

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 6131 N. Michigan Road
(If address is P.O. Box, also include street address)

Indianapolis Indiana 46228-1201
City State Zip Code+4 (9 digits total)

County Marion State School Code Number* C445

Telephone (317)255-7153 Fax (317)259-5570

Website/URL www.smsindy.org E-mail e.hyvonen@smsindy.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Annette "Mickey" Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317)236-6030

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

(Superintendent's Signature) Date _____

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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. 11 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 | | | | 7 | 23 | 22 | 45 |
| K | 33 | 32 | 65 | 8 | 24 | 29 | 53 |
| 1 | 31 | 31 | 62 | 9 | | | |
| 2 | 29 | 26 | 55 | 10 | | | |
| 3 | 38 | 23 | 61 | 11 | | | |
| 4 | 29 | 29 | 58 | 12 | | | |
| 5 | 30 | 38 | 68 | Other | | | |
| 6 | 35 | 25 | 60 | | 272 | 255 | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 527 |

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

6. Racial/ethnic composition of the students in the school:
- 78 % White
 - 15 % Black or African American
 - 4 % Hispanic or Latino
 - 3 % Asian/Pacific Islander
 - 0 % 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 %

[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. | 1 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 3 |
| (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 | 540 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .0074 |
| (6) | Amount in row (5) multiplied by 100 | .74 |

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

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

Total number students who qualify: 6

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: 9 %
49 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>5</u> Autism | <u>2</u> Orthopedic Impairment |
| <u> </u> Deafness | <u>14</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>14</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

| | Full-time | Part-Time |
|---------------------------------------|------------------|------------------|
| Administrator(s) | 2 | 0 |
| Classroom teachers | 25 | 0 |
| Special resource teachers/specialists | 10 | 1 |
| Paraprofessionals | 13 | 2 |
| Support staff | 8 | 0 |
| Total number | 58 | 3 |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

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 | 98 % | 98 % | 97 % | 97 % | 97 % |
| Daily teacher attendance | 98 % | 98 % | 97 % | 98 % | 98 % |
| Teacher turnover rate | 10 % | 13 % | 14 % | 11 % | 15 % |
| Student dropout rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | NA | NA | NA | NA | NA |

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 | _____ % |
| Total | 100 % |

PART III - SUMMARY

Saint Monica Catholic School serves students in Kindergarten through eighth grade. The school is accredited by the State of Indiana. Saint Monica is located on the northwest side of Indianapolis, Indiana. When the school opened in 1957, Sister Mary Jerome Schroeder was principal, and Father Paul Utz was pastor. Over the years, the school has grown. In 2001 a new wing was added to accommodate growing enrollment. Another facility expansion is planned for 2007.

Mission:

The mission of Saint Monica School states that as a diverse Catholic community of staff, students, parents and church, the school will provide the best possible religious and academic education, in a disciplined and caring community. It is the vision of Saint Monica School to aid each student in the development of moral values, academic potential, self-discipline, and personal and spiritual growth, in order that the students may be visible signs of God's love.

Community:

The St. Monica School community is proud of the ethnic and cultural diversity that are hallmarks of the school and parish. It is also diverse socio-economically. The school serves families from all levels of economic status, from those who receive a great deal of tuition assistance to those who can pay the full tuition and perhaps help others as well. Parents send their students to St. Monica because of its reputation for diversity, Christian values, strong academics, and its disciplined, caring environment.

Spiritual:

Students begin each day with scripture and/or prayer and thoughts for the day, shared over the public address system and elaborated upon as each class prays after announcements. There is a list of prayer intentions that is shared as well. This year the focus is on increasing student participation at our weekly liturgies. Groups of students are leading the songs, and more child-friendly interpretations of scripture are shared at Mass in order to engage everyone, from kindergarten through 8th grade.

Service:

Students at all grade levels are involved in outreach activities. Some are annual events, others are embarked upon in answer to changing needs (for example, outreach to hurricane victims this year). Middle school students visit the nursing home across the street on a regular basis during the school day. This year they received a grant from Youth as Resources to make mailboxes to place outside each resident's door, and students put notes in them when they visit, and will decorate them each month.

