. Jude are drawn almost entirely from our parish, which has very specific geographical boundaries. Our school population is predominately white, which is in line with demographic studies done of our area. The socio-economic level falls primarily within the middle class range. A study of enrollment figures indicates that St. Jude has operated at or near capacity for most of its existence. The number of students who withdraw is minimal and is most often caused by family relocation.

St. Jude considers itself blessed with a true spirit of continuity. The school has been in existence long enough that we now have the opportunity to educate the children of earlier graduates. These alumni are pleased to assist in and contribute to the success of their own elementary school. Since parents are the primary educators of their children, we encourage them to become and to remain active participants in their children's faith formation and elementary education. As members of our parent organization, they assume responsibility for fund raising and assist in school developmental needs. Continuity has also been established in terms of staff longevity. St. Jude's situation is rather unique in that it has a large number of faculty members with twenty or more years of teaching experience. Their years of dedication and service qualify them as an excellent resource that is often utilized as programs are constantly developed to meet the changing needs of the student population.

The true measure of success of any school is the quality of its student body. St. Jude Catholic School is committed to the threefold purpose of Catholic education as defined by the National Conference of Catholic Bishops. Our mission is TO PROCLAIM THE WORD, TO BUILD COMMUNITY, and TO SERVE GOD AND HUMANKIND. Our focus at St. Jude is to develop each child individually within the framework of a Christian community, emphasizing those skills which will enable our graduates to become contributing members of society, prepared to SERVE GOD AND HUMANKIND, and eager to meet the challenges of the future. To this end, students BUILD COMMUNITY by fostering attitudes of concern and respect for one another. They are willing TO PROCLAIM THE WORD by assuming responsibility for their actions, integrating their faith into every aspect of living.

Since receiving the Blue Ribbon Award in 1997, St. Jude School has consistently worked to implement the best practices in education. This year St. Jude became one of only thirty-seven schools nationwide participating in the Milken Family Foundation Teacher Advancement Program (TAP). The goal is to reward excellence in teaching, foster collaboration, attract and retain high quality teachers into the teaching profession, and to improve student performance. While St. Jude's participation in the program is still in its initial stages, the gains have been immeasurable in terms of communication, collaboration, and improved educational practices.

The curriculum of St. Jude School reflects both its mission statement and philosophy, as it presents each child with a challenging academic program. Guest speakers and field trips enrich a variety of educational opportunities. Numerous academic competitions and extracurricular programs allow students to develop special skills and interests. St. Jude clearly deserves its reputation for excellence in education.

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

- 1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms for a particular grade.**

St. Jude School complies with the state-mandated testing program, administering the Indiana State Test of Educational Progress (ISTEP+), a comprehensive test of basic skills. All students in grades three, six, and eight are tested with no pupils being excluded. Therefore, the number of students reported at each grade level is 100% of the student population for that grade. Data for sub-groups has not been included since no cultural or economic groups that are statistically significant exist.

Scores for ISTEP+ testing done during this school year, 2002-2003, have not yet been made available by the state. However, an analysis of the data available for the past five years indicates that St. Jude has shown dramatic improvement in all grades tested. In 1997, 81.2% of students tested passed the ISTEP+. The number increased to 86.2 % in 1998 and 90.4% in 1999. In 2000, the gain leveled off at 89.0% until the school year 2001 when results indicated an increase to 95.1%. In that year, St. Jude ranked twelfth in the state, placing it in the 95<sup>th</sup> percentile. Students in grades three and six ranked in the 95<sup>th</sup> percentile in Language Arts and students in grades six and eight ranked in the 95<sup>th</sup> percentile in Math. Achievement in grade three Math and grade eight Language Arts put St. Jude in the 90<sup>th</sup> percentile. This data placed St. Jude's achievement in the forefront of all other public and private schools in its geographical area.

