

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: **Mrs. Betty Popp**

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

Official School Name: **Saint Lawrence Catholic School**

(As it should appear in the official records)

School Mailing Address: **6950 E. 46th Street**

(If address is P.O. Box, also include street address)

Indianapolis

City

IN

State

46226-3795

Zip Code+4 (9 digits total)

County: **Marion**

State School Code Number*: **C280**

Telephone: **317.543.4923**

Fax: **317.543.4929**

Website/URL: **www.saintlawrence.net** E-mail: **bpopp@saintlawrence.net**

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*: **Ms. Annette "Mickey" Lentz**

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

District Name: **Archdiocese of Indianapolis**

Tel.: **317.236-1430**

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

(Superintendent's Signature) Date _____

Name of School Board **Mr. Jeff Welch**

President/Chairperson _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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

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
 _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A _____
 Average State Per Pupil Expenditure: _____ N/A _____

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

N/A 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	17	22	39	7	29	19	48
K	17	10	27	8	27	23	50
1	16	9	25	9			
2	19	18	37	10			
3	12	12	24	11			
4	20	24	44	12			
5	26	16	41	Other			
6	21	24	45				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							380

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>68</u> | % White |
| <u>23</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.05%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	380
(5)	Total transferred students in row (3) divided by total students in row (4)	.0105
(6)	Amount in row (5) multiplied by 100	1.05

8. Limited English Proficient students in the school: 1.05%
4 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Tagalog
9. Students eligible for free/reduced-priced meals: 13%
 Total number students who qualify: 50

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: 8 %
29 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>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</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> </u>
Classroom teachers	<u>19</u>	<u>9</u>
Special resource teachers/specialists	<u> </u>	<u> </u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>7</u>	<u>4</u>
Total number	<u>29</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15.8

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97.7%	97.8%	97.5%	97.6%	97.6%
Daily teacher attendance	98%	97.5%	97%	98%	97.5%
Teacher turnover rate	12%	12%	15%	13%	16%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Saint Lawrence Catholic School is a fully accredited elementary school located on the northeast side of Indianapolis, Indiana. The school was opened in 1950 and was staffed by The Sisters of St. Frances. The distinction of “A Recognized School of Excellence” was awarded to Saint Lawrence under the 1993-94 Elementary Blue Ribbon Schools Program.

Mission Statement: Saint Lawrence Catholic School is faithfully dedicated to strengthening our relationship with Jesus Christ. In partnership with the parish community, we embrace our diversity as we strive to achieve academic excellence. Our students will make a positive difference in God’s world as responsible, respectful citizens.

Community: Saint Lawrence Catholic School is a diverse community which draws the student population from Indianapolis Public Schools and Metropolitan School District of Lawrence Township. The ethnic make-up nearly mirrors the diversity of Marion County, in which Saint Lawrence School resides. In addition to the cultural diversity, the economic levels of the families are also diverse ranging from lower-middle class to upper-middle class. Parents choose this school community for their children because it offers an academically challenging curriculum in an environment that welcomes all learners.

Spiritual: The school motto “Teaching Values for a Lifetime” reflects the expectation that Christian values and life skills are practiced daily. Students attend and participate in liturgy two times each week. The school wide theme “Teamwork Makes the Dream Work” is centered in our goal that each person who enters our school experiences and encounters Christ. Teamwork Tuesdays focus on monthly outreach projects that help the students understand the fundamental stewardship principles of giving their time, talent and treasure.

Academic: Students in Pre-K through fifth grade are in self-contained classrooms. The sixth, seventh and eighth grade classes are in a middle school setting that follows a block schedule for the content area subjects of math, English/language arts, science, social studies and religion. All grade levels receive additional classes in physical education, art, music/band, math enrichment, technology, and media. The middle school has Foreign Language one time each week with a different language offered each year so that upon graduation they will have taken a year of French, Spanish and German. In addition, the middle school offers exploratory classes which have included web page design, guitar club, orchestra, strategy games, sewing, and service club.

The majority of our graduates continue on in Catholic education by attending Bishop Chatard High School or Cathedral High School. The majority of our students achieve High Honors and Honor Roll in their course work at the high school level. Many students take advanced classes and several have graduated in or at the top of their classes.

Faculty and Staff Members: Saint Lawrence School celebrates the expertise of the teaching staff in which two-thirds hold a master degree. One hundred percent of the teachers participate in ongoing, applied professional development through the Teacher Advancement Program school reform model. The leadership team of the school consists of one school principal, two master teachers and three mentor teachers. The principal has been accepted as one of seven private school principals to participate for the first time in the *Indiana Principal Leadership Academy*.