St. Monica parish has a sister parish in Honduras (St. James the Apostle in Lepaterique), and St. Monica School students are involved in outreach to them as well. In addition, the pastors have visited and spent time here with the students. Every Thanksgiving the 7th and 8th grade Builders Club (a service organization) coordinates an all school canned food drive, which is very successful. The Builders Club holds numerous outreach efforts throughout the year.

Academic:

St. Monica School students score above state and Archdiocesan averages on the Indiana Statewide Testing for Educational Progress (also known as ISTEP+) assessment. Feedback received from the high schools that St. Monica students attend (private and public) is very positive in terms of student preparation. The students confirm this on post-graduation surveys and in informal conversations.

Faculty and Staff:

St. Monica School has an excellent teaching and support staff. In addition to the teaching staff, St. Monica employs a full time nurse, full and part time counselors, a computer technology coordinator, a science lab coordinator, and teaching assistants at all grade levels.

Parental Involvement:

St. Monica parents meet or exceed the service requirements set by the school, and seem to have no problem doing so. They volunteer as room parents, field trip drivers, classroom helpers, PTO officers and committee members, School Commission members, Eucharistic Ministers, recess helpers, and coaches, and some help from home in the evening or at evening events if their work schedule dictates the need to do that.

Accreditation:

St. Monica School is fully accredited by the Indiana Department of Education and the North Central Association. These are the three goals that are currently the focus of St. Monica staff: 1. All students will improve their math problem solving skills. 2. All students will improve their writing skills across the curriculum. 3. All students will improve their knowledge and practice of the Catholic faith.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Monica School administers the Indiana Statewide Testing for Educational Progress (ISTEP+) in September. One hundred percent of the students in grades 3-8 take the test. (No students are exempted from the testing, per state mandate.) Prior to 2003, the ISTEP+ test was administered only to grades three, six, and eight, but it is now administered to all students in grades three to eight. ISTEP+ measures basic skills in reading, writing, and mathematics, based upon the Indiana Academic Standards. Three categories of student achievement are identified on ISTEP+: Pass +, Pass, and Did Not Pass. To achieve the Pass + designation (this category was first introduced in 2002), students must demonstrate exemplary performance. Students who score in the “pass” category show solid academic performance. “Did Not Pass” indicates that the student did not achieve passing scores and will need additional assistance.

Students in third grade have exceeded the average scores in both Math and English/Language Arts. In regard to Math over the past four years (2001 – 2005) an average of 85% of the students have passed, while an average of 16% of the students have earned pass plus. An average of 15% of the students in third grade did not pass the Math portion of the ISTEP+. On the English/Language Arts section an average of

91% of third grade students passed, and 24% of the students received pass plus. Over the 4-year period, an average of 9% of students did not pass.

Students in sixth grade have surpassed the average scores in both Math and English/Language Arts. In regard to Math over the past four years (2001 – 2005), an average of 90% of the students have passed, while an average of 37% of the students have earned pass plus. An average of 11% of the students in sixth grade did not pass the Math portion of the ISTEP+. On the English/Language Arts section an average of 92% of sixth grade students passed, and 22% of the students received pass plus. Over the 4-year period an average of 5% of students did not pass.

Students in eighth grade have gone well above the average scores in both Math and English/Language Arts. In regard to Math over the past four years (2001 – 2005) an average of 93% of the students have passed, while an average of 37% of the students have earned pass plus. An average of 7% of the students in eighth grade did not pass the Math portion of the ISTEP+. On the English/Language Arts section an average of 94% of eighth grade students passed, and 29% of the students received pass plus. Over the 4-year period an average of 6% of students did not pass.

As of 2004, students in grades four, five and seven take the ISTEP+ test. In the fourth grade 97% of students passed the English/Language Arts section, 24% of those students received pass plus. 86 % of the fourth grade students passed the Math section. 13 % received pass plus.

In the fifth grade 93% of students passed the English/Language Arts section, 13% of those students received pass plus. 91 % of the fourth grade students passed the Math section. 21 % received pass plus. Students in only the fifth grade also take a Science test. 86% of the fifth grade students passed and 24% earned pass plus.

In the seventh grade 92% of students passed the English/Language Arts section, 37% of those students received pass plus. 94 % of the fourth grade students passed the Math section. A remarkable 42 % received pass plus.

