

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal **Mr. J. Fred Tone**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Bishop Dwenger High School**  
(As it should appear in the official records)

School Mailing Address **1300 E. Washington Center Rd.**  
(If address is P.O. Box, also include street address)

**Fort Wayne** **IN** **46825-4556**  
City State Zip Code+4 (9 digits total)

Tel. **(260) 496-4700** Fax **(260) 496-4702**

Website/URL **www.bishopdwenger.com** E-mail **ftone@bishopdwenger.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.

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

Name of Superintendent\* **Mrs. Michelle Hittie**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Ft. Wayne/South Bend Diocese** Tel. **(260) 422-4611**

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 **Mr. Kenneth Sikora**  
President/Chairperson: \_\_\_\_\_  
(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 \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

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

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. **10** 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>				<b>7</b>			
<b>1</b>				<b>8</b>			
<b>2</b>				<b>9</b>	<b>138</b>	<b>128</b>	<b>266</b>
<b>3</b>				<b>10</b>	<b>133</b>	<b>132</b>	<b>265</b>
<b>4</b>				<b>11</b>	<b>116</b>	<b>135</b>	<b>251</b>
<b>5</b>				<b>12</b>	<b>120</b>	<b>124</b>	<b>244</b>
<b>6</b>				Other			
<b>2003-04</b>			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>				<b>1026</b>

6. Racial/ethnic composition of the students in the school: **95.1% White**  
**1.2% Black or African American**  
**1.7% Hispanic or Latino**  
**1.8% Asian/Pacific Islander**  
**.2% American Indian/Alaskan Native**  
**100% Total**

7. Student turnover, or mobility rate, during the past year: **3.57%**

(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.) **(2002-03)**

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>15</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>21</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>36</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>1007</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>.03575</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3.57%</b>

8. Limited English Proficient students in the school: **<1%**  
**8 Total Number Limited English Proficient**  
Number of languages represented: **8**  
Specify languages: **Chinese, Vietnamese, Korean, German, Portuguese, Spanish, Russian, Ethiopian, Japanese**

9. Students eligible for free/reduced-priced meals: **5.7%**  
**55 Total Number Students Who Qualify**

If this method does not produce 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: **4.4%**  
**45 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	<b>1</b>	Orthopedic Impairment
<u>    </u> Deafness	<u>    </u>	Other Health Impaired
<u>    </u> Deaf-Blindness	<b>40</b>	Specific Learning Disability
<b>4</b> 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:

	<b>Number of Staff (2003-04)</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<b>7</b>	<u>        </u>
Classroom teachers	<b>63</b>	<b>5</b>
Special resource teachers/specialists	<b>2</b>	<u>        </u>
Paraprofessionals	<u>        </u>	<u>        </u>
Support staff	<b>10</b>	<u>        </u>
Total number	<u>        </u>	<u>        </u>

12. Average school student-“classroom teacher” ratio: **15 :1**

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<b>96.2%</b>	<b>96.3%</b>	<b>96.3%</b>	<b>96.5%</b>	<b>96.1%</b>
Daily teacher attendance	<b>96%</b>	<b>95.4%</b>	<b>97%</b>	<b>95.1%</b>	<b>96.9%</b>
Teacher turnover rate	<b>4.6%</b>	<b>20%</b>	<b>6.2%</b>	<b>15.9%</b>	<b>4.8%</b>
Student dropout rate	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Student drop-off rate	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<b>234</b>
Enrolled in a 4-year college or university	<b>94%</b>
Enrolled in a community college	<b>2%</b>
Enrolled in vocational training	<b>1%</b>
Found employment	<b>3%</b>
Military service	<b>1%</b>
Other (travel, staying home, etc.)	<b>0%</b>
Unknown	<b>0%</b>
<b>Total</b>	<b>100%</b>

### **PART III - SUMMARY**

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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.

