U.S. Department of Education **November 2002**

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

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

Official School Name St. Paul's Elementary School
(As it should appear in the official records)

School Mailing Address 105 St. Paul Street
(If address is P.O. Box, also include street address)

Sellersburg	IN	47172-1018
City	State	Zip Code+4 (9 digits total)

Tel. (812) 246-3266 Fax (812) 246-7632

Website/URL _____ Email stpauls.school@insightbb.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.

Fran Matusky Date 2/12/03
(Principal's Signature)

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

Name of Superintendent N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. ( )

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Vicki Brier
(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.

Vicki L. Brier Date 2/12/03
(School Board President's/Chairperson's Signature)

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: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 12 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	35	22	57		7			
1	18	24	42		8			
2	27	21	48		9			
3	21	16	37		10			
4	18	19	37		11			
5	15	18	33		12			
6	13	19	32		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school:

98.6 % White
1.0 % Black or African American
_____ % Hispanic or Latino
.4 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2 %

(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.	0
(2)	Number of students who transferred *from* 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	299
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.0

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

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 1.8 %

5 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: 16 %
46 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	27 Specific Learning Disability
____Hearing Impairment	19 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	14	2
Special resource teachers/specialists	1	1
Paraprofessionals		
Support staff	6	4
Total number	22	7

12. Student-"classroom teacher" ratio: 20/1

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	97%	97%	97%	97%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	5.6%	6.3%	0%	0%	11.1%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

St. Paul School, in Sellersburg, Indiana, opened its doors on September 12, 1949 with 137 students enrolled in grades 1-8. At that time, the school's mission was symbolized by a painting on the door with the words, "He ain't heavy Father, he's my brother." Even from the beginning, caring and providing for the individual needs of our children was at the heart of our school. Through the years, St. Paul's students have excelled academically and spiritually.

With serious economic problems for many of our parents, enrollment fell to 100 students in grades K-6 in 1990. During the summer of 1991, Mrs. Fran Matusky became principal after teaching at St. Paul's for fifteen years. Our enrollment started to increase through lots of prayer, hard work and dedication. In 1993 the computer lab was added in the learning center and the adjoining space was converted into a kindergarten room. In 1994 remodeling was again necessary in the downstairs area to add another classroom.

In 1998, a new activities building was opened with 5 additional classrooms and a beautiful gymnasium. This project was the result of a joint campaign between St. Paul's and St. Joe Hill Parish. All day kindergarten began with tremendous approval from our parents. St. Paul's School was enjoying phenomenal growth as enrollment reached 300 students in K-6, which tripled our number since 1991. Our vision for two classrooms in each grade was realized. St. Paul's School continued to thrive with exemplary ISTEP (Indiana Statewide Testing for Education Progress), and achievement scores, in the 90th percentile and the 95th percentile.

Guided by our mission statement, our St. Paul's School family provides a fine Catholic School education for the children. The secure haven for our students and a nurturing and energizing atmosphere is a wonderful part of our school. As an extension of the family, our communication and parental involvement is a hallmark of our success. Recently, on a very important school fundraiser, 100% of our families participated. Self-esteem of each child is enhanced by our devotion to individual needs. Each week, more than 50 parents help at school.

Our high level of mastery on ISTEP (Indiana Statewide Testing for Education Progress), and other achievement tests, is a result of an exemplary faculty. We place great emphasis on professional growth as 90% of our teachers have achieved or are working on Master's Degrees and higher. We thrive on their stability and outstanding dedication.

Dr. Barbara Fox, Associate Director of Schools in the Archdiocese of Indianapolis, described our school as the best kept secret in the state of Indiana. A local newspaper article described the school building, in 1949, as "the house that many hands and willing hearts built." It was truly a community effort, with area residents of various faiths assisting with the project. Today, we are reaping a harvest that others, in great measure, have sown. We rejoice that someday others will enjoy what we have planted by the grace of God.