Assessment data was taken from ISTEP+ reports sent to the school and from the Indiana Department of Education website (www.doe.state.in.us). Verification was given through the Indiana Department of Education and the Archdiocese of Indianapolis Office of Catholic Education that the 2004/2005 test results placed St. Monica School in the top ten percent of the schools passing the state test.

Additional information on Saint Monica School's ISTEP+ results may be found at <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=C445>

Indiana Contact for ISTEP+ testing:

Gary Wallyn
(317) 232-9060
gwallyn@doe.state.in.us

2. Using Assessment Results:

As St. Monica receives the ISTEP+ individual scores, they are given to the homeroom teachers. The teachers then analyze the results by standard to assess what areas need further review and reinforcement. Any standard that a number of students have not mastered is retaught and reinforced.

Students who receive D.N.P. status (Did Not Pass) are identified and referred to a remediation teacher. This remediation specialist identifies the needs of each child and works individually or in small groups with the students to improve their understanding of each standard. Students meet multiple times each week during school with the remediation teacher to receive individualized instruction to assist the student in any deficient areas.

St. Monica School also analyzes the results of the ISTEP+ scores to identify general school-wide areas of concern. Any areas or standards that are a general concern of the school body become a goal. Teachers then focus on gearing their lessons to improve understanding and mastery in weak areas.

The ISTEP+ test is the only standardized testing administered at St. Monica School. Student learning is assessed through teacher created tests, daily work, projects, and homework. Teachers have weekly grade-level meetings to plan lessons, review student achievement and coordinate curriculum and standards.

3. Communicating Assessment Results:

St. Monica School consistently communicates information and student progress to the parents. Weekly folders are sent home in kindergarten through 5th grade that include graded papers and the latest school news, both from the teachers and the office. Progress reports are sent home to all children in grades 1-8 midway through each quarter. The assistant principal, Mrs. Deb Reale, sends email to parents as needed throughout the week. The school has a website with up-to-date information. Teachers regularly communicate with parents via email in order to keep parents informed on their child's progress. Middle school teachers have pages on schoolnotes.com that keep students and parents up to date on assignments and news, and there is a portion of the school website (<http://smsindy.org>) devoted entirely to middle school news and links.

Parents are sent their child's ISTEP+ scores with a cover letter inviting them to be in touch with any questions or concerns they might have. ISTEP+ scores are also released in the local newspaper and are available at the Department of Education website. (www.state.doe.in.us) In the past the ISTEP+ results have been shared with parents at PTO general meetings, question & answer sessions with the principal, School Commission meetings and in the school's public relations information.

4. Sharing Success:

St. Monica School shares its successes with other schools in many ways. Mr. Bill Herman shares successes and positive programs with the West Deanery Principals at the monthly meetings. Mr. Herman has showcased the Step Up to Writing Program by having two teachers share the strengths of the program at an Archdiocesan administrators' meeting. Mr. Herman also has an opportunity through various meetings and conferences to share successes, ideas and programs with other administrators.

Another way the successes are shared is through the Long Range Planning Committee of the School Commission. The School Commission is conducting a survey of seven other local elementary schools (public, private and Catholic). The purpose of the survey is to open up dialogue between area schools and share information. The Long Range Planning Committee will meet throughout the year to discuss results of the survey and plan for the future. The survey will give the schools an opportunity to share success stories, programs and projects with the school community.

St. Monica School teachers also share student success with other schools and colleagues while attending various workshops and conferences. Several teachers participated in a beginning teacher/mentor teacher

program through the Archdiocese of Indianapolis. Through this experience the teachers were able to talk with other professionals to share ideas and successes.

St. Monica School believes it is important to share success (both academic and otherwise) with the community, parents, and students. St. Monica School shares student success on daily announcements, in the school newsletter, on the school website, and on bulletin boards in the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion:

Our religion curriculum is based on the Archdiocese of Indianapolis standards. The core goals of the religion curriculum are to instruct students in God's word, teach students how to share our faith and learn to identify and serve needs of others. Each child has daily religion instruction. On Fridays the entire student body gathers together to celebrate daily mass. The students in grades 1-8 participate in planning and presenting mass.