Bishop Dwenger High School is a college-preparatory oriented co-educational Indiana high school owned and operated by the Roman Catholic Diocese of Fort Wayne-South Bend. Established as a community of believers around the person of Christ Himself, the faculty, administration, staff, students, and parents share knowledge enlightened and enlivened by faith in an atmosphere of freedom and love. We are fully accredited by the State of Indiana and by the North Central Association of Colleges and Schools.

The school, as an extension of the family and Church, emphasizes the total growth of each student in an atmosphere of academic challenges and accomplishments. Based on the Judeo-Christian heritage, the school is committed to social awareness through service to others.

We at Bishop Dwenger High School are working...as a *Community of Students*, faculty and staff, with the parents, Board of Education and alumni in the shared project of human growth, with each member offering a personal contribution...as an *Educational Community* we work to provide for the spiritual, intellectual, psychological, social and physical needs of each student...as a *Christian Educational Community* which desires to provide an authentic and genuine charity among its members in a setting where each person can function with responsible freedom...as a *Community Within a Society*...the interaction of the members of the Dwenger academic community encourages each student to develop the ability to participate in civic affairs and influence the larger world.

Our primary goal is to assist young men and women into becoming *Citizens of Two Worlds*.

Bishop Dwenger High School's high standards are illustrated in the many achievement numbers produced from State requirements. For example, 100% of our students pass the State graduation qualifying exam (ISTEP); of last year's graduating class, 94% attended a four year college, 58% earned an Academic Honors Diploma, 36% earned a Core 40 Diploma and 91% took the Scholastic Aptitude Test.

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

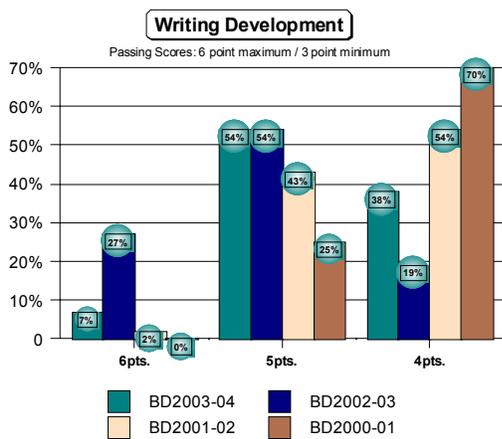
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1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.
2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

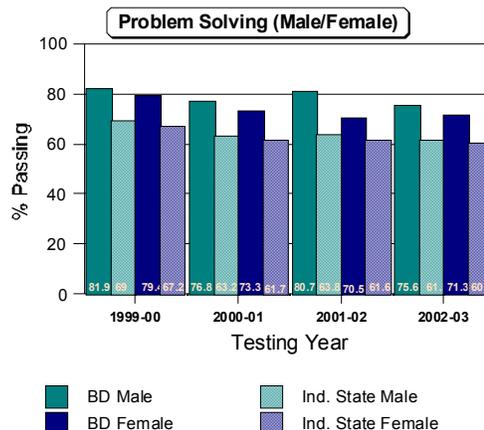
1. The State of Indiana requires a graduation qualifying exam (ISTEP+). This exam is made up of two sections, English/Language Arts and Mathematics. Our historical performance is charted below:

Year	Number of Students	% Passing Mathematics	% Passing English	% Passing Math/English Students
<b>Bishop Dwenger</b>				
2003	Math	English	Both	Students
	<b>93% (245)</b>	<b>95% (250)</b>	<b>91% (240)</b>	<b>263</b>
2002	<b>90% (226)</b>	<b>92% (231)</b>	<b>87% (218)</b>	<b>251</b>
2001	<b>85% (218)</b>	<b>90% (230)</b>	<b>81% (207)</b>	<b>256</b>
2000	<b>90% (225)</b>	<b>90% (225)</b>	<b>84% (210)</b>	<b>250</b>
1999	<b>88% (191)</b>	<b>91% (198)</b>	<b>85% (185)</b>	<b>217</b>
1998	<b>80% (195)</b>	<b>93% (227)</b>	<b>79% (193)</b>	<b>244</b>
1997	<b>74% (178)</b>	<b>87% (209)</b>	<b>70% (168)</b>	<b>240</b>
<b>State of Indiana(Public)</b>				
2002	70973	68%(48261)	68%(48261)	59.8%(4244)
2001	71,145	65% (46,178)	68% (48,446)	58% (41,264)
2000	71,041	67% (53,991)	69% (49,018)	59% (41,914)
1999	64,246	63% (40,475)	70% (44,972)	57% (36,620)
1998	65,059	59% (38,385)	72% (46,842)	55% (35,783)
1997	67,476	58% (39,136)	70% (47,233)	54% (36,437)

