

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 7200 Sarto Drive
(If address is P.O. Box, also include street address.)

Indianapolis IN 46240-3509
City State Zip Code+4 (9 digits total)

County Marion State School Code Number*C450

Telephone (317) 466-3361 Fax (317) 255-2687

Web site/URL <http://www.spxparish.org> Email tcaron@spxparish.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 November 28, 2006

Name of Superintendent* Dr. Ronald Costello
(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 Dr. Mike Huntine
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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.

SCHOOL

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. 1st year Number of years the principal has been in her/his position at this school.

7 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	0	0	0		7	13	20	33
K	24	24	48		8	22	20	42
1	16	22	38		9			0
2	26	20	46		10			0
3	21	24	45		11			0
4	21	28	49		12			0
5	29	22	51		Other			0
6	23	25	48					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								400

6. Racial/ethnic composition of the school:

98 % White
.2 % Black or African American
1 % Hispanic or Latino
.8 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	400
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

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

Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an 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: 6%
23 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>	<u>1</u>
Classroom teachers	<u>17</u>	<u>4</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>28</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98%	98%	98%	99%
Daily teacher attendance	97%	98%	98%	97%	98%
Teacher turnover rate	.3%	0%	0%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

Part III-Summary of St. Pius X Catholic School

St. Pius X Catholic School is located in Indianapolis, Indiana, on the campus of St. Pius X Parish Community near the intersection of East 71st Street and Keystone Avenue. It is affiliated with the North Deanery in the Archdiocese of Indianapolis and accredited by the North Central Association. The school opened in the fall of 1955 with grades one through eight and celebrated its golden anniversary in 2005.

Currently, St. Pius X School has an enrollment of 415 students in grades Kindergarten through eighth grade. There are two classrooms for each grade with an average enrollment of 23 students per classroom. Grades Kindergarten through grade 5 assemble in self-contained classrooms, while grades 6 through 8 are in a middle school setting with content area teachers for literature, English, science, math, social studies and religion. Students at all levels receive instruction in art, music, health, physical education, library research, and technology while middle school students also study French and Spanish. In addition, St. Pius X School has a highly regarded resource program to support those students who learn differently. These resource teachers work with students within their classrooms and in separate sessions, individually or in small groups, to ensure the best outcome for these students. A large number of faculty members have over 20 years of teaching experience, with many teachers holding a Master's degree or higher.

The family, faculty, parish, and community of St. Pius X Catholic School work in partnership to provide a positive, Catholic value-based environment, designed to develop life-long learning skills. Catholic faith traditions and service to others are emphasized at all times. The students believe very strongly in the message of stewardship. They share their time, talent, and treasure in many ways. Each middle school student gives several hours of service per semester. The home, school, parish, and community are the benefactors of this service. The entire student body collects canned goods and money for inner-city parishes or food pantries, baby items for St. Elizabeth's Home, as well as money for a parish in Portillo, El Salvador, with which St. Pius Parish has a continuing relationship.

The faculty of St. Pius X Catholic School believes in recognizing each student's individuality by providing a fair, loving, safe and compassionate atmosphere that meets the needs of the whole child—spiritual, academic, physical, social, and emotional. The faculty continually endeavors to accommodate the needs of all students in a disciplined environment while maintaining high academic and behavioral expectations. In addition, St. Pius X School works to exceed the state standards using cross-curricular ideas, multi-sensory techniques, and up-to-date technology. Finally, the faculty strives to grow professionally through continuing education, and multiple types of collaboration with other educational professionals. The faculty and student body of St. Pius X Catholic School live as disciples of Jesus in a Christ-Centered Community.

Part IV-Indicators of Academic Success

Assessment Results

St. Pius X Catholic School participates in the Indiana ISTEP+ testing program. 100% of the students in grades 3-8 take these tests in September. ISTEP + measures skills in English/Language Arts, and Mathematics for Grades 3, 4, 6, and 8 while grades 5 and 7 also include science. Prior to September 2004, only students in grades 3, 6, and 8 participated in this testing program.

Scores on these tests are based on Indiana's academic standards which the U.S. Department of Education has designated as "world-class". Three levels of achievement are delineated; Pass+, Pass, and Did Not Pass. Pass+ is awarded to students who demonstrate exemplary performance, and Pass is awarded to students who demonstrate solid academic performance.

