

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

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

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

School Mailing Address 8300 Rahke Road (If address is P.O. Box, also include street address)

Indianapolis Indiana 46217-2565 City State Zip Code+4 (9 digits total)

Tel. ( 317 ) 881-7422 Fax ( 317 ) 887-8933

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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. Annette (Mickey) Lentz (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date

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

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

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

## **PART 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.

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. 2 \_\_\_\_\_ Number of years the principal has been in her/his position at this school.  
12 \_\_\_\_\_ 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>	36	35	<b>71</b>	<b>7</b>	36	28	<b>64</b>
<b>1</b>	34	34	<b>68</b>	<b>8</b>	33	39	<b>72</b>
<b>2</b>	36	37	<b>73</b>	<b>9</b>			
<b>3</b>	47	31	<b>78</b>	<b>10</b>			
<b>4</b>	33	39	<b>72</b>	<b>11</b>			
<b>5</b>	36	35	<b>71</b>	<b>12</b>			
<b>6</b>	38	37	<b>75</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>644</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                             |
|-------------------|-----------------------------|
| 96                | % White                     |
| 1                 | % Black or African American |
| 1                 | % Hispanic or Latino        |
| 2                 | % Asian/Pacific Islander    |
| _____             | % American Indian/Al Native |
| <b>100% Total</b> |                             |

7. Student turnover, or mobility rate, during the past year: 1 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	6
<b>(4)</b>	Total number of students in the school as of October 1	627
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1%

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

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

9. Students eligible for free/reduced-priced meals: 3 %  
16 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:  $\frac{6\%}{36}$  Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  7</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 13</u> Specific Learning Disability
<u>  1</u> Hearing Impairment	<u> 12</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>  3</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  3</u>	<u>    </u>
Classroom teachers	<u> 26</u>	<u>  0</u>
Special resource teachers/specialists	<u>  7</u>	<u>  2</u>
Paraprofessionals	<u>  3</u>	<u>  4</u>
Support staff	<u>  4</u>	<u>  7</u>
Total number	<u> 43</u>	<u> 13</u>

12. Average school student-“classroom teacher” ratio:  24

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	96.8%	97.2%	98.7%	97.7%	97.9%
Daily teacher attendance	94%	94%	94%	96%	94%
Teacher turnover rate	13%	23%	10%	21%	21%
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

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### **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.**

St. Barnabas Catholic School, located in Indianapolis, Indiana, opened its doors in September 1965, built on a foundation of Catholic faith and strong scholastic expectations. It has flourished in the ensuing years by offering a balance of outstanding academic instruction and religious formation in a Christian environment. The school community today continues to be committed to excellence in education and students are challenged to become life-long learners utilizing their gifts and talents.

St. Barnabas Catholic School has 645 students in grades K-8 enrolled for the 2003-04 school year. The students are members of St. Barnabas parish, residing in the south suburban area of the city. There are certified teachers for three sections of each grade level as well as four special area teachers, one resource teacher, two enrichment teachers, and two master teachers. In addition, there are four full-time equivalent paraprofessionals working with students in grades K-2 and one tutor for the resource program. The students are also served by a school nurse and school counselor. The school is accredited by the state of Indiana and is a member school of the Archdiocese of Indianapolis school system.

The student population is predominately white and middle class, reflecting the surrounding demographic data. Enrollment at St. Barnabas has increased each of the last nine years with the result that nine classrooms have been added in that time. This increase of students has allowed St. Barnabas School to flourish through new staff members and new families. These have added to the rich culture of St. Barnabas. At the same time the traditions of St. Barnabas School are vibrant, carried on by nine teachers who have been on staff for fifteen years or more. Our students benefit from this mix of new ideas and stable influences. We proclaim often and loudly that "CHRIST IS THE REASON FOR THIS SCHOOL". Building on that premise, the students and staff have adopted the virtues of COMPASSION, HONESTY, RESPECT, INTEGRITY, SERVICE, and THANKFULNESS. Through our work habits and our interactions with each other, we live the gospel values and prepare to be moral citizens of the world. It is believed at St. Barnabas that it is not sufficient to develop only good students. We are also committed to developing good people. Our students, supported by our families and our teachers, are challenged to become good stewards of their intellectual gifts and to share their worldly talents and treasures with the school, the community, and the world. Through monthly service projects, the students are learning the value of reaching out to others.