Mathematics: Students in kindergarten and first grade benefit from multisensory instruction including the use of manipulatives to build a solid foundation in math. Students in grades 2 through 8 are ability grouped for math instruction. Students in eighth grade are instructed in Pre-Algebra or Algebra I.

Science: The goal of the science curriculum is to allow students to discover and explore science. Students learn through experiments, online interactive Power Point presentations and cooperative activities. The hands on approach enables students to problem solve and use critical thinking skills.

Social Studies: Students learn geography, citizenship, cultures, local, state, United States and World history through viewing and creating Power Point Presentations, projects, graphic organizer software, guest speakers, Veterans' Day and Martin Luther King, Jr. assemblies. Students in eighth grade research, write, film and present a historical reenactment. Students learn about economics and government through Exchange City and Junior Achievement.

Language Arts: The Kindergarten through 3rd grade reading program focuses on phonics and phonemic awareness, developing vocabulary, improving comprehension and writing. As the students reach 4th and 5th grades the focus shifts to literature, novels and critical thinking skills. Students in grades 1 through 6 are taught grammar through the use of the *Shurley Method: English Made Easy*. All students are taught writing using *Step Up to Writing*. This program is introduced in Kindergarten and each grade level builds upon what was learned the previous year.

Spanish: Students in kindergarten through 5th grade receive Spanish instruction twice a week. The focus is on vocabulary, conversation and introduction to Spanish cultures. Students in grades 6 through 8 have daily Spanish. The focus in middle school is grammar, reading, conversation, and cultural experiences. The goal of middle school Spanish instruction is for students to test out of Level One Spanish in high school

Music: Students in grades kindergarten through eight participate in music instruction twice a week. The students participate in two all school programs – one at Christmas and the other in the spring. The students learn music theory, music appreciation, sight reading music, and singing as they explore various musical styles. Students in fourth grade learn to play the recorder. Eighth grade students learn to play hand bells.

Art: Students in grades Kindergarten through five have one weekly art class. Those in grades six through eight have art instruction twice a week. Students explore various mediums including chalk, pastels, paint, ink, etc. Students also receive art appreciation lessons and study the works of famous artists, and complete projects based on their studies. Every year a Fine Arts Fair showcases the amazing art produced by St. Monica School students. Students in all grades participate in numerous city-wide art contests.

Technology: Each Monday morning the students watch the weekly, televised school news program. The eighth grade students write, record, edit and videotape all segments of the news. An eighth grade teacher assists the students in this process. Each classroom has 30-45 minutes per week in the computer lab. The lab is equipped with 25 student computers. The teachers utilize available technology to add to the curriculum. Technology instruction is tied to everyday learning. Multiple computers are available for student use in each classroom.

Physical Education: The focus of the Physical Education program is healthy living. The students are instructed in basic exercise, sports, dance, healthy eating practices and non-competitive games. The students participate in an annual Field Day.

Extra-curricular Activities: Students have the opportunity to participate in the following activities: Yearbook, Academic Challenge, Spell Bowl, Math Counts, Choir, Student Council, CYO athletics, Beginning and Advanced Band, Builder's Club, and Math Pentathlon.

PTO-sponsored enrichment: The Parent Teacher Organization funds three six-week sessions of student enrichment classes after school. Each session offers a variety of classes for students of all grades. Some examples are: Cake Decorating, Card Capers (games with playing cards), Origami, Basic Electricity, Woodworking, Cooking With Books, Paper Decorating, Holiday Crafts, etc.

2. (Elementary Schools) Reading:

In an effort to improve reading instruction and meet the needs of all the students the SMS primary grade teachers looked for other approaches to reading instruction besides traditional basal readers. As a result the primary grade teachers began using the Four Block Literacy Approach in 2003. The teachers observed Four Block Instruction at a local township school and received Four Block training from the principal and teachers at nearby Crooked Creek Elementary School. The teachers have embraced this method and are instructing the students using flexible grouping within the classroom.

Kindergarten through third grade teachers were also trained in multisensory reading. In addition to the Four Block Literacy Approach, teachers use a variety of visual, auditory, kinesthetic and tactile techniques to teach phonics, spelling, vocabulary, reading comprehension and fluency. The Orton-Gillingham phonics approach is used to teach word attack and decoding skills.