The results from the last three years reveal consistent high performance among St. Pius X students. In 2005-06, 93% of 3rd graders passed both the English/language arts and math sections of ISTEP+; 98% and 100% of 5th graders passed the English/language arts and math sections respectively; and 100% of both the 7th and 8th graders passed both sections. More than one-third of 8th graders earned the Pass+ designation in English/language arts, and more than two-thirds earned this designation in math. Perhaps most importantly, these results, which indicate that 95% of all St Pius students taking the test passed both English/language arts and math, have earned St. Pius X Catholic School a rating of "Exemplary", the highest attainable rating, from the Indiana department of Education. Clearly the longer a student attends St. Pius X School, the greater opportunity he or she has for increased achievement.

This assessment data is available through the Indiana Department of Education website (www.doe.state.in.us) and the Indianapolis Archdiocesan Office of Catholic Education (www.archindy.org). St. Pius X Catholic School has been assured that this data places us in the top 10% of schools passing the state test.

Using Assessment Result

The faculty of St. Pius X School carefully analyzes data provided by standardized testing, teacher-created assessments, and daily student work to facilitate curricular planning. Each teacher at the primary and intermediate level meets at least daily with his or her co-teacher and weekly in grade level groups to evaluate student progress toward meeting state standards. Middle school teachers meet daily during a specifically designed common planning time for discussion of student concerns and cross-curricular planning.

Data from assessments such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is evaluated to identify students in grades K-5 who need interventions in order to assure reading success. Students take this assessment three times per year to ensure that progress is carefully monitored. Resource teachers work closely with classroom teachers, administrators, and public or private testing services to develop and implement Individual Catholic Educational Plans (ICEP) or to implement Individual Educational Plans (IEP) for students who demonstrate particular needs. Additionally, teachers provide extra help before and/or after school on a regular basis.

Using data from ISTEP+ testing as well as local assessments, two goals were established for St. Pius X students: All students will improve writing skills across the curriculum and all students will improve in the application of math concepts. All professional and curriculum development focuses on these goals. Furthermore, teacher groups are in place to track progress by using both ISTEP+ and locally developed assessments and rubrics, pre- and post-tests, and culminating activities that provide an authentic view of the students' progress. Textbook selection committees consider only textbooks which meet Indiana's world-class academic standards for use at St. Pius X School. In addition, teachers select supplementary

materials which spur the students to move above even these standards.

Communicating Assessment Results

St. Pius X Catholic School works continuously to communicate student achievement to parents, the parish community, and to the community at large. The school utilizes Edline, an on-line portal that provides increased school-to-home communication and teacher productivity. Teachers use web pages hosted by Edline to post assignments, provide on-line grade access, study guides, student work, photos, and classroom expectations. The teachers upload classroom newsletters weekly, and send e-mails to parents when necessary to keep everyone informed about classroom activities. The school newsletter, *The Purple and Gold Rush*, the principal's newsletter, *Nooks and Crannies*, as well as PTO communications are available through Edline. In addition, the parish maintains a dynamic website that provides the school calendar, newsletters, and committee minutes to the parish and the community at large. Parent communications are focused on development of skills that characterize improvement. At present, electronic progress reports are sent home mid-quarter and report cards are sent home at the end of each quarter. These are generated using our electronic grade book, *Grade Quick*.

Formal parent-teacher conferences are held at the end of the first quarter for students in Grades 1-8, and again in the second semester for Kindergarten students. However, informal conferences are held at any time and can be requested by either the parent or the teacher.

ISTEP+ test scores and an explanation of these scores, are sent home with the students, as are copies of the Indiana State Standards booklet for each grade level. St. Pius X test score results are published in the local newspaper and are also available through the Indiana State Department of Education website. These scores are shared with prospective families to emphasize to them the import that St. Pius places on the use of data for school improvement.

Any awards won by individual students, such as music awards, art awards, or writing awards are published in the weekly school newsletter. Good student behavior is acknowledged publicly each week. These announcements keep excellence continuously in the spotlight both in our school and in the parish community.

Sharing Success

St. Pius X Catholic School prides itself on the successes of its students and works to share these successes and best practices with other schools and the community at large.

St. Pius X has participated in the process of North Central Association accreditation. During this process, the school had to evaluate itself carefully regarding what was good in the school and what needed to be improved. The faculty was able to meet with principals, administrators, and teachers of other schools as they visited St. Pius X, talked with everyone on the faculty, and observed what was happening in the classrooms. After receiving NCA accreditation, several of the faculty members and administrators visited other schools to help with their evaluation processes, thus observing what is done in other schools. It was a time to talk about what is good at St. Pius X and to help other schools set realistic goals to help them in their evaluation process.

