

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

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

Official School Name Cathedral High School
(As it should appear in the official records)

School Mailing Address 5225 E. 56th Street
(If address is P.O. Box, also include street address)

Indianapolis Indiana 46226-1487
City State Zip Code+4 (9 digits total)

Tel. (317)542-1481 Fax (317)543-5050

Website/URL www.cathedral-irish.org Email dworland@cathedral-irish.org

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

(Principal's Signature) Date December 15, 2003

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

Name of Superintendent Mr. Stephen J. Helmich (President)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. (317) 542-1481

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 December 15, 2003

Name of School Board
President/Chairperson Mr. John Davis
(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 December 15, 2003

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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
 _____ 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. 2 Number of years the principal has been in her/his position at this school.
19 yrs 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				7			
1				8			
2				9	180	137	317
3				10	153	141	294
4				11	146	129	275
5				12	135	129	264
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							1150

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>88.3</u> % White |
| <u>7.4</u> % Black or African American |
| <u>1.4</u> % Hispanic or Latino |
| <u>0.9</u> % Asian/Pacific Islander |
| <u>0.2</u> % American Indian/Alaskan Native |
| <u>1.8</u> % Multiracial/Other |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 2.44 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	1143
(5)	Subtotal in row (3) divided by total in row (4)	.0244
(6)	Amount in row (5) multiplied by 100	2.44

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 5.2 %
60 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.

During the 2002-2003 school year, 60 students (approximately 5.2% of our student body of 1150) receiving the financial assistance had an Estimated Family Contribution (EFC) that was less than \$0, as calculated by School and Student Service for Financial Aid (SSS) in Princeton, New Jersey. As such, these are the students identified by Cathedral High School who would be eligible for free/reduced-price meals if available at our school.

10. Students receiving special education services: $\frac{11}{138}$ %
138 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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>111</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</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>9</u>	<u>0</u>
Classroom teachers	<u>77</u>	<u>9</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>41</u>	<u>16</u>
Total number	<u>130</u>	<u>25</u>

12. Student-“classroom teacher” ratio: 13:1

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.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.5%	97.17%	97.17%	96.69%	96.03%
Daily teacher attendance	97%	96%	97%	97%	96%
Teacher turnover rate	8%	10%	7%	5%	8%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	1.3%	1.2%	1.1%	1.2%	0.8%

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

Graduating class size	<u>260</u>
Enrolled in a 4-year college or university	<u>96</u> %
Enrolled in a community college	<u>2.0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>1.0</u> %
Other (travel, staying home, etc.)	<u>1.0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Cathedral High School is located in Indianapolis, Indiana. We are a Catholic, private, coeducational, college-preparatory school founded in 1918. Our mission is rooted in the importance of a holistic, diverse, faith-based education that provides avenues for spiritual, intellectual, social, and physical growth. While our immediate objective is to ready students for admission to college and for success therein, our ultimate goal is to guide them toward being competent, concerned, responsible, and ethical members of society. Students are served through traditional modes of instruction derived from our Catholic heritage, expecting in learning and performance, an excellence consistent with ability in both academic and extracurricular arenas.

Cathedral is the oldest Catholic high school in Indiana and is built on a solid foundation of excellence from generations past. We are strongly committed to a disciplined environment with high expectations for our students. Students hail from over 110 different grade schools throughout central Indiana. The student body is approximately 80% Catholic and comprises a wide range of ethnic, socio-economic, and geographic backgrounds. Over 98% of our graduates attend colleges and universities immediately upon graduation, and our last five graduating classes have earned in excess of thirty-seven million dollars in college scholarships.

Cathedral offers a comprehensive curriculum that ensures the educational experience is both well-rounded and focused. Three college preparatory instructional levels, as well as honors-level independent study, are offered in nearly all disciplines. A curriculum consisting of eighteen Advanced Placement courses

challenges even the most motivated students to reach even greater heights in the pursuit of academic excellence. Students will be prepared for a life that will involve thinking critically, analytically and creatively in a global society.

Cathedral High School boasts one of the finest Language Support programs to serve the college-bound student with specific language-based learning disabilities. Students learn to their highest potential, a task that is often not possible with conventional instruction. The Language Support Program's mission is to foster independent, lifelong learning. Truly, no student is left behind.