Students in grades three through five are ability grouped for reading instruction. The teachers focus on teaching using literature and novels. Phonics instruction and writing instruction are an important part of the curriculum. The fourth grade classrooms use the Young Hoosier Awards books for reading instruction. The fourth and fifth grade teachers use literature and basal readers to teach the basic skills including reading skills, phonics and writing.

St. Monica School is fortunate enough to have a Resource Department. The department is made up of one lead teacher and two support teachers. One of the resource teachers instructs students from Kindergarten, first, and second grade who are working below grade level. The students are taught at their instructional

level and are taught in small groups. The students who participate in the resource program are instructed in a reading series which is designed for students experiencing difficulty with phonics and reading.

3. Science Program

In 2001, a new wing was added to the existing building. This new wing includes a full functioning science classroom. With the addition of this lab, all of Saint Monica's students are able to perform hands on experiments in a controlled and appropriately prepared environment.

During the fall of 2004 the Parent Teacher Organization sponsored the employment of a science lab coordinator. Mrs. Vera VanderKooy is a science teacher who works students and teachers in grades K-5. Mrs. VanderKooy meets weekly with these teachers to plan, prepare and then carry out science experiments with the elementary students. These experiments are aligned with the current science standards that are being taught in the classrooms. Mrs. VanderKooy also works with the Middle School Teacher, Mrs. Sherri Torres. Part of this collaboration includes curriculum mapping in the science lab setting so that the students are able to grow in their hands on science experiences.

The overall science curriculum is designed to give all of the students of Saint Monica the opportunity to ask questions, explore, and experiment with real life ideas. The curriculum is supplemented by the addition of the new science textbook, Macmillan/McGraw-Hill Science in grades K-6 and Prentice Hall Science Explorer in grades 7 and 8. Both of these textbook series encourage students to use the scientific method of observation, question, hypothesis, experiment and conclusion, to learn more about their world. Each section of the text begins with a hands-on activity to introduce the science concept. Throughout the section, there are several supplemental hands on activities to help further understanding. The text also provides opportunities for students to incorporate math and English into the science curriculum.

In middle school, the students are encouraged to explore science outside the classroom as well. As part of their science grade, the students are required to complete at least three hours of science exploration outside the classroom. The students choose the subject of their exploration. They can read a science book, conduct individual experiments, visit local exhibits, watch scientific programs, or research a scientific principle. This not only helps the student see what is in the world around them but also encourages independent learning. As part of the daily classroom experience students are exposed to activities, lectures and internet interactives to help further their understanding. In the seventh grade year, all students are required to participate in a science fair. The students are given an opportunity to apply and test their scientific knowledge through exploration and experimentation. St. Monica School science fair projects judged as outstanding are entered in a citywide CYO science fair.

4. Instructional Methods:

It is the goal of St. Monica School to meet the needs of all children. With this in mind, St. Monica School is part of an Archdiocesan project called REACH (Recognizing Excellence in All Children). The teachers at St. Monica School were trained in the areas of brain compatible teaching, differentiated instruction, multisensory reading and alternative assessment methods. As part of Project REACH the teachers routinely plan and execute lessons using a variety of instructional methods.

Students in Kindergarten through 2nd grade are heterogeneously grouped. Students are taught using a variety of visual, auditory, kinesthetic and tactile techniques. Students are grouped for tasks in small groups, pairs, individuals or whole class. Teacher assistants work with each student on a daily basis to assess phonemic awareness, decoding skills and comprehension skills.

Students in third through fifth grades are grouped by ability for reading and math. The students in these groups are working at their instructional level. The teachers at these grade levels use a variety of methods to teach the state standards.

Teachers utilize differentiated instruction. A few methods commonly used are: Power Point presentations, graphic organizers, varied reading material, personal agendas for assignments and projects, cooperative groupings, Venn Diagrams, white boards, outlining and stations.

5. Professional Development:

St. Monica School is currently working on a school improvement process known as North Central Accreditation. The process focuses on setting three goals. Student improvements must be documented through pre and post testing. Much of the professional development at St. Monica School centers on instruction beneficial to achieving these goals.