Parental, Parishioner, And Pastoral Involvement: The school welcomes and encourages the involvement of parents in the learning process by offering daily opportunities for classroom volunteers.

The Parent Faculty Organization supports the school through fundraising efforts that provide additional classroom resources for the students and teachers. The pastor is extremely supportive of the school, and the school commission works in unison with the principal to promote the school in our community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

Saint Lawrence School administers the Indiana State Test of Educational Progress (ISTEP+) as a requirement for accreditation through the Indiana Department of Education. One hundred percent of students in grades three through eight are given both the math and language arts assessments. Prior to 2003 this test was only required for students in grades three, six and eight.

Three categories of achievement have been identified from the ISTEP+: Pass+, Pass, and Did Not Pass. The test measures student performance of Indiana Academic Standards in reading, writing, and mathematics. Students must exceed proficiency of performance on the standards in order to score in the Pass+ category of the assessment. Students demonstrating a solid performance of proficiency fall within the Pass category on the test.

Data for subgroups has been disaggregated when the number of minority students in that group exceeds 9 students. This information is provided in the data tables shown in the appendix.

Test data from the past three years indicates a steady growth in the overall school wide percentage that passed both areas of the test. The percentages passing in 02-03 was 82.4%, in 03-04 the percentage increased to 87.4%, and another increase occurred in 04-05 to 87.8%.

The eighth grade passing scores in both language arts and math placed our students in the top 10% of Indiana schools with 96% of students passing in both assessment areas on the 2004-05 test. Assessment data was obtained from ISTEP+ reports sent to the school and from the Indiana Department of Education's website (www.doe.state.in.us). Verification was given through the Indianapolis Office of Catholic Education and The Indiana Department of Education that the 2004 test results for ISTEP+ placed this group far above eighth grade students in other Indiana schools.

The seventh grade passing scores indicated that 83% passed the language arts section and 87% passed math. Sixth grade was our most impressive grade level showing performances of 95% passing in language arts and 100% passing the math. This is the first time Saint Lawrence has obtained 100% passing in any section of the ISTEP+ test.

The fifth grade had 84% pass language arts and 89% pass math. 86% of the fourth grade passed the test in both areas of ISTEP+. 75% of our students in grade three passed language arts, while 82% passed in math.

The ISTEP assessment data has shown that the longer students stay at Saint Lawrence their scores continue to improve. An example of this can be demonstrated by comparing the current eighth grade passing percentages to their passing percentages when they were in the sixth grade. While 96% passed both portions on the 04-05 test, they increased their percentage passing from 94% in language arts and 92% in math on the 02-03 test.

Additional assessment data is acquired from the Terra Nova test. Students in grades three through eight have taken the Terra Nova test as an additional source of information in regard to student achievement. This test has been administered each year and results are provided in the data tables shown in the appendix. The eighth grade also performed in the top ten percent nationally on this test by obtaining a Mean Normal Curve Equivalent of 68.3 in reading, and 66.2% in math.

2. USING ASSESSMENT RESULTS

Data analysis has been the main tool for setting school-wide performance goals for school improvement. Standardized assessments, teacher created benchmark assessments, and daily student work are used to monitor and adjust instruction. All teachers meet two times a week in professional learning communities to determine student needs and obtain strategies to address the need. They go further to develop and apply the new learning in the classroom. Finally, these professional learning communities evaluate the impact they have on the problem or need and proceed to repeat the process to address continued deficiencies in the curriculum.

Professional development in and outside of the professional learning communities is specific to the school-wide goals. Saint Lawrence has two areas targeted for school improvement based on data assessment. Improving writing across the curriculum with a focus on applications and writing process along with improvement in students ability to problem solve are the two areas of focus.

Textbooks that addressed a stronger problem solving approach to mathematics were adopted, and supplementary materials are used to fill in gaps where the standards are not met through the textbooks. Frameworks for teaching such as *Four Block* and *Six Plus One Writing Traits* are models used to address the deficiencies in writing and reading.

The archdiocese has supported further data analysis by submitting our standardized test data to a company that can administer a “value added” score. This information can show growth of individuals over time and effectiveness of teachers on groups of students. The additional information from the “value added” score is used to determine effective strategies and instructional practices in the classroom.

