

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

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

School Mailing Address 524 Walnut Street  
(If address is P.O. Box, also include street address)

Lawrenceburg Indiana 47025-2496  
City State Zip Code+4 (9 digits total)

County Dearborn State School Code Number\* A700

Telephone ( 812 ) 537-3690 Fax ( 812 ) 537-9685

Website/URL www.stlschool.com E-mail sls@suscom.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 Lentz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 5 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 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				7	14	15	29
K	18	19	37	8	6	14	20
1	19	14	33	9			
2	12	12	24	10			
3	6	23	29	11			
4	10	14	24	12			
5	14	12	26	Other			
6	13	21	34				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>256</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 96                | % White                          |
| 1                 | % Black or African American      |
|                   | % Hispanic or Latino             |
| 3                 | % Asian/Pacific Islander         |
|                   | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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  %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	3
<b>(4)</b>	Total number of students in the school as of October 1	253
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.0119
<b>(6)</b>	Amount in row (5) multiplied by 100	1

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

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

9. Students eligible for free/reduced-priced meals:   3  %

Total number students who qualify:   8  

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:  $\frac{4}{9}$  %  
9 Total Number of Students Served

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

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>    </u>	<u>    </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>19</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	98 %	98 %	99 %	98 %
Teacher turnover rate	5 %	18 %*	11 %	5 %	5 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

\* Maternity leaves account for the higher teacher turnover.

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

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

## **PART III – SUMMARY**

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St. Lawrence School is a fully accredited Catholic elementary school located in Lawrenceburg, Indiana. The school was brought into existence 116 years ago. Presently, the school building houses grades kindergarten through eighth grade. The current enrollment is 256 students. Enrollment has been slowly but steadily increasing over the past few years. Lawrenceburg's location is in close proximity to Northern Kentucky and Cincinnati; this, along with the riverboat gaming industry, contributes to some of the growth. However, the most important reason is that St. Lawrence School is committed to providing a quality, values education for all of its students.

While the teachers at St. Lawrence School focus on providing a values education and strong academics, they also address other areas of students' interests. Students who have an interest in computers can participate in keyboarding classes or classes creating databases. Students who have an interest in the arts may participate in music lessons after school or attend an art club. Others find enjoyment in a book club or a scrabble club. Students, who may be having trouble in a particular subject, benefit from an after school tutoring program. We even have a club whose sole purpose is to do service for others.

All of the students in grades five through eight are required to do service for others as part of their regular curriculum. Students in grades six through eight, who are members of Builders' Club, which is our service organization, take service a step further. These students help clean the school building and the church and visit a local nursing home twice a month. This organization has been responsible for food drives to help stock the local food pantry and for collecting money to help the victims of the tsunami in Asia. Each summer, the members of Builders' Club sponsor a Relay for Life Team. Money from this project is donated to the American Cancer Society.

Builders' Club is not the only group at St. Lawrence School that helps those in need. The students and teachers feel strongly that part of their mission is to help those in less fortunate circumstances: locally, nationally, and globally. The third grade students annually bring in change as part of a math lesson. Then they use that money to purchase turkeys to donate to the needy. Instead of having a party and exchanging Christmas gifts with each other, the fifth grade chooses to purchase Christmas gifts for needy children in the local community. Seventh grade students build a box city every year and spend a cold night sleeping in the boxes. The goal is to increase awareness of the homeless and to raise money for Habitat for Humanity. The students filled a semi-truck with non-perishable items to send to the Gulf Coast after the hurricanes. They also raised money to purchase books to help re-stock a school library in Mississippi. Currently, the students are participating in a project to send toys to those children who have lost so much in the Gulf Coast region.

St. Lawrence School has been blessed with the support of generous parents and parishioners who contribute numerous hours and dollars to organize and fund the various programs that build on the foundation of providing a quality education for all students. The local community also strengthens our programs by funding scholarships and providing supplies and donations for various uses.

As we look to the future, knowing that each year enrollment may increase, the St. Lawrence staff and community strive to meet the academic, spiritual, and social needs of each student. This is best summarized in our mission statement, which states: "The staff of St. Lawrence School, in active cooperation with its parents and the community, pledges to promote positive academic and spiritual growth of each student. We strive to provide a quality education in a nurturing atmosphere. We are committed to teach as Jesus taught, instilling Catholic values and emphasizing respect for the individual in a caring atmosphere, which fosters a love for learning and continuous growth." The goal at St. Lawrence is to not only prepare the children to continue their education but to help make them kind, caring citizens.