Teachers at Saint Monica School are invited and encouraged to participate in professional development courses. Teachers may request to attend a workshop in the Indianapolis area throughout the year. A portion of the school budget, as well as money from the state government, is devoted to Professional Development. Some workshops teachers have attended are: *Understanding Asperger’s Syndrome, Safety Workshop, Word Find/Auditory Processing Disorder, Sensory Integration, Make It and Take It (Learning Centers), Discipline With Purpose, NCA conferences, REACH training, Four Block Instruction, Math Counts, and Indiana Non Public Educators’ Conference.*

At the beginning of each school year and throughout the year, staff professional development workshops are presented at St. Monica School. In the past three years teacher have been trained in *Step Up to Writing* – a writing program developed by Maureen Auman to assist students with organizing ideas and writing effectively. Teachers are also required to take courses in Catholic history, mission and purpose.

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.

- Private school association(s): INPEA (Indiana Non-Public Education Association), NCEA (National Catholic Educational Association), NCA (North Central Accreditation)
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
- Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
- What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------|-----------------|--------------------------------------|-----------------|------------------|------------------|
| P \$3,339 | P \$3,339 | P \$3,339 | P \$3,339 | P \$3,339 | P \$3,339 |
| NP \$5,430 | NP \$5,430 | NP \$5,430 | NP \$5,430 | NP \$5,430 | NP \$5,430 |
| K | 1 st | 2 nd | 3 rd | 4 th | 5 th |
| P \$3,339 | P \$3,339 | P \$3,339 | \$ N/A | \$ N/A | \$ N/A |
| NP \$5,430 | NP \$5,430 | NP \$5,430 | \$ N/A | \$ N/A | \$ N/A |
| 6 th | 7 th | 8 th | 9 th | 10 th | 11 th |
| \$ N/A | \$ N/A | *P = Parishioner NP= Non-Parishioner | | | |
| 12 th | Other | | | | |

- | | |
|--|----------------|
| 4. What is the educational cost per student? (School budget divided by enrollment) | <u>\$5,311</u> |
| 5. What is the average financial aid per student? | <u>\$962</u> |
| 6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u>0%</u> |
| 7. What percentage of the student body receives scholarship assistance, including tuition reduction? | <u>5%</u> |

PART VII - ASSESSMENT RESULTS

| Grade 3 - Math | | | | |
|---|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 84% | 86% | 83% | 87% |
| Total Percent at or above Pass + | 18% | 15% | 16% | N/A |
| Students Below Standard (Did not pass) | 16% | 14% | 17% | 13% |
| Number of Students Tested | 62 | 68 | 70 | 53 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 73% | 75% | 71% | 70% |
| Students Below Standard (Did not pass) | 26% | 25% | 28% | 29% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 3 – English/Language Arts | | | | |
|---|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 92% | 96% | 92% | 85% |
| Total Percent at or above Pass + | 21% | 26% | 26% | N/A |
| Students Below Standard (Did not pass) | 8% | 4% | 8% | 15% |
| Number of Students Tested | 62 | 68 | 70 | 53 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 75% | 70% | 67% | 66% |
| Students Below Standard (Did not pass) | 24% | 29% | 31% | 34% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 6 - Math | | | | |
|--|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | |
| Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 94% | 84% | 92% | 88% |
| Total Percent at or above Pass + | 38% | 35% | 38% | N/A |
| Students Below Standard (Did not pass) | 6% | 16% | 8% | 12% |
| Number of Students Tested | 48 | 51 | 50 | 48 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 76% | 79% | 77% | 61% |
| Students Below Standard (Did not pass) | 24% | 21% | 22% | 39% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 6 – English/Language Arts | | | | |
|--|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | |
| Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 94% | 95% | 94% | 85% |
| Total Percent at or above Pass + | 19% | 20% | 26% | N/A |
| Students Below Standard (Did not pass) | 6% | 5% | 6% | 14% |
| Number of Students Tested | 48 | 51 | 50 | 48 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 80% | 76% | 72% | 52% |
| Students Below Standard (Did not pass) | 20% | 23% | 27% | 48% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 8 - Math | | | | |
|--|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | |
| Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 98% | 96% | 88% | 91% |
| Total Percent at or above Pass + | 45% | 40% | 26% | N/A |
| Students Below Standard (Did not pass) | 2% | 4% | 12% | 9% |
| Number of Students Tested | 51 | 47 | 39 | 46 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 67% | 67% | 66% | 66% |
| Students Below Standard (Did not pass) | 33% | 31% | 32% | 34% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 8 – English/Language Arts | | | | |
|--|-----------|-----------|-----------|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | | | | |
| Edition/Publication Year 1997 Publisher- CTB McGraw Hill | | | | |
| Year | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
| Testing Month | September | September | September | September |
| ST. MONICA SCHOOL SCORES | | | | |
| Total Percent at or above Pass | 100% | 92% | 92% | 93% |
| Total Percent at or above Pass + | 35% | 30% | 23% | N/A |
| Students Below Standard (Did not pass) | 0% | 8% | 8% | 7% |
| Number of Students Tested | 51 | 47 | 39 | 46 |
| Percent of Total Students Tested | 100% | 100% | 100% | 100% |
| Number of Students Alternatively Assessed | 0 | 0 | 0 | 0 |
| Percent of Students Alternatively Assessed | 0% | 0% | 0% | 0% |
| STATE SCORES (Average) | | | | |
| Students At/Above Standard (Passing) | 72% | 69% | 64% | 68% |
| Students Below Standard (Did not pass) | 27% | 30% | 35% | 32% |
| * ISTEP+ scores were not reported in leveled categories until 2002-03. | | | | |