3. COMMUNICATING ASSESSMENT RESULTS

Saint Lawrence School recognizes the importance of communicating student progress to all stakeholders. Standards are communicated to students both verbally and through posted agenda items. Parents receive copies of the Indiana Academic Standards that are published by the Indiana Department of Education.

Students in grades two through eight manage their daily work by keeping an assignment notebook that details homework, tests and projects that are due. Teachers send home weekly newsletters informing parents about the standards being taught. The middle school sends a weekly electronic newsletter that informs parents of assignments, tests and projects. In addition, parents and students can access the homework hotline on a daily basis. A school newsletter is sent home every two weeks that highlights academic achievements and student recognition in addition to reporting standardized test scores. This newsletter is also posted on our web site (www.saintlawrence.net).

Middle school students update their student portfolios at the end of each grading period. These portfolios are then shared with their parents in student-led conferences held in the fall and in the spring.

Progress reports for all students are sent home at the mid-point of each grading period. Student’s quarterly grades are reported at the end of each nine-week grading period. A conference is held with the parents at the end of the first grading period for students in pre-K through five. Portfolio work is shared in the spring at student-led conferences for students in K-5. Teachers are currently being trained to use an electronic grade book which will eventually allow parents to access information on the internet.

Assessment data is shared with our community in several ways. The Indiana Department of Education web site, the Saint Lawrence web site, parent information nights, and local newspapers are avenues for sharing information. Information regarding the ISTEP+ student performance levels is presented to the school commission and to staff members. Parents receive school-wide results along with their individual student reports.

4. SHARING SUCCESS

Saint Lawrence School has had the opportunity to share success in several ways. In particular, as one of four pilot schools for the Teacher Advancement Program (TAP) initiated through the Milken Family Foundation the school has generated enormous interest from educators. Professionals interested in implementing the model or parts of the model have visited over the past four years. The principal, career teaching clusters, master, mentor and career teachers have been invited to share program success on national panels at the annual TAP conference for the past three years.

The school works closely with secondary education in providing opportunities for college students who are student teaching or working on practicums. Saint Lawrence participates in The Catholic Educator Program with Marian College in helping prepare students who specifically want to teach in a Catholic school.

Teams of teachers and the administrator have presented their innovative programming in the areas of mathematics, middle school programming, and TAP, most recently at the Indiana Non-Public Educators Conference. Administrators from several schools in the archdiocese have sent teachers to observe Saint Lawrence teachers who excel in instructional practice.

Last year the school began to publish a bi-weekly newsletter in the parish bulletin to assure that the parishioners were aware of school accomplishments. A parishioner appreciation day was created to keep non-school families informed of programming and school successes.

Saint Lawrence will continue to open its doors to share successes with other professionals and with stakeholders. The staff continues to seek out opportunities to share accomplishments in the greater educational arena, most recently submitting to *The Catholic Teacher* an article about innovative programs. The staff is proud of the fact that they strive to be on the cutting edge of educational practices and welcome opportunities to share their strengths.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

The curriculum at Saint Lawrence School uses the Indiana Academic Standards and the Archdiocesan guidelines as a base for learning. As stated in the mission, the school strives to achieve academic excellence and, therefore, acknowledge the need to rise above and beyond the standards. The diversity in the student population requires that the needs of all students are met while keeping the curriculum challenging and rigorous.

Understanding the brain and how it learns is at the heart of how the school approaches learning. Teachers understand how critical it is to organize content so that it is personally meaningful and relevant to students. Opportunities are provided that develop learning experiences where inquiry, curiosity and exploration are valued.

Religion is integrated through all grade levels and throughout the curriculum. Students in grades six, seven and eight have additional instruction in religion. The basis of religious instruction is the *Catechism of the Catholic Church*.

Several frameworks are used to implement the language arts curriculum. *Building Blocks, Four Blocks* and *Six Traits of Writing* are used to develop phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction and text comprehension instruction. A wide spectrum of resources is used to support the language arts curriculum and include basal readers, novels, *Time for Kids*, *Scholastic News* and teacher created materials. Daily oral language on the classroom agenda board is utilized to teach grammar and mechanics in writing.

Forming concrete ideas and moving to abstract ideas is the foundation of our math curriculum.