St. Pius X teachers, especially the middle school teachers, talk with the teachers in their respective fields at the diocesan high school to see what the expectations are for the incoming freshman class. They make recommendations as to class placement and are often consulted when there is a question as to where a specific child would best be served. St. Pius teachers at all grade levels are given release time to observe peers in other schools and have conversations with them about best practices, both those used at their schools and those used by St. Pius teachers.

The successes of the students are shared when St. Pius teachers go out into the community to teach classes to fellow teachers or to take classes with colleagues from other schools. The teachers attend conferences where they share ideas, goals, successes and failures with other teachers, and collaboration is encouraged and expected. The principal conducts a “Principal-Parent Night” each semester in which he shares research based strategies to improve student learning at home. All community members are invited to attend. In addition, he participates in the North Deanery principals’ meetings monthly where ideas, procedures, and policies are shared.

Part V-Curriculum and Instruction

Curriculum

Teaching the tenets of the Catholic Faith underpins all of the other academic areas of the curriculum at St. Pius X Catholic School. All students, Kindergarten through 8th grade, have daily classes in religion. These classes are designed to help students to understand the connections between their faith and their everyday lives. The St. Pius X community believes that curricular areas are better understood when connected to the fundamental religious beliefs that the students share.

Language arts, specifically the improvement of writing skills across the curriculum, is a major goal at St. Pius X School. Using the *Step Up to Writing Program* school wide, it is the expectation that all students will see the relationship between better writing and success in all curricular areas as writing skills improve from year to year. Grammar skills are part of the total picture as good grammar is necessary for effective speaking, listening, and writing. Reading incentives have encouraged the students to read beyond the textbook, motivating the student body to read an accumulation of one million minutes in just a five month period. In addition, middle school students are assigned a particular book to read during the summer break. All classes, from literature to science and math, focus work on this novel in an integrated curricula during the first week of the new school year.

Mathematics is an area where individual differences can be appreciated. The use of manipulatives can help all students to visualize the concepts they are being taught. A school-wide “math moment”, a grade appropriate challenge problem in math given to the students each week, encourages critical thinking and understanding at each grade level. The progress is graphed and displayed so that the students can track and celebrate their success. In addition, the faculty is dedicated to the use of differentiated instruction and tiered instruction as techniques to reach students at their distinct ability levels.

Labs and hands-on experiments are characteristics of the science program. Science is emphasized, often in conjunction with math, beginning in the primary grades. The use of microscopes, coupled with other scientific demonstrations, helps the students to think critically and develop thought processes which lead to analysis of results. A science fair encourages students to think “outside the box” by conducting an experiment which helps them understand a scientific principle more fully. This gives them the opportunity to experiment, but also to speak intelligently about their chosen topic to judges and other scientists.

Field trips, speakers, and discussion sessions complement a strong social studies curriculum at St. Pius X. Participation in programs such as Exchange City gives our students real life experience in having a job, running a city or a successful business. Field trips to places like the United States Holocaust Museum, Indiana State Museum, The Medal of Honor Memorial, or Connor Prairie Pioneer Settlement enhance the students’ understanding of the way life was in the past. Citizenship is encouraged through the service hours the students are asked to give to various organizations in the community.

Along with the academic curricula, St. Pius X students are exposed to excellent programs in art, music, physical education, health, library and foreign language. Because the students will be living in a world of

diverse cultures, foreign language is a core class for our 7th and 8th grade students, with emphasis on French and Spanish.

Reading Curriculum

St. Pius X has improved reading achievement with the adoption of the *Open Court Reading* series in grades Kindergarten through grade 3. This is a literature-rich reading and language arts program that systematically scaffolds skills that build upon one another. Concepts and strategies are presented in a logical way that help students build skills and have success in reading. Leveled readers that promote fluency and comprehension are an important part of this program, as are writing activities, vocabulary activities, and phonics practice. DIBLES (Dynamic Indicators of Basic Early Literacy Skills), a screening test administered beginning in Kindergarten and extending into fifth grade, predicts and screens for reading difficulties. This test assists in identifying those students who have, or will have, problems in reading. Identified students then work in small groups with leaders who are specially trained to provide necessary interventions.