St. Barnabas School develops students in a spirit of shared mission by providing opportunities for the students and teachers to reach across grade levels and content areas. Eighth graders adopt kindergarten buddies to guide and instruct. Fifth and sixth grade students share DISCOVER classes. Sixth, seventh, and eighth grade students participate together in choir and musicals. Seventh and eighth grade students work together in EXPLORE classes. Extracurricular academic competitions group students from different grade levels. Cohorts of teachers meet weekly to share instructional practices and develop curriculum that is aligned vertically and horizontally. There is a common goal to recognize that all of the students are ours and together we are educating them to be successful citizens in the world.

Parental involvement is vital to the success of St. Barnabas students and teachers. Parents serve as School Commission members, Parent-Teacher Organization volunteers, tutors, library aides, art and science assistants, and all-around supporters of their children's education. Over 150 parents attended volunteer orientation for the 2003-04 school year in preparation for assisting in the school.

In 2002, St. Barnabas School was named a Milken Family Foundation TAP (Teacher Advancement Program) school. This program, built on the philosophy of ongoing professional growth, provides teachers the opportunity to take advantage of professional development opportunities to advance their teaching skills and impact student achievement. It enhances collaboration among faculty members, focusing on the development of individual teaching capacity, insights, and abilities resulting in improved student performance. St. Barnabas School students are presented with the challenges of learning for a world that is rapidly evolving. Through strong curriculum awareness, progressive instructional practices, and the spirit of shared mission, our students are nurtured and challenged. As a result, they exhibit outstanding success academically and spiritually. Our school is truly a school of excellence.

## 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.~~**

St. Barnabas Catholic School acts in accordance with the laws for accreditation of the state of Indiana and administers the Indiana State Test of Educational Progress (ISTEP+), a comprehensive test of basic skills to its students. Prior to the 2003-04 school year, all students in grades three, six and eight were given the test in the fall. In the 2003-04 school year, students in grades four, five, and seven were included in the testing program, though results for those grades are not yet available. All students in each grade level were tested with no exclusions. No cultural or economic subgroups are statistically significant and data for subgroups has not been included. In addition, twice yearly, students in grades 3-8 take the *Terra Nova* norm-referenced test to measure annual growth in accordance with the Teacher Advancement Program.

Analysis of test scores for the past five years indicate a steady increase in the number of students who succeed in showing mastery of state standards by passing the ISTEP+ test. In 1999-2000, 89.7% of all students tested passed the tests. This number has improved annually to 90.1% passing in 2000-01 and 93.3% passing in 2002-03. There was a slight decline in the 2001-02 testing results, and steps were taken to improve instruction during that year. In 2003-04, 95% of St. Barnabas students passed the English/Language Arts portions of the test and 91% of the students passed the Math portions. In addition to the standard ISTEP placement scores, students who score significantly well on these criterion-referenced tests are designated with Pass+ proficiency. St. Barnabas students demonstrated significantly high scores with 16% of students tested in grades 3, 6, and 8 reached Pass+ status in English/Language Arts and 21.5% of students achieved the same benchmark in Math.

Analysis of *Terra Nova* test scores show that for the eighth grade, the highest grade tested in this school, the scores significantly exceeded those necessary to qualify for Blue Ribbon status. The St. Barnabas School mean was 69.06 compared to the 90<sup>th</sup> percentile of national school norms mean of 65.8. The student percentile equivalent for St. Barnabas eighth graders was 81 compared to the 90% percentile equivalent nationally of 77.