Investigations Math and *Connected Mathematics* were adopted in order to assist students in a stronger problem solving foundation. The ability to reason and explain how students arrive at answers is critical to the mathematical philosophy at Saint Lawrence. All students graduating from Saint Lawrence are prepared to begin a high school algebra program. Math enrichment is offered to all of the students. Applying mathematics in scenarios such as stock market simulations, blue print designs, string art and building kites are a few of the projects middle school students accomplish in math enrichment. Literature and math are tied together in the elementary grade math enrichment program as well as hands-on learning.

The science curriculum is a hands-on, inquiry based program. Teachers supply resources that supplement the textbook and expand learning beyond the standards. Each grade level has signature piece science inquiry projects or experiments that have become traditional, creating student anticipation and desire for participation.

Enrichment in the social studies curriculum occurs through “being there” experiences or simulations that broaden students learning. Fourth grade delves deep into Indiana history, and they take study trips to Camp Tecumseh, James Whitcomb Riley Home, a rock quarry, the Indiana State House, and the Indiana State Museum. Students in grades eight, five and four experience lessons in economics through *Junior Achievement Finance Park* and *Exchange City* programs. The eighth grade United States history and government is enhanced by a culminating trip to Washington D.C. In order to prepare for their trip, the media specialist and technology coordinator require teams to research a specific monument. Each team gives a PowerPoint presentation and uses Publisher to create invitations to their showing. In addition, they use Excel spreadsheets to scale down their monument models, which they later build. Upon completion of monument models, the class creates a mock D.C. on the playground and host tours for the rest of the school, parents, and guests.

Three years ago Saint Lawrence added Foreign Language to the middle school special areas curriculum. A student graduating from Saint Lawrence can expect to have a year of Spanish, French and German upon completing eighth grade. In addition to foreign language, all students have classes in physical education, math enrichment, art, music, technology and media.

2. READING CURRICULUM

Teachers at Saint Lawrence School pay close attention in their professional learning clusters to solid, holistic approaches to reading instruction. Saint Lawrence School combines research based instructional strategies, multiple resources and appropriate professional development to deliver their reading curriculum. The Indiana Academic Standards and Archdiocesan Curriculum Guides serve as a baseline for which reading standards are mastered.

Primary readers are assessed with tools such as the Developmental Reading Assessment, Early Prevention of School Failure, and three minute fluency assessments, which allow teachers to target individual student needs. Teachers are able to address specific needs in each reader and use leveled material that will build confidence and assure success to the early reader. Resources such as basal readers and big books are used along with the leveled readers in guided reading activities. Teachers incorporate poetry, rhyme and Readers Theatre to build fluency skills. Self-selected reading and literature circles allow students to explore their own interests and a variety of genres, which helps foster the love of reading.

Readers who struggle with decoding skills and phonemic awareness are given an additional multi-sensory strategy through the use of *Tucker Signing*. Echo, partner, shared, choral and cumulative choral reading are used in both whole group and small group instruction. Small group instruction in guided reading occurs as a flexible grouping format to adjust to changing ability levels of children.

Intermediate level and middle school level readers utilize basal textbooks and novels for reading instruction. Teachers choose non-fiction and fiction in order to expose students to all genres. The love of reading is fostered through self-selected reading opportunities that accompany those literature pieces the teacher uses in guided reading at literature circles.

Reading strategies such as think alouds, using context clues, and questioning bookmarks that include all levels of Blooms Taxonomy are just a few tools used to support reading instruction in the upper grades.

Differentiated instruction is applied to match the level of reading comprehension and vocabulary development in individual students. Poetry and Readers Theatre are used to build fluency skills.

3. SCIENCE CURRICULUM

Accountability for the Indiana Science Standards is now being addressed as students are being assessed in grades five and seven on the Indiana Statewide Testing for Educational Progress (ISTEP+). Saint Lawrence teachers recognize the importance of a strong science curriculum in order to fulfill the mission of providing academic excellence to students.

Teachers carefully analyzed science standards and mapped curriculum at all levels to promote vertical alignment that would allow a comprehensive curriculum from kindergarten through grade eight. Hands-on, inquiry based learning is used to support the four main themes that the standards encompass: The Nature of Science and Technology, Scientific Thinking, The Physical Setting, and The Living Environment.

Each grade level embraces signature pieces that incorporate the standards and interest students in scientific learning and discovery. In first grade understanding how life begins occurs as students observe, gather and record data on chick's eggs. Over the course of 21 days of observation, students learn how food is supplied to the chick while in the egg and how it changes once hatched. A signature piece of scientific study for third grade is the human body. Third graders look at how body systems interact with each other. They study the main organs and how they support each system. Fifth grade studies how traits are passed from parents to offspring. During the study of genetics, students learn about qualities of recessive and dominant genes and the probabilities of their offspring inheriting these genes. Students create their own imaginary offspring called reebop babies.