St. Paul's School Mission Statement

The mission of St. Paul's School is to provide quality educational services and opportunities designed to nurture the spiritual and academic growth of the children committed to our care in a safe and secure learning environment and serve as an extension of the family.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. Paul School believes it is important to use achievement tests in all grade levels when accessing the strengths and weaknesses of our students and curriculum. The data from these tests allows us to see where we might improve. Besides the normal observation and regular testing of our students, we also give standardized achievement tests in all our grades K-6. Grades K, 1, 2, 4 and 5 take one form of the CTBS (Comprehensive Test of Basic Skills) achievement test. Grades 3 and 6 take the required ISTEP (Indiana Statewide Testing for Education Progress) achievement test. We believe it is very important to test at all grade levels in order to get a true picture of each student's academic abilities and needs as well as making sure we, as a school, are being successful in educating every child in all subject areas. The data from the tests allow us to see where we might improve to help students reach even higher levels.

The CTBS (Comprehensive Test of Basic Skills) achievement test is a norm-referenced test which means scores for individuals and groups of students can be compared with national performance. The national norm groups for this test are composed of students from different geographic regions, living in different communities, attending various schools, who are the same age and grade level. We have reported the National Percentile score for our students in kindergarten, first, second, fourth and fifth grades that took the CTBS (Comprehensive Test of Basic Skills) achievement test. Therefore when you see a 98 on the total score for Kindergarten, reading in 2001-2002 you can state that St. Paul's kindergarten scored higher than 98% of the students in the national norm group.

The ISTEP (Indiana Statewide Testing for Education Progress) achievement test is given in third and sixth grade. This test is a criterion referenced test, which means it reports a student's performance according to a specified standard or criteria rather than in comparison to the performances of other test takers. The ISTEP scores are referenced to the Indiana Standards set and approved by the Indiana State Board of Education. The Indiana State Board of Education defines and establishes the cut-point at which students are above or below the Indiana Academic Standards. We have reported in the tables the percent of students that were above the standard as well as the percent of students who fell below the standard for our school and for all students in Indiana. For example in the 2001-2002 school year 98% of our third graders scored above the standard with only 2% scoring below the standard. This can be compared to the state of Indiana where 66% scored above the standard and 33% scored below standard.

As you can see by the scores in the achievement test tables attached to this application St. Paul School has always maintained high levels of achievement in comparison to the state records. Scores can easily fluctuate as each class of students has a different make-up as far as their ability and situations. We strive to help each student achieve academic success and feel that St. Paul School has done an exceptional job meeting the needs of each one of our students.

2 St. Paul School believes in the importance and value of assessment data to understand and improve student and school performance. We are required by the state of Indiana to give standardized achievement tests in both third and sixth grade. St. Paul's chooses to also give standardized achievement tests in the rest of our grade levels which include kindergarten, first, second, fourth, and fifth grades. The cost of testing the other grades does fall on our school but we feel that the information we gain from these tests and use to help improve our curriculum and instruction is worth the cost. The data from the achievement test is studied by the teachers and administrative staff to see how our students are performing from year to year, comparing their scores from past grade levels to the present. We also use the data to see if we are meeting the high expectations of our school in comparison with the state of Indiana and with the nation. Teachers as well as the administrative staff study the results to see if there is any particular area or subtest that our students seem to be consistently low in. We then investigate our curriculum in regards to that area as well as our instructional methods. Next the teachers and administrative staff investigate other material and/or instructional methods that might help improve our student and school performance. This year St. Paul was chosen to take the NAEP (National Assessment of Educational Progress) achievement test in fourth grade. We accepted the offer gladly and are anxious to see how our

students perform in relation to the rest of the nation. We expect they will do well. St. Paul School will be able to use the testing data from NAEP to see how we are doing compared to other states in the nation. We also believe by accepting this opportunity to test our students for the Nations Report Card we are in turn helping the nation to try and improve and encourage all schools to help every student learn.

3 Assessment data is very helpful to communicate student performance to parents, students, and the community. St. Paul School prides itself on keeping the parents well informed of their children's performance. Every teacher in each grade (K-6) at St. Paul School sends home **weekly** progress reports so the parents can see every week how their children are doing in each subject area. The progress reports include comments from the teacher and allow room for parents to comment also. The principal reviews each progress report before it is sent home with the student. St. Paul School also sets up a conference with teacher, child and parents early in the first quarter of school. After that, conferences are set up by the teacher or parent on an as needed basis. Standardized achievement scores are also used to help communicate to parents and students how the child is performing. The scores can be very confusing to those that might not have a clear understanding of what the numbers actually mean. St. Paul School explains to parents how to read the scores on standardized achievement test every time we send home any standardized achievement scores. We request that the parents call if they do not understand the results, are concerned by them, or have any questions. The principal also reports to our school commission, parish council, and our parent group on how we scored on achievement test during their respective meetings. Results are also shared with school leaders at statewide meetings and conferences.