Assessment data was obtained from ISTEP+ reports furnished to the school and from the Indiana State Department of Education website ([www.doe.state.in.us](http://www.doe.state.in.us)). In addition, Dr. Ron Costello, Associate Executive Director of Catholic Education for the Archdiocese of Indianapolis, was consulted to ensure that St. Jude's achievement did indeed place it in the top ten percent of all schools tested in the state of Indiana. Dr. Costello assured St. Jude that it did qualify and urged them to apply.

- 2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

St. Jude School has implemented specific strategies for ensuring academic excellence and has measured student progress effectively through detailed analysis of assessment data. Five years ago the administration and faculty were disappointed with the ISTEP+ achievement of St. Jude's students. Consequently, a detailed program of improvement was set in place. Classroom instruction was closely aligned with state standards and essential skills, with particular emphasis on student weaknesses. Instructional methods and content areas were adapted to provide focus where it was most indicated. Specific areas were targeted and goals were set and monitored to ensure expectations were being met. Increased communication between grade levels facilitated a smooth transition from grade to grade. The addition of another tutor and classroom aides facilitated individual instruction.

The continuous process of assessment is an integral part of instruction. Adjustments are made each year based on the students' needs, utilizing the best practices in education to help students learn. Two areas targeted throughout the years were math computation and writing skills. As can be seen from our test scores, the gains in those areas have been significant.

As part of the Milken Family Foundation Teacher Advancement Program (TAP), students in grades two through eight who were not scheduled to take the ISTEP+ test were administered the Terra Nova test for the first time this fall. All pupils beginning with grade two will be tested again in the spring. Teachers are anxiously anticipating receiving the results from the re-testing, as it will provide benchmarks of each level's performance for that year. Necessary adjustments in instruction will then be made for succeeding years.

**3. Describe in one -half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Cooperation/Progress forms are sent home with every student once each week. Students in grades 1-5 take home all papers completed the previous week with a form indicating any lapses in expected behavior and all missed assignments. In the middle school, students receive a form with test scores from the previous week. Missed assignments and conduct marks are also indicated. All forms must be signed by a parent/guardian and returned to school.

Formal Progress Reports are prepared at the mid-point of each quarter and Report Cards are sent home at the end. Students in grades five through eight who make the honor roll are presented with a certificate and those names are published in our school newsletter. Parent/Student/Teacher Conferences are scheduled for all students after the first report card. Teachers are available to meet with parents at any other time during the school year, as the need arises.

Parents at every grade level are given a copy of the Indiana State Standards booklet each year. These standards are posted in every classroom and are included in lesson plans. Parents receive a copy of each child's ISTEP+ results. School-wide results are also published in the newspaper and are available on the Indiana State Department of Education website. Any students receiving special awards, such as placing first in the school Spelling Bee or winning an essay contest, also receive recognition in our school newsletter, school newspaper, and local newspapers.

**4. Describe in one-half page how the school will share its successes with other schools.**

As one of four schools in the Indianapolis area participating in the TAP Program, St. Jude has played host to representatives from other academic institutions interested in the successes we have already celebrated this year. Our visitors have attended grade level cluster meetings and interviewed teachers to gain a real feeling for the impact TAP has had in our school. We look forward to these opportunities to share information about the best practices in education. After receiving the Blue Ribbon Award in 1997, our principal was contacted by several schools interested in many of the programs we had presented. These communications led to many mutually beneficial exchanges of information. Faculty members have mentored student teachers from local colleges and cadet teachers from Roncalli High School on a regular basis. Through attendance at South Deanery Principals' meetings and Perry Township School Meetings, our principal, Sister James Michael Kesterson, is involved in maintaining meaningful dialogue with other administrators in our area. Throughout her twenty-five years as principal at St. Jude, Sister has frequently served as a mentor, both formally and informally, for some of the newer principals, sharing the wisdom gained from her years of experience. Finally, teachers engage in collaboration with their peers through attendance at numerous professional development activities. Faculty members have served as presenters at various conferences and have volunteered to visit schools to share information about curriculum development.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe in one page the school's curriculum, including foreign language, and show how all students are engaged with significant content, based on high standards.**