## **PART IV. INDICATORS OF ACADEMIC SUCCESS**

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### **#1**

St. Lawrence School is a fully accredited school that has been granted accreditation by the Indiana Department of Education. As an accredited school, St. Lawrence administers the Indiana State Test of Education Progress (ISTEP<sup>+</sup>). The ISTEP<sup>+</sup> is a standards-based test required by the state of Indiana. Originally, the test focused on language arts and mathematics, but has recently expanded to include science and writing in all subject areas. In grades three through eight, 100% of students complete the ISTEP<sup>+</sup> test of basic and essential skills. No data for sub groups is given since there are no significant cultural or economic groups at St. Lawrence School. Assessment data is obtained from ISTEP<sup>+</sup> test reports furnished to the school by the Indiana Department of Education ([www.doe.state.in.us](http://www.doe.state.in.us)). We at St. Lawrence School are proud of the continuous and increasingly high scores achieved by our students on the ISTEP<sup>+</sup> test. Several examples are as follows. Eighth grade students have scored in the 90<sup>th</sup> percentile in mathematics for the last six years. Of those past six years, three were in the 95<sup>th</sup> percentile. In language arts, all years were above the 90<sup>th</sup> percentile, and two of those years, students scored in the 95<sup>th</sup> percentile.

The enclosed graphs/charts from the Indiana Department of Education indicate the percentage of students in grades three through eight who passed the ISTEP<sup>+</sup> tests in language arts and mathematics. Also, there is a graph/chart that shows the average of those passing ISTEP<sup>+</sup> for all grades tested in language arts and mathematics combined. The percent passing, as indicated in the table, shows how St. Lawrence School fared for the past three years (see pages 14 and 29).

### **#2**

The principal and all of the teachers of St. Lawrence School closely study the results of the Indiana Statewide Testing for Education Progress (ISTEP<sup>+</sup>). All teachers in grades kindergarten through eighth accept ownership of the results, understanding that the education of the students is a group project. Academic excellence is our personal goal because we believe all of our students are capable of great things. The ISTEP<sup>+</sup> is the state mandated standardized test the school utilizes to measure to what extent individual students have mastered the academic standards and essential skills established by the state, and to compare St. Lawrence to other schools in the state, both public and private.

The teachers at St. Lawrence School track specific classes and students as they progress through school. Teachers analyze test scores, record class and student weaknesses and strengths, and meet to discuss what has been covered in the curriculum in order to reduce the gaps and overlaps from school year to school year. Class weaknesses determine the curriculum as opposed to just teaching what is in the textbook. Students' individual test scores are studied and used to identify those who would benefit from after school and summer remediation. Using this method has been very successful. For instance, 82% of the sixth grade students passed language arts in 2001; in 2004, 100% of those same students passed. The same class also improved their math scores from 70% passing in 2001, to 94% passing in 2004.



### #3

Reports, publications, activities, and personal communications are various methods used by St. Lawrence School to communicate student performance to parents, students, and the community. ISTEP<sup>+</sup> scores and other tests are reported to parents, the St. Lawrence School Commission, and the teaching staff via graphs and letters. ISTEP<sup>+</sup> scores are also included in flyers, which are distributed to the local community in order to promote our school prior to registration each year. Results of ISTEP<sup>+</sup> are available to anyone interested in viewing them through the Indiana Department of Education website. Using the software program Easy Grade Pro allows the teacher to easily manage student data. The teachers are able to easily record and report a student's progress. A progress report, along with comments, is distributed to the parents at the midterm and end of each quarter. A computer-generated report card shows the final average of each subject, attendance, effort, and comments. Technology allows the teachers to communicate and track a student or a class effectively.

Daily parent contact is possible through one-on-one communication at dismissal, as well as phone calls, and notes sent between school and home. Parents have access to the teachers through notes sent via Take Home Folders, as well as through phone messages and e-mail. Students' academic, personal, and spiritual successes are published in the monthly school newsletter, classroom newsletters, and the local newspaper to acknowledge the students' achievements in all areas of their lives. The school and local community recognize the students at the end of the year with various awards and scholarships. Open Houses, Art Shows, Musical Programs, Talent Shows, Veterans' Day Programs, Grandparents' Day, and Kindergarten/New Student Registration allow the public to view the work of the students at St. Lawrence School students or to see them perform.