We have demonstrated a gradual improvement in both English and mathematics. We found that there was a significant difference between males and females in mathematics. To increase the performance of females, who were scoring up to 10 percent below males, the math department made many attempts to avoid gender bias when teaching, testing and purchasing materials. In this attempt, we have experienced an improvement in both genders and the gap between males and females have narrowed to a 2 to 3 percent difference. As for English/Language Arts, we discovered that writing development was the weakest skill tested among students. To improve student skills in this area, Bishop Dwenger launched a campaign for writing across the curriculum. Based on this effort we have experienced a dramatic shift from students scoring minimum number of points (4) in writing development to scoring five and six (maximum) points.



(Shift from 4pts. to 6pts)



(Gender difference in math)

2. As part of our three-year accreditation process, one of our school goals is to increase student writing skills. The ISTEP+ exam has been an excellent tool for us to monitor student progress. The results of the exam are itemized by specific English/Language Arts skills. This allows us to chart the data by many different configurations. For example, we chart the data by subgroups (socio-economic, gender, race), by quartile (class ranking), by attendance and discipline all to determine where progress or deficiencies may exist. We have found that with the ability to make such charts, we gain a clear picture of the student's deficiencies and the area where we need to provide assistance. In addition to State assessments, we utilized an Internet writing prompt in all English classes that identifies where the students fall in respect to State standards. This exercise is followed by an annual research project. These projects and assessment results are kept in a 4 year portfolio where various instructors can access to determine past performance of any one student.

3. We are very successful in communicating with our parents. First, we utilize an on-line program called *K-12 Planet*. *K12 Planet* allows parents access to student grades, attendance, conduct, assignments and messages from instructors or administrators. Second, we have a staff who produces a monthly newsletter that is distributed to all families enrolled at Bishop Dwenger High School and to families of 8<sup>th</sup> grade students who are considering attending our school. This eight page newsletter advertises scholarship information, student success stories, innovative teaching practices and messages from our administration. The professional layout and content of the newsletter encourages a strong readership. An additional newsletter is produced for the 40 graduating classes of Bishop Dwenger High School. This alumni publication delivers our needs and advertises our successes to the backbone of our school. The alumni have played a critical role in advancing our institution in technology, physical plant and educational programs.

We hold special meetings discussing ISTEP+ results with parents. We set up individualized plans for each family to help their student gain the necessary skills to pass the exam. We use a front sign to advertise our success in exceeding State standards and scholastic honors our school receives. According to the City Traffic Division, 60,000 cars pass by our sign daily. We are frequently interviewed by local media about our techniques in educating our students. In December, 2003, a news reporter spent a school day with us researching our innovative practices. This resulted in two news stories praising our success at Bishop Dwenger High School, particularly in State testing. These stories also prompted a visit by a different news agency in January of 2004.

