

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

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

Official School Name St. Louis School
(As it should appear in the official records)

School Mailing Address 17 St. Louis Place
(If address is P.O. Box, also include street address)

Batesville Indiana 47006-1353
City State Zip Code+4 (9 digits total)

Tel. (812) 934-3310 Fax (812) 934-6202

Website/URL www.batesville.k12.in.us/sls/ Email Mike_Amrhein@sls.batesville.k12.in.us

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.

Michael Amrhein Date 3-10-03
(Principal's Signature)

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

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

District Name Archdioces of Indianapolis Tel. (317) 261-3364

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.

Annette "Mickey" Lentz Date 3/10/03
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. John Irrgang
(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.

John A. Irrgang Date 3/10/03
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Question 1-2 not applicable to private school)

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. 17 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
K	30	19	49		7	29	19	48
1	25	25	50		8	26	19	45
2	14	34	48		9			
3	20	27	47		10			
4	22	26	48		11			
5	27	20	47		12			
6	26	21	47		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								429

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>99</u> | % White |
| <u> </u> | % Black or African American |
| <u>.05</u> | % Hispanic or Latino |
| <u>.05</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: .69%

(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 to the school after October 1 until the end of the year.	2
(2)	Number of students who transferred from the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	437
(5)	Subtotal in row (3) divided by total in row (4)	.006
(6)	Amount in row (5) multiplied by 100	.69

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %
6 Total Number Students Who Qualify

If this method is not a reasonable 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: $\frac{10}{44}$ %
 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> 1 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 43 </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> </u>
Classroom Teachers	<u> 24 </u>	<u> </u>
Special Resource Teachers/Specialist	<u> 3 </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support Staff	<u> 2 </u>	<u> </u>
Total Number	<u> 30 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 18:1

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.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98.2%	98.9%	99.3%	98.8%	97.9%
Daily teacher attendance	95%	95%	95%	--	--
Teacher turnover rate	0	3%	0	3%	3%
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

St. Louis School of Batesville, Indiana is a Catholic elementary school (K-8) of the Archdiocese of Indianapolis. Batesville has a population of 5,300 and is located in southeastern Indiana approximately 65 miles from Indianapolis and 45 miles from Cincinnati, Ohio and lies adjacent to Interstate 74.

Most people are happy to live in Batesville for of several reasons: good schools, low crime rate, small town atmosphere, accessibility to Cincinnati and Indianapolis and low unemployment. The city is largely industrial and is home to Hillenbrand Industries, the largest manufacturer of hospital beds and caskets in the world. The majority of the local population is employed at Hillenbrand Industries. An industrial park on the east side of the city has attracted several small manufacturing firms.

St. Louis School received its name from the St. Louis Parish that was founded in 1868 by German Catholics who lived in and around the Batesville, Oldenburg and Morris area. Many German Catholics came to this area in 1866 because of the railroad being built between Cincinnati and Indianapolis. The parish as well as the community still consists of many people with German heritage. However, with the growth of the city, its location and the employment opportunities, many people from bigger cities have come to this area.

The school was begun in 1907, and part of the present structure was built in 1927. In 1953, an annex housing several more classrooms was added, and in 1961 the final addition was built. Six additional classrooms and an activity center/gymnasium were built in 2000-2001.

Fifteen years ago St. Louis had an enrollment of 321 students. Today, St. Louis has an enrollment of 429 students. The school has witnessed a gradual increase in enrollment the past fourteen years. Several reasons for this include a kindergarten begun in the school year of 1991-1992, a learning disabilities program initiated in the school year of 1992-1993, stability in the junior high grades, low staff turnover, a school that emphasizes education basics and Catholic traditions, a solid reputation in the community and the continued popularity of Catholic education nationwide.

There is little cultural or racial diversity in the Batesville area. The community could best be described as middle to upper class with deep-seated German roots. Ninety-nine percent of the student body is Caucasian. The remaining percent are various races. Forty-nine percent of the student population is female and fifty-one percent is male. Students at St. Louis School generally score above state, national and archdiocesan averages in the ISTEP tests.

The mission of St. Louis School is dedicated to the teachings of Jesus Christ as revealed in His life and proclaimed by the Catholic Church. We base our program upon methods that provide our students with opportunities to reach their highest potential. We strive to meet their academic, physical, psychological, social and spiritual needs enabling them to become caring, productive members of an ever-changing world. St. Louis School is a living experience of justice, love, forgiveness, peace, union with God and service of neighbor so that the students may be in an environment with Christianity in action.

The philosophy of St. Louis School is to help each child reach full religious and academic potential. This philosophy requires giving each child a solid foundation in Catholic doctrine and heritage, a setting in which he/she can grow in faith, hope and charity, a set of high expectations in accord with one's potential and setting to develop responsible behavior in a relaxed atmosphere.