4 St. Paul School believes in the importance of educating all children to their highest potential. We understand they every child and family are uniquely different and therefore different schools and environments might work better for one family but not another. We take pride in being an excellent school but realize there are other excellent schools as well. St. Paul School encourages as well as prays for the success of all schools in helping to educate students to grow and learn to their highest potential and to become good citizens. We are willing to share our successes with other schools. We try to contribute when attending workshops, conferences, and school forums by sharing what has been successful for us in our school. We hosted as well as gathered at other schools and branched off in grade level divisions to share our achievements, techniques, and concerns. We were able to communicate and learn from other teachers. During a regional principals meeting, our principal as well as the Associate Director of Schools shared our successes with the other attending principals. We have often been used as an example due to our success. We listen hard to learn from other schools as well to find out what works for them that might benefit our students. St. Paul School believes it is very important for schools and communities to work together for the betterment of all the children. They are our future, a future with much potential to help our world reach higher levels. We will continue to be there for all schools to help in this most important goal for our nation.

St. Paul School is excited to be in the running with other excellent schools to be awarded the No Child Left Behind – Blue Ribbon Award. If we receive that honor we will be ready to communicate our success. We plan to have a big open house and invite the public. We will contact both the newspaper and television stations. St. Paul School will have shirts printed for our students because they are our true success. Our school is dedicated to providing for the needs of the children. It has energized our enrollment to triple since 1991. As a Blue Ribbon Award winner St. Paul School would have a much larger audience to share our child-centered message with the nation.

PART V – CURRICULUM AND INSTRUCTION

1. Our Language Arts program includes reading, writing, thinking, listening, speaking, and language study. To stimulate and foster an active appreciation of literature, the students are introduced to various literary genres. The library as well as individual classrooms offer a variety of reading choices. The use of creative writing across the curriculum provides children with the opportunity to express their individuality. Students strengthen their writing skills through group editing sessions and one-on-one teacher interaction. Students are encouraged to analyze and evaluate their own language usage. Spelling strategies and grammar rules are taught through cooperative and hands-on learning. For gifted students, enrichment activities are provided at learning centers or in some cases, personalized programs are constructed. For auditory learners, literature stories are available on audiotapes.

The Math curriculum at St. Paul School develops understanding of basic skills and concepts and provides opportunities to extend and enrich knowledge of subject matter and content. Through the use of manipulatives and varied instructional methods, students in all grades develop the background knowledge to easily attack, decipher, and correctly answer word problems. All students, regardless of performance or grade level, are offered opportunities for math enrichment activities.

The subject of Social Studies includes the study of family, school, community, state history, United States history, world history, geography, charts and graphs, government, current events, and citizenship. The students gain an understanding of how past events relate to our current world situations. By using cooperative learning and role-play, students are able to see the individual views and priorities of those in society. They learn to think systematically about ethical and social issues. The Science curriculum includes instruction in Life, Physical, and Earth Sciences and the Human Body. Opportunities for creative experimentation take place throughout each grade. Students use inquiry, make observations, and draw conclusions daily through guided instruction. Students are encouraged to become environmentally aware of their role in keeping our world healthy and safe. Our Health program directs our students to assume responsibility for their own health and assists them in developing the skills needed to achieve individual fitness and well-being. It also encourages students to behave in healthful ways throughout their lives and emphasizes a positive self-concept.