4. We have implemented articulation meetings with our feeder schools for each academic discipline. At least twice a year, each high school department collaborates with our feeder school teachers in grades five through eight, to discuss teaching practices and the importance of consistent standards that naturally progress through 12<sup>th</sup> grade. This has unified our system and has strengthened student skills by the time they reach the secondary level. We also recognize academic achievement to the same degree as we do athletic achievement. Any student can work toward an Academic Honors Jacket. Since the program began in 2002, 56 students have earned the honor of wearing this jacket, trimmed in a contrasting color to distinguish it among the traditional athletic jacket. They have met strict grade point average and attendance requirements along with taking only academic or higher level courses. The jacket identifies the many students we have achieving high honors. This program has become such a success that we have many schools and media agencies asking for details. We continue to increase scholarships earned by our senior classes. Just three years ago, our seniors earned just over 2 million dollars in scholarships. Last year, the senior class earned over 3.5 million dollars in scholarships. This fact draws public attention from our messages on our front sign, to our newsletters and media reports. Bishop Dwenger High School works hard to share the success of their students with the community. We extend our hands out to many schools in consultation in hope to become a team where we can share ideas and practices between us. The goal must be the cooperation between the student and the community and with this in mind, only good can come from such collaboration.

## PART V – CURRICULUM AND INSTRUCTION

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1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The Bishop Dwenger High School curriculum is centered on the five academic areas: English, mathematics, science, social studies, and foreign language. Elective courses are offered from the fine arts and business departments. Religion classes are required every semester the student is here, as well as health, physical education, and computer applications.

Within the academic areas, there are multiple levels of difficulty in order to meet the needs and capabilities of every Bishop Dwenger student. In the mathematics department, classes range from a two-year Algebra I class to Advanced Placement Calculus and Statistics and English classes range from Basic English 9 to Honors English 12 Advanced Placement. In the science department, classes range from Science Fundamentals to Advanced Placement Chemistry and Biology. Included in this range of science courses are specialized courses such as Human Genetics, Human Anatomy & Physiology and Microbiology. There are five years of each of three foreign languages: Latin, Spanish, and French. Within the social studies department, students are required to complete United States Government, History, and Economics. This department also provides elective courses such as World History, World Geography, Topics in United States History, and Leadership Development. An Honors United States Government class is offered for seniors who seek a more in-depth knowledge of this area. Students are encouraged to challenge themselves as much as possible within these subjects with the reality of their abilities and career goals in mind.

Our performing and fine arts program offers art, vocal music, and instrumental music. Although only two fine arts credits are required for the Academic Honors Diploma, students pursuing all diplomas are encouraged to explore their artistic talents. These popular electives include, but are not limited to, the following: 2 & 3 Dimensional Art, Sculpture, Painting, Computer Graphics, Concert Band, Orchestra, Vocal Jazz, and Concert Choir.

Every student is introduced to the business department by taking the required computer application course. From there, students may pursue advanced computer classes including Web Page Design and Desktop Publishing. Accounting and Business Law courses are also available to students interested in the many other aspects of business.

Our accelerated courses tend to cover more material and move at a faster pace than the regular classes. Students may be on the honors track for one subject, multiple subjects or none, depending on their own abilities and goals. Students' schedules are customized to emphasize their strengths and address their weaknesses.

As an incoming eighth grader, students elect to take a placement test to qualify for the honors program in English and/or mathematics. Freshmen, who have successfully completed the first year of a foreign language at the middle school level, may take the second year of that language in high school.

2. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English Department is using an online essay program available to us through Holt, Rinehart, Winston, our textbook company. Over twenty writing prompts are available to students to compose expository, persuasive, narrative, fiction and nonfiction essays inside or outside the classroom. The program allows students to use various graphic organizers to do pre-writing. Students then type the essays, and they are scored within a matter of minutes by the program according to ISTEP+ rubrics. Students receive feedback about their writing. They have the option to revise an essay and rescore it. They also may view a model essay on the topic for comparison purposes. All student activity is recorded in the teacher grade book. One year of use has been instrumental in raising our ISTEP+ writing scores dramatically so that all students are at a competent level or above. The program allows flexibility for teachers to adapt the prompts for any type of writing assignment and to do more writing in the classroom than what would have been feasible for a teacher to be able to grade.

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.

