

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

Official School Name Saint Michael School  
(As it should appear in the official records)

School Mailing Address 515 Jefferson Blvd.  
(If address is P.O. Box, also include street address)

Greenfield, Indiana 46140-1898  
City State Zip Code+4 (9 digits total)

County Hancock County School Code Number\* B265

Telephone (317)462-6380 Fax (317)467-2864

Website/URL [www.stmichaelsgrfld.org](http://www.stmichaelsgrfld.org) E-mail [tslipher@stmichaelsgrfld.org](mailto:tslipher@stmichaelsgrfld.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 \_\_\_\_\_

Name of Superintendent\* Mrs. 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 Mrs. Julie Bowman  
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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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  
 \_\_\_\_\_ 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.  
 8 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	10	32	7	12	15	27
K	17	14	31	8	6	8	14
1	15	17	32	9			
2	11	11	22	10			
3	16	24	40	11			
4	21	16	37	12			
5	20	16	36	Other			
6	10	12	22				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>293</b>



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

- |                             |   |
|-----------------------------|---|
| ___ Autism                  | ___ Orthopedic Impairment                 |
| ___ Deafness                | <u>3</u> Other Health Impaired            |
| ___ Deaf-Blindness          | <u>5</u> Specific Learning Disability     |
| <u>1</u> Hearing Impairment | <u>5</u> Speech or Language Impairment    |
| ___ Mental Retardation      | ___ Traumatic Brain Injury                |
| ___ Multiple Disabilities   | ___ Visual Impairment Including Blindness |

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	___
Classroom teachers	<u>14</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	___
Paraprofessionals	<u>3</u>	___
Support staff	<u>2</u>	___
Total number	<u>21</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 20/1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	95%	98%	98%
Teacher turnover rate	0%	1%	1%	0%	1%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

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## **PART III - SUMMARY**

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

### **The Community of St. Michael's School**

St. Michael's School opened in the fall of 1954 to provide a Catholic education for the children of the Parish. It was staffed by three nuns from the Sister of Providence. Enrollment was 95 students in grades one to eight, divided into three classrooms. Over the next fifty years, the physical plant was expanded to include eight classrooms, a library, a teachers' lounge and principal's office. In 1990, a morning kindergarten program was established in an adjacent building. In 1991, a preschool program was added to the school program. In 2003 the building that housed the Kindergarten and Preschool was sold and the Family Life Center was completed. This year the enrollment is 294 students. Our programs include a Preschool program for 3 and 4 year olds, an All Day Kindergarten program, a ½ Day Kindergarten program and grades 1-8. The faculty has changed somewhat over the life of the School, from the initial three sisters to 24 lay teachers that include a Spanish teacher for middle school, an Art, Physical Education and Music teacher for all grades. Today the educational programs of the school are directed by the School Commission, reporting to the Parish Council, to oversee St. Michael School.

The teaching of religion is an integral part of the curriculum. All students at St. Michael's Catholic School participate in religion classes each day. Students are actively involved in the weekly liturgy preparation and participate as cantors, lectors, musicians, and servers.

The educational opportunities at St. Michael's include music, art and physical education for all students. The middle school experience includes band, choir and foreign language. A technology program is included in the curriculum for all students. Students experience this program in the newly renovated state of the art technology lab. Students also visit the school library which was renovated last year. Varieties of mini-courses are presented to the sixth, seventh and eighth grade students to expand their experiences. Among these are cooking, sewing, and woodworking. The Mission of St. Michael's Catholic School continues to be that we provide a well-rounded educational experience through a Catholic education. We are committed to meeting the needs of each child and building self esteem. By fostering growth in the Catholic Faith, St. Michael's offers students the opportunity to make good life choices that will have positive influence in the future. Our curriculum encourages cooperation among the school, parents and children as well as the outside community. We are devoted to helping our students pursue ways of giving back to the community. The education that students receive will motivate them to develop self discipline. We want all students to reach their full potential and aspire to be life long learners.

## 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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Students in grades 3 through 8 take the state mandated ISTEP+ Test. The ISTEP test measures whether students have learned what we expect them to know. Student Scores are scores that represent student achievement levels relative to the Indiana Academic Standards.