Assessment data was gathered through test results furnished to the school by the state, by CTB McGraw Hill, and posted on the Indiana Department of Education website ([www.doe.state.in.us](http://www.doe.state.in.us)). Verification of St. Barnabas Catholic School test scores are included in the last pages of this document. Dr. Ron Costello, Associate Director of Catholic Education, confirmed these results and urged St. Barnabas to apply for No Child Left Behind Blue Ribbon status

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

St. Barnabas Catholic School uses standardized test results to measure past student performance and guide future curriculum and instruction. This process was gone through formally when St. Barnabas applied for state accreditation and from that process specific goals in math problem solving, writing, and reading were written. Action plans were formulated from standardized test data and local assessment data. Each year progress on those goals is measured through student performance, and specific strategies are implemented to guarantee continued progress. If new areas of concern arise, those are addressed through collaboration and professional development among faculty. The school-wide use of Indiana state standards in planning, teaching, and assessing focuses instruction to ensure students master essential skills. Grade level teams and vertical teams of teachers meet ninety minutes each week to analyze student work and develop individualized instructional practices.

The use of student assessment data is a driving force in planning instruction and measuring progress. The collaboration among teachers as part of the Milken Family Foundation Teacher Advancement Program (TAP) allows them to use best practices for effective teaching daily and to gear instruction to meet the needs of individual students. The Resource Teacher attends these think sessions to add expertise concerning students with special learning needs.

Additionally, through TAP, all students in grades two through eight were given the *Terra Nova* (CTBS-McGraw Hill) tests of basic skills in both the fall and the spring of 2003 school year to measure individual student progress. This test does not correlate directly with ISTEP+, however the analysis of this data is another way for teachers to recognize weak areas and supplement areas that have been missed.

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

Parents of St. Barnabas students are given a copy of the Indiana State Standards at the start of each school year to make them aware of the curriculum expectations for students. As the year progresses, these guides allow parents and students to monitor progress through the curriculum and to anticipate the skills that are to be mastered. These standards are communicated both orally and visually to students as each lesson is taught.

Weekly progress for all students at St. Barnabas is communicated to parents through the use of Friday folders. These contain all homework, classroom work, and assessments done by the students in the previous week. Parents are asked to verify that they have examined this work and discussed individual progress with their children. Cooperation and effort are communicated to parents weekly in this manner.

Formal progress reports and/or report cards are sent home to parents every four and a half weeks. At the end of the first grading period student-led conferences are held for grades three through eight with parents, students, and teachers. During the conference, students evaluate their progress and set goals with the aid of parents and teachers. Students in grades seven and eight assess their effort and re-evaluate goals and note these on each progress report prior to them being sent home to parents. Parents and teachers of students in grades K-2 also meet at the end of the first quarter. Parents and teachers are encouraged to contact each other whenever the need arises.

Parents receive standardized test results with a written explanation as another benchmark of individual progress. School-wide results are conveyed to the community through the city newspaper, the school newsletter, and are available on the Indiana Department of Education website. Special awards for academic performance are publicized through the school website, the school newsletter, and the local city and Archdiocesan newspapers.

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

In the fall of 2002 St. Barnabas began its participation in the TAP program, sponsored by the Milken Family Foundation and the Eli Lilly Company. This program designed to increase teacher effectiveness for increased student performance allowed St. Barnabas to join with three other schools in the Archdiocese to implement professional development and collegiality and improve teaching. The St. Barnabas leadership team and career teachers have worked with the leadership teams and faculties of the other three schools to develop ways to increase student achievement. In the fall of 2003, four more schools joined as TAP schools and the St. Barnabas leadership team of master and mentor teachers are sharing with these schools models for improvement. Teachers from prospective TAP schools have attended grade level cluster meetings and met with teachers to learn from our successes.

St. Barnabas Catholic School is one of nine elementary schools that feed into the local Catholic high school, Roncalli. The principals of these ten schools meet monthly to discuss teaching and learning. Additionally, our principal, Mrs. Debbie Perkins, meets on a regular basis with the local public school central office personnel and conveys the academic successes of St. Barnabas students. On a larger scale, the principals from the seventy-two Archdiocesan schools meet four times each year and successful strategies and programs are shared. Faculty members engage in numerous professional development activities and have the opportunity to share practices that have led to student success at St. Barnabas.