Bishop Dwenger's mission is one of a values-based educational process. A cooperative spirit is essential to support our pursuits of educational excellence and the developing of one's gifts. Students, staff and parents are expected to unite in a team-approach to better serve the needs of the student. Beginning with Enrollment Day, parent and student are asked to declare a vocational pursuit as they select which of the three types of diplomas they will pursue. As freshmen, a four-year planner is established based upon curriculum choices to guide them through the scheduling process. It is emphasized that the planner is only a worksheet and can be changed at any time. Also emphasized is that decision-making is based upon student performance and a willingness to commit to achieving standards.

Bishop Dwenger is dependent upon technological-based strategies to support this team approach. *WinSchool* is an electronic grading system employed by our staff. This system supports an uploading of grades to a web site called *K12 Planet*. Staff, students and parents can check the status of assignments 24 hours a day. Each staff member is assigned a consistent patterned E-mail address; 1<sup>st</sup> initial, last name, @bishopdwenger.com. Parents and students can communicate around the clock via internet with the expectation of a 24 hour response time. Effective communication enhances success and intervention selection that may be needed.

A Resource Room is available for all students who have difficulties academically. Over 20 strategies are available to assist students in their pursuits of educational excellence. The greatest limiting factor of student success is missing work. The destructive effect of a zero on the quarter's average creates an invalid assessment of the student's abilities. Invalid assessments do not support the developing of one's gifts. Over 95% of failures that occurred during school year 2001-02 resulted from missing work. With an effective communication network in place, the team-approach can be successfully employed to support the student in eliminating missing work. Once eliminated, creativity in selecting other interventions can occur.

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

Bishop Dwenger High School's Resource Room provides help for any student in the building. The goal of the RR is to help students find school success using methods that will work for each individual student. The methods used to accomplish this goal are as varied as the students who choose to use them. Flash cards or concept cards are used to break the material into parts, used to study, and may be used as a word bank on tests. Tests are read to students. Students may make use of a scribe or computers. Extended time, isolated work space, and group study, and oral quizzing are some of the more widely used techniques.

Teachers use varied instructional methods in the classroom. The use of the Quia program for individual review is used by the foreign language department and the science department. This allows students to critique their work based on state standards. The social studies department utilizes an on-line study with the University of Connecticut. The students are assigned five topic issues of a particular country and take on the role of diplomat in order to promote their country within world ranks. This requires on-line conferencing with other schools representing countries and extensive research of each country. The 4-Mat teaching method is used to create lesson plans. 4-Mat is designed to reach the various learning styles of students. The system categorizes students as a type 1 learner to a type 4 learner. Students are encouraged to make presentations using technology available to them; such as smart boards or PowerPoint's. Audio text books are available for use as well.

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

Our staff development program has focused upon developing a support system which promotes student success. The communication system mentioned in question 3 was developed over a period of four years. Monthly in-servicing occurred so that our staff could better utilize their PC's and the associated software purchased. Time was a necessary ingredient to allow for habit-patterns to be implemented. Action plans were established with follow-up procedures formulated in order to assure staff compliance. Positive rewards for implementing our system occurred in the form of "tech tokens". The biggest motivating factor occurred when our staff began to see selected strategies for struggling students result in higher grades earned.

Our Diocese (corporate office) annually identifies the weakest test results for curricular areas. Writing skills development was the lowest. Our 10<sup>th</sup> grade language arts ISTEP+ scores identified the same low performance. As part of our improvement planning efforts, writing skills development across the curriculum was implemented. Dressel Format Writing was selected as the type of process writing our students would employ. All curricular areas were expected to employ this format. The English Department purchased a textbook which provided an ancillary web site for writing prompts. This curricular feature provided writing prompts which employ grading standards as established by the State of Indiana. Writing prompts are graded online with immediate results provided to the student. Student ISTEP+ scores rose dramatically the very next year after employing these features.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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

Private school association(s): Indiana Non Public Education Assoc., Assoc. for Supervision & Curriculum Development, Nat. Assoc. of Secondary School Principals, North Central Assoc., Nat. Catholic Educational Assoc., Indiana Federation of Catholic School Families, Allen County Non Public School Assoc.

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.)