PART IV – INDICATORS OF ACADEMIC SUCCESS

#1

St. Louis School is a fully accredited school that has been granted accreditation by the Indiana Department of Education. As a result, St. Louis administers the Indiana State Test of Educational Progress (ISTEP). The ISTEP is a test of basic and essential skills that 100% of all students in grades three, six and eight complete. No data for sub groups is given since there are no significant cultural or economic groups at St. Louis School. Assessment data is obtained from ISTEP test reports furnished to the school by the Indiana Department of Education (www.doe.state.in.us). For example, St. Louis School's eighth grade in 1997-1998 was the fifth highest scoring group of eighth graders in the state of Indiana. Assessment data from the past five years for grades three, six and eight indicate that St. Louis's students were well above the ninetieth percentile in Reading and Mathematics.

The enclosed graphs/chart from the Indiana Department of Education indicates the percentage of standards in grades three, six and eight, who passed the ISTEP tests in Language Arts and Mathematics. Also, there is a graph/chart that shows the average passing ISTEP for all three grades tested in Language Arts and Mathematics combined. The percent passing as indicated in the chart shows St. Louis School and the state average for the past five years (see pages 21 - 27).

#2

St. Louis School monitors the Indiana Statewide Testing for Educational Progress (ISTEP) very closely. Academic excellence is a goal because St. Louis competes with a very good public school in this small town of Batesville. The ISTEP is the state mandated standardized test the school uses to measure to what extent individual students have mastered academic standards and essential skills and to compare St. Louis to other schools in the state, both public and private. St. Louis's principal, teachers and school commission each year analyze and use test data to determine our strengths and weaknesses. Our school also has a Language Arts and a Mathematics committee that analyzes test results each year by monitoring the level of proficiency of students in attaining academic standards and essential skills.

The committee's recommendations are followed when we choose textbooks and instructional methods, such as a phonics based Language Arts and Reading program that supports the teaching of essential skills. This year we are piloting a new Mathematics program that stresses daily skills reviewed in grades three and five to determine if this will improve essential skills in math computation and problem solving. Teachers also use these tests to determine remediation needs of students who may not have mastered the essential skills thereby providing them an opportunity to develop strategies to help these students be successful. Our Reading and Mathematics programs in all grades have unit skill tests that determine whether students have mastered the skills in that unit or if reteaching is necessary. These unit tests are kept for students as part of their record and are passed on to the next grade to give a record of the sequence.

There are other ways St. Louis uses assessment data to understand and improve student performance. Each year in the spring, Kindergarten, Grade One and Grade Two use a precise norm-referenced achievement test to assess instructional needs of individuals. The test targets the basic areas of Reading, Language Arts and Mathematics.

#3 Reports, publications, technology and activities are various methods used by St. Louis School to communicate student performance to parents, students and the community. ISTEP grades and other testing are reported to parents of students, the St. Louis School Commission and the teaching staff. Results of ISTEP are published on the Department of Education website. Using Mac School Program technology allows teachers to record and report averages for daily work, tests and the overall average of students. These averages are used on a daily basis with individual reports printed by a teacher or to produce a computer generated Progress Report along with comments at the middle of each nine week

term, making students and parents aware of performance. At the end of the term the computer generated Report Card shows the final average of each subject, attendance, effort, comments and cooperation. Technology allows teachers to access student grades while conferencing with parents or students using their individual computer workstations.

Daily parent contact is possible with email to report performance and needs of students. Parents have access to the teachers through our school's web page by being able to email individual teachers in the Staff Directory. Honor roll, student work, academic programs or contests are published in the school weekly newsletter and local paper to acknowledge our student's achievements. Artwork appears periodically in the Cincinnati Enquirer's "Kids Corner" and work is published on the St. Louis website. Our straight "A" students are recognized by the community at the end of each semester and the end of the year with various awards. Open Houses, Science Fairs, Art Shows and Musical Programs allow the public to view the work of St. Louis School students or to see them perform.

#4 St. Louis School has many effective ways to share our successes with other schools. Our successes involve the development of effective programs to enhance student learning, the development of curriculum and instruction methods that resulted in academic achievement and the use of technology to enhance student learning. We are currently utilizing the following approaches to share our successes:

- Our school web page is constantly being updated with innovative student projects that demonstrate effective ways to teach students new skills. The Internet is an effective method to share this information with other educators in order to develop similar projects at their schools. Teacher lesson plans, correlated to the state standards, are also available through our website.
- Our teacher training classes for others in our school corporation demonstrate a variety of ways that technology can be integrated into classroom activities.
- We contribute to a community-wide Technology Fair where ideas are shared with other teaching professionals and with others in the community that shares a passion for academic excellence.
- Our annual open house allows us to demonstrate our programs and projects to others.
- Our presentations at Educator's Conferences also allow us to share our most successful programs and projects with others throughout the state.