## PART V – CURRICULUM AND INSTRUCTION

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

The St. Barnabas faculty strives daily to instill in students the core Catholic Christian values. These values are the basis for creating within St. Barnabas an academic program that is not only challenging, but also accepting of individuals with different learning needs, styles, and abilities. We teach a curriculum that awakens within every child the talents that God has given them and we hone these talents through a curriculum that encourages responsibility, individual growth, collaborative learning, and social consciousness. The curricular areas become the building blocks for the strong foundation needed to become successful life-long learners.

To achieve these high goals, teachers emphasize the importance of a strong keystone in our curriculum, communication. Utilizing the Indiana Academic Standards and the Archdiocesan standards, teachers at St. Barnabas make use of strategies that emphasize reading, writing, speaking, and listening across the curriculum. The content and process standards in the Language Arts curriculum are woven into all other curriculum areas. Students at all grade levels focus on clear writing for a specific audience and purpose. Expository, narrative, persuasive, and descriptive writing is practiced through all grades and all subjects, incorporating proper grammar and language mechanics. Speaking and listening skills are vital parts of instruction and assessment in all areas. Students learn strategies for reading literature, informational texts, poetry, newspapers, magazines, and online information as the groundwork for success in each subject area.

Students at St. Barnabas Catholic School develop necessary building blocks and prepare for the world of their futures through hands-on exploration of science concepts. Research and discovery experiences allow students to follow the scientific method of questioning, forming hypotheses, gathering data and testing hypotheses, analyzing results, and drawing conclusions. Communication skills are utilized in research, writing lab reports, and making classroom and Science Fair presentations.

The Social Studies curriculum is value-laden, vital in forming knowledgeable, socially-conscious, moral citizens of the world. Through the study of history, civics, government, geography, economics, and world culture, students recognize that the past has meaning for them and they can contribute to the future. Communication skills are connected to the curriculum through mock-elections, presentations, role-playing, essay-writing, and debates. Exploratory classes allow middle school students to study the curriculum in greater depth in an activity-based form.

The Math curriculum at St. Barnabas is standards-driven and challenges students to achieve at the highest levels, building for further growth. Problem-solving strategies are practiced regularly in each grade level and connected to “real-life” math situations. The use of math manipulative devices appeals to the varied learning styles of students. Eighth grade students have the opportunity to complete Algebra I prior to high school and students at all grade levels can participate in Math Pentathlon.

The Religion curriculum and its service component link all students at St. Barnabas, encouraging them to live their faith. Students learn of their connection to the world by such varied projects as adopting an Orca whale and an acre of rain forest, donating funds to purchase livestock through Heifer International, and serving at soup kitchens and homeless shelters. Communication skills are practiced through the writing of news articles about these projects for the local newspapers and through preparing daily announcements concerning them for school-wide video announcements.

Students attend special area classes weekly in Music, Art, Physical Education, and Technology that are integrated with other curricular areas. The skills learned in technology classes are the mortar that holds the curriculum building blocks together. Foreign language and cultural awareness are the focus of Spanish instruction in grade two, five, six, seven, and eight. As students recognize that all areas are interconnected, they begin to build the life-long skills needed for successful integration into the world's community.

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

A variety of instructional strategies is used in the reading curriculum as all teachers at St. Barnabas School strive to teach students at all learning levels, guided by the Indiana Academic standards and Archdiocesan standards. Kindergarten teachers use a basal series along with the Building Blocks of the Four-Block program and adapt it to enhance phonics and comprehension strategies. First and second grade teachers have adopted the Four-Block Program in order to improve students' fluency and comprehension. The Four Blocks are set up to teach ALL students to read and write and include guided reading, word attack skills, phonics, spelling, and writing. Self-selected reading is stressed to build interest and allow students to experience success. This program provides individual instruction to support EACH child's learning style.

In grades three through six the reading curriculum focuses on vocabulary building, comprehension, literary response and analysis, and the writing process through the use of basal texts, trade books, and supplemental materials. Exposure to a variety of reading materials allows students to receive specific skill instruction and apply that instruction to alternate reading choices.

In grades seven and eight, students study literature, extending reading skills previously learned. To nurture student-owned learning, literature circles are used as students describe and connect essential ideas, arguments, and ideas. Students at all grade levels extend their learning and share reading experiences through book reports, Book-It, Reading Challenge, and cross-grade reading experiences.