Our vision proudly proclaims that Cathedral provides a Catholic educational experience profoundly shaping the way students **lead** and **serve** the world. Our vision, rooted in our mission and lived in our credo, guides us as we prepare students for a world becoming ever dependent on servant leadership. Through service learning and community outreach programs, students "live" the vision. Our students participate in an array of community service projects and opportunities that reach out to make the world we live in a better place. By building homes through Habitat for Humanity, organizing canned food drives to feed the hungry, volunteering at homeless shelters, tutoring students from poverty-stricken neighborhoods, and raising funds for cancer research, students aspire to a higher calling by doing what is good with integrity.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 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.**

Cathedral High School ranked fifth highest in English and the seventh highest in math for the percentage passing the Graduation Qualifying Exam of the schools that took the test in the state of Indiana. Cathedral High School’s mission demands that we accept a diverse population, and our students’ scores range from 2% to 99% on the admissions’ placement exam. When considering the diverse academic population, the Graduation Qualifying Exam scores are particularly significant.

Because Cathedral High School pulls students a broad population, there is a considerable disparity in how academically prepared these students are when they arrive. Because the Graduation Qualifying Exam comes early in the students’ sophomore year, the responsibility falls to our freshmen teachers to access the strengths and weaknesses of our students. Through experience and professional development opportunities, the teachers of our freshmen and sophomores continue to succeed in preparing even most of our weakest students to pass this important exam.

Our average PSAT scores for the 2002-03 school year were 160.0, compared with the national average of 146.0. While this average score is impressive on its own merit, it is extremely significant when one considers that all of our juniors take the PSAT examination. Cathedral High School has a Language Support Program that includes forty-four students from each grade level. These students have a diagnosed language processing problem that inhibits their ability to score well on standardized tests; still, our scores remain strong.

We provide our teachers with professional development that aids them in teaching all types of learners. Last school year, we brought in a specialist to work with our teachers in understanding “How the Brain Learns.” Our math and English teachers have attended the College Board’s Advanced Placement’s Vertical Teaming Workshops. Not only has the information gained in these workshops helped improve our Advanced Placement scores, they have affected how we prepare students for all of the required standardized tests.

Additionally, we have offered workshops in math for our feeder middle schools. Our math department has hosted these middle school teachers and worked with them to better prepare students for the demands of the high school curriculum. We plan to offer similar workshops in English, foreign language, and science as well.

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

The standardized High School Placement Test is given to all incoming freshmen during their eighth grade year. The results of this test are one of the pieces of information used in placing students into proper classes and diploma tracks.

Results of Indiana's Graduation Qualifying Exam (GQE), given near the beginning of the sophomore year, are used by English and Math teachers to determine to what extent students are mastering essential skills and to identify potential areas of weakness in curriculum and instruction. Department chairs and faculty members review the aggregate scores and how the students master each state standard. Students not meeting graduation standards are immediately scheduled to begin remedial classes.

The Learning & Study Skills Inventory (LASSI) assessment is frequently used to provide direction for a student who is struggling in school. Guidance counselors and teachers use this tool to determine areas of specific strengths and weaknesses of individual students. From this test, an improvement plan is developed and put into action for each student.

Cathedral High School has also served as a pilot school for the Indiana Department of Education's Core 40 tests. These tests are given in the subjects of Algebra 1, Algebra 2, Geometry, Chemistry, and Physics. The results from these criterion-referenced tests are valuable in determining to what extent our students are mastering the essential skills in these areas.

For the past two years, Cathedral High School has used the College Board's software that evaluates students' PSAT scores and suggests in what Advanced Placement courses students would have a good chance of achieving success. We are beginning to utilize this data to academically advise our students to take a more challenging curriculum.

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

Cathedral High School communicates student performance, including assessment data, to parents, students, and the community through a variety of ways. The local newspaper and our own publications, The Insight, which is published monthly and The Highlights, which is published quarterly, are used as a means of communicating the successes of our students. Honor rolls are published in The Highlights, and honor roll lists are sent to individual parishes and then published in their parish newsletters and Sunday bulletins. ISTEP+ Test results are mailed to the parents with a letter congratulating them and their student(s) on passing or with information concerning the opportunities for help if the student(s) did not pass. The PSAT results are given to the sophomores and juniors to share with their parents.

We honor our National Merit Semi-Finalists at an all-school assembly to which we invite their families. At the end of the school year, we have an award ceremony in which individual course awards are given, and students who have made the High Honor Roll (3.5 g.p.a.) and the Honor Roll (3.0 g.p.a.) are awarded a certificate. At the graduation ceremony, we individually acknowledge the scholarships each of our students has earned, and we publish this information in the graduation program and in The Insight.

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

Cathedral High School works with local middle schools on curriculum alignment. During the fall of 2003, our math department hosted a workshop for our feeder middle schools. This workshop addressed what the Cathedral High School math department had learned when they attended a College Board's Math Vertical Teaming Workshop. Our teachers shared with the middle school teachers what students need to know to be adequately mathematically prepared in order to be successful at Cathedral High School. We currently are working with another feeder school as it prepares to go through its North Central Accreditation application.