We are excited about our programs because we believe they allow us to share the creative ideas and innovative techniques developed by our staff. St. Louis being named as a Blue Ribbon school would allow us to continue to share our success with other schools by inviting administrators and teachers from struggling schools into our building, and allowing them to work with our teachers to see the wonderful things we are doing here. Through these visitations and setting up peer teaching teams, our teachers will be able to share their teaching strategies and methods with their peers, so that many more students can benefit from our success.

PART V – CURRICULUM AND INSTRUCTION

#1 “Lessons for a Lifetime...” This logo, seen in the front yard of St. Louis School, is a witness to the community and all who enter the school that our School is dedicated to making sure that all students are actively engaged in lessons that will benefit them for years to come. Our school’s curriculum is rooted in the basics and engages each and every student enrolled in our school.

St. Louis School is a state certified school guided by the curriculum guidelines of the Archdiocese of Indianapolis. The content of what is taught is centered on the basics and supported by technology starting with an academic curriculum in Kindergarten and continuing through Eighth Grade; therefore, laying a solid foundation and building blocks for a lifetime of learning.

St. Louis School meets the needs of all by using several core methods that provide our students with opportunities to reach their highest potential. First, school wide ability grouping in the basics, Mathematics and Reading, is used so that each student can experience success within the classroom and among peers who share the same level of understanding in that subject area. Using this technique allows teachers to encourage students to their highest potential, move at different paces, and form smaller class sizes as needed for student learning to take place.

Next, the school makes the necessary accommodations for students at all levels. Our Resource and Learning Disabled programs are top notch; extra resource teachers are utilized throughout our programs and lessons to ensure success for all. Another goal of the school and supported by our mission statement is to strive to meet each student’s academic, physical, psychological, social and spiritual needs. This is accomplished by having high expectations in the classroom, requiring daily homework in an attempt to enhance the lessons for the day as well as to prepare the students for their future roles in high school, college and as productive members of society.

Extra-curricular activities are encouraged and special enrichment programs are in place to ensure well-rounded students. A school counselor is available to help those who are trying to cope with the difficulties that life can sometimes bring. Frequent visits and lessons taught by our clergy enhance our learning too. Finally, our discipline policies and uniform standards ensure all students are focused on school and are not distracted.

Some of St. Louis School’s most notable areas of the curriculum include programs such as Everybody Counts, S.R.A. reading, sacramental preparation, a reading counts program, seventh grade instruction in Spanish, eighth grade electives in Drama, Art and Spanish II. These areas as well as the core, essential and basic skills administered by the teachers, principal, parents, and dedicated parish community demonstrate how all the students in our school are engaged in a curriculum based on high standards. These high standards are consistent with the past and present and will serve our students in the future so that St. Louis School will always be living proof of “Lessons for a Lifetime.”

#2 Grades K through five at St. Louis School are currently using the McGraw Hill Reading Series. The Language Arts Committee reviewed several series to determine how they fulfilled the goals of the Archdiocesan Curriculum Guide and met the needs of students of various learning styles and abilities. The McGraw Hill Reading Series stressed phonetic skills as well as vocabulary, comprehension and study skills. The committee also evaluated the vocabulary level, writing instruction and interest appeal of each reading series. McGraw Hill also offered Spelling and Language books, which correlated with the vocabulary and skills taught in their reading series.

Our staff believed that a solid phonetic background coupled with sight vocabulary was a necessary mixture in the series we would choose. This mixture was present in the McGraw Hill Series. Striving for our goal of phonetic strength in all of our students we also decided to use the Modern Curriculum Press Phonics Program to reinforce the skills in the McGraw Hill Reading Series.

At the junior high level, novels and literature books are used. Reading for enjoyment is stressed. This approach also includes vocabulary, written expression and oral expression, grammar and spelling. A reading program through Scholastic called Reading Counts is also used. Students read books independently and take computer based comprehension quizzes.

#3 The Mathematics curriculum at St. Louis School involves a variety of topics, including number sense, computation, Algebra, Geometry, measurement, data analysis and probability. In second grade, students learn to add and subtract two digit numbers. Fifth grade students learn the characteristics of different quadrilaterals. Seventh grade students learn to write proportions to solve word problems. These skills are just a few of the essential skills that students learn and are evaluated on when they take the ISTEP test.

The teachers at St. Louis School strive to meet their students' academic needs, so that they can become productive members of an ever-changing world. The math teachers keep records of what they teach and pass the records on to the teachers at the next grade level, so the curriculum does not have any missing pieces. They also provide many hands-on experiences that involve daily life.

Third grade students count money, make brownies, and read a thermometer. Fifth grade students collect data through surveys and from the Internet, create charts and graphs using spreadsheets, and explain their data using word processing. The experiences that the teachers provide help the students understand math concepts and master skills, so they will be better able to use and apply their knowledge to new situations.