Middle school science signature pieces, in addition to being hands-on and inquiry based, incorporate the use of the multiple intelligences, which allows each student to develop and share scientific understanding through the learning style, which is best suited to him or her. In sixth grade students create cell products, which can include choices from models and puzzles, to poems and other forms of creative dramatics. Frog dissection allows sixth grade students the opportunity to develop dissection skills, while studying actual amphibian anatomy and comparing it to that of the human body. By participating in science fair, each sixth grade student applies the scientific method to explore a unique experiment of his/her own choice. In seventh grade students construct catapults, which they design and decorate and then test scientifically according to variables of their own choosing, recording, analyzing, and summarizing important data and conclusions. In addition to doing science fair, eighth grade students create a dynamic earth product, in which they creatively express their understanding of the concept of plate tectonics.

4. INSTRUCTIONAL METHODS

Saint Lawrence teachers adhere to an instructional rubric that covers three domains specifically geared toward classroom instructional practice that improves student learning. The learning environment, designing and planning instruction, and twelve essential components of instruction are the focus of classroom instruction.

Teachers set high and demanding academic expectations for every student where they can experience success. The environment welcomes all members, is organized and student work is displayed and changed frequently. Teachers seek out and are receptive to the interests and opinions of all students.

Instructional plans require students to organize, interpret, analyze, synthesize and evaluate information rather than reproduce it. Students are asked to connect what they are learning to experiences and situations that are significant in their daily lives. Assessments are aligned to the state content standards and require extended written tasks.

In the classroom, standards and objectives are communicated to the students. The standards are connected to what students have previously learned, know from life experiences, and integrated with other

disciplines. Teachers organize content in lessons so that it is relevant to students. Effort is regularly reinforced and rewarded in order to motivate students.

Modeling, use of visuals, examples, illustrations, and analogies allow the presentation of instructional content to be at its maximum. Teachers pay close attention to good questioning in the classroom and make sure that all levels of questions are asked. Questioning often requires active responses and volunteers and non-volunteers are called upon. Good questioning by the teacher leads to questions that are generated by the student which lead to further academic inquiry and self-directed learning.

Academic feedback is important and used to monitor and adjust instruction. Students are engaged in high quality feedback to one another. Grouping arrangements vary including whole group, individual, paired and small group configurations that best maximize learning potential.

Teachers at Saint Lawrence display extensive content knowledge of the subjects they teach. Knowledge of students and anticipated learning difficulty is a key factor in providing differentiated instruction.

Two areas that have the biggest impact on instruction at Saint Lawrence are thinking and problem solving. Students are asked to think analytically, practically, creatively, and use exploration. In many cases problem solving occurs through the student's ability to draw conclusions, predict outcomes, generate ideas, categorize, observe, experiment and to take key components or ideas across given examples and use those ideas to solve a new problem.

5. PROFESSIONAL DEVELOPMENT

The school improvement process at Saint Lawrence School is ongoing. State accreditation requires through *No Child Left Behind* that each school sets goals for student achievement. Saint Lawrence studied student data to determine that writing across the curriculum and problem solving needed to be addressed because of evident student weakness. All professional development was then geared toward improvement of the school-wide goals.

Through the Milken Family Foundation's *Teacher Advancement Program (TAP)*, teachers are allowed the opportunity for on-going, applied professional development. Teachers meet twice weekly in professional learning communities during the course of the school day. The focus of the cluster meetings is learning new strategies to implement in the classroom, which will lead to increased student performance.

Master and mentor teachers research and test strategies and then introduce and model these strategies to career teachers. Career teachers are held accountable for implementing these strategies through their own individual growth plans. In addition to the strategies specific to student weakness, teachers choose an instructional strategy that they need to refine in the classroom to include in their individual growth plan.

When teachers are evaluated and given refinement work, the leadership team looks at areas of instruction that need to be strengthened as a whole. Staff in-services and resources are gathered to help strengthen areas needing attention. Questioning, grouping, problem solving and improving the use of standards and objectives have been some of the most recent areas requiring whole staff professional development. Training in technology has helped our teachers become proficient in using the computer for professional use and assisting students in the classroom.