Our teachers have and are encouraged to present at archdiocesan and state conferences or workshops in an attempt to share what is working in our school. Teachers from other schools are welcome to visit and observe our classrooms in order to gain new ideas and insights into their own teaching.

We invite our feeder school students, parents, faculty, staff and administrators to attend our special campus events. When we dedicated our new Student Life Center, many of our feeder schools sent representatives. We also host an Academic Olympic competition for sixteen of our parish schools.

PART V – CURRICULUM AND INSTRUCTION

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).

Cathedral High School is committed to engaging all of her students in the most challenging curriculum in which a student is capable of achieving success. At Cathedral High School, we have three academic levels: college preparatory, academic, and honors. To ensure that no child is left behind and that all students are appropriately taught, we offer both core classes and elective classes in all three academic levels. We also have a Language Support Program which serves approximately 175 of our students who participate in English and composition classes that address their specific language processing disabilities.

Students and parents meet with the academic deans and the students' counselors to determine the appropriate academic placement for the students. These placements are monitored throughout the students' four-year education, and adjustments are made as needed.

Students are expected to grow in their academic maturity as well as in knowledge and wisdom. Personal responsibility is emphasized; students are expected to do daily homework assignments and prepare for quizzes and tests. Comprehensive semester examinations are given each semester. An emphasis is placed on inquiry learning by assigning a variety of individual and group projects and research papers throughout the curriculum.

Course curriculum description guides are provided to every student and family prior to registration for the upcoming academic year. We make changes and modifications of our course offerings each year. We have grown our Advanced Placement course offerings dynamically throughout the last five years. We currently offer eighteen Advanced Placement courses. We encourage our students to take academic risks and stretch themselves.

Cathedral High School is committed to preparing students for a successful college education and for the demanding global work in which they will be expected to succeed. We encourage all of our students to take at least three and preferably four years of foreign language. Over the past four years, we have seen an increase in the number of students who are taking the third and fourth year of a foreign language.

Our visual and performing arts department continues to grow and better serve our diverse student population. We have streamlined the visual arts curriculum in order for students to access their area of interest in a more efficient way. We also have a Gospel Choir primarily comprised of our African American students. These students are often the first members of their family to aspire to attending a college or a university. This course opportunity not only provides students with an invaluable musical education and opportunity, it bridges a more important sociological educational gap. This choir has received citywide acclaim and represents Cathedral High School in many civic special events.

Cathedral High School's mission commissions its board, administration and faculty to provide a holistic education to all of her students and to prepare them for a successful four-year college experience. The curriculum revolves around the following academic departments: Business, Computer Science, English, Fine Arts, Theatre, Foreign Language, Health/Physical Education, Language Support, Mathematics, Religion, Science, Social Studies.

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.

Cathedral High School's English department is vertically and sequentially aligned to serve the diverse academic needs of Cathedral High School students. Because of the diversity of our feeder schools, our English teachers of freshmen are particularly challenged to acclimate the students to the academic rigors of Cathedral High School. At all three academic levels, these teachers, through their experience, education and professional development training, are equipped to prepare all of Cathedral's students for future course and testing success.

If an 8th grade student presents himself/herself as deficient in English, that student is required to enroll in the English/Language Arts Bridges for Success Program. This summer course addresses close reading and how students can break down writing of all genres into ways that are meaningful to the students. In English classes at Cathedral, these students are taught by highly skilled teachers who are equipped to address students with particular reading and composition challenges.

Through our summer reading program and our Book Club, we promote the love of reading. Students are required to read two novels during the summer. These novels are carefully chosen by the English faculty to fit the diverse reading abilities of the students and to enhance the students' upcoming course curriculum.

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.

Cathedral High School's math department has developed and aligned the math curriculum so that students at all three of our academic levels can be adequately prepared to address the mathematical requirements of their chosen colleges and universities. All students, regardless of innate or acquired ability, are encouraged to study math during all four of their high school years. Students with deficiencies in basic skills are given ample opportunity to boost their skill levels in our summer Mathematics Bridges for Success program and in the Problem-Solving course taught concurrently with our regular first-year algebra. Likewise, the rigor and high expectations of the math curriculum often serve to spark the interest of those students with average or above average ability. Three Advanced Placement courses are available to students with a special interest or an advanced ability in math.

In keeping with Cathedral's philosophy of educating the "whole" child, the social aspects of education are addressed by the math department through the use of various contest/competition opportunities throughout the year. These contests include both individual and team competitions, and they are held during the school day, after/before school, and on weekends. Of the approximately fifteen contest opportunities each year, approximately two-thirds of them are open to any interested student at no cost or very minimal cost.

