

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 **Sister Kathleen Marie Knueven, S.N.D.**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Saint Jude Catholic School**
(As it should appear in the official records)

School Mailing Address **2110 Pemberton Drive**
(If address is P.O. Box, also include street address)

Fort Wayne **IN** **46805 - 4628**
City State Zip Code+4 (9 digits total)

County **Allen** State School Code Number **A160**

Telephone (**260**) **484-4611** Fax (**260**) **969-1607**

Website/URL **www.stjudefw.org** E-mail **fwastjude@juno.com**

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

District Name Fort Wayne/South Bend Diocese Tel. **(260) 422-4611**

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. Julianne Toenges**
(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: NA Elementary schools
NA Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
- NA TOTAL
2. District Per Pupil Expenditure: NA
 Average State Per Pupil Expenditure: NA

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. 8 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	21	19	40	7	21	29	50
K	29	42	71	8	35	28	63
1	34	26	60	9			
2	30	25	55	10			
3	30	31	61	11			
4	32	35	67	12			
5	28	36	64	Other			
6	25	40	65				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							596

6. Racial/ethnic composition of the students in the school: 93 % White
1 % Black or African American
2 % Hispanic or Latino
1 % Asian/Pacific Islander
3 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 0.66 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(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	606
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0066
(6)	Amount in row (5) multiplied by 100	0.66%

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: 17%

Total number students who qualify: 97

10. Students receiving special education services: $\frac{2}{11}$ % Total Number of Students Served

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

<u> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </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> 2 </u>	<u> </u>
Classroom teachers	<u> 29 </u>	<u> 7 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> </u>
Paraprofessionals	<u> 4 </u>	<u> 3 </u>
Support staff	<u> 7 </u>	<u> 1 </u>
Total number	<u> 43 </u>	<u> 11 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

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	96.8%	97.9%	96.6%	96.8%	96.9%
Daily teacher attendance	97%	97.5%	97.3%	96%	96.9%
Teacher turnover rate	8%	3%	3%	8%	5%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

Summary Narrative of St. Jude Catholic School

St. Jude Catholic School is one of forty elementary schools in the Fort Wayne/South Bend Diocese and is located in an urban residential area of Fort Wayne, Indiana. It consists of a preschool, kindergarten, and grades one through eight. It has an enrollment of 596 with a pupil/teacher ratio of 18:1. As a Catholic school under the direction of the Sisters of Notre Dame, St. Jude provides a strong religious and academic education and is dedicated to the development of the total person in accordance with the teachings of the Catholic Church. It is devoted to proclaiming the kingdom of God to children by offering an education to strengthen their spiritual, intellectual, cultural, and physical growth. Christ is the reason St. Jude Catholic School exists. As a citizen of two worlds, the child is taught to develop a healthy self-concept through self-discipline and self-respect using Christian religious values. The atmosphere and curriculum are imbued with respect, reverence, and responsibility. Through these character traits, the St. Jude community is dedicated to helping its students achieve high academic success as evidenced by the scores on state academic testing.

The student population is primarily comprised of children from middle income levels with a small percentage from high or low-income levels. St. Jude employs no busses, so many students walk to school. Since over 50% of the population lives outside the school's zip code, most students come from a distance and carpool. After school care is provided on the premises by Parkview Hospital's Educare.

St. Jude Catholic School has a very involved Home and School Association with nineteen different committees. Numerous parents provide strong support by volunteering services and offering academic and cultural support as well as playground, lunchroom, and sickroom supervision. Some support programs are plant shows, teacher appreciation luncheons, and a Christmas Village where children can do their Christmas shopping. St. Jude has a school board that advises and assists its pastor and administration in implementing policy and developing a strategic plan for improvement.

Opportunities exist for students to participate in many extra and co-curricular activities such as scouting for boys and girls on different levels and Destination Imagination, an innovative and creative problem solving program. St. Jude students have achieved championships at the state level in this program. An active student council offers opportunities for leadership and encourages participation in activities such as safety patrol. A very active athletic association coordinates the numerous school sports programs.

St. Jude Catholic School with its strong academic, cultural, social, athletic, and service programs offers students outstanding opportunities to live out the truths and values of their Catholic faith and develop their God-given potential.

St. Jude Mission Statement

St. Jude Catholic School, a ministry at the heart of St. Jude Catholic Parish, is a Christian community dedicated to proclaiming the kingdom of God to children by offering an education to strengthen their spiritual, intellectual, cultural, and physical growth.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** St. Jude Catholic School is an accredited school in the state of Indiana and follows the state academic standards. Indiana requires all its students to take part in the Indiana State Test of Educational Progress (ISTEP+). This test measures student performance yearly in the areas of language arts and math for grades 3-8 and additionally science for grades 5 and 7. The state has only reported scores for grades 4, 5, and 7 and science scores for the last two years. For the school year 2005-2006, St. Jude Catholic School has an overall passing rate of 91.7%.

The language arts portion of ISTEP+ measures student performance in reading skills which includes comprehension, vocabulary, and literary response and analysis. Also included in language arts are writing process skills, writing applications, and language conventions. Grade 3 scored 95% pass rate, Grade 6 scored 97%, and grade 8 scored 97%. This year's eighth grade did score in the top 10% of Indiana schools.

Mathematic testing measures computation skills, number sense, algebra, geometry, measurement, data analysis, and problem solving. Scores are as follows: Grade 3 - 92%, Grade 6 – 97%, and grade 8 – 95%. Again, this year's eighth grade scores have put them in the top 10% of