### #4

St. Lawrence is proud to share their knowledge and expertise with other schools. They welcome and enjoy the opportunity to teach others about the great things happening at St. Lawrence School, as well as learning ways to continue their success through examples from their peers. They currently use the following approaches to share their experiences with others:

- Through faculty retreats, online resource groups (such as Teachers.net), and peer observations, they share ideas with and learn from other teachers.
- Through principal mentoring, retreats, and online resource groups, the principal shares ideas with and learns from other principals.
- Six teachers at St. Lawrence School have participated in a state-mentoring program and have become state certified mentors. These teachers work closely with new teachers by sharing ideas, offering encouragement, and being a continuous source of information and direction for the beginning teachers.
- Through in-services the staff shares ideas and teaches others about what they have learned at various workshops.
- Through student teachers at the college level and cadet teachers at the high school level, the teachers share ideas and teach others about careers in education.

The staff at St. Lawrence School is constantly learning and teaching. As a Blue Ribbon School they would continue to explore and share new techniques in education with everyone around them. They believe that through continued learning experiences as a staff, they provide their students with the best ideas and techniques in education through which they can achieve great success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **#1**

The curriculum at St. Lawrence reflects the mission and philosophy of the school. At St. Lawrence, the teachers pledge to promote the positive academic and spiritual growth of each student. They strive for the human development of the whole child – spiritual, academic, moral, cultural, and physical. They use many methods to provide each child with a complete education that will enable the child to be a creative, productive, responsible, Christian citizen in today’s society. The Indiana Academic Standards and the Archdiocese of Indianapolis provide guidelines for this instruction.

**Religion:** The religion curriculum includes daily prayer, weekly liturgies, and the study of Church history and scripture. Service is required for students in grades five through eight.

**Mathematics:** Students are provided with hands-on activities and participate in cooperative learning activities. Students in junior high are offered Pre Algebra and Algebra. Teachers use math games, computer programs, and practice at the board to reinforce math skills. Teachers use a variety of materials to present the math curriculum.

**Science:** The science curriculum at St. Lawrence includes astronomy and physical, biological, and earth science. The junior high curriculum includes chemistry and physics. Students have the opportunity to perform lab experiments and hands-on activities. The curriculum incorporates adolescent, teen life issues, and concerns such as: drugs, alcohol, and premarital sex. The students discuss how decisions about these issues can affect their bodies and the remainder of their lives.

**Social Studies:** The students study about historical events, government, geography, citizenship, economics, and culture. Students learn about these topics through group discussions, debates, field trips, hands-on projects, research, guest speakers, and videos.

**Language Arts:** The language arts focuses on reading, writing, listening, and speaking skills. These skills include, but are not limited to, comprehension, print, study, language, and reference skills. With communities of learners, a variety of instructional methods are utilized. Textbooks, trade books, and multimedia technology are available for curricular planning. Teachers adapt their instruction to meet the varied needs of the students.

**Spanish:** Spanish is offered year around to students in Jr. High. The emphasis is on vocabulary and conversational Spanish. Students study not only the Spanish language but Spanish culture as well.

**Music:** The music curriculum consists of teaching the students the fundamentals of music such how to read music, counting rhythms, playing rhythms, singing alone, and singing with others. In addition, the music curriculum also gives students an opportunity to learn how to play in different types of musical ensembles such as tone chimes, bells, guitar, and percussion.

**Physical Education:** The physical education curriculum focuses on body coordination, cardiovascular efficiency, and good sportsmanship within the realm of a Christian environment. Students participate in team activities as well as individual activities.

**Art:** The art curriculum begins at the kindergarten level and continues through 8<sup>th</sup> grade, building on previously learned techniques. Other components include the student of art history, modern trends in art, artists, and art in society. There is a focus on the elements of art throughout all the areas of study.

**Additional Opportunities:** Students have the opportunity to participate in these school programs: Student Council, Builders' Club, Speech Team, basketball, 7<sup>th</sup> & 8<sup>th</sup> grade Academic Team, 5<sup>th</sup> & 6<sup>th</sup> grade Academic Team, Architecture By Children, choir, yearbook staff, spelling bee, essay contests, keyboarding, cheerleading, and music lessons.

## #2a

The teachers at St. Lawrence School use a variety of teaching methods and programs to enhance the basal reading series. The basal program was selected because each story unit coordinates phonics, vocabulary, comprehension, grammar, and writing instruction. These components are also aligned with the Indiana state curriculum standards to create a reading program that focuses on the linguistic skills students must possess to be successful in all content areas.