\$ _____ K	\$ _____ 1 <sup>st</sup>	\$ _____ 2 <sup>nd</sup>	\$ _____ 3 <sup>rd</sup>	\$ _____ 4 <sup>th</sup>	\$ _____ 5 <sup>th</sup>
\$ _____ 6 <sup>th</sup>	\$ _____ 7 <sup>th</sup>	\$ _____ 8 <sup>th</sup>	<b>\$2,555</b> 9 <sup>th</sup>	<b>\$2,555</b> 10 <sup>th</sup>	<b>\$2,555</b> 11 <sup>th</sup>
<b>\$2,555</b> 12 <sup>th</sup>	<b>\$3,449</b> (non-Catholic) Other				

- |  |                   |
|--|-------------------|
| 2. What is the educational cost per student?<br>(School budget divided by enrollment)                  | <b>\$4,177.00</b> |
| 3. What is the average financial aid per student?  | <b>\$1,139.00</b> |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <b>10.5%</b>      |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction?   | <b>34.1%</b>      |

## Indiana Graduation Qualifying Exam

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 **10**

Test **ISTEP+ Graduation Qualifying Exam**

Edition/publication year **2003**

Publisher **McGraw-Hill**

Number of students in the grade in which the test was administered **263**

Number of students who took the test **263**

What groups were excluded from testing? Why, and how were they assessed? **none**

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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 cut point 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 cut points. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficient and advanced cut points. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

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

## ISTEP+ Analysis Six Year Comparison (1997-2003)

(Summary of Sophomore Class English & Math GQE Scores)

Information assembled by the ISTEP+ Coordinator annually.

Sophomore Class	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
<b>Total Students</b>	248	245	220	250	256	251	263
<b>Retest Next Fall</b>	62 31 Eng 62 Math	49 17 Eng 49 Math	26 19 Eng 26 Math	40 40 Eng 40 Math	49 26 Eng 38 Math	44 19 Eng 25 Math	24 13 Eng 19 Math
<b>Above English Standard (&gt;466)</b>	215 (87%)	228 (93%)	201 (91%)	225 (90%)	230 (90%)	231 (92%)	250 (95%)
<b>Below English Standard (&lt;466)</b>	31 (13%)	15 (6%)	16 (7%)	20 (8%)	21 (8%)	18 (7%)	11 (4%)
<b>*Undetermined English</b>	2 (<1%)	2 (<1%)	3 (<1%)	5 (2%)	5 (2%)	2 (1%)	0
<b>Above Mathematics Standard (&gt;486)</b>	183 (74%)	196 (80%)	193 (88%)	225 (90%)	218 (85%)	225 (90%)	244 (93%)
<b>Below Mathematics Standard (&lt;486)</b>	59 (24%)	45 (18%)	24 (11%)	20 (8%)	36 (14%)	21 (8%)	5 (2%)
<b>*Undetermined Mathematics</b>	6 (2%)	4 (2%)	3 (1%)	5 (2%)	2 (1%)	5 (2%)	0
<b>Passing Both English/Math</b>	168 (70%)	193 (79%)	185 (85%)	210 (84%)	207 (81%)	218 (87%)	239 (91%)

\* Undetermined status indicates student did not complete a portion of the ISTEP+.