#4 The Students of St. Louis School are exposed to many different teaching styles and instructional methods. In Kindergarten you will find whole classroom teaching with students grouped by their ability levels in Reading readiness and Math. While the classroom teacher is working with one skill level another licensed teacher will be teaching handwriting and individually testing students in kindergarten mastery skills. A team teaching approach is utilized. The primary grades also teach to individual needs. There are four different reading groups and three math groups available to meet the needs of these children. The groups are ability grouped from the gifted child to those children who qualify with having a learning disability. The teachers switch off annually so that they teach to all ability levels every three years. Only the licensed L.D. teacher keeps her students from year to year following strict IEP guidelines set up during the initial or annual case review. All the teachers use many hands on multi-sensory tactile strands. Classroom teachers use the basal reader and then supplement with chapter books that emphasis the skills being taught.

Licensed teachers in their degreed area teach the middle school grades at St. Louis (6-8). Each child changes classes throughout the day seven times. During this process the child will be exposed to instruction that involves lectures, note taking, cooperative learning groups, lab work and individualized learning. The students are grouped according to their Math level in grade six and follow this strand until graduation. In doing so, the student will be assigned to a more advanced language class or the average group. Students who are still receiving L.D. services in the junior high have learned to cope with their disability and are allowed accommodations according to their IEP. Most accommodations include class notes, oral testing, re-testing or shortened test, tape recording of material and peer buddy assistance.

Since St. Louis School teaches by looking at the whole child, it allows for the student to reach its fullest potential. A child can change from one instructional setting depending on how hard the child wishes to

succeed and also recommendations by the teacher. The parent is also another important step in the success of the child. Working together as a team allows for improved student learning.

#5

St. Louis School educators are dedicated to continually participating in various means of professional development. These include a variety of levels that directly result in increased student achievement. Educators achieve professional development on an individual, grade, department, school-wide, district, state and national level. Educators gain knowledge through school-wide workshops and training. The Technology Implementation Project (TIP) is a program that provides training on various technology topics such as databases, Internet, Microsoft Office, creating web pages, digital camera, I-movies and new software. The workshops provide instruction as well as techniques and ideas of implementing the gained knowledge directly into the classroom setting. This has a direct impact on student achievement, as they in turn are educated on these skills.

St. Louis School educators have the advantage of having many curriculum-based workshops available to them. These enable teachers to appropriately use a variety of approaches to increase student achievement to meet the needs of all students. The school is dedicated to professional development and each educator is required to maintain yearly documentation of their individual hours spent on professional development. Our educators are provided with many opportunities but are also encouraged to find effective models that successfully increase student achievement and raise their own personal knowledge base. Professional development is one small but important part of our success here at St Louis; the dedication to the students drives our educators to excel in their many fields.

SAMPLE FORMAT FOR STATE CRITERION – REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 Test Indiana Statewide Testing for Educational Progress

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SAMPLE FORMAT FOR STATE CRITERION – REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6 Test Indiana Statewide Testing for Educational Progress

Edition/Publication Year 2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SAMPLE FORMAT FOR STATE CRITERION – REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8 Test Indiana Statewide Testing for Educational Progress

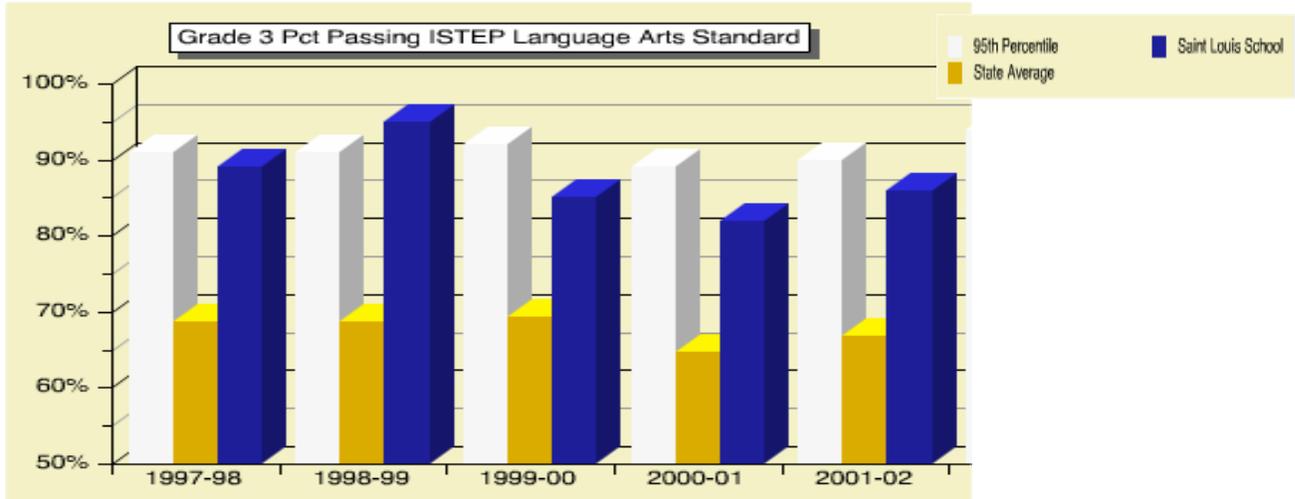
Edition/Publication Year 2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why and how were they assessed? 0