### English/Language Arts Summary

In grade three students need to achieve a passing score of 404. In 2003 97% of the St. Michael's third grade students who took the ISTEP+ test passed. In grade 6 students must achieve a passing score of 472. In 2003 96% of the St. Michael's sixth grade students who took the ISTEP+ test passed. In 2000 these same students showed that 83% passed the ISTEP+ test in the third grade. In grade 8 students must achieve a passing score of 516. In 2003 100% of the St. Michael's eighth grade students who took the ISTEP+ test passed. In 1998 these same students showed that 96% passed the ISTEP+ in the third grade. In 2001 these same students showed that 91% passed the ISTEP+ in the sixth grade.

### Mathematics Summary

In grade three students need to achieve a passing score of 393. In 2003 95% of the St. Michael's third grade students who took the ISTEP+ test passed. In grade 6 students must achieve a passing score of 464. In 2003 100% of the St. Michael's sixth grade students who took the ISTEP+ test passed. In 2000 these same students showed that 89% passed the ISTEP+ test in the third grade. In grade 8 students must achieve a passing score of 517. In 2003 100% of the St. Michael's eighth grade students who took the ISTEP+ test passed. In 1998 these same students showed that 89% passed the ISTEP+ in third grade. In 2001 these same students showed that 95% passed the ISTEP+ in the sixth grade.

Information regarding the ISTEP+ Test for St. Michael's Catholic School may be found on the following website: [www.doe.state.in.us/istep](http://www.doe.state.in.us/istep)

2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.

St. Michael's Catholic School uses the assessment data to understand the needs of each student. The teachers for each grade level look for patterns of weakness and areas of strength. These areas are correlated with the State and Archdiocesan standards to insure the improvement and enrichment in the areas of concern. Staff members assess their own current teaching practices and then investigate promising practices that will ensure improvement and enrichment opportunities for the students both inside and outside of the classroom. During this process teachers identify the

opportunities that address the development of concern. A variation in teaching and learning strategies and educational opportunities contributes to the students' diverse ways of learning. The patterns of weakness and areas of strength are also communicated to the parents so that they may be involved in the understanding areas of concern and assist in the improvement and enrichment for their own children. Goals are developed and implemented to address areas of improvement and enrichment. These goals are regularly revisited and adjusted if needed.

Assessment data is also used to determine the areas of Professional Development for staff. In addition, these areas are communicated to the teachers at the next grade level to continue student improvement and enrichment in areas of concern.

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

St. Michael's Catholic School communicates student performance and assessment to parents, students and the community in a variety of ways. Parents receive weekly assessments of the student's performance for each subject area. During each nine week quarter each student receives a mid-term and a report card. Each mid-term and report card has a personnel note from the principal praising their efforts and noting any concerns. Parents have an opportunity to schedule a conference at anytime to discuss student performance and assessment. During the fall a scheduled conference between parents and teachers takes place to discuss the first quarter report card and any concerns that parents may have.

Results of the ISTEP+ test are communicated to the School Commission, Parish Council and PTO meetings after the standardized tests has been received. These results are also communicated to the parents through the school newsletter, up-dated on the school web-site, printed in the Parish Press and communicated to the local newspaper. Parents are also encouraged to check the Indiana Department of Education web-site which contains the ISTEP results.

4. Describe in one-half page how the how the school has shared and will continue to share its successes with other schools.

St. Michael's teachers participate in a monthly exchange with other teachers on their grade level and subject area with local public and other private schools. Best teaching practices are shared and an exchange of ideas is often part of the discussion.

Through the continuing education program teachers have the advantage of participating in classes that allows them to share with others the programs and teaching practices that may benefit other teachers and their schools.

In addition, the staff is required by the Archdiocese to continue courses in Catholic Education that are provided and funded by the Archdiocese of Indianapolis.

The teachers are encouraged to share their best practices in teaching with schools outside of our community. Recently one of our teachers had an opportunity to share her teaching practices with schools in the Middle East when she was on a learning mission with the Rotary Club of Greenfield, Indiana.

Our staff often contacts the Greenfield Daily Reporter, the Criterion and the Indianapolis Star (East District) to let them know when there are special program that would be of interest to other teachers and schools.

The staff also conducts workshops on best teaching practices if the opportunity presents itself. Many staff members communicate and share the schools successes through email and newsletters.

Student teachers from the local colleges are encouraged to partner with the staff of St. Michael's to help develop their own best practices in teaching.

## **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 core curriculum is an eligibility requirement in grades seven and higher).

The curriculum at St. Michael's Catholic School is based on Archdiocesan guides and Indiana State proficiencies. All teachers engage the students with high level thinking skills through the use of Bloom's Taxonomy and higher level questioning skills.