**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.**

In fulfilling our mission that students become lifelong learners using their God-given talents, teachers at St. Barnabas Catholic School have developed exploratory courses that complement the core curriculum. This exploratory curriculum is presented to the students in the form of DISCOVER for students in grades five and six and EXPLORE for students in grades seven and eight. Incorporating the Indiana academic standards, all areas of the core curriculum are taught through alternative activity-centered/problem-based instructional classes. These self-selected courses offer students the opportunity to explore their aptitudes and interests, build self-esteem, exercise choices concerning learning options, and develop positive relationships with teachers.

Courses are organized into categories including cultural awareness, communication, math skills, healthy lifestyles, and fine arts. In communication courses, students have the opportunity to refine skills learned in Language Arts by writing and submitting newspaper articles about St. Barnabas to the *Indianapolis Star*, through contributing to a middle school magazine, and by writing and delivering speeches. They combine these skills with technology skills by developing classroom WebPages for intranet use and by writing and producing the *Saint Barnabas News* for afternoon announcements.

Math and science skills are explored through courses in bridge building, problem-solving, the physics of flight, personal finance, and economics. Students may develop their artistic interests and talents by studying calligraphy, portrait drawing, batik, and cartooning. Musical interests are broadened through show choir and band, always building on curriculum learned in other classes. Students can discover the world around them through courses in current events, zoology, and planning travel throughout the world.

As our school mission challenges us to prepare our students for the world they will live in, the exploratory classes offer students the opportunity to achieve and demonstrate excellence in a number of areas and allow all students to excel in an area of their interest. Students have the opportunity to experience two new courses each quarter, allowing them to explore their individual talents and interests with their peers in a structured environment.

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

St. Barnabas Catholic School is dedicated to recognizing that each child is unique with different skills, talents, and learning styles. Students are taught through meaningful learning experiences in ways that foster spiritual, academic, social, emotional, and physical growth.

Three distinct areas of differentiated instruction are considered at St. Barnabas as individual student needs are met. Readiness differentiation ensures that tasks are at the proper level of difficulty to be motivating to students. Interest differentiation makes learning rewarding and leads to students becoming autonomous learners. Learning profile differentiation refers to ways in which students' best process information. A certified resource teacher and resource paraprofessional work side by side with teachers and students to adapt instruction to meet individual needs.

Within the classroom, a variety of instructional strategies are utilized. Teachers present curriculum through problem solving, purposeful and varied questioning, and grouping. They provide appropriate academic feedback to sustain interest, challenge students, and reteach content when necessary.

Classes are ability grouped for first and second grade Language Arts and for middle school Math and Science. For all other classes, students are grouped heterogeneously. Seventh grade students and eighth grade students' classes have been scheduled in a way that students are in class with different students for each course and do not stay with a homeroom group. This allows students to benefit by learning with all of their classmates.

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

St. Barnabas Catholic School offers many opportunities for the professional development of its teaching staff. These opportunities for professional growth are centered on the reason for teaching, student achievement. All teachers are involved in the Teacher Advancement Program, TAP, created by the Milken Foundation. The purpose of the TAP program is to improve student achievement by creating an environment within the school that encourages teacher research, collaboration, and implementation of effective teaching strategies. In the course of a school year, each teacher shares six teaching lessons with the leadership team and together they collaborate with a focus on the areas of standards and objectives, teacher content knowledge, teacher knowledge of students, motivation of students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping of students, thinking, and problem solving. Mentor and master teachers, along with the principal, model instructional strategies that allow teachers to improve in the observed areas. Mentor and master teachers offer coaching and team teaching as strategies to help teachers improve their instructional practices.

The TAP program encourages collaboration through cluster groups in which groups of teachers meet for a minimum of ninety minutes a week. Teams of grade level teachers meet and discuss student work, best practices, assessment results, and strategies to improve student learning.