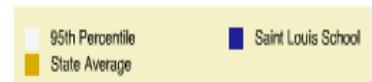
Number excluded 0 Percent excluded 0

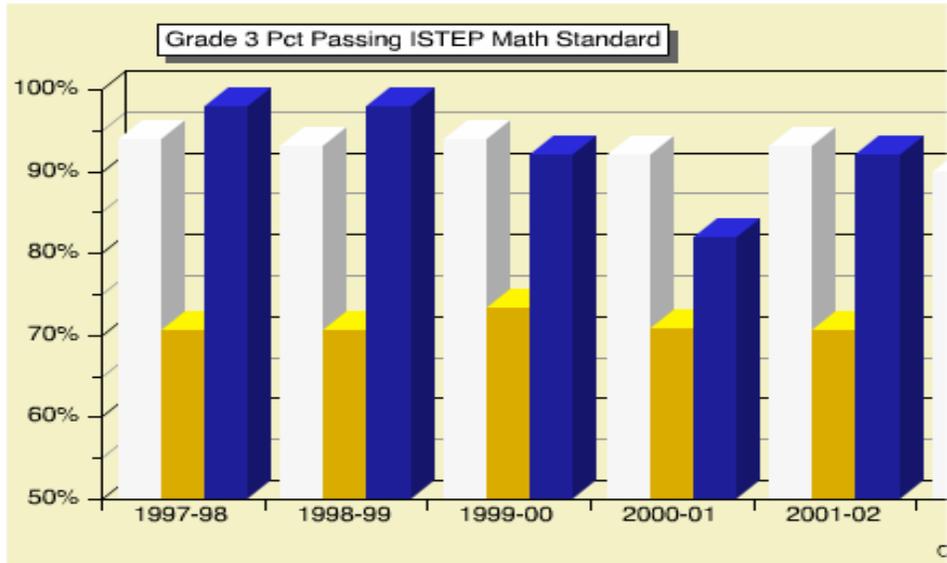
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

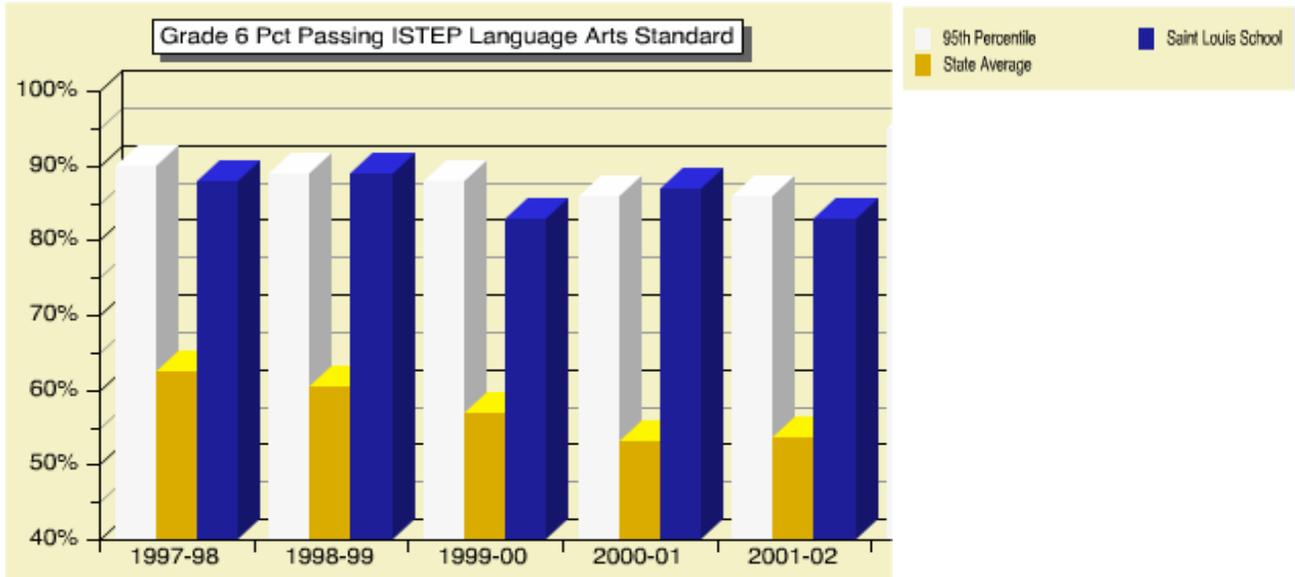


Year	Grade 3 Pct Passing ISTEP Language Arts Standard	
2001-02	<u>95th Percentile</u>	90%
	State Average	67%
	<u>Saint Louis School</u>	86%
2000-01	<u>95th Percentile</u>	89%
	State Average	65%
	<u>Saint Louis School</u>	82%
1999-00	<u>95th Percentile</u>	92%
	State Average	70%
	<u>Saint Louis School</u>	85%
1998-99	<u>95th Percentile</u>	91%
	State Average	69%
	<u>Saint Louis School</u>	95%
1997-98	<u>95th Percentile</u>	91%
	State Average	69%
	<u>Saint Louis School</u>	89%