Our non-traditional curriculum areas include Religion, Art, Music, Computers, Physical Education, Spanish, and Counseling. The Religion curriculum provides for the continuous development of Christian attitudes and values. Students are encouraged to become involved in their community and demonstrate concern for others through charitable causes. They are urged to illustrate a basic understanding of the Mass, the principles of the Church, and Catholic traditions. Student creativity and imagination is expressed throughout the curriculum in numerous art experiences. Students establish a sense of individuality and uniqueness through their work. Many famous artists are studied in relation to different art forms and art history. Our Music curriculum encompasses instruction in music theory and history as well as listening and performance activities. Students hear, discuss, and compare music from every genre. We enhance our Computer curriculum by keeping our lab up-to-date with the newest technological equipment and software. Our lab includes 28 cable Internet accessible computers, including an instructional monitor. Students are instructed in spreadsheets, multimedia presentations, and word processing and use educational software and Internet research to enhance many subject area skills. During Physical Education, students participate in various activities which promote skills such as: fundamental locomotion, coordination, thinking, remembering rules, and following instruction. They are given learning opportunities to enhance their physical fitness through daily exercise, running, throwing, dancing, etc. High expectations are held for all learners, but activities are modified to meet individual needs. As America moves forward into a multicultural society, the demands for students to communicate appropriately with everyone they encounter is broadening. St. Paul School has chosen to offer Spanish instruction as a second language due to the increasing number of Spanish speaking individuals living in our community. Our direction with this program will benefit all students in the next level of their education. St. Paul School provides counseling services to classes and individuals. During these

sessions, students become aware of their emotional and behavioral identities and are better able to deal with feelings and attitudes. Important values and problem solving strategies develop consequently.

2. St. Paul School strives each year to find ways to improve our Reading curriculum. We continue to modify our teaching methods as we stay in the forefront of national trends in education. Varied instructional strategies are used to ensure that all children attain their highest potential. Teachers provide instruction based on individual students' needs in all Language curriculum areas. Additional instruction is often provided by teachers and staff during school hours as well as after school to help all students achieve proficiency in reading.

Literature is used to teach reading, writing, vocabulary usage, thinking, listening, public speaking, and language study. A strong focus is placed on grammar and phonics so that students are better prepared to comprehend passages as well as to construct their own creative writing pieces. We incorporate other curriculum areas such as Science, Social Studies, Math, and Art to broaden student understanding of content as well as to provide them with insight into real-life situations.

Methods used include teacher-directed lessons, peer-guided instruction, independent practice, cooperative learning, hands-on projects, creative writing stations, instructional computer software, and role-play. Students are encouraged to read for fluency and comprehension as they take part in our Scholastic Reading Counts program. This year, St. Paul School set and attained a goal to have all grades participate in this program as well as having teachers provide additional reading resources in the classrooms. Book fairs, incentive programs, and free reading time are other ways literacy is encouraged.

We believe every child benefits from the components of our Reading program. We set new goals every year to ensure each child's needs are being met. In the future, as we do today, our choices for our Reading program will continue to be student-driven.

3. St. Paul School lays the foundation for all students to become intellectual mathematical thinkers. We use a variety of instructional methods to accomplish this goal. Our Math curriculum permits all students to progress at their own pace, yet never allows a student to fall below grade level expectations. Students are urged to exceed minimum standards.

Throughout each grade, teachers use cooperative learning, hands-on games, manipulatives, group meeting boards, and individualized instruction to assure that every child is given the opportunity to excel in math. Students demonstrate computational skills and use number sentences to show the relationships among whole numbers, decimals, and fractions. They select and use appropriate instruments and units for estimating and measuring length, area, volume, capacity, weight, and temperature. The collection, organization, and interpretation of data is performed in each grade. Students use shape, size and position to recognize, describe, classify, and compare geometric shapes. Students discover the relationships among numbers, including number sentences with constants and variables. The concepts of ratios, proportions, and percents are covered in the intermediate grade levels. Mental computation and estimation skills are practiced regularly by the use of "real world" math situations.

Research has shown that by using various methods of instruction, students have a greater mastery of material. Because St. Paul School does use a variety of teaching techniques and allows students to progress according to their developmental levels, we view our math program as a strength in our overall curriculum. A large number of our students test into accelerated programs after leaving St. Paul School. We are confident they are prepared to build upon the foundation that has been laid in order to be successful in the future.

4. Attempting to meet the needs of every student in the classroom is the primary goal for St. Paul School. This goal is tackled by using a variety of teaching theories, methods, and strategies, as well as keeping the student-teacher ratio as low as possible. In order for success to occur, we know that every student must

be taught in a way he or she easily understands. By creating successful situations, a sense of self-worth and accomplishment can promote a truly positive learning experience. We believe that by generating a positive mental state facilitated by a variety of learning tasks, students remain attentive and full of energy.