Daily instruction in religion is based upon the Catechism of the Catholic Church with studies that emphasize discipleship, the Sacraments, the Old and New Testament and Church History. In addition all students participate in a character development program. The curriculum for this program has been developed by our own staff.

A comprehensive Language Arts program is taught at every grade level including Preschool. The Language Arts program includes elements of literature, phonics, oral and written communication, grammar, spelling and vocabulary development.

A Saxon Math program with many types of manipulatives and opportunities to explore critical thinking skills and a variety of problem solving activities that go beyond rote skills is taught in the primary grades through grade six. Seventh and Eighth grade math students are introduced to pre-algebra and algebra.

The Science Curriculum provides students the avenue to explore their world through the use of an outdoor nature lab and an indoor science lab. Each of these experiences enhances the appreciation of science and expands the students' knowledge beyond the textbook.

Important study skills are developed through the Social Studies program. From Preschool through grade eight students study history, geography and other related areas. The curriculum is supplemented with projects, videos and field trips that correlate with the standards that are taught.

All students participate in a Fine Arts curriculum that includes music and art. Students are introduced to band in the sixth grade. Students in all grade levels learn music fundamentals that include music appreciation, learning to reading notes, playing the recorder and learning the guitar in the eighth grade. The Art program includes art appreciation and the mechanics of drawing.

Middle school students receive Spanish instruction as part of their curriculum. Customs, traditions, history and culture through a variety of media enhances the program. Oral communication is also a part of the curriculum. All students are introduced to French through the Art program.

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

A basal reading program is used from pre-school through the eighth grade. Reading is taught as a separate subject as well as in combination with elements of phonics, oral and written communication, grammar, spelling and vocabulary development. Effective strategies are taught for fluent reading skills. All students become familiar with a variety of authors and illustrators of children's literature through trade books that are introduced at every grade level. With these skills students are able to make comparisons between pieces of literature and understand the elements of story structure. Students are given the opportunity to study all of the genres of literature through the use of a variety of reading materials as well as the materials provided with the traditional reading series. Students at each grade level are expected to do a book review to add to their understanding of comparing and contrasting, identifying main ideas and details and to help in distinguishing between fiction and non-fiction writing. St. Michael's uses this particular approach to reading to reinforce the State Standards and the Archdiocesan guidelines. Our reading program also gives each grade level the opportunity to enrich the curriculum through the use of novels and writing. Further enhancement is made through the use of Bloom's Taxonomy to explore higher level thinking skills.

The reading programs used at St. Michael's is McGraw-Hill and Prentice Hall. These programs were selected by teachers, students and parents. Both programs provide continuity throughout the language arts curriculum. These programs meet the needs of all students, allowing both enrichment and remediation. Through these programs the teachers develop students who are good readers, have an understanding of what they read, and have a love for reading.

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.

Students are encouraged to be active, engaged learners through the technology program and curriculum at St. Michael's Catholic School. Our goal is to help each student to achieve academic merit by providing a superior education that meets each child's needs and builds on self-esteem. Rather than the technology itself being emphasized, the technology is used as a tool for completing projects and real world tasks. Formal instruction such as lecturing is kept to a minimum. Students use the Internet to do research in subjects of their own choosing, learning to separate good information from that which is questionable by judging the authority of the source. The students use a word processor to generate narratives, poetry, and reports. A variety of tools such as digital cameras and camcorders are used to collect information and enhance the curriculum of students in the intermediate and middle school grades. They use a spreadsheet program to graph information collected during science labs and mathematical surveys. Students in the primary grades use the computer labs to generate paragraphs, book reports and short essays. Students gain self confidence and poise by employing multimedia to present their work to their

peers. All students have exposure to the technology materials available at St. Michael's. Through the technology curriculum at St. Michael's Catholic School we believe that we are creating future leaders by inspiring cooperation among the school and family. Within the technology curriculum we are developing self discipline so that all children may reach their full potential and aspire to be life long learners.

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

All staff members use a variety of instructional methods to meet the needs of each student and to improve student learning. Active participation from each class member rather than lecture is evident throughout the school. Many primary classrooms actively engage the students through the use of activity centers and hands-on activities that will effectively meet the needs of each student. Cooperative learning and probing questions enhance the curriculum for all students whether it is enrichment or remediation. If it is needed student work is adjusted to meet their needs. Teachers in the intermediate and middle school levels include Bloom's taxonomy as part of the instructional methods used each day. Student demonstration, use of technology and immediate feedback to the students are just some of the instructional methods used to meet individual and class needs. All staff members include the use of daily planners for students, rubrics, manipulatives and field trips to meet the essential skills provided by the Indiana Department of Education and the Archdiocese of Indianapolis.