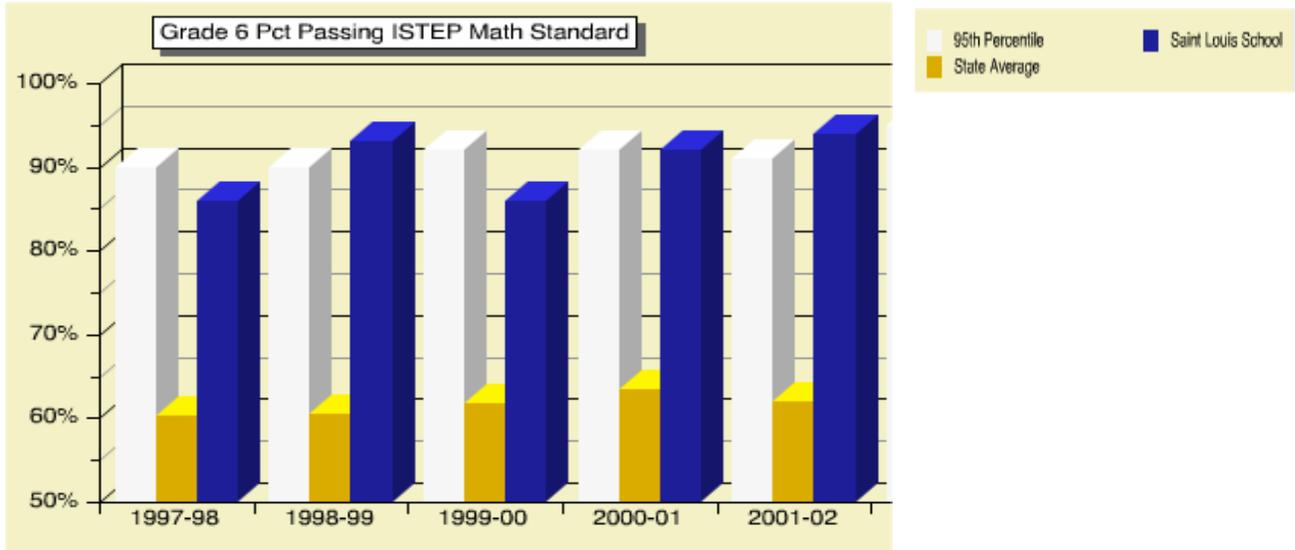




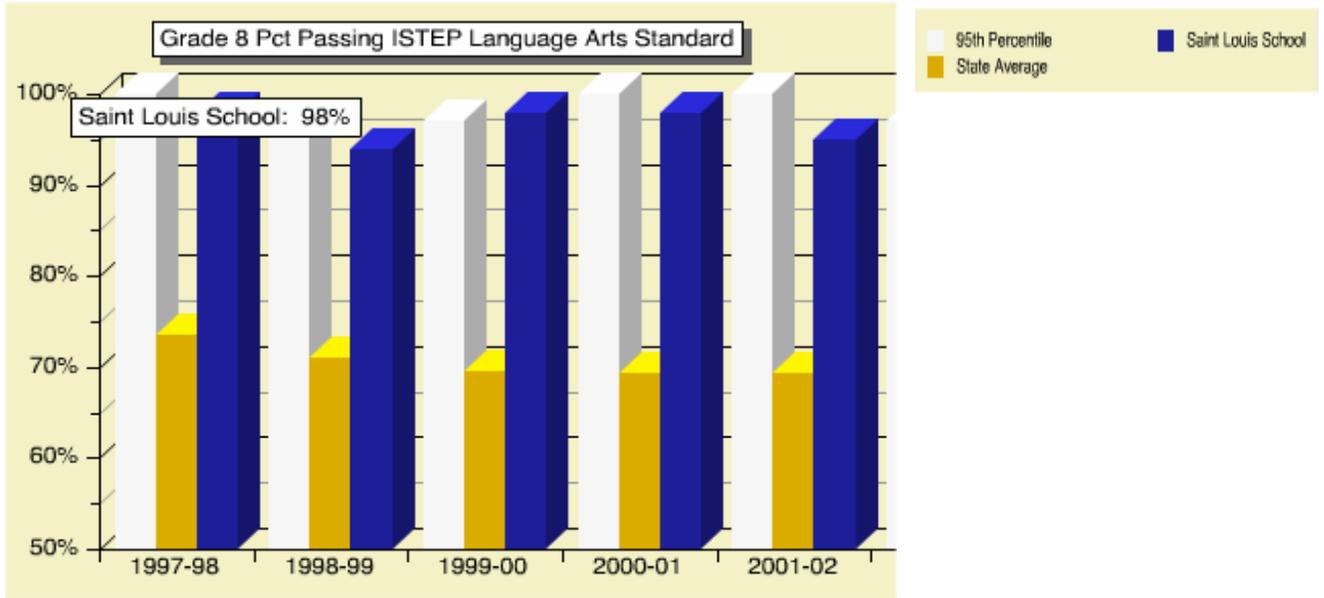
Year	Grade 3 Pct Passing ISTEP Math Standard		
2001-02	<u>95th Percentile</u>	93%	
	State Average	71%	
	<u>Saint Louis School</u>	92%	
2000-01	<u>95th Percentile</u>	92%	
	State Average	71%	
	<u>Saint Louis School</u>	82%	
1999-00	<u>95th Percentile</u>	94%	
	State Average	74%	
	<u>Saint Louis School</u>	92%	
1998-99	<u>95th Percentile</u>	93%	
	State Average	71%	
	<u>Saint Louis School</u>	98%	
1997-98	<u>95th Percentile</u>	94%	
	State Average	71%	
	<u>Saint Louis School</u>	98%	