Finally, the math department nurtures the "spiritual" side of the students by fostering a willingness to serve. Math students are expected to help each other in formal and informal tutoring sessions. This spirit of cooperation encourages students to acknowledge and appreciate each other's creativity and effort.

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

Cathedral High School is committed to teaching to the various and specific learning styles of all of our students. Our instructional methods fit into the following categories: teacher-initiated and led, student-led, community-based, technology-based, and manipulative. Teacher directed activities include lectures, questions and answer, remediation programs, review sessions, academic competitions, and field trips. Classroom assessments are based upon a variety of educational tools: projects, group reports, portfolios, essays, speeches, and oral examinations.

All of our teachers are available either before or after school, so that students who need additional instruction can obtain further information from their classroom teacher.

Cathedral High School students are involved in the diverse instructional methods that are required to accommodate the needs of our student population. Our National Honor Society students tutor a wide academic spectrum of our students in nearly all of our course offerings.

Cathedral High School, with the help from a grant from the Lilly Endowment Foundation, has the opportunity to equip 40% of our classrooms with Smart Technology. This particular technology provides our teachers with multiple opportunities to teach to many different learning styles. Specific computer software such as the Geometry Sketch Pad is used throughout our curriculum to promote and enhance student learning. Students take advantage of MY FOOTPATH, a software program in our guidance office to help them prepare for the SAT, the ACT, and to assist them in finding the right college or university to fit their academic, social, and career goals.

We have also implemented two on-line courses to help acclimate students to the technological demands of a college or university degree. We currently offer an online economic and a psychology class. Through APEX learning, we allow students to access Advanced Placement courses that we currently are not able to offer.

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

Our primary goal for professional development at Cathedral High School is to build a professional learning community. Professional growth opportunities encourage staff to build a community of educators, parents, business, and community partners who exchange ideas for learning by focusing on the school community as a "culture of inquiry." Toward that end, we recognize that teachers must be part of a collaborative learning community, constantly challenging each other to seek the best practices possible. We have a vision to embed professional development into the school culture so that we may emphasize the use of technology and other innovative teaching practices in each classroom. We believe that whether a teacher is in his first year or his twentieth year of teaching, using differentiated and multiple instructional methods must be the norm rather than the exception. Cathedral's future depends on our ability to use and share the resources we have with each other to provide a supportive and interactive atmosphere with constructive feedback and assessment, and to challenge ourselves as much as we challenge our students. By discouraging top-down hierarchy and encouraging collaborative communities, we will institute a new paradigm of learning within our culture. We will collect qualitative information through ongoing classroom observations. The administrative leadership team and mentor groups will be able to objectively analyze how new techniques and especially technology are being used in the classroom and the impact they are having on student achievement.

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): National Catholic Education Association and Indiana Non-Public Education Association

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes x
No

ADDENDUM

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ <u>7400</u>	\$ <u>7400</u>	\$ <u>7400</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>7400</u>	\$ _____				
12 th	Other				

2. What is the educational cost per student? \$ 8165.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 3764.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9.0%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 26.4%

ADDENDUM

STATE CRITERION-REFERENCED TESTS

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/GQE

Edition/publication year 2002 Publisher McGraw Hill

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

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.

The State Board of Education in Indiana establishes a cut score. Students scoring at or above this cut score have passed the ISTEP+/GQE. There is no designation given to these scores such as proficient, advanced, etc. They are simply reported as passing. Those students scoring below the cut score are listed as not passing and are required to retake this exam.

ADDENDUM

STATE CRITERION-REFERENCED TESTS

Cathedral High School Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	SEPT.	SEPT.	SEPT.	SEPT.
SCHOOL SCORES				
TOTAL PASSED	96%	95%	96%	93%
Number of students tested	290	279	291	261
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
STATE SCORES				
TOTAL PASSED	68%	66%	68%	65%

Cathedral High School Data Display Table for Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	SEPT.	SEPT.	SEPT.	SEPT.
SCHOOL SCORES				
TOTAL PASSED	98%	97%	94%	93%
Number of students tested	290	279	291	261
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
STATE SCORES				
TOTAL PASSED	69%	69%	70%	71%

INDIANA DEPARTMENT OF EDUCATION
TEST RESULTS for CATHEDRAL HIGH SCHOOL

Percentage achieving a passing score:

LANGUAGE ARTS	02-03	01-02
• Cathedral High School	98%	97%
• 95 th Percentile for State of Indiana	92%	91%

MATH	02-03	01-02
• Cathedral High School	96%	95%
• 95 th Percentile for State of Indiana	91%	88%

Data provided by:

Gary Wallyn

Indiana Department of Education

Director of School Data Reporting

317-233-3716

Website to confirm data: www.asap.state.in.us