The parent faculty organization supports all professional development by providing funds for teachers to attend professional development workshops and belong to professional organizations. Each year an educational book is selected for study to help teachers continue to stay at the forefront of best practices.

Saint Lawrence teachers recognize that the one single most important factor impacting student learning is a highly qualified teacher. In their commitment to their profession they are willing to spend extra time and often use their own financial resources to attain exemplary skills as an educator. The students at Saint Lawrence are blessed with a staff that values not only learning in children, but lifelong learning in their own profession.

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, Indiana Non-Public 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 No

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3,600</u>	\$ <u>3,600</u>	\$ <u>3,600</u>	\$ <u>3,600</u>	\$ <u>3,600</u>	\$ <u>3,600</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>3,600</u>	\$ <u>3,600</u>	\$ <u>3,600</u>	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ <u>2,300(half-dayK), \$ 865(4's Pre-K), \$720(3's Pre-K)</u>				
12 th	Other				

4. What is the educational cost per student? \$ _____
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 152.63
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 16 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 8: Language Arts			
ISTEP+ (Indiana Statewide Testing for Educational Progress			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	96%	88%	89%
% At or Above Pass Plus	27%	29%	11%
% At or Above Pass	96%	88%	89%
%Did Not Pass	4%	12%	11%
%Undetermined	0%	0%	0%
Number of students tested	49	34	47
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
Black or African American			
% At or Above Pass Plus			8%
% At or Above Pass			83%
%Did Not Pass			17%
Number of students tested	NA*	NA*	12
State Scores: Percent Pass	69%	66%	65%
State Scores: Percent Did Not Pass	31%	34%	35%

*Number of students tested was 9 or less.

Grade 8: Math

ISTEP+(Indiana Statewide Testing for Educational Progress

Edition/Publication Year 2003

Publisher: CTB McGraw Hill

	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	96%	91%	81%
%At or Above Pass Plus	31%	35%	9%
%At or Above Pass	96%	91%	81%
%Did Not Pass	4%	9%	19%
%Undetermined	0%	0%	0%
Number of students tested	49	34	47
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus			8%
%At or Above Pass			58%
%Did Not Pass			42%
Number of students tested	NA*	NA*	12
State Scores: Percent Pass	72%	72%	68%
State Scores: Percent Did Not Pass	28%	28%	32%

*Number of students tested was 9 or less.

Grade 7: Language Arts			
ISTEP+(Indiana Statewide Testing for Educational Progress			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	83%	98%	
%At or Above Pass Plus	25%	28%	
%At or Above Pass	83%	98%	
%Did Not Pass	17%	2%	
%Undetermined	0%	0%	
Number of students tested	52	53	
Percent of total students tested	100%	100%	NA*
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus	9%		
%At or Above Pass	73%		
%Did Not Pass	27%		
Number of students tested	11	NA**	NA**
State Scores: Percent Pass	70%	NA***	NA***
State Scores: Percent Did Not Pass	30%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Number of students tested was 9 or less.

***Results not available from Indiana Department of Education.

Grade 7: Math			
ISTEP+(Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	87%	98%	
%At or Above Pass Plus	27%	30%	
%At or Above Pass	87%	98%	
%Did Not Pass	13%	2%	
%Undetermined	0%	0%	
Number of students tested	52	53	NA*
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus	9%		
%At or Above Pass	63%		
%Did Not Pass	27%		
Number of students tested	11	NA**	NA**
State Scores: Percent Pass	74%	NA***	NA***
State Scores: Percent Did Not Pass	26%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Number of students tested was 9 or less.

***Results not available from Indiana Department of Education.

Grade 6: Language Arts

ISTEP+(Indiana Statewide Testing for Educational Progress

Edition/Publication Year 2003

Publisher: CTB McGraw Hill

	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	95%	90%	94%
%At or Above Pass Plus	31%	25%	17%
%At or Above Pass	95%	90%	94%
%Did Not Pass	5%	10%	6%
%Undetermined	0%	0%	0%
Number of students tested	42	51	52
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus	10%		
%At or Above Pass	80%		
%Did Not Pass	20%		
Number of students tested	10	NA*	NA*
State Scores: Percent Pass	71%	71%	70%
State Scores: Percent Did Not Pass	29%	29%	30%

*Number of students tested was 9 or less.