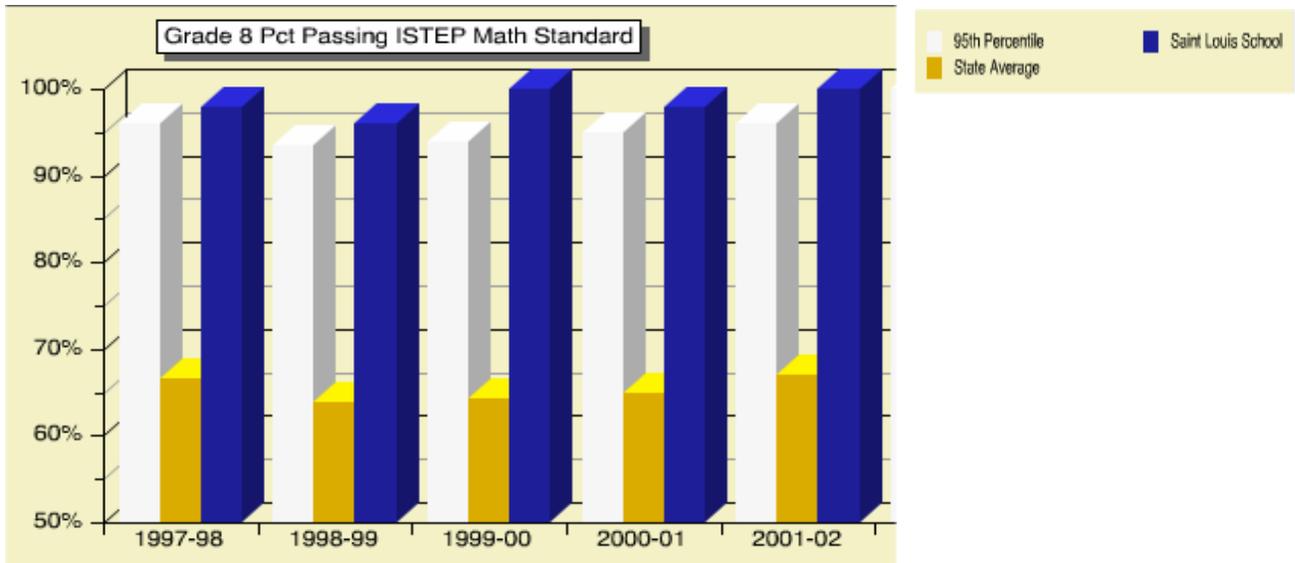
Year	Grade 6 Pct Passing ISTEP Language Arts Standard		
2001-02	<u>95th Percentile</u>		86%
	<u>State Average</u>		54%
	<u>Saint Louis School</u>		83%
2000-01	<u>95th Percentile</u>		86%
	<u>State Average</u>		54%
	<u>Saint Louis School</u>		87%
1999-00	<u>95th Percentile</u>		88%
	<u>State Average</u>		57%
	<u>Saint Louis School</u>		83%
1998-99	<u>95th Percentile</u>		89%
	<u>State Average</u>		61%
	<u>Saint Louis School</u>		89%
1997-98	<u>95th Percentile</u>		90%
	<u>State Average</u>		63%
	<u>Saint Louis School</u>		88%