Within our school, students are given the opportunity to learn through teacher directed instruction, peer-guided instruction, and independent experimentation. We use cooperative learning methods, hands-on projects, role-play, simulation, interactive bulletin boards, science experimentation centers, instructional computer software, and creative writing stations to ensure that all students, regardless of their developmental levels, are reached. Our computer lab is used as a primary source of enhancement and reinforcement for student learning as well.

The cooperative activities allow students with all levels of ability to benefit as mentors and learners, develop interpersonal skills, and more fully extend their academic talents. They must collectively work together to form a solution or product. This becomes preparation for future encounters with the business world. The students use inductive thinking and inquiry while working in the experimentation centers. This provides the basis for the development of critical thinking skills. The students become involved in identifying and investigating a problem and must design ways to resolve or overcome a situation at hand. During role-play dramatizations, the children develop empathy for individuals with diverse backgrounds.

Creating instructional opportunities that incorporate the models and methods mentioned above is important when attempting to meet individual needs. By understanding each child's learning style and ability level, St. Paul School can better accommodate the vast variety of personalities and potential that each child brings to the classroom. Students who sway to the extremes of the academic continuum benefit from the use of all these methods.

5. St. Paul School is committed to professional development. Our faculty is comprised of an energetic group of individuals who have all completed degreed programs from a variety of universities. Nearly 90% of our faculty has attained or is working toward a Master's Degree. This infuses our staff with the most innovative approaches in education. Nevertheless, we continually keep current by attending various workshops, seminars, and tutorials. We take advantage of continuing education programs that entail such topics as assessment, special needs, child safety, technology, catechetical development, language development, and the promotion of literacy.

Teacher growth and development also occurs within the containment of our school. Innovative instructional methods are shared and developed through collaboration among teachers. We understand the importance of collectively working as a staff. The prudent use of teacher talents and skills energizes other instructors to reach even greater heights within their own teaching. Financial resources are sometimes slim within the Catholic School setting, which causes an even greater obligation for creativity and sharing. The staff realizes this challenge, especially when it includes our special needs students. We strive to accommodate for the individual needs and make adaptations when necessary.

Professional development courses are required of the entire faculty at St. Paul School. All teachers have an open opportunity for professional growth at any time throughout the year, and the administrator supports them in these endeavors financially, if needed, as well as makes staff accommodations when necessary. Our St. Paul's family is confident that our students will reap the rewards from our teacher commitment of being life-long learners.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): Catholic
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X
No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$ 3100 K	$ 3100 1st	$ 3100 2nd	$ 3100 3rd	$ 3100 4th	$ 3100 5th
$ 3100 6th	$ _____ 7th	$ _____ 8th	$ _____ 9th	$ _____ 10th	$ _____ 11th
$ _____ 12th	$ _____ Other				

2. What is the educational cost per student? (School budget divided by enrollment) $ 3849.00

3. What is the average financial aid per student? $ 0

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 22 % Parish Subsidy

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 78 % Parishioners

Grade Kindergarten Test Terra Nova Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March		March		
SCHOOL SCORES					
Total Score	98		98		
Number of students tested	50		51		
Percent of total students tested	100%		100%		
Number of students excluded	0		0		
Percent of students excluded	0%		0%		

Grade Kindergarten Test CTBS/4 Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				73	68
Number of students tested				51	36
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade Kindergarten Test Terra Nova Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March		March		
SCHOOL SCORES					
Total Score	97		94		
Number of students tested	50		51		
Percent of total students tested	100%		100%		
Number of students excluded	0		0		
Percent of students excluded	0%		0%		

Grade Kindergarten Test CTBS/4 Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				85	83
Number of students tested				51	36
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade First Test Terra Nova Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	95	90	97		
Number of students tested	50	45	49		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade First Test CTBS/4 Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				80	87
Number of students tested				38	31
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade First Test Terra Nova Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	89	83	83		
Number of students tested	50	45	49		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade First Test CTBS/4 Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				68	89
Number of students tested				38	31
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade Second Test Terra Nova Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	80	83	71		
Number of students tested	40	49	40		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade Second Test CTBS/4 Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				77	80
Number of students tested				30	44
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade Second Test Terra Nova Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	86	79	76		
Number of students tested	40	49	40		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade Second Test CTBS/4 Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE_____ Scaled Scores_____ Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				86	87
Number of students tested				30	44
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