Parental involvement helps St. Michael's School in the improvement of student learning. Each day there is a volunteer for classrooms to help with individual instruction, reinforcement and enrichment of the curriculum. Parents take an active role in making sure that the students are prepared for class each day. Students also take the responsibility of improvement in their own learning by making sure that they are prepared for class by having homework and projects completed on time.

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

Each staff member has many opportunities for professional development. For the past several years we have tried to focus on increasing our technology knowledge so that we may be able to incorporate this into the curriculum. Increased knowledge has come in different forms. Staff led professional development on the essentials of technology and how to include this in the curriculum is offered during the school year. Instruction on the Weather-net technology is also a part of the professional development. All instructors were given the opportunity to attend the INPEC (Indiana Non-public Education Conference) this year. All staff members attended a one-day writing workshop during this school year. Many staff members are actively seeking continuing education course that will improve student achievement. As a part of professional development the current administration is involved in a Classroom Walk-Through program that will increase student achievement, talk with teachers about improvement in teaching and learning, assess the curriculum and instructional alignment on a day to day basis, and is used as a tool to enhance classroom visits. In addition each staff member has worked on acquiring more knowledge in the Step Up to Writing program. The staff has also attended professional

development programs that has increased their knowledge in a character development program and has allowed them to write their own curriculum in this area.

Professional Development is a part of goals that are established by each instructional staff.

Instructional staff members are given time during the school day to attend in-service and professional development opportunities. For the past two years the Indiana Department of Education has provided funding which allows the staff to partake in a variety of opportunities. Title money is also used to fund professional development.

## **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.*

1. Private school association(s): National Catholic Education Association  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c) (3)) status?      Yes x    No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$3,000 K	\$3,000 1 <sup>st</sup>	\$3,000 2 <sup>nd</sup>	\$3,000 3 <sup>rd</sup>	\$3,000 4 <sup>th</sup>	\$3,000 5 <sup>th</sup>
\$3,000 6 <sup>th</sup>	\$3,000 7 <sup>th</sup>	\$3,000 8 <sup>th</sup>	N/A 9 <sup>th</sup>	N/A 10 <sup>th</sup>	N/A 11 <sup>th</sup>
N/A 12 <sup>th</sup>	\$975 preschool				

4. What is the educational cost per student?      \$4464.00  
(School budget divided by enrollment)

5. What is the average financial aid per student?      \$821

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1.3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?      4.2%

## **PART VII - ASSESSMENT RESULTS**

### **Private Schools**

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

DATA for ISTEP+ Test Criterion Referenced Test  
 Subject Language Arts Grade 3 Test ISTEP+  
 Edition/Publication Year 2001 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	97%	89%	91%	83%	91%
% At or Above Pass	73%	71%	91%	83%	91%
% At or Above Pass +	24%	18%	n/a	n/a	n/a
Number of students tested	37	28	22	22	34
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	18%	5%	90%	80%	92%
% At or Above Pass+	77%	86%	n/a	n/a	n/a
Number of students tested	22	21	10	10	14
2. Girls specify subgroup)					
% At or Above Pass	32%	14%	92%	84%	90%
% At or Above Pass+	67%	71%	n/a	n/a	n/a
Number of students tested	15	14	12	12	20
<b>STATE SCORES (public and non-public)</b>	75%	73%	67%	65%	69%
% At or Above Pass for non-public schools	67%	50%	70%	n/a	n/a
% At or Above Pass+ for non-public schools	20%	5%	n/a	n/a	n/a

DATA for ISTEP+ Test Criterion Referenced Test  
 Subject Math Grade 3 Test ISTEP+  
 Edition/Publication Year 1998/2001 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	<b>95%</b>	<b>86%</b>	<b>89%</b>	<b>89%</b>	<b>90%</b>
% At or Above Pass	73%	77%	89%	89%	90%
% At or Above Pass +	22%	9%	n/a	n/a	n/a
Number of students tested	37	28	22	22	34
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	18%	5%	90%	80%	92%
% At or Above Pass+	77%	86%	n/a	n/a	n/a
Number of students tested	22	21	10	10	14
2. Girls (specify subgroup)					
% At or Above Pass	32%	14%	92%	84%	90%
% At or Above Pass+	67%	71%	n/a	n/a	n/a
Number of students tested	15	14	12	12	20
<b>STATE SCORES public and non-public</b>					
% At or Above Pass for non-public schools	66%	73%	77%	71%	73%
% At or Above Pass+ for non-public schools	14%	14%	n/a	n/a	n/a