Fourth and fifth grade reading is a combination of selecting appropriate works to enhance curricular skills, such as comparing/contrasting and summarizing, and novel reading. Novels are chosen for interest and their correlation with the curriculum. Vocabulary and spelling are emphasized and lead to the development of higher-level reading and writing skills.

At St. Pius X School, reading comprehension is deemed a gateway to higher-level analysis and evaluation. As a result, middle school literature is comprised of three major components – independent reading of novels of the student’s own choice; choral readings by the teacher to the entire class, which emphasize listening and comprehension skills; and partner reads where students are paired up, and with a standards-aligned packet for guidance, use discussion and writing to discover the important elements of a novel. Writing is also closely interwoven into the work with the various novels, emphasizing a constructivist approach to understanding and learning.

St Pius students participate in a reading incentive program which encourages reading for pleasure outside of school. The middle school students also participate in a summer reading program. Providing our students with the opportunity to experience these varied approaches to reading, St. Pius X School is better equipped to meet the individual needs of our students, making our goal of having St. Pius X students see the value in reading, and thus become life-long readers, a reality.

Additional Curriculum Area

Improving writing across the curriculum is a school wide goal of St. Pius X School. With the adoption of the writing program, *Step Up To Writing*, all grade levels approach the writing process in a similar, organized fashion. *Step Up To Writing* is a multisensory approach to the writing process which includes organization, outlining, color-coding, and the use of specific words to guide what students are trying to say. This program provides consistency in how writing is taught throughout the school and focuses on content, organization, style, vocabulary, sentence structure, and language mechanics with each grade level using the same procedure and language. Teachers have developed grade level appropriate rubrics in all content areas as a means of evaluating writing in a consistent manner. The language of the *Step Up to Writing Program* becomes familiar to the student so that writing proficiency advances as the child progresses in school. Samples of student writing are evaluated three times throughout the school year at all grade levels using consistent writing prompts so that student improvement can be documented.

Writing proficiency is a goal in all subject areas from language arts to science and math. The rubrics help all teachers evaluate student writing, which includes everything from answering in complete sentences on a math test to formal literary analysis. The rubrics also help students and parents understand what is important to good writing and how this writing will be evaluated. Growth can then be measured and

documented at each grade level.

Instructional Methods

Academic excellence is part of the mission of St. Pius X Catholic School. In order to meet this goal, the students of St. Pius X are exposed to a myriad of learning experiences which are propelled by a differentiated instructional approach. Data derived from assessments drives the instructional techniques that each teacher utilizes.

A major emphasis in the curriculum is in the area of technology. St. Pius X students are exposed to computer technology as early as Kindergarten, where instruction in computers is integrated with classroom instruction. Classroom teachers at each grade level develop lessons which require their students to utilize the computer lab where they work in conjunction with the technology specialist to investigate, collect, and produce data to enhance the curricular material they are engaged with. In addition, this technology coordinator maintains a website, “Gab from the Lab”, which contains numerous links to informative sites, educational games, and additional constructive information that enable St. Pius X families to access learning tools even when school is not in session.

Foreign language, with an emphasis on Spanish and French, is an important component of our middle school curriculum. In addition, middle school students are grouped according to their math ability. Accelerated students study Algebra, while the remainder of students study Pre-Algebra. Language arts covers two periods per day. During this time literature, vocabulary, grammar, and writing are integrated so that the students grasp the importance and connectivity of each of these components.

Primary and intermediate levels present the students with activities that vary from “reading buddies” to planning, purchasing food and supplies, and preparing a party while staying within a budget. Formal productions such as plays and music programs provide much needed oral presentation practice for the students.

Our primary classes have five teaching assistants who provide individualized instruction when needed. There are also two faculty members who help those children with special needs or who have specific learning difficulties. These teachers provide an opportunity for those students who have different learning styles to succeed in school.

Professional Development

At St. Pius X School, assessment results and school goals drive professional development activities. The professional goals are to increase writing skills across the curriculum and to improve student performance in the application of math concepts. In order to meet these goals, teachers’ efforts have been concentrated on differentiating instruction across the curriculum. Speakers have come into the school on professional days to assist staff members in understanding the concepts involved in differentiating instruction so that the needs of all students are met. These speakers have addressed different learning styles and brain development and have provided various practical hints on making content accessible to all students, whether they are a visual, auditory, or tactile learners. Reading and research on best practices are part of each teacher’s professional development. St. Pius teachers are also encouraged to visit other schools to observe teachers in action, thus enhancing the techniques that they have at their fingertips to utilize with their own students. In addition, an essential element in any professional development program is written reflections, which are required throughout the school year to assist teachers in focusing their thoughts on what they have learned.

