

2005-2006 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 Mr. Jerome F. Bomholt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Shawe Memorial Junior / Senior High School
(As it should appear in the official records)

School Mailing Address 201 West State Street
(If address is P.O. Box, also include street address)

Madison Indiana 47250-2828
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number B505

Telephone (812) 273-2150 Fax (812) 273-2013

Website/URL www.popeace.org/shawe E-mail shaweprincipal@popeace.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 Fr. John Meyer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prince of Peace Catholic Schools Tel. (812) 265-4166

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. Steve Hesse
(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

Shawe Memorial Junior / Senior High School Prince of Peace Catholic Schools

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 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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

Shawe Memorial Junior / Senior High School Prince of Peace Catholic Schools

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 1/2 Number of years the principal has been in her/his position at this school.
4 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
K				7	8	9	17
1				8	13	13	26
2				9	11	11	22
3				10	19	7	26
4				11	14	9	23
5				12	8	11	19
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							133

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| <u>2</u> | % Multiracial/Other |
| 100% Total | |

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	133
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

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: 11 %
15 Total Number Students Who Qualify

10. Students receiving special education services: 5 %
7 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> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 2 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> 2 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 1 </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> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 14 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 2 </u>	<u> 0 </u>
Total number	<u> 18 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 8:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance					
Shawe Memorial	96.0% (*)	97.1%	96.4%	95.9%	95.7%
State Average	95.9% (*)	95.9%	95.8%	95.9%	95.7%
95 th Percentile	97.7% (*)	97.8%	97.5%	97.6%	97.6%
Daily teacher attendance	96%	96%	97%	99%	96%
Teacher turnover rate	4.5%	14%	25%	30%	25%
Student dropout rate	0%	5%	0%	0%	13%
Student drop-off rate	.8%	-2.1%	3.4%	-2.6%	.6%

(*) – Preliminary Data

Shawe Memorial Jr. / Sr. High School has a very low student drop out rate with zero drop outs for the school years 2001-2002, 2002-2003, and 2004-2005. The higher numbers for the 2000-2001 and 2003-2004 school years are from students that left our school for public schooling and then failed to finish out the year with that institution.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>26</u>
Enrolled in a 4-year college or university	<u>79</u> %
Enrolled in a community college	<u>7</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>7</u> %
Military service	<u>7</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

Shawe Memorial Junior / Senior High School Prince of Peace Catholic Schools

Shawe Memorial Junior / Senior High School is located in Madison, Indiana. We are a Catholic, private, coeducational, college-preparatory school founded in 1954. Shawe Memorial, along with Pope John XXIII Elementary, is the only primary/secondary (K-12) school combination in the Archdiocese of Indianapolis. Our mission is rooted in the importance of a holistic, diverse, faith-based education that provides avenues for spiritual, intellectual, social, and physical growth. While our immediate objective is to ready students for admission to college and for success therein, our ultimate goal is to guide them toward being competent, concerned, responsible, and ethical members of society. Students are served in a disciplined environment through traditional modes of instruction derived from our Catholic heritage. An expectation of excellence in learning and performance exists within both academic and extracurricular arenas.

Students hail from over 15 different grade schools throughout southeastern Indiana and northwestern Kentucky. The student body is approximately 86% Catholic and comprises a wide range of ethnic, socio-economic, and geographic backgrounds. Over the past five years 97.6% of our graduates went on to attend a college, university, or branch of the military immediately upon graduation, and our last three graduating classes have earned in excess of \$736,835 dollars in college scholarships. This is an average of \$12,079 per graduate for those three years. In the past five years, Shawe Memorial High School has graduated two Lilly Scholars. Begun in 1998, the Lilly Scholarship program offers four-year, full-tuition scholarships to Indiana students who intend to work toward a baccalaureate degree at any accredited public or private college or university in Indiana. The scholarship also provides \$800 per year for required books and equipment.

Shawe Memorial offers a comprehensive curriculum that ensures both a well-rounded and focused educational experience. Three college preparatory instructional levels, as well as honors-level independent studies, are offered in nearly all disciplines. A curriculum consisting of five Advanced Placement courses challenges even the most motivated students to reach even greater heights in the pursuit of academic excellence. Students will be prepared for a life that will enable them to think critically, analytically and creatively in a global society.

Our vision proudly proclaims that Shawe Memorial provides a Catholic educational experience profoundly shaping the way students **lead** and **serve** the world. This, rooted in our mission and lived in our credo, guides us as we prepare students for a world becoming ever more dependent on servant leadership. Through school-directed service learning and community outreach programs, students “live” the vision. Each of our students annually accumulate from twenty-eight to two-hundred fifty service hours during the school year in an array of community service projects and opportunities that reach out to make the world in which we live a better place. Building homes through Habitat for Humanity, organizing canned food drives, volunteering at local care facilities, tutoring students in after-school programs, and raising funds for medical research are some of the programs that encourage students to aspire to become better citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Shawe Memorial Junior / Senior High School

Prince of Peace Catholic Schools

1. Assessment Results

Shawe Memorial Junior/Senior High School students have consistently passed the Indiana Statewide Testing for Educational Progress (ISTEP+) at a rate much higher than the state average. In comparing Shawe's passing percentages, our students have scored up to 36 percentage points higher than the state average. In 2004, our sophomore class earned the distinction of being one of only four schools in the state to have 100 percent of its members pass both the English and mathematics parts of the ISTEP, placing them third in the state.

We are also proud to say that our past results have been achieved with 100 percent of our students testing, in each grade level the state tested. No student has been excluded from testing, including our students with diagnosed learning disabilities and/or Individualized Education Plans.

Because we have no ethnic/racial subgroups that comprise at least 10% of our student body, we have no disaggregated data.

Since the Graduation Qualifying Exam was instituted in Indiana, every Shawe student has passed both the English and mathematics sections before their scheduled time of graduation.

In evaluating these results, we are confident our curriculum exceeds Indiana's state standards. ISTEP+ results are available at the Indiana Department of Education's website, www.doe.in.us.

Another assessment administered to 100 percent of our 2004-2005 juniors and seniors was the Indiana Workforce Development WorkKeys assessment. WorkKeys is a national workforce development system that compares a worker's skills required to successfully perform a specific job. Achieving blue certification indicates skills at a level required by 50 percent of all jobs profiled nationally; gold certification indicates skills at a level required by 90 percent of all jobs profiled. In the junior class, 47 percent earned blue certification and 43 percent earned gold certification, for a total of 91 percent receiving high achievement. In the senior class, 41 percent earned blue certification and 41 percent blue certification, for a total of 82 percent. (www.act.org/workkeys/assess)

Taking into account both ISTEP+ and WorkKeys scores, we are confident we are preparing our students for both college and to be knowledgeable, skilled workers.

Even though we do not meet or exceed the 90 percent criteria for displaying our SAT results as a part of this application, we do encourage all of our students to take the SAT or the ACT the spring of their junior year and/or the fall of their senior year. Even with top-ranking to lowest-ranking students taking the SAT, our average scores are very close to the state average. We believe every student at Shawe has the potential to succeed in college, and that by taking the SAT or ACT during high school, they will be more likely to pursue higher education later should they choose not to do so upon graduation.

Information about the SAT can be found at www.collegeboard.com. Information about the ACT can be found at www.actstudent.org.

2. Using Assessment Results

Shawe Memorial uses testing results to remediate, challenge and/or build confidence in our students.

Students who do not pass the statewide assessment receive remediation in the areas the test identifies as weaknesses. Teachers provide remediation, either before or after school. They are able to review students' scores for specific skills that need to be strengthened.

When a student is struggling academically in the classroom, Shawe faculty members also look at testing results to identify where gaps exist in that student's knowledge base, even if they have passed the testing. Reviewing results from earlier years of testing can reveal the level at which tutoring or remediation should begin if there is a consistent pattern.

We also review results of assessment scores of new students to ensure correct class placement. For example, if a student shows areas of weakness, we attempt to place them in the smallest-size classroom so he/she can receive more individual attention. Reciprocally, outstanding scores can indicate a student's readiness for advanced or more challenging courses.

When meeting individually with students, Shawe teachers challenge them to rise to their potential when their test scores indicate they are capable of more. Improving their performance this way motivates or helps them build confidence in their abilities.

The results Shawe Memorial has earned over the past several years have been affirmation to our faculty and staff that they are challenging the students to excel. It is personally rewarding to contribute to our students' learning and achievement.

3. Communicating Assessment Results

Student performance is reported to parents a minimum of four times each semester, with mid-term progress report cards mailed to parents at these times. Many parents also request and receive regular e-mail updates of their child's progress. In the 2004-2005 school year, more than 500 progress report e-mails were sent to parents regarding their child's academic performance. A few students also receive bi-weekly written reports, sent home with students or picked up by parents.

Individual ISTEP+ reports are mailed to parents providing reports of their child's scores comparative to state standards for level of achievement as well as in comparison to like-students from within the state. The report also includes an overview of our school's performance compared to all schools, public and private, in the state of Indiana. Our ISTEP+ results are also charted and distributed through the sponsoring parish for our school in their local bulletin. The results and comparison charts for our school have also been featured in the state-wide publication of the Archdiocese of Indianapolis's magazine. We have received sizable press coverage regarding our ISTEP+ scores in regional media sources including major daily circulation newspapers from Indianapolis, Indiana and Louisville, Kentucky and local area news publications and broadcasts.

Our performance statistics are also included in information packets provided to potential families or donors.

4. Sharing Success

Shawe Memorial Junior/Senior High School is happy to share our success with other schools. This is accomplished in a number of ways.

Seniors are paired with kindergarten students in activities throughout the year, including reading stories to the younger students, participating in art projects and celebrating Mass together.

Other grade level students also plan and conduct activities with elementary, pre-school and daycare students at nearby schools. Students volunteer at the pre-school, and were a tremendous help daily when the daycare director suffered a serious illness. They also volunteer, tutor, or help with activities at the elementary school's after-care program.

Winter athletes, primarily basketball players, have been involved in an annual Study Buddies program the past three years. Athletes are paired with elementary school students who have been identified by their teachers as being in need of tutoring. The athlete-tutors meet with their assigned "Study Buddy" for 30 minutes twice a week.

Spanish students, under the direction of their teacher, teach Spanish to elementary students, and have held fiestas to expose them to the Spanish culture and language. They also participated in a community-wide Welcome Day with Spanish-themed activities.

Seventh-grade English students correspond with 7th grade pen pals in Indianapolis.

Students from all grade levels at Shawe Memorial served as volunteers and team leaders at a community-wide Vacation Bible School sharing their skills and knowledge with area youth.

PART V – CURRICULUM AND INSTRUCTION

Shawe Memorial Junior / Senior High School

Prince of Peace Catholic Schools

School's Curriculum

Shawe Memorial Junior / Senior High School continually strives to develop a strong academic curriculum to meet the diverse religious, ethnic, and academic backgrounds of the student body. State standards are the foundational basis for curricula upon which students are taught to embrace responsibilities, make informed decisions, develop their God-given abilities, and learn to serve others.

The eleven academic departments include: Business, Technology, English, Fine Arts (performance and graphic), Foreign Language, Physical Education, Mathematics, Science, Religion, and Social Studies. Within these eleven departments, Shawe offers not only rigorous college preparatory courses but also Advanced Placement courses in English Language and Literature, Mathematics, United States History, and United States and Comparative Government. Additionally, the curriculum development team is working toward adding Advanced Placement Economics.

Shawe Memorial offers the Indiana Core 40 diploma and an Academic Honors diploma, as well as the basic graduation diploma. Over the past five years, 61% (95th percentile is 49%) of Shawe Memorial graduates have earned an Academic Honors diploma and 92% (95th percentile is 91%) of its graduates have earned a Core-40 diploma.

The Shawe Foreign Language Department offers a four-year program in both French and Spanish. Core 40 graduates are required to complete a minimum of at least two years in the same language, and Academic Honors graduates must complete at least three years in one language or two years of each language. Each language sponsors a bi-annual trip to France, Spain, or Mexico.

Students are provided with the opportunity of career exploration through formal internships with professionals in the community.

Although the academic success of each student is the foremost priority at Shawe Memorial, the mission of the school is also to produce conscientious and responsible citizens through character building programs and service opportunities.

Shawe Memorial provides a service program to teach students stewardship and the responsibility of serving others. Students are given opportunities of service through projects including organizing collections for disaster relief efforts, working food and information booths for community festivals, engaging in beautification projects for the community, tutoring elementary children, and participating in religious services.

English Language Curriculum

Shawe Memorial Junior / Senior High School's seventh and eighth grade programs emphasize skill building in reading, writing, listening, and speaking. This process is furthered in the ninth grade as students are provided with various genres of literature while continuing to develop their writing skills in an assortment of styles. The tenth grade program centers around World Literature as well as an Honors literature-based program for qualified students providing more intense and challenging readings, vocabulary, and expectations. The English 11 program revolves around American Literature as well as an Advanced Placement English Language and Composition program where vocabulary, grammar, and composition

exercises are integrated with historical and literary readings and analysis. For seniors, we offer an Advanced Placement course in English Literature and Composition, a multi-dimensional thematic teaching of advanced classical and modern English literature in a format that blends the understanding, appreciation, and structural analysis of outstanding British authors and their works.

An array of electives are available, including Creative Writing, Advanced Creative Writing, Etymology, Composition (a two-semester class focusing on developing the students' technical written communication skills), Speech (a one-semester class which provides the study of and practice in the basic principles and techniques of effective oral communication), Advanced Speech and Composition, Dramatic Literature, Theatre Arts, Advanced Theatre Arts and Linguistics, and Student Publications I, II, III, and IV.

Students with reading and/or other language arts skills problems are given opportunities for additional instruction by the English teachers and remediation by qualified tutors. Students not passing the state-mandated ISTEP+ exams in their first attempt have remediation opportunities made available to them before their next testing date.

Friends, families, students, staff and community members are excited about the success of our students on the AP exams with numerous students receiving 4 (well-qualified) and 5 (extremely well-qualified) ratings, with one of our students being selected as an AP Scholar, a denotation granted to students who receive grades of 3 or higher on three or more AP Exams.

Mathematics Curriculum

Shawe Memorial's mathematics program is an integral component of the link between our mission and our curriculum. The skilled mathematician is encouraged to use his/her gifts in serving others and in enhancing and enriching the community.

The following courses develop the inherent gifts of our students. They include Algebra I, Algebra II, Geometry, and Pre-Calculus. Electives include Pre-Algebra, Mathematical Problem Solving, and Advanced Placement Calculus. An exciting new program is an Accelerated Math Course for seventh and eighth graders. With this new program, students are becoming more successful and skillful in the advanced high school math courses.

Of special interest is the mathematical problem-solving class which develops each student's ability to solve problems in order to become a productive citizen in a technological society. Certainly, as one looks at this statement, this goal should be a part of every class offering – to be a productive citizen in a technological society.

The comprehensive math curriculum prepares students for standardized tests such as the ISTEP+, SAT, and the ACT.

Instructional Methods

Shawe Memorial Junior / Senior High School incorporates many instructional methods to improve learning. These methods include teacher-guided, student-led, hands-on, field experience, and community involvement activities.

Teachers guide students in a variety of ways including lectures, cooperative learning, school plays, academic competitions, remediation, and high standards of learning as through Bloom's Taxonomy.

Students are evaluated in various areas on different criteria including pen and paper based assessment, effort, classroom progress, mastery of comprehension and communication of foreign languages, quality of end product in fine arts, and organizational skills.

Student-led instruction can be found within cooperative learning in the classroom, web design, peer tutoring to all grade levels, student created PowerPoint presentations, and physically portraying Old Testament stories in religion class.

The hands-on methods of instruction include a school-to-work program, the creation of cultural art from around the world, mapping and creating still pictorials of historic events, science and biology labs to reinforce textbook ideas, plays performed by the drama students, and concert performances by the music department of pieces with significance to diverse cultures.

Student learning is enhanced through a variety of field experiences. Students participate in leadership programs hosted by universities throughout the state, experience culturally diverse music, dance, and acting at regional performance centers, explore culture, history, and science through trips to locations such as France, Spain, Washington D.C., and the Florida Keys.

Students acquire service hours each semester heightening student learning through community service. In meeting this goal, students can be found participating in leadership roles in local churches, serving as volunteer workers throughout the community, helping at the local soup kitchen, and filling various roles at area nursing homes. Through our "Service in God's Name" program, students grow in compassion, empathy, and understanding of the needs of others while also gaining self esteem and respect.

Professional Development

By achieving goals which enhance student learning and improving the school environment, Shawe Memorial Junior-Senior High School has implemented a successful and rewarding professional development program. During a typical school year, two full days are spent focusing on ways teachers can effectively serve their mission as Catholic school personnel. Sessions include motivational speakers, as well as spiritual leaders. Shawe Memorial also takes advantage of the six half-days allowed by the State of Indiana for professional development in-service workshops.

Individual teachers are made aware of and encouraged to attend subject-area conferences at the local, state and national levels, as well as serve as presenters at these conferences. Through information gained at said conferences, teachers learn of various competitions that students can participate in. Not only does this bring recognition to Shawe Memorial but outcomes often increase student self-worth.

Some faculty members are currently enrolled in classes to enhance their academic expertise. Currently, four teachers have completed the Indiana Mentor Training Program. Monthly staff luncheons have strengthened the cohesiveness of the faculty.

In recent years, funding has been provided to help individual teachers defray the cost of conferences. Additionally, teachers are encouraged to apply for opportunities for personal growth through fellowship grants. Because of this encouragement and the willingness on the part of the principal to write timely letters of recommendation, one faculty member is a Fulbright fellow, a second was selected to study graduate-level theology in Rome with classes held at the Vatican, and another was chosen by the Eli Lilly Foundation for an \$8,000 Indiana Teacher Creativity Fellowship.

PART VI – PRIVATE SCHOOL ADDENDUM

Shawe Memorial Junior / Senior High School Prince of Peace Catholic Schools

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): NLA, NASSP, ASCD, INPEA, NCEA, IASCD, and APA
(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 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

(Affiliated with Prince of Peace, Saint Mary’s, or Most Sorrowful Mother of God Parish)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ <u>2658</u>	\$ <u>2658</u>	\$ <u>3476</u>	\$ <u>3476</u>	\$ <u>3476</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>3476</u>	\$ _____				
12 th	Other				

(Not Affiliated with Prince of Peace, Saint Mary’s, or Most Sorrowful Mother of God Parish)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ <u>4513</u>	\$ <u>4513</u>	\$ <u>4797</u>	\$ <u>4797</u>	\$ <u>4797</u>
6 th	7 th	8 th	9 th	10 th	11 th
\$ <u>4797</u>	\$ _____				
12 th	Other				

4. What is the educational cost per student? \$ 6876
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1766

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8.6 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 33 %

PART VII – ASSESSMENT RESULTS

Shawe Memorial Junior / Senior High School Prince of Peace Catholic Schools

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

Indiana Statewide Testing for Educational Progress Plus (ISTEP+), published by CTB/McGraw-Hill, is the state of Indiana's criterion-referenced assessment. It has been given, along with a norm-referenced component that has since been dropped, since 1997. All students in grades 3 through 10 have been assessed on the English/Language Arts and Mathematics standards. The Fall 2002 administration was the first assessment of the new Indiana Academic Standards measured on a vertical scale and reported in three categories – did not pass, pass, and pass+. The applied skills portions of ISTEP+ are new each year.

The Guide to Test Interpretation, developed and published by CTB/McGraw-Hill LLC, under contract with the State of Indiana Department of Education, gives the following definitions of the cut scores that define the categories of performance on ISTEP+:

Cut scores are scale scores that separate and define the performance levels. The cut scores define three general levels of knowledge and skill as follows:

Pass+: The student who scores at or above the cut score in English/Language Arts or Mathematics and is high achieving in these subjects.

Pass: The student who scores at or above the cut score in English/Language Arts or Mathematics and demonstrates proficiency in these subjects.

Did Not Pass: The student who scores below the cut score, in all likelihood, needs remedial assistance to be successful at the current grade level.

The Guide further describes the new Indiana Academic Standards for grades 3, 6 and 8:

To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for English/Language Arts include Reading Vocabulary, Reading Comprehension, Literary Response and Analysis, Writing Process, Writing Applications, and Language Conventions. The standards for mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

ISTEP+ results reported for Shawe Memorial Junior / Senior High School are from the administration at the beginning of grade 7 through the Graduation Qualifying Exam given in Grade 10, assessing grade-level standards. Because of the change in assessment and standards assessed, the results from Fall 2002 to recent exams are not directly comparable with those from previous years.

Shawe Memorial Junior / Senior High School Data Display Tables for Grade 7

Test	Indiana Statewide Testing for Educational Progress				
Publisher	CTB McGraw-Hill				

Testing month	SEPT.	SEPT.	SEPT.	SEPT.	SEPT.
Edition / Publication Year	2004	2003	2002	2001	2000

Mathematics	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	16 (89%)	N/A	N/A	N/A	N/A
Total Pass-Plus	4 (22%)	N/A	N/A	N/A	N/A
Total Free/Reduced Passed	6 (86%)				
Number of students tested	18				
Students Free/Reduced	7				
Percent of total students tested	100%				
Number of Students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
TOTAL PASSED	74%	N/A	N/A	N/A	N/A
95 th Percentile	100%	N/A	N/A	N/A	N/A

Language Arts	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	17 (94%)	N/A	N/A	N/A	N/A
Total Pass-Plus	4 (22%)	N/A	N/A	N/A	N/A
Total Free/Reduced Passed	7 (100%)				
Number of students tested	18				
Students Free/Reduced	7				
Percent of total students tested	100%				
Number of Students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
TOTAL PASSED	70%	N/A	N/A	N/A	N/A
95 th Percentile	97%	N/A	N/A	N/A	N/A

Shawe Memorial Junior / Senior High School Data Display Tables for Grade 8

Test	Indiana Statewide Testing for Educational Progress				
Publisher	CTB McGraw-Hill				

Testing month	SEPT.	SEPT.	SEPT.	SEPT.	SEPT.
Edition / Publication Year	2004	2003	2002	2001	2000

Mathematics	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	23 (92%)	27 (96%)	30 (97%)	18 (78%)	27 (96%)
Total Pass-Plus	5 (22%)	1 (4%)	11 (35%)	N/A	N/A
Total Free/Reduced Passed	4 (100%)	67%	3 (75%)		
Number of students tested	25	28	31	23	28
Students Free/Reduced	4	3	4	1	0
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
TOTAL PASSED	72%	72%	68%	67%	65%
95 th Percentile	98%	99%	98%	95%	94%

Language Arts	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	22 (88%)	26 (93%)	30 (97%)	19 (83%)	27 (96%)
Total Pass-Plus	2 (8%)	1 (4%)	7 (23%)	N/A	N/A
Total Free/Reduced Passed	4 (100%)	3 (100%)	3 (75%)		
Number of students tested	25	28	31	23	28
Students Free/Reduced	4	3	4	1	0
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
TOTAL PASSED	69%	69%	65%	69%	69%
95 th Percentile	98%	98%	96%	100%	98%

Shawe Memorial Junior / Senior High School Data Display Tables for Grade 9

Test	Indiana Statewide Testing for Educational Progress				
Publisher	CTB McGraw-Hill				

Testing month	SEPT.	SEPT.	SEPT.	SEPT.	SEPT.
Edition / Publication Year	2004	2003	2002	2001	2000

Mathematics	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	19 (90%)	N/A	N/A	N/A	N/A
Total Pass-Plus	1 (5%)	N/A	N/A	N/A	N/A
Total Free/Reduced Passed	1 (50%)				
Number of students tested	21				
Students Free/Reduced	2				
Percent of total students tested	100%				
Number of Students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
TOTAL PASSED	69%	N/A	N/A	N/A	N/A
95 th Percentile	92%	N/A	N/A	N/A	N/A

Language Arts	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	20 (95%)	N/A	N/A	N/A	N/A
Total Pass-Plus	0 (0%)				
Total Free/Reduced Passed	2 (100%)				
Number of students tested	21				
Students Free/Reduced	2				
Percent of total students tested	100%				
Number of Students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
TOTAL PASSED	67%				
95 th Percentile	92%				

Shawe Memorial Junior / Senior High School Data Display Tables for Grade 10

Test	Indiana Statewide Testing for Educational Progress / Graduation Qualifying Exam				
Publisher	CTB McGraw-Hill				

Testing month	SEPT.	SEPT.	SEPT.	SEPT.	SEPT.
Edition / Publication Year	2004	2003	2002	2001	2000

Mathematics	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	26 (100%)	16 (76%)	18 (95%)	86%	90%
Total Pass-Plus	6 (23%)	N/A	N/A	N/A	N/A
Total Free/Reduced Passed	1 (100%)	1 (100%)	2 (100%)	N/A	N/A
Number of students tested	26	21	19	29	20
Students Free/Reduced	1	1	2	3	0
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
TOTAL PASSED	65%	68%	68%	66%	68%
95 th Percentile	94%	92%	91%	88%	90%

Language Arts	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
TOTAL PASSED	100%	86%	89%	90%	100%
Total Pass-Plus	0%	N/A	N/A	N/A	N/A
Total Free/Reduced Passed	1 (100%)	1 (100%)	2 (100%)	N/A	N/A
Number of students tested	26	21	19	29	20
Students Free/Reduced	1	1	2	3	0
Percent of total students tested	100%	100%	100%	100%	100%
Number of Students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
TOTAL PASSED	69%	70%	70%	69%	70%
95 th Percentile	94%	94%	92%	91%	92%

Grade 10 Pct Passing ISTEP English/Language Arts (2004-05)

		Grade Span	City	Avg Scale Score	Number Tested	Number Passing	Percent Passing
B136	<u>The King's Academy</u>	KG-12	Jonesboro	616	10	10	100%
D525	<u>Evansville Day School</u>	PK-12	Evansville	630	15	15	100%
B505	<u>Shawe Memorial High School</u>	07-12	Madison	607	26	26	100%
D415	<u>Central Catholic Jr-Sr High Sch</u>	07-12	Lafayette	612	61	61	100%
D842	<u>Seton Catholic High School</u>	07-12	Richmond	602	10	10	100%
C432	<u>Park Tudor School (9-12)</u>	09-12	Indianapolis	644	96	95	99%
A285	<u>Canterbury School</u>	PK-12	Fort Wayne	632	77	76	99%
8295	<u>Signature School Inc</u>	09-12	Evansville	628	73	72	99%
C360	<u>Brebeuf Jesuit Preparatory School</u>	09-12	Indianapolis	633	205	202	99%
D135	<u>Oldenburg Academy</u>	09-12	Oldenburg	623	47	46	98%
C275	<u>Heritage Christian School</u>	PK-12	Indianapolis	615	133	130	98%
D452	<u>Faith Christian School</u>	PK-12	Lafayette	608	34	33	97%
B241	<u>University High School of Indiana</u>	09-12	Carmel	616	34	33	97%
C705	<u>Bishop Chatard High School</u>	09-12	Indianapolis	614	221	214	97%
A575	<u>Our Lady Of Providence High Sch</u>	07-12	Clarksville	609	122	118	97%
D225	<u>Saint Joseph's High School</u>	09-12	South Bend	610	205	196	96%
C700	<u>Cathedral High School</u>	09-12	Indianapolis	616	330	315	95%
B469	<u>Covenant Christian High School</u>	09-12	DeMotte	617	18	17	94%
D535	<u>Reitz Memorial High School</u>	09-12	Evansville	614	231	218	94%
B045	<u>Christian Academy of Indiana</u>	PK-12	New Albany	606	35	33	94%

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School # B505

Grade 10 Pct Passing ISTEP Mathematics (2004-05)

		Grade Span	City	Avg Scale Score	Number Tested	Number Passing	Percent Passing
A285	<u>Canterbury School</u>	PK-12	Fort Wayne	682	77	77	100%
B136	<u>The King's Academy</u>	KG-12	Jonesboro	663	10	10	100%
D525	<u>Evansville Day School</u>	PK-12	Evansville	667	15	15	100%
C677	<u>International Sch of IN HS (9-12)</u>	09-12	Indianapolis	667	23	23	100%
D415	<u>Central Catholic Jr-Sr High Sch</u>	07-12	Lafayette	666	61	61	100%
B505	<u>Shawe Memorial High School</u>	07-12	Madison	660	26	26	100%
C275	<u>Heritage Christian School</u>	PK-12	Indianapolis	667	133	132	99%
C360	<u>Brebeuf Jesuit Preparatory School</u>	09-12	Indianapolis	688	205	201	98%
8295	<u>Signature School Inc</u>	09-12	Evansville	667	73	71	97%
B452	<u>Trinity Lutheran High School</u>	09-12	Seymour	648	35	34	97%
C432	<u>Park Tudor School (9-12)</u>	09-12	Indianapolis	685	96	93	97%
4353	<u>Whiting High School</u>	09-12	Whiting	638	54	52	96%
2505	<u>Carmel High School</u>	09-12	Carmel	674	968	926	96%
C700	<u>Cathedral High School</u>	09-12	Indianapolis	668	330	315	95%
C527	<u>Covenant Christian High School</u>	09-12	Indianapolis	657	96	91	95%
B469	<u>Covenant Christian High School</u>	09-12	DeMotte	654	18	17	94%
B045	<u>Christian Academy of Indiana</u>	PK-12	New Albany	633	35	33	94%
D452	<u>Faith Christian School</u>	PK-12	Lafayette	643	34	32	94%
B241	<u>University High School of Indiana</u>	09-12	Carmel	666	34	32	94%
B015	<u>Bethany Christian Sch</u>	06-12	Goshen	673	48	45	94%

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School # B505

Grade 9 Pct Passing ISTEP English/Language Arts (2004-05)

		Grade Span	City	Avg Scale Score	Number Tested	Number Passing	Percent Passing
B136	<u>The King's Academy</u>	KG-12	Jonesboro	605	10	10	100%
A875	<u>Clinton Christian School</u>	KG-12	Goshen	593	18	18	100%
B241	<u>University High School of Indiana</u>	09-12	Carmel	614	40	40	100%
C360	<u>Brebeuf Jesuit Preparatory School</u>	09-12	Indianapolis	620	199	196	98%
D415	<u>Central Catholic Jr-Sr High Sch</u>	07-12	Lafayette	613	59	58	98%
6825	<u>Morgan Township Middle/High School</u>	06-12	Valparaiso	588	38	37	97%
C700	<u>Cathedral High School</u>	09-12	Indianapolis	605	330	319	97%
B469	<u>Covenant Christian High School</u>	09-12	DeMotte	605	28	27	96%
C966	<u>Christian Academy</u>	KG-12	Greenwood	583	25	24	96%
C320	<u>Roncalli High School</u>	09-12	Indianapolis	590	306	292	95%
8295	<u>Signature School Inc</u>	09-12	Evansville	617	63	60	95%
B505	<u>Shawe Memorial High School</u>	07-12	Madison	588	21	20	95%
D165	<u>Marian High School</u>	09-12	Mishawaka	596	224	213	95%
B560	<u>Rivet Middle & High School</u>	06-12	Vincennes	605	18	17	94%
D135	<u>Oldenburg Academy</u>	09-12	Oldenburg	596	66	62	94%
D535	<u>Reitz Memorial High School</u>	09-12	Evansville	600	239	224	94%
A575	<u>Our Lady Of Providence High Sch</u>	07-12	Clarksville	585	137	128	93%
D225	<u>Saint Joseph's High School</u>	09-12	South Bend	595	210	195	93%
C527	<u>Covenant Christian High School</u>	09-12	Indianapolis	595	96	89	93%
2505	<u>Carmel High School</u>	09-12	Carmel	595	1012	938	93%

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School # B505

Grade 9 Pct Passing ISTEP Mathematics (2002-03)

		Grade Span	City	Avg Scale Score	Number Tested	Number Passing	Percent Passing
A285	<u>Canterbury School</u>	PK-12	Fort Wayne	568	65	65	100%
8295	<u>Signature School Inc</u>	09-12	Evansville	545	44	44	100%
C360	<u>Brebeuf Jesuit Preparatory School</u>	09-12	Indianapolis	565	213	213	100%
D525	<u>Evansville Day School</u>	PK-12	Evansville	550	25	25	100%
C677	<u>International Sch of IN HS (9-12)</u>	09-12	Indianapolis	559	12	12	100%
C432	<u>Park Tudor School (9-12)</u>	09-12	Indianapolis	559	100	99	99%
D415	<u>Central Catholic Jr-Sr High Sch</u>	07-12	Lafayette	555	56	54	96%
C700	<u>Cathedral High School</u>	09-12	Indianapolis	554	290	279	96%
8129	<u>West Lafayette Jr/Sr High Sch</u>	07-12	West Lafayette	568	189	180	95%
B505	<u>Shawe Memorial High School</u>	07-12	Madison	532	19	18	95%
C275	<u>Heritage Christian School</u>	PK-12	Indianapolis	561	103	97	94%
2505	<u>Carmel High School</u>	09-12	Carmel	551	824	770	93%
3785	<u>Hanover Central High Sch</u>	09-12	Cedar Lake	534	111	103	93%
A990	<u>Elkhart Christian Academy</u>	PK-12	Elkhart	542	41	38	93%
B015	<u>Bethany Christian Sch</u>	06-12	Goshen	550	53	49	92%
D535	<u>Reitz Memorial High School</u>	09-12	Evansville	540	198	183	92%
D281	<u>Rabbi Naftali Riff HS/College</u>	09-12	South Bend	536	26	24	92%
C805	<u>Culver Military & Girls Academy</u>	09-12	Culver	542	190	175	92%
C527	<u>Covenant Christian High School</u>	09-12	Indianapolis	538	93	85	91%
A575	<u>Our Lady Of Providence High Sch</u>	07-12	Clarksville	531	151	138	91%

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