DATA for ISTEP + Test Criterion Referenced Test  
 Subject Language Arts      Grade 6      Test ISTEP+  
 Edition/Publication Year 1998/2001   Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	96%	95%	96%	72%	91%
% At or Above Pass	64%	85%	96%	72%	91%
% At or Above Pass +	32%	10%	n/a	n/a	n/a
Number of students tested	28	20	26	22	24
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	69%	82%	69%	69%	65%
% At or Above Pass+	23%	9%	n/a/	n/a	n/a
Number of students tested	13	11	13	11	12
2. Girls (specify subgroup)					
% At or Above Pass	60%	60%	69%	62%	78%
% At or Above Pass+	40%	40%	n/a	n/a	n/a
Number of students tested					
<b>STATE SCORES</b>	66%	65%	69%	69%	70%
% At or Above Pass for non-public schools	67%	70%	81%	n/a	n/a
% At or Above Pass+ for non-public schools	20%	15%	n/a	n/a	n/a

DATA for ISTEP+ Test Criterion Referenced Test  
 Subject Math Grade 6 Test ISTEP+

Edition/Publication Year 1998/2001 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	100%	95%	92%	78%	87%
% At or Above Pass	71%	90%	92%	78%	87%
% At or Above Pass +	29%	5%	n/a	n/a	n/a
Number of students tested	28	20	26	18	23
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	100%	91%	89%	80%	92%
% At or Above Pass+	31%	5%	n/a	n/a	n/a
Number of students tested	13	111	13	13	11
2. Girls (specify subgroup)					
% At or Above Pass	100%	91%	89%	90%	90%
% At or Above Pass+	27%	5%	n/a	n/a	n/a
Number of students tested	15	9	13	5	12
<b>STATE SCORES public and non-public</b>	73%	69%	62%	64%	62%
% At or Above Pass non-public schools	66%	64%	77%	n/a	n/a
% At or Above Pass+ non-public schools	23%	12%	n/a	n/a	n/a

DATA for ISTEP+ Test Criterion Referenced Test  
 Subject Language Arts      Grade 8      Test ISTEP+  
 Edition/Publication 1998/2001      Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	<b>100%</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>	<b>82%</b>
% At or Above Pass	74%	76%	100%	100%	82%
% At or Above Pass +	26%	18%	n/a	n/a	n/a
Number of students tested	19	17	18	12	11
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	100%	78%	100%	100%	80%
% At or Above Pass+	*	18%	n/a	n/a	n/a
Number of students tested	7	11	10	7	2
2. Girls (specify subgroup)					
% At or Above Pass	100%	93%	100%	100%	78%
% At or Above Pass+	*	*	n/a	n/a	n/a
Number of students tested	12	6	8	5	9
<b>STATE SCORES (public and non-public)</b>	<b>66%</b>	<b>65%</b>	<b>69%</b>	<b>69%</b>	<b>70%</b>
% At or Above Pass non-public schools	67%	70%	82%	n/a	n/a
% At or Above Pass+ non-public schools	20%	15%	n/a	n/a	n/a

DATA for ISTEP+ Criterion Referenced Test  
 Subject Math Grade 8 Test ISTEP+  
 Edition/Publication Year 1998/2001 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	September	September	September	September	September
<b>SCHOOL SCORES</b>	<u>100%</u>	94%	100%	100%	64%
% At or Above Pass	47%	71%	100%	100%	64%
% At or Above Pass +	53%	24%	n/a	n/a	n/a
Number of students tested	19	17	18	12	11
Percent of total students tested	100%	100%	100%	100%	100%
<b>SUBGROUP SCORES</b>					
1. Boys (specify subgroup)					
% At or Above Pass	100%	73%	100%	100%	75%
% At or Above Pass+	*	27%	n/a	n/a	n/a
Number of students tested	7	11	10	7	2
2. Girls (specify subgroup)					
% At or Above Pass	100%	95%	100%	100%	75%
% At or Above Pass+	*	*	n/a	n/a	n/a
Number of students tested	12	6	8	5	9
<b>STATE SCORES public and non-public</b>	72%	68%	67%	65%	64%
% At or Above Pass non-public schools	66%	65%	82%	n/a	n/a
% At or Above Pass+ non-public schools	14%	21%	n/a	n/a	n/a