The curriculum of St. Jude School reflects its mission statement, vision statement, and philosophy, as it presents each child with a challenging academic program, rooted in the beliefs, values, and traditions of Catholic Christianity. The curriculum develops individual responsibility for learning through hands-on activities, cooperative learning, and independent learning. The civic community serves to broaden the educational base as guest speakers and field trips provide a variety of educational opportunities. Numerous academic competitions allow students to develop special skills and interests,

Since effective speaking, listening, and writing are critical for success in all curriculum areas, the necessary linking of English grammar skills to other disciplines is paramount. Students at all grade levels enhance and enrich writing skills through creative writing projects, science reports, journal entries, and social studies projects. These activities culminate in seventh and eighth grades as students complete a research paper, create a showcase portfolio and publish a school newspaper, editing, typing, and preparing a copy-ready layout for printing. Middle school students also prepare our daily announcements and present them using our video system. Students are motivated to use their essential skills to become effective communicators.

As a benefit to all students, and especially our students who learn best from alternative forms of instruction, many hands-on opportunities are provided in the area of mathematics. In all grades, manipulatives such as place value blocks, counters, number lines, cubes, dice, and measuring instruments are utilized so that each student can "see" and "feel" a mathematics concept. Students are encouraged to use higher level thinking skills as they are presented with a "Problem of the Day" and activities which were part of the nationwide "Math Pentathlon" program. Finally, the use of pre-Algebra in the eighth grade has provided students with a firm foundation to facilitate a smooth transition to high school.

A hands-on approach to the science curriculum has also been adopted. Through cooperative learning groups and experiments, students are encouraged to question, propose hypothetical solutions, formulate ways to test hypotheses, observe and analyze results, and draw conclusions. This interactive approach to scientific discovery enables students to develop powers of logical reasoning and critical thinking as they pursue the "why" and "how" of a problem. Subject matter is enhanced through the use of field trips, demonstrations, projects, lab activities, models, and a Science Fair for middle school students.

The goal of the Social Studies curriculum is nothing less than the development of knowledgeable, thoughtful, and humane future citizens who are prepared to make informed choices, utilizing skills they have learned. Civil values are encouraged, promoting active citizenship and democratic ideals, including honesty, respect for others, and community responsibility. The individual needs and learning styles are met through the use of videos, projects, guest speakers, and field trips bringing historical events to life. A program called "Exchange City" allows sixth graders to become active participants in city government, businesses, and banking.

In addition to these core subjects, all students have weekly classes scheduled in Art, Music, and Computer. They are presented with many creative opportunities to explore their special skills and interests. Lessons are aligned with classroom instruction and present a variety of cultural and cross-curricular activities. Physical Education/Health is scheduled twice a week and encourages positive habits and attitudes that promote wellness for a lifetime. Foreign language instruction is presented in the middle school by teachers from the language department of our neighboring high school. It is also available as an enrichment class.

### **2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

St. Jude School has improved learning in the reading curriculum through the adoption of a basal reading program in grades one through five. The series selected is closely aligned with Archdiocesan and state content standards and emphasizes the normal progression of skills. Students learn to comprehend,

analyze, and respond to various types of information. In each instance, students are provided with a reading focus which activates their prior knowledge, involving them in the reading process by providing a specific goal. Phonics instruction emphasizes word-attack skills and vocabulary lists highlight terms that might present difficulty in reading.

In the middle school, a literature-based reading program has been selected. Active reading is stressed as students preview, question, and predict outcomes, motivating them to explore with greater attention, while promoting literacy and insightful reading. Features at the end of each literature selection are designed to enhance comprehension and encourage constructive response, either personal or literary. These items encourage the growth of skills necessary for students to become independent readers. Among these features are the reader's personal response to the selection; literal, interpretive, and applied reasoning; analysis of the particular genre; critical thinking and reading skills; creative or analytical writing; and various learning options, emphasizing a child-centered approach.