**No class had ten or more black students.

| Grade 4 – English/Language Arts | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 96% |
| Total Percent at or above Pass + | 24% |
| Students Below Standard (Did not pass) | 4% |
| Number of Students Tested | 72 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 73% |
| Students Below Standard (Did not pass) | 27% |

**Class did not have ten or more black students.*

| Grade 4 – Math | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 86% |
| Total Percent at or above Pass + | 13% |
| Students Below Standard (Did not pass) | 14% |
| Number of Students Tested | 72 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 73% |
| Students Below Standard (Did not pass) | 27% |

**Class did not have ten or more black students.*

| Grade 5 – English/Language Arts | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 94% |
| Total Percent at or above Pass + | 13% |
| Students Below Standard (Did not pass) | 6% |
| Number of Students Tested | 70 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 72% |
| Students Below Standard (Did not pass) | 27% |

**Class did not have ten or more black students.*

| Grade 5 – Math | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 92% |
| Total Percent at or above Pass + | 21% |
| Students Below Standard (Did not pass) | 8% |
| Number of Students Tested | 70 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 72% |
| Students Below Standard (Did not pass) | 27% |

**Class did not have ten or more black students.*

| | |
|---|-----------|
| Grade 5 –Science | |
| ISTEP+ (Indiana Statewide Testing for Educational Progress) | |
| Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 86% |
| Total Percent at or above Pass + | 24% |
| Students Below Standard (Did not pass) | 14% |
| Number of Students Tested | 40 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 62% |
| Students Below Standard (Did not pass) | 37% |

**Class did not have ten or more black students.*

| Grade 7 – English/Language Arts | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 93% |
| Total Percent at or above Pass + | 37% |
| Students Below Standard (Did not pass) | 7% |
| Number of Students Tested | 52 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 68% |
| Students Below Standard (Did not pass) | 31% |

**Class did not have ten or more black students.*

| Grade 7 – Math | |
|---|-----------|
| ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 1997 Publisher- CTB McGraw Hill | |
| Year | 2004-2005 |
| Testing Month | September |
| ST. MONICA SCHOOL SCORES | |
| Total Percent at or above Pass | 94% |
| Total Percent at or above Pass + | 42% |
| Students Below Standard (Did not pass) | 6% |
| Number of Students Tested | 52 |
| Percent of Total Students Tested | 100% |
| Number of Students Alternatively Assessed | 0 |
| Percent of Students Alternatively Assessed | 0% |
| STATE SCORES (Average) | |
| Students At/Above Standard (Passing) | 73% |
| Students Below Standard (Did not pass) | 26% |

**Class did not have ten or more black students.*