Additional programs and methods supplement the basal program as teachers strive to meet each child's specific academic needs and to respond to the information derived from test data and classroom assessment. Reading programs such as Accelerated Reader, Star Reading Diagnostic Tests, Building Blocks, Four Blocks, and 6+1 Traits Writing allow teachers to individualize instruction for all reading levels.

To support students who have been identified as "at risk" in the area of reading and language arts, St. Lawrence offers a remedial reading program, an after school tutoring program, and a summer jump-start program. To challenge more advanced readers, St. Lawrence offers daily access to our expanded library and frequent application of Bloom's Taxonomy in classroom instruction.

Teaching methods such as whole group, small group, individual instruction, literature circles, reader's theater, and cross-grade buddy reading provide students with opportunities to be engaged in the curriculum through a variety of learning modalities. The use of trade books enables teachers to integrate cross-curriculum standards from other subjects into the reading program.

## #3

The math program at St. Lawrence School offers students the necessary information, materials, strategies, and authentic assessments needed to master the essential skills as required by the state of Indiana. The program provides direct instruction, hands-on manipulatives, practice, enrichment, and intervention materials. Each year, the faculty re-evaluates the math program based on students' ISTEP/Terra Nova scores and Indiana Curriculum Standards. These scores are used to determine strengths and weaknesses in the core math program. This information allows teachers to monitor and align essential skills and standards at each grade level.

The teachers at St. Lawrence School are encouraged to attend professional development classes to enable them to remain current on the best practices while maintaining their focus on essential skills. Teachers have attended the following math programs: Math Their Way, Family Math, Teaching First Year Algebra, Muggles Math, Math for K-3: Active Involvement is the Key, Standardized Testing – Math, and Accelerated Math.

The core math program and supplemental programs provide the students with a strong foundation in math. In the primary grades the Accelerated Math program has proven to be an effective method for providing students with supplemental and individualized daily practice and review of essential skills. In

the middle and upper grades, teachers differentiate daily classroom instruction to meet the individual needs of their students.

#### #4

In accordance with the Indiana State Academic Standards and the standards of the Archdiocese of Indianapolis, St. Lawrence School uses a variety of instructional and assessment methods to educate students. Visual, auditory, kinesthetic, and tactile techniques are integrated to ensure that every child is reached. A variety of instructional tools utilized include the use of manipulatives, hands-on and cooperative group learning experiences, and computer technology. These tools encourage learning in new and appealing ways.

Other opportunities for real learning provided at St. Lawrence School occur through convocations and presentations. The learning environment is not limited to the walls of St. Lawrence. Students travel to various locations to experience first-hand, concepts discussed in the classroom.

Children are given other opportunities to learn outside of the traditional course load. Teacher and staff-lead clubs, teams, and advanced classes are also offered to enhance individual interests. In Builder's Club for example, students provide service to the school and the community and learn important character qualities such as kindness and compassion.

The staff at St. Lawrence is committed to providing the optimal learning experiences for the students. All of these experiences equate to students who are well-rounded learners.

#### #5

Professional Development is an important priority at St. Lawrence School. The skilled staff collaborates daily to ensure that the best practice is being provided. Prior to the beginning of the school year, the entire staff attends a retreat that allows them time and resources to mentally prepare for the upcoming school year. Participation in monthly staff and level meetings is important in the sharing of ideas. Attendance at professional conferences and seminars is encouraged and supported as well as the pursuance of continued higher education. From continuing education experiences, teachers share with the staff, knowledge and ideas gained. The entire professional staff also reads and discusses various books that are professionally or spiritually enlightening and promote team building. There are also six certified mentor teachers who share their expertise while mentoring new teachers. The staff also attended VIRTUS (child abuse prevention) training in 2005, and they complete monthly updates online.

St. Lawrence School recognizes the need for its staff to grow personally and professionally. This recognition converts to having a highly professional and caring staff who accepts the challenge to teach the students of this millennium.

**PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

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

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

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

<u>\$ 1800</u> K	<u>\$ 1800</u> 1 <sup>st</sup>	<u>\$ 1800</u> 2 <sup>nd</sup>	<u>\$ 1800</u> 3 <sup>rd</sup>	<u>\$ 1800</u> 4 <sup>th</sup>	<u>\$ 1800</u> 5 <sup>th</sup>
<u>\$ 1800</u> 6 <sup>th</sup>	<u>\$ 1800</u> 7 <sup>th</sup>	<u>\$ 1800</u> 8 <sup>th</sup>	<u>\$ _____</u> 9 <sup>th</sup>	<u>\$ _____</u> 10 <sup>th</sup>	<u>\$ _____</u> 11 <sup>th</sup>
<u>\$ _____</u> 12 <sup>th</sup>	<u>\$ _____</u> Other				

4. What is the educational cost per student? \$ 3300  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 166

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12 %

**ASSESSMENT DATA  
ST. LAWRENCE SCHOOL**

ISTEP<sup>+</sup> (Indiana Statewide Testing for Educational Progress)  
CTB McGraw Hill Publisher

Scores are reported as percentages.  
No students were excluded from the test.

	2004 – 2005	2003 – 2004	2002 - 2003
Testing Month	September	September	September
<b>Grade 8</b>			
<b>Language Arts</b>			
Percent Pass+	20	13	18
Percent Pass	96	96	91
Percent Did Not Pass	4	4	9
Number of Students Tested	25	24	11
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<b>Mathematics</b>			
Percent Pass+	36	25	36
Percent Pass	100	92	91
Percent Did Not Pass	0	8	11
Number of Students Tested	25	24	11
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<b>Grade 7</b>			
<b>Language Arts</b>			
Percent Pass+	20	28	N/A
Percent Pass	95	96	N/A
Percent Did Not Pass	5	4	N/A
Number of Students Tested	20	25	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A

**ASSESSMENT DATA  
ST. LAWRENCE SCHOOL**

ISTEP<sup>+</sup> (Indiana Statewide Testing for Educational Progress)  
CTB McGraw Hill Publisher

Scores are reported as percentages.  
No students were excluded from the test.

	2004 – 2005	2003 - 2004	2002 – 2003
Testing Month	September	September	September
<b>Mathematics</b>			
Percent Pass+	35	36	N/A
Percent Pass	100	96	N/A
Percent Did Not Pass	0	4	N/A
Number of Students Tested	20	25	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A
<b>Grade 6</b>			
<b>Language Arts</b>			
Percent Pass+	6	23	24
Percent Pass	100	95	96
Percent Did Not Pass	0	5	4
Number of Students Tested	31	22	25
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<b>Mathematics</b>			
Percent Pass+	35	55	40
Percent Pass	94	95	100
Percent Did Not Pass	6	5	0
Number of Students Tested	31	22	25
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0

**ASSESSMENT DATA  
ST. LAWRENCE SCHOOL**

ISTEP+ (Indiana Statewide Testing for Educational Progress)  
CTB McGraw Hill Publisher

Scores are reported as percentages  
No students were excluded from the test.

	2004 – 2005	2004 - 2003	2003 - 2002
Testing Month	September	September	September
<b>Grade 5</b>			
<b>Language Arts</b>			
Percent Pass+	17	16	N/A
Percent Pass	89	84	N/A
Percent Did Not Pass	11	16	N/A
Number of Students Tested	35	32	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A
<b>Mathematics</b>			
Percent Pass+	20	28	N/A
Percent Pass	80	91	N/A
Percent Did Not Pass	20	9	N/A
Number of Students Tested	35	32	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A
<b>Grade 4</b>			
<b>Language Arts</b>			
Percent Pass+	12	25	N/A
Percent Pass	96	88	N/A
Percent Did Not Pass	4	12	N/A
Number of Students Tested	26	32	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A



**ASSESSMENT DATA  
ST. LAWRENCE SCHOOL**

ISTEP+ (Indiana Statewide Testing for Educational Progress)  
CTB McGraw Hill Publisher

Scores are reported as percentages.  
No students were excluded from the test.

	2004 – 2005	2004 - 2003	2003 - 2002
Testing Month	September	September	September
<b>Grade 4</b>			
<b>Mathematics</b>			
Percent Pass+	12	19	N/A
Percent Pass	85	78	N/A
Percent Did Not Pass	15	22	N/A
Number of Students Tested	26	32	N/A
Percent of Students Tested	100	100	N/A
Number of Students Excluded	0	0	N/A
Percent of Students Excluded	0	0	N/A
<b>Grade 3</b>			
<b>Language Arts</b>			
Percent Pass+	7	7	16
Percent Pass	96	93	88
Percent Did Not Pass	4	7	12
Number of Students Tested	26	29	32
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
<b>Math</b>			
Percent Pass+	37	14	13
Percent Pass	96	83	84
Percent Did Not Pass	4	17	16
Number of Students Tested	26	26	32
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0