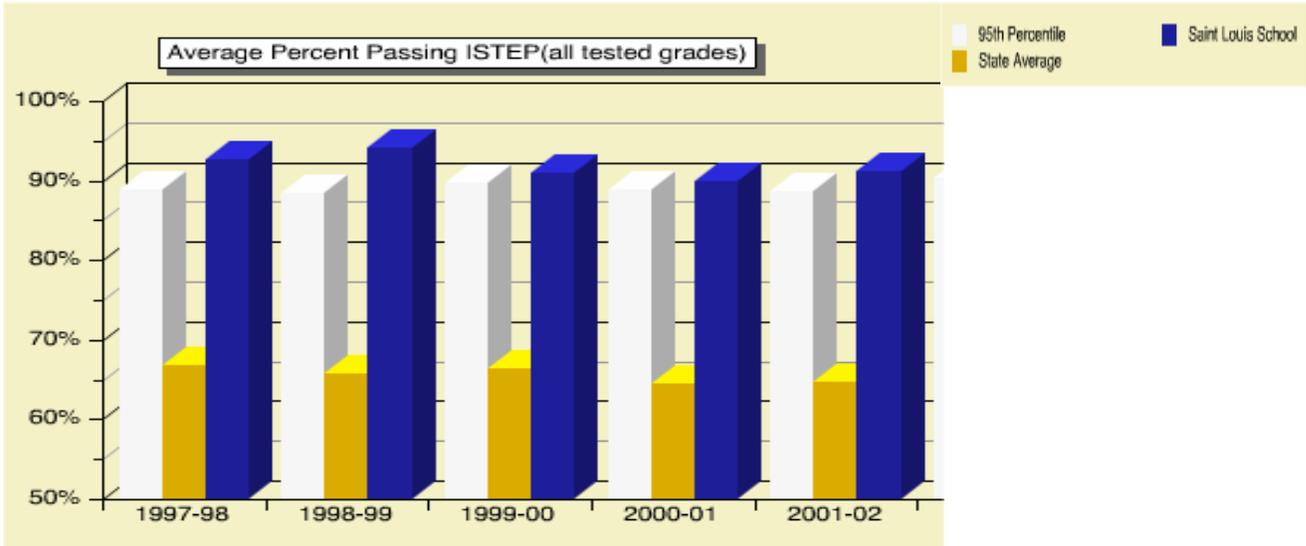
Year	Grade 6 Pct Passing ISTEP Math Standard	
2001-02	<u>95th Percentile</u>	91%
	<u>State Average</u>	62%
	<u>Saint Louis School</u>	94%
2000-01	<u>95th Percentile</u>	92%
	<u>State Average</u>	64%
	<u>Saint Louis School</u>	92%
1999-00	<u>95th Percentile</u>	92%
	<u>State Average</u>	62%
	<u>Saint Louis School</u>	86%
1998-99	<u>95th Percentile</u>	90%
	<u>State Average</u>	61%
	<u>Saint Louis School</u>	93%
1997-98	<u>95th Percentile</u>	90%
	<u>State Average</u>	61%
	<u>Saint Louis School</u>	86%



Year	Grade 8 Pct Passing ISTEP Language Arts Standard	
2001-02	<u>95th Percentile</u>	100%
	<u>State Average</u>	70%
	<u>Saint Louis School</u>	95%
2000-01	<u>95th Percentile</u>	100%
	<u>State Average</u>	70%
	<u>Saint Louis School</u>	98%
1999-00	<u>95th Percentile</u>	97%
	<u>State Average</u>	70%
	<u>Saint Louis School</u>	98%
1998-99	<u>95th Percentile</u>	97%
	<u>State Average</u>	72%
	<u>Saint Louis School</u>	94%
1997-98	<u>95th Percentile</u>	100%
	<u>State Average</u>	74%
	<u>Saint Louis School</u>	98%



Year	Grade 8 Pct Passing ISTEP Math Standard		
2001-02	<u>95th Percentile</u>	96%	
	<u>State Average</u>	68%	
	<u>Saint Louis School</u>	100%	
2000-01	<u>95th Percentile</u>	95%	
	<u>State Average</u>	65%	
	<u>Saint Louis School</u>	98%	
1999-00	<u>95th Percentile</u>	94%	
	<u>State Average</u>	65%	
	<u>Saint Louis School</u>	100%	
1998-99	<u>95th Percentile</u>	94%	
	<u>State Average</u>	64%	
	<u>Saint Louis School</u>	96%	
1997-98	<u>95th Percentile</u>	96%	
	<u>State Average</u>	67%	
	<u>Saint Louis School</u>	98%	



Year	Average Percent Passing ISTEP(all tested grades)	
2001-02	<u>95th Percentile</u>	88.7%
	<u>State Average</u>	64.7%
	<u>Saint Louis School</u>	91.2%
2000-01	<u>95th Percentile</u>	88.8%
	<u>State Average</u>	64.5%
	<u>Saint Louis School</u>	89.9%
1999-00	<u>95th Percentile</u>	89.8%
	<u>State Average</u>	66.3%
	<u>Saint Louis School</u>	90.9%
1998-99	<u>95th Percentile</u>	88.5%
	<u>State Average</u>	65.8%
	<u>Saint Louis School</u>	94.2%
1997-98	<u>95th Percentile</u>	88.8%
	<u>State Average</u>	66.8%
	<u>Saint Louis School</u>	92.6%