St. Pius teachers meet in small cluster groups made up of colleagues from all areas and grade levels. These clusters discuss what needs to be done to meet school goals across the curriculum. Each teacher has the opportunity to present an assignment from one of his or her classes to the others in the cluster. The

other members ask questions about the work, try to figure out exactly what the assignment is and why it was assigned, and finally critique the assignment for the good things, as well as areas where it could be improved for the future. These descriptive reviews give the teachers a chance to see what is happening in other classrooms throughout the school, to get new ideas that they might try at their grade levels, and see how other teachers are making their instruction fit the needs of all students. Samples of student work, assessment data, teaching strategies, lesson plans and state standards are requirements of this activity.

Part VI –Private School Addendum

1. Private school association(s): NCA; NCEA
 (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 No _____

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3250</u> K	<u>\$3250</u> 1 st	<u>\$3250</u> 2 nd	<u>\$3250</u> 3 rd	<u>\$3250</u> 4 th	<u>\$3250</u> 5 th
<u>\$3250</u> 6 th	<u>\$3250</u> 7 th	<u>\$3250</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$4350
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1081

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9 %

Part VII –Assessment Results

State Criterion Referenced Tests			
Math 3rd Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of Students Tested	45	50	52
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
ST. PIUS X SCORES	94%	78%	94%
Pass+	18%	6%	23%
Pass	94%	78%	94%
STATE SCORES			
Pass+	13%	13%	13%
Pass	73%	73%	71%

Language Arts 3rd Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of Students Tested	45	50	52
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
ST. PIUS X SCORES	94%	90%	95%
Pass+	31%	12%	33%
Pass	94%	90%	95%
STATE SCORES			
Pass+	12%	12%	13%
Pass	75%	75%	74%

Math 6th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher –CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of Students Tested	48	34	48
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
ST. PIUS X SCORES	92%	100%	98%
Pass+	25%	18%	33%
Pass	92%	100%	98%
STATE SCORES			
Pass+	18%	16%	14%
Pass	78%	75%	72%

Language Arts 6th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of students tested	48	34	48
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
ST. PIUS X SCORES	92%	100%	98%
Pass+	25%	18%	33%
Pass	92%	100%	98%
STATE SCORES			
Pass+	9%	8%	7%
Pass	71%	70%	69%

Math 8th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of students tested	42	50	50
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
ST. PIUS X SCORES	100%	96%	96%
Pass+	67%	54%	54%
Pass	100%	96%	96%
STATE SCORES			
Pass+	16%	16%	14%
Pass	72%	71%	71%

Language Arts 8th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Number of students tested	42	50	50
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
ST. PIUS X SCORES	100%	94%	98%
Pass+	67%	29%	30%
Pass	100%	94%	98%
STATE SCORES			
Pass+	8%	8%	7%
Pass	68%	67%	65%

State Criterion Referenced Tests			
Math 4th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	50		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	86%		
Pass+	12%		
Pass	86%		
STATE SCORES			
Pass+	4%		
Pass	49%		

State Criterion Referenced Tests			
Language Arts 4th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	50		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	86%		
Pass+	8%		
Pass	84%		
STATE SCORES			
Pass+	11%		
Pass	54%		

State Criterion Referenced Tests			
Math 5th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	51		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	98%		
Pass+	22%		
Pass	98%		
STATE SCORES			
Pass+	18%		
Pass	58%		

State Criterion Referenced Tests			
Language Arts 5th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	51		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	100%		
Pass+	33%		
Pass	100%		
STATE SCORES			
Pass+	9%		
Pass	64%		

Math 7th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	34		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	100%		
Pass+	21%		
Pass	100%		
STATE SCORES			
Pass+	17%		
Pass	59%		

State Criterion Referenced Tests			
Language Arts 7th Grade			
Test: ISTEP+ Edition/Publication Year - 1997			
Publisher – CTB McGraw Hill			
	2005-2006		
Testing Month	September		
Number of Students Tested	34		
Percent of Students Tested	100%		
Number of Students Excluded	0		
ST. PIUS X SCORES	100%		
Pass+	47%		
Pass	100%		
STATE SCORES			
Pass+	8%		
Pass	60%		