State Criterion-Referenced Test

Grade -- Third Test – ISTEP - LANGUAGE ARTS
Publisher _CTB/McGRAW HILL_____
Number Excluded _____0_____ Percent Excluded ___0%____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	September	September	September	September	September
SCHOOL SCORES					
TOTAL					
Percent above standard	98	79	76	89	93
Percent below standard	2	21	24	11	7
Number of students tested	45	38	34	46	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Percent above standard	66	63	68	68	78
Percent below standard	33	35	30	31	30

State Criterion-Referenced Test

Grade -- Third Test – ISTEP Math
Publisher _CTB/McGRAW HILL_____
Number Excluded _____0_____ Percent Excluded __0%___

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	September	September	September	September	September
SCHOOL SCORES					
TOTAL					
Percent above standard	91	79	85	89	81
Percent below standard	9	21	15	11	19
Number of students tested	45	38	34	46	27
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Percent above standard	70	70	73	70	68
Percent below standard	29	29	26	29	32

Grade Fourth Test Terra Nova Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	65	73	75		
Number of students tested	35	35	46		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade Fourth Test CTBS/4 Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				74	75
Number of students tested				29	25
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade Fourth Test Terra Nova Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
Total Score	64	79	77		
Number of students tested	35	35	46		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		

Grade Fourth Test CTBS/4 Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month				March	March
SCHOOL SCORES					
Total Score				88	88
Number of students tested				29	25
Percent of total students tested				100%	100%
Number of students excluded				0	0
Percent of students excluded				0%	0%

Grade Fifth Test CTBS/4 Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March		March	March
SCHOOL SCORES					
Total Score	75	81		72	81
Number of students tested	35	42		25	33
Percent of total students tested	100%	100%		100%	100%
Number of students excluded	0	0		0	0
Percent of students excluded	0%	0%		0%	0%

Grade Fifth Test Terra Nova Reading
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month			March	March	March
SCHOOL SCORES					
Total Score			79		
Number of students tested			29		
Percent of total students tested			100%		
Number of students excluded			0		
Percent of students excluded			0%		

Grade Fifth Test CTBS/4 Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March		March	March
SCHOOL SCORES					
Total Score	90	91		87	84
Number of students tested	35	42		25	33
Percent of total students tested	100%	100%		100%	100%
Number of students excluded	0	0		0	0
Percent of students excluded	0%	0%		0%	0%

Grade Fifth Test Terra Nova Math
Publisher CTB/McGraw-Hill
What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported as (check one): NCE Scaled Scores Percentiles **v**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month			March		
SCHOOL SCORES					
Total Score			77		
Number of students tested			29		
Percent of total students tested			100%		
Number of students excluded			0		
Percent of students excluded			0%		

State Criterion-Referenced Test

Grade -- Sixth Test – ISTEP LANGUAGE ARTS
Publisher _CTB/McGRAW HILL___
Number Excluded ____0_____ Percent Excluded __0%_____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	September	September	September	September	September
SCHOOL SCORES					
TOTAL					
Percent above standard	85	89	93	94	92
Percent below standard	15	11	7	6	8
Number of students tested	40	28	29	31	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Percent above standard	52	52	56	59	61
Percent below standard	46	46	42	39	37

State Criterion-Referenced Test

Grade -- Sixth Test – ISTEP Math
Publisher __CTB/McGRAW HILL___
Number Excluded _____0_____ Percent Excluded ___0%____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	September	September	September	September	September
SCHOOL SCORES					
TOTAL					
Percent above standard	88	96	97	90	96
Percent below standard	13	4	3	10	4
Number of students tested	40	28	29	31	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Percent above standard	61	62	61	59	59
Percent below standard	38	36	38	39	39

Indiana Department of Education

Center for Assessment, Research and Information Technology
Division of Educational Information Systems
Room 229, State House - Indianapolis, IN 46204-2798
Telephone 317-232-0808

The top ten percent of all public and non-public schools in Indiana for the ISTEP+ had percent passing rates that were at or above the following percentages:

2001-2002

Grade 3	
English/Language Arts	.86111111
Mathematics	.88372093
Grade 6	
English/Language Arts	.8
Mathematics	.875
Grade 8	
English/Language Arts	.941176471
Mathematics	.925084175
Grade 10	
English/Language Arts	.869822485
Mathematics	.825