**Top Schools(95th Pctl) Grade 10 Pct Passing ISTEP Language Arts Standard Year= 03-04**

Corp #	Schl #	School Name	City	Actual	Homepage
0235	A285	Canterbury School	Fort Wayne	100	
0235	A295	Keystone Schools	Fort Wayne	94	
0365	A450	Columbus Christian School Inc	Columbus	100	
0630	0512	Zionsville Community High School	Zionsville	94	<a href="#">Zionsville Community High School -- Zionsville</a>
1835	A740	Lakewood Park Christian School	Auburn	100	
2155	A875	Clinton Christian School	Goshen	100	
2270	A990	Elkhart Baptist Christian Sch	Elkhart	94	
3060	B241	University High Sch of Indiana	Carmel	97	
3785	B469	Covenant Christian H.S.	DeMotte	94	
4760	4353	Whiting High School	Whiting	94	
5275	C225	Liberty Christian School	Anderson	94	
5330	C275	Heritage Christian School	Indianapolis	97	
5370	C432	Park Tudor School (9-12)	Indianapolis	100	
5370	C677	International Sch of Indiana HS	Indianapolis	100	
5455	C805	Culver Military & Girls Academy	Culver	96	
5740	C927	Lighthouse Christian Academy	Bloomington	100	
7205	D281	Rabbi Naftali Riff HS/College	South Bend	95	
7995	D525	Evansville Day School	Evansville	96	
9200	C360	Brebeuf Jesuit Preparatory School	Indianapolis	98	
9200	C700	Cathedral High School	Indianapolis	94	
9200	C705	Bishop Chatard H.S.	Indianapolis	95	
9200	D135	Oldenburg Academy	Oldenburg	98	
9205	C125	Marquette High School	Michigan City	98	<a href="#">Marquette High School -- Michigan City</a>
9210	D415	Central Catholic Jr-Sr High School	Lafayette	96	
9215	D535	Reitz Memorial H.S.	Evansville	95	
<b>9220</b>	<b>A120</b>	<b>Bishop Dwenger H.S.</b>	<b>Fort Wayne</b>	<b>95</b>	
9220	D165	Marian High School	Mishawaka	95	<a href="#">Marian H S</a>
9220	D225	Saint Joseph's H.S.	South Bend	94	<a href="#">St. Joseph's High School -- South Bend</a>
9230	B452	Trinity Lutheran H.S.	Seymour	100	

<b>Top Schools(95th Pctl)</b>		<b>Grade 10 Pct Passing ISTEP Math Standard</b>		<b>Year= 03-04</b>	
Corp #	Schl #	School Name	City	Actual	Homepage
0235	A170	Blackhawk Christian Jr-Sr High Sch	Fort Wayne	93	
0235	A285	Canterbury School	Fort Wayne	96	
0630	0512	Zionsville Community High Sch	Zionsville	93	<a href="#">Zionsville Community High School -- Zionsville</a>
1315	1069	Barr Reeve Jr-Sr High School	Montgomery	93	<a href="#">Barr-Reeve Jr./Sr. High School -- Montgomery</a>
1835	A740	Lakewood Park Christian School	Auburn	100	
1900	1386	Cowan High School	Muncie	94	
2155	A875	Clinton Christian School	Goshen	100	
2315	B015	Bethany Christian Sch	Goshen	92	
2815	B136	The King's Academy	Marion	100	
2865	B145	Lakeview Christian School Inc	Marion	92	
3060	2505	Carmel High School	Carmel	94	<a href="#">Carmel High School -- Carmel</a>
5330	C275	Heritage Christian Sch	Indianapolis	98	
5370	C432	Park Tudor School (9-12)	Indianapolis	100	
5370	C677	International Sch of Indiana HS	Indianapolis	100	
5455	C805	Culver Military & Girls Academy	Culver	97	
5740	C927	Lighthouse Christian Academy	Bloomington	100	
7205	D281	Rabbi Naftali Riff HS/College	South Bend	100	
7875	8129	West Lafayette Jr/Sr High School	West Lafayette	92	<a href="#">West Lafayette Jr./Sr. High School -- West Lafayette/font font fac</a>
7995	D525	Evansville Day School	Evansville	100	
9200	C320	Roncalli High School	Indianapolis	93	
9200	C360	Brebeuf Jesuit Preparatory School	Indianapolis	99	
9200	D135	Oldenburg Academy	Oldenburg	98	
9210	D415	Central Catholic Jr-Sr High School	Lafayette	100	
<b>9220</b>	<b>A120</b>	<b>Bishop Dwenger H.S.</b>	<b>Fort Wayne</b>	<b>93</b>	
9230	C133	Duneland Lutheran H.S.	Michigan City	100	

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