Teachers at St. Barnabas take advantage of a wide range of opportunities to attend workshops and seminars. These focus on educational research and practices and are presented by national experts in their fields. Brain research, effective instructional practices, reading and math curriculum, standardized test interpretation, and differentiated instruction have been the focal point of professional development in the past year. Teachers share the information learned with other teachers through cluster meetings, faculty meetings, and informal sharing.

**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 tables.*

Private school association(s): NCEA  
(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.)

\$ 1350    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_    \$ \_\_\_\_\_  
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>            9<sup>th</sup>            10<sup>th</sup>            11<sup>th</sup>

\$ \_\_\_\_\_    \$ 1,000 per family for grades 1-8, \$2700 for full-day kindergarten  
12<sup>th</sup>            Other

- 2. What is the educational cost per student? \$ 3,068  
(School budget divided by enrollment)
- 3. What is the average financial aid per student? \$ 1,750\*
- 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_\_\_ 0%
- 5. What percentage of the student body receives scholarship assistance, including tuition reduction? \_\_\_\_\_ 0%

\*St. Barnabas School and Parish operate together in the spirit of stewardship. Fifty-four percent of operating expenses for the school is paid by the parish, allowing school fees to be kept to a minimum per family amount. The remainder of the school expenses is contributed through fees, gifts, grants, and fund-raising.

State Criterion Referenced Tests				
<b>Math Grade 8</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>91%</b>	<b>92%</b>	<b>94%</b>	<b>98%</b>
<b>Below standard</b>	<b>9%</b>	<b>2%</b>	<b>6%</b>	<b>2%</b>
STATE SCORES				
Above Standard	71%	67%	67%	65%
Below Standard	29%	33%	33%	35%

State Criterion Referenced Tests				
<b>Language Arts Grade 8</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>96%</b>	<b>92%</b>	<b>90%</b>	<b>98%</b>
<b>Below standard</b>	<b>4%</b>	<b>8%</b>	<b>10%</b>	<b>2%</b>
STATE SCORES				
Above Standard	65%	65%	69%	69%
Below Standard	35%	35%	31%	31%

State Criterion Referenced Tests				
<b>Math Grade 6</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>100%</b>	<b>94%</b>	<b>86%</b>	<b>86%</b>
<b>Below standard</b>	<b>0%</b>	<b>6%</b>	<b>14%</b>	<b>14%</b>
STATE SCORES				
Above Standard	73%	69%	62%	64%
Below Standard	27%	31%	38%	36%

State Criterion Referenced Tests				
<b>Language Arts Grade 6</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>94%</b>	<b>97%</b>	<b>79%</b>	<b>78%</b>
<b>Below standard</b>	<b>6%</b>	<b>3%</b>	<b>21%</b>	<b>22%</b>
STATE SCORES				
Above Standard	69%	70%	54%	53%
Below Standard	31%	30%	46%	47%

State Criterion Referenced Tests				
<b>Math Grade 3</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>82%</b>	<b>91%</b>	<b>85%</b>	<b>95%</b>
<b>Below standard</b>	<b>18%</b>	<b>9%</b>	<b>15%</b>	<b>5%</b>
STATE SCORES				
Above Standard	72%	67%	71%	71%
Below Standard	28%	33%	29%	29%

State Criterion Referenced Tests				
<b>Language Arts Grade 3</b>				
Test: ISTEP+ Publication Year	2003			
Publisher – CTB McGraw Hill				
School Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	October	October
Number of students tested				
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
<b>ST. BARNABAS SCORES</b>				
<b>Above standard</b>	<b>94%</b>	<b>95%</b>	<b>85%</b>	<b>87%</b>
<b>Below standard</b>	<b>6%</b>	<b>5%</b>	<b>15%</b>	<b>13%</b>
STATE SCORES				
Above Standard	75%	73%	67%	65%
Below Standard	25%	27%	33%	35%