Finally, book sharing projects enable students to express their enjoyment of the reading process. These might include interviews, puppet shows, skits, commercials, art projects, video presentations, dressing as a favorite character, or creating dioramas. Teachers frequently read novels to the class as a whole, allowing them to experience literature they might not read on their own. Regularly scheduled library times enable students to select from a variety of interesting materials. The "Book It" program and "I Love to Read" challenge encourage students to read for enjoyment and allow them to earn prizes.

### **3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The religion curriculum at St. Jude School plays an essential role in reinforcing the school's mission statement: TO PROCLAIM THE WORD, TO BUILD COMMUNITY, and TO SERVE GOD AND HUMANKIND. While each grade level has a regularly scheduled religion class, religious instruction permeates every aspect of our curriculum and school community. Our reason for existence revolves around the beliefs we hold.

Classes at all grade levels focus on three major areas: doctrine, morality, and service. In order to truly appreciate the calling each of us has received, it is necessary to become familiar with the history, beliefs, and traditions that call embodies. Through this process, students envision themselves as part of a larger community. The beliefs presented must then be integrated into a life based on moral principles. The students learn to put into practice the teachings of Christ, developing attitudes of care and concern for themselves and one another. Decision-making based on the principles presented is incorporated as students learn to live their faith. Service projects and commitments continue this process. Students recognize that only by reaching out to others can they themselves become complete.

Weekly celebrations of the liturgy and preparation for the reception of the sacraments of Reconciliation and Eucharist further enhance the concepts of doctrine, morality, and service. Special activities in the classroom such as the adoption of sacramental classes by older students, canned food drives, prayer services, Lenten projects, and support for missionaries overseas, continue this theme. Through role playing, discussion, and cooperative learning activities, students learn important decision-making techniques and critical thinking skills that are to key to success now and in the future. Discussion of historical figures and current world events, creative writing assignments, and artistic response to religious themes, integrate religion with other curriculum areas.

The addition of the "A Promise to Keep: God's Gift of Human Sexuality" program in the middle school has emphasized the importance of individual actions and consequences. Sponsored by the Archdiocese of Indianapolis, involving high school students as mentors, this chastity program includes information about the negative consequences of sexual involvement before marriage (teenage parenthood, sexually transmitted diseases, emotional trauma, etc.), how to deal with negative pressure from society and the media, how to deal with peer pressure by developing healthy relationships and by using assertiveness techniques, and educational information about AIDS. Communication skills, decision-making procedures, self-esteem, and relationships are key topics that foster stronger, moral individuals and families for the 21<sup>st</sup> century.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Academic excellence is part of the mission of St. Jude School. To achieve this goal, students' needs and learning styles are the primary considerations in organizing the curriculum and instruction. Flexible learning environments that cater to the needs of the students as individuals are provided.

Classes are grouped heterogeneously in grades one through five, allowing for positive behavior adaptation and peer interaction. ISTEP+ scores and teacher assessment are used to group for instruction within the classroom, allowing each teacher to use a variety of teaching methods to meet each student's needs, and to provide one-on-one or small group tutoring for those who require extra attention in some areas. Because grouping takes place within a classroom, students can easily move among groups as needs and activities dictate. More capable students are challenged, while those less capable benefit from extra instructional time.

In the middle school, students are ability grouped for Math and English and heterogeneously grouped for other subjects. Block scheduling allows students to focus more fully on the day's subject areas. Enrichment classes offered weekly enhance and enrich the curriculum. Extra curricular activities, such as our award-winning Speech Team, encourage students to develop effective communication skills and essential personal skills.

Four part-time aides are present each day and work regularly with individuals and/or small groups both in and out of the classroom. Three tutors are also available (two part-time) to work with students at all levels. Some students attend regular tutorial sessions; others go as needed when experiencing difficulty mastering a particular concept. This ensures that all students are given the necessary tools to achieve at the highest level.