Grade 6: Math			
ISTEP+ (Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	100%	94%	92%
%At or Above Pass Plus	29%	53%	15%
%At or Above Pass	100%	94%	92%
%Did Not Pass	0%	6%	8%
%Undetermined	0%	0%	0%
Number of students tested	42	51	52
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus	10%		
%At or Above Pass	100%		
%Did Not Pass	0%		
Number of students tested	10	NA*	NA*
State Scores: Percent Pass	75%	73%	69%
State Scores: Percent Did Not Pass	25%	27%	31%

*Number of students tested was 9 or less.

Grade 5: Language Arts			
ISTEP+(Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	84%	87%	*NA
%At or Above Pass Plus	16%	15%	
%At or Above Pass	84%	87%	
%Did Not Pass	16%	13%	
%Undetermined	0%	0%	
Number of students tested	45	46	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus		18%	
%At or Above Pass		73%	
%Did Not Pass		27%	
Number of students tested	NA**	11	
State Scores: Percent Pass	73%	NA***	NA***
State Scores: Percent Did Not Pass	27%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Number of students tested was 9 or less.

***Results not available from Indiana Department of Education.

Grade 5: Math

ISTEP+(Indiana Statewide Testing for Educational Progress

Edition/Publication Year 2003

Publisher: CTB McGraw Hill

	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	89%	93%	*NA
%At or Above Pass Plus	31%	30%	
%At or Above Pass	89%	93%	
%Did Not Pass	11%	7%	
%Undetermined	0%	0%	
Number of students tested	45	46	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
Black or African American			
%At or Above Pass Plus		18%	
%At or Above Pass		82%	
%Did Not Pass		18%	
Number of students tested	NA**	11	
State Scores: Percent Pass	74%	NA***	NA***
State Scores: Percent Did Not Pass	26%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Number of students tested was 9 or less.

***Results not available from Indiana Department of Education.

Grade 4: Language Arts			
ISTEP+(Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	86%	88%	NA*
%At or Above Pass Plus	19%	19%	
%At or Above Pass	86%	88%	
%Did Not Pass	14%	12%	
%Undetermined	0%	0%	
Number of students tested	42	42	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
State Scores: Percent Pass	74%	NA**	NA**
State Scores: Percent Did Not Pass	26%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Results not available from Indiana Department of Education.

Grade 4: Math			
ISTEP+(Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	86%	84%	NA*
%At or Above Pass Plus	24%	17%	
%At or Above Pass	86%	84%	
%Did Not Pass	14%	16%	
%Undetermined	0%	0%	
Number of students tested	42	42	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0%	0%	
State Scores: Percent Pass	74%	NA**	NA**
State Scores: Percent Did Not Pass	26%		

*Statewide tests for grades 4, 5 and 7 were not given until 2003-2004.

**Results not available from Indiana Department of Education.

Grade 3: Language Arts			
ISTEP+ (Indiana Statewide Testing for Educational Progress)			
Edition/Publication Year 2003			
Publisher: CTB McGraw Hill			
	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	76%	79%	65%
%At or Above Pass Plus	22%	19%	5%
%At or Above Pass	76%	79%	65%
%Did Not Pass	24%	21%	35%
%Undetermined	0%	0%	0%
Number of students tested	45	42	43
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
State Scores: Percent Pass	76%	75%	73%
State Scores: Percent Did Not Pass	24%	25%	27%

Grade 3: Math

ISTEP+(Indiana Statewide Testing for Educational Progress)

Edition/Publication Year 2003

Publisher: CTB McGraw Hill

	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September
St. Lawrence Total %Pass	82%	81%	67%
%At or Above Pass Plus	24%	19%	7%
%At or Above Pass	82%	81%	67%
%Did Not Pass	18%	19%	23%
%Undetermined	0%	0%	0%
Number of students tested	45	42	43
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
State Scores: Percent Pass	74%	72%	67%
State Scores: Percent Did Not Pass	26%	28%	33%

Subject	READING		
Grade	Eight		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	81%	73%	NA*
Mean Normal Curve Equivalent	68.3%	62.7%	
Number of Students Tested	49	34	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	**NA	**NA	**NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Test not administered.

**Number of students tested was 9 or less.

Subject	MATH		
Grade	Eight		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	78%	81%	*NA
Mean Normal Curve Equivalent	66.2%	68.3%	
Number of Students Tested	49	47	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	**NA	**NA	**NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Test not administered.