Norm Referenced Tests	
<b>Grade 8</b>	
Test: <i>Terra Nova</i> Publication Year	1997
Publisher – CTB McGraw Hill	
School Year	2003-2004
Testing Month	November
Number of students tested	72
Percent of total students tested	100%
Number of students excluded	0
Percent of students excluded	0
<b>ST. BARNABAS SCORES</b>	
<b>Student Percentile Equivalent</b>	<b>81.06</b>
<b>Mean NCE</b>	<b>69.05</b>
Blue Ribbon required student percentile equivalent for 90 <sup>th</sup> school percentile	77
Blue Ribbon required mean NCE at 90 <sup>th</sup> percentile of national school norms	65.8



ARCHDIOCESE  
OF INDIANAPOLIS

The Church in Central and Southern Indiana

Office of Catholic Education

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January 27, 2004

To whom it may concern,

We have asked for written certification from the Indiana Department of Education for verification at the 90<sup>th</sup> percentile on the Indiana proficiency examination (ISTEP+) for Language Arts/Reading and Math. We have not received that verification in writing yet. We have been told by the Indiana Department of Education that 8<sup>th</sup> grade 2003-2004 Language Arts score was cut score would be 94.00% and Math was 95.45%. We did not have these results at the time of the application.

As shown on the attached print-out of St. Barnabas ISTEP+ 2003-2004 results, 67 of 70 students passed English/language arts for 95.7%. In mathematics, 64 of 70 students passed for 91.43%. School at St. Barnabas started in the middle, and ISTEP+ was administered in the middle of September. The Indiana Department of Education has already defined a full for counting student test results. It states "only students enrolled for 162 days, Indiana's definition of 'full academic year,' are included in AYP determinations." We had one eighth grade student enroll at St. Barnabas School at the start of the 2003-2004 school. Removing this student from the percentages would place St. Barnabas above the 90<sup>th</sup> percentile. We would have 66 of 69 students passing English/language arts for 95.65%, and 64 of 69 students passing mathematics for 92.75%.

If you need more information, please contact me.

Sincerely,

Ronald W. Costello, Ed.D.  
Associate Executive Director, Catholic Education

Attachments

# ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

## School Proficiency Performance Summary

School: ST BARNABAS

Grade: 8

### Purpose

This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

Item-ID: 8200-C285  
 Test: INDIANAPOLIS  
 State: INDIANA, NON-PUB

	English/ language arts Pass +	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	Mathematics TOTALS	
Mathematics Pass +	12 Students Pass + in E/la and Math 17%	9 Students Pass in E/la and Math 13%	0 Students Did Not Pass in E/la and Math 0%	0 Students Undetermined in E/la and Math 0%	24 Students Pass + in Math 30%	
Mathematics Pass	3 Students Pass + in E/la and Math 4%	38 Students Pass in E/la and Math 54%	2 Students Did Not Pass in E/la and Math 3%	0 Students Undetermined in E/la and Math 0%	49 Students Pass in Math 61%	
Mathematics Did Not Pass	0 Students Pass + in E/la and Math 0%	5 Students Pass in E/la and Math 7%	1 Student Did Not Pass in E/la and Math 1%	0 Students Undetermined in E/la and Math 0%	6 Students Did Not Pass in Math 9%	
Mathematics Undetermined	0 Students Pass + in E/la and Math 0%	0 Students Pass in E/la and Math 0%	0 Students Did Not Pass in E/la and Math 0%	0 Students Undetermined in E/la and Math 0%	0 Students Undetermined in Math 0%	
English/ language arts TOTALS	45 Students Pass + in E/la 21%	59 Students Pass in E/la 76%	3 Students Did Not Pass in E/la 6%	0 Students Undetermined in E/la 0%	Summary of Student Counts Total Grade Count 70 Students with Complete Tests 70 Students with Undetermined Scores 0 E/la Only 0 Math Only 0 Both 0	
Summary of Scores	E/la	Math	English/language arts Pass	Did Not Pass	Mathematics Pass	Did Not Pass
Mean Scale Score	581.0	602.6	MSS: 643.1	MSS: 507.7	MSS: 658.0	MSS: 502.0
Pass Cut Score	516	517	SD: 27.0	SD: 10.1	SD: 23.3	SD: 14.1
Pass + Cut Score	611	629	L/H Obt: 611-712	L/H Obt: 496-514	L/H Obt: 630-685	L/H Obt: 476-514
Standard Deviation	42.7	48.5	L/H Range: 611-770	L/H Range: 175-515	L/H Range: 628-870	L/H Range: 260-516
Lowest/Highest Scale Score Obtained	486-712	476-695	32 Students Pass +	3 Students Did Not Pass	21 Students Pass +	6 Students Did Not Pass
Lowest/Highest Scale Score Possible	175-770	260-870	15 Students Pass +	3 Students Did Not Pass	43 Students Pass +	6 Students Did Not Pass
MSS: Mean Scale Score	SD: Standard Deviation		L/H Obt: Lowest/Highest Scale Score Obtained		L/H Range: Lowest/Highest Scale Score Range of Proficiency Level	