The Archdiocese of Indianapolis has also made available a software program called *EdVision Curriculum Designer*. Its purpose is to enable schools to build a continuum of objectives for students from kindergarten through twelfth grade. Over 96,000 objectives are contained in the database with over five hundred alignments to national/state standards, state/standardized tests, and the *EdVision Core Curriculum*. The program is used to improve student achievement, provide consistent interpretation of curriculum, distribute state mandated changes quickly, correlate curriculum and educational resources, ensure mastery of key skills, and balance skills with available instructional hours.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

As a TAP (Teacher Advancement Program) school, St. Jude rewards excellence in teaching and encourages professional development to promote collegiality among instructional staff and improve student achievement. Our professional development is aligned to school goals, teacher goals, and state/archdiocesan standards and assessments. Samples of student work, assessment data, teaching strategies, lesson plans, state content standards, school/state assessments, teaching demonstrations and activities, and research articles provide depth to staff professional growth. All teachers share assignments and student work to support, coach, and model for each other to improve student achievement. Each teacher maintains an individual growth plan that demonstrates exemplary practices. Attending and participating in workshops, conventions, and in-service training develops proficiency in instructional knowledge. TAP gives teachers the opportunity to pursue new learning and innovations that keep them current in up-to-date educational practices. The principal and the master and mentor teachers observe faculty members regularly to assess, improve, and expand the best practices in teaching. The most recent endeavor has been in-depth study of multiple intelligences to make sure no student is left behind. Teachers meet twice a week in primary, intermediate, middle school, and special area cluster groups to discuss and analyze the needs of each child as well as trends evident in the student body as a whole. One of the five key principles of TAP is ongoing, applied professional growth. This allows teachers during the school day to learn, plan, mentor, and share with other teachers so they can constantly improve the quality of their instruction.



State Criterion Referenced Tests			
<b>Math 3rd Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	53	56	53
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>ST. JUDE SCORES</b>	<b>91%</b>	<b>86%</b>	<b>88%</b>
Above Standard	91%	86%	88%
Below Standard	9%	14%	12%
STATE SCORES	71%	71%	73%
Above Standard	71%	71%	73%
Below Standard	29%	29%	27%

<b>Language Arts 3rd Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	53	56	53
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>ST. JUDE SCORES</b>	<b>92%</b>	<b>93%</b>	<b>87%</b>
Above Standard	92%	93%	87%
Below Standard	8%	7%	13%
STATE SCORES	67%	65%	69%
Above Standard	67%	65%	69%
Below Standard	33%	35%	31%

<b>Math 6th Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	60	59	68
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>ST. JUDE SCORES</b>	<b>97%</b>	<b>90%</b>	<b>93%</b>
Above Standard	97%	90%	93%
Below Standard	3%	10%	7%
<b>STATE SCORES</b>	<b>62%</b>	<b>64%</b>	<b>62%</b>
Above Standard	62%	64%	62%
Below Standard	38%	36%	38%

<b>Language Arts 6th Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	60	59	68
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>ST. JUDE SCORES</b>	<b>92%</b>	<b>80%</b>	<b>79%</b>
Above Standard	92%	80%	79%
Below Standard	8%	20%	21%
<b>STATE SCORES</b>	<b>54%</b>	<b>53%</b>	<b>57%</b>
Above Standard	54%	53%	57%
Below Standard	46%	47%	43%

<b>Math 8th Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	59	49	57
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>ST. JUDE SCORES</b>	<b>100%</b>	<b>94%</b>	<b>98%</b>
Above Standard	100%	94%	98%
Below Standard	0%	6%	2%
STATE SCORES	67%	65%	64%
Above Standard	67%	65%	64%
Below Standard	33%	35%	36%

<b>Language Arts 8th Grade</b>			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher - CTB McGraw Hill			
	2001 - 2002	2000 - 2001	1999 - 2000
Testing Month	September	October	October
Number of students tested	59	49	57
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>ST. JUDE SCORES</b>	<b>98%</b>	<b>94%</b>	<b>98%</b>
Above Standard	98%	94%	94%
Below Standard	2%	6%	6%
STATE SCORES	69%	69%	70%
Above Standard	69%	69%	70%
Below Standard	31%	31%	30%
DOCUMENTATION:			
Indiana State Department of Education Website - <a href="http://www.doe.state.in.us">www.doe.state.in.us</a>			