**Number of students tested was 9 or less.

Subject	READING		
Grade	Seven		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	73%	77%	78%
Mean Normal Curve Equivalent	62.6%	65.8%	66.1%
Number of Students Tested	52	53	38
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	54.8%	*NA	*NA
Mean Normal Curve Equivalent	53%		
Number of Students Tested	11		
Percent of Total Students Tested	21%		
Number of Students alternatively assessed	0		
Percent of Students alternatively assessed	0%		

*Number of students tested was 9 or less.

Subject	MATH		
Grade	Seven		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	80%	81%	75%
Mean Normal Curve Equivalent	67.7%	68.3%%	64.5%
Number of Students Tested	52	53	38
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	61%	*NA	*NA
Mean Normal Curve Equivalent	58%		
Number of Students Tested	11		
Percent of Total Students Tested	21%		
Number of Students alternatively assessed	0		
Percent of Students alternatively assessed	0%		

*Number of students tested was 9 or less.

Subject	READING		
Grade	Six		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	76%	69%	NA*
Mean Normal Curve Equivalent	65.2%	60.3%	
Number of Students Tested	42	52	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	56%	**NA	**NA
Mean Normal Curve Equivalent	57.6%		
Number of Students Tested	10		
Percent of Total Students Tested	24%		
Number of Students alternatively assessed	0		
Percent of Students alternatively assessed	0%		

*Test not administered.

**Number of students tested was 9 or less.

Subject	MATH		
Grade	Six		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	73%	84%	NA*
Mean Normal Curve Equivalent	63%	70.8%	
Number of Students Tested	42	52	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	51.4%	**NA	**NA
Mean Normal Curve Equivalent	51%		
Number of Students Tested	10		
Percent of Total Students Tested	24%		
Number of Students alternatively assessed	0		
Percent of Students alternatively assessed	0%		

*Test not administered.

**Number of students tested was 9 or less.

Subject	READING		
Grade	Five		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	61%	68%	66%
Mean Normal Curve Equivalent	56%	59.8%	58.5%
Number of Students Tested	45	46	50
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	*NA	53.8%	*NA
Mean Normal Curve Equivalent		51.8%	
Number of Students Tested		11	
Percent of Total Students Tested		24%	
Number of Students alternatively assessed		0	
Percent of Students alternatively assessed		0%	

*Number of students tested was 9 or less.

Subject	MATH		
Grade	Five		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	78%	77%	75%
Mean Normal Curve Equivalent	66.4%	65.9%	64.3%
Number of Students Tested	45	46	50
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	*NA	56.8%	*NA
Mean Normal Curve Equivalent		53.4%	
Number of Students Tested		11	
Percent of Total Students Tested		24%	
Number of Students alternatively assessed		0	
Percent of Students alternatively assessed		0%	

*Number of students tested was 9 or less.

Subject	READING		
Grade	Four		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
		2004	2003
			2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	72%	64%	66%
Mean Normal Curve Equivalent	62.2%	57.8%	58.6%
Number of Students Tested	41	41	42
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	*NA	*NA	*NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Number of students tested was 9 or less.

Subject	MATH		
Grade	Four		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	75%	75%	56%
Mean Normal Curve Equivalent	64.4%	64%	53.3%
Number of Students Tested	41	41	42
Percent of Total Students Tested	100%	100%	100%
Number of Students alternatively assessed	0	0	0
Percent of Students alternatively assessed	0%	0%	0%
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	*NA	*NA	*NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Number of students tested was 9 or less.

Subject	READING		
Grade	Three		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
		2004	2003
			2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	76%	71%	NA*
Mean Normal Curve Equivalent	64.7%	61.7%	
Number of Students Tested	45	42	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	**NA	**NA	**NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Test not administered.

**Number of students tested was 9 or less.

Subject	MATH		
Grade	Three		
Test	Terra Nova		
Publisher	CTB/McGraw-Hill/1997		
	2004	2003	2002
Testing Month	October	October	October
SCHOOL SCORES			
NP of the mean NCE (Normal Curve Equivalent)	82%	65%	NA*
Mean Normal Curve Equivalent	69.2%	57.9%	
Number of Students Tested	45	42	
Percent of Total Students Tested	100%	100%	
Number of Students alternatively assessed	0	0	
Percent of Students alternatively assessed	0%	0%	
<i>Subgroup Scores</i>			
African American			
NP of the mean NCE (Normal Curve Equivalent)	**NA	**NA	**NA
Mean Normal Curve Equivalent			
Number of Students Tested			
Percent of Total Students Tested			
Number of Students alternatively assessed			
Percent of Students alternatively assessed			

*Test not administered.

**Number of students tested was 9 or less.