CTBS COMPLETE BATTERY

## Evaluation Summary Report

District: ST BARNABAS SCH

Grade: 8

**Purpose**  
This page gives administrators numeric information to evaluate the overall effectiveness of the educational program. This page displays a comprehensive numeric description of your students' achievement. This page is for those who prefer to analyze the data in tabular form.

No. of students: 72

Form/Level: A-18

Test Date: 10/27/03 Scoring: PATTERN (IRT)  
Form: 03 Norms Date: 1998

City/State: INDIANAPOLIS, IN



	Read	Lang	Math	Sci	Social Study
Number of Students	72	72	72	72	72
<b>Mean Scores &amp; Standard Deviations</b>					
Grade Mean Equivalent	12.9	12.9	12.1	11.4	11.1
Standard Deviation	1.9	2.2	1.8	1.9	2.0
Mean Normal Curve Equiv.	70.6	68.2	73.1	67.1	66.3
Standard Deviation	15.1	15.3	14.7	14.2	14.5
NP of the Mean NCE	84	81	86	79	78
Mean Scale Score	711.9	700.5	726.3	712.4	700.6
Standard Deviation	38.8	27.8	29.2	26.5	27.3
<b>Local Percentiles/Quartiles</b>					
<b>90th Local Percentile</b>					
National Percentile	96.4	96.4	97.7	95.8	95.8
Grade Equivalent	12.9	12.9	12.9	12.9	12.9
Normal Curve Equiv.	95.5	88.3	91.6	86.9	86.6
Scale Score	759.3	735.9	759.2	749.7	734.4
<b>75th Local Percentile (Q3)</b>					
National Percentile	91.7	92.3	94.7	90.4	88.2
Grade Equivalent	12.7	12.9	12.9	12.8	12.8
Normal Curve Equiv.	79.5	79.5	84.3	77.5	74.7
Scale Score	723.0	718.5	746.0	730.3	713.2
<b>50th Percentile (Median) (Q2)</b>					
National Percentile	79.9	80.5	87.2	76.5	77.8
Grade Equivalent	11.3	12.6	12.2	10.9	10.8
Normal Curve Equiv.	67.9	68.0	74.0	65.3	66.4
Scale Score	701.8	700.0	728.3	708.7	698.8
<b>25th Local Percentile (Q1)</b>					
National Percentile	66.3	64.3	73.7	62.5	61.3
Grade Equivalent	9.9	10.1	10.4	9.6	9.4
Normal Curve Equiv.	59.3	57.6	63.3	56.7	56.3
Scale Score	686.3	682.3	708.2	693.5	683.3
<b>10th Local Percentile</b>					
National Percentile	58.3	47.8	57.0	46.4	44.9
Grade Equivalent	8.8	7.9	8.8	7.9	7.7
Normal Curve Equiv.	54.3	48.7	53.5	48.4	48.0
Scale Score	677.5	666.1	687.0	678.3	668.9
<b>National Quartiles</b>					
Local/Number	44	41	51	37	39
Per Quarter	25	22	14	26	23
	2	7	7	9	9
	1	2	0	0	1
Local/Percent	61.1	56.9	70.8	51.4	54.2
Per Quarter	34.7	30.6	19.4	36.1	31.9
	2.8	9.7	9.7	12.5	12.5
	1.4	2.8	0.0	0.0	1.4

\*\* Total score consists of Reading Composite(Cmpst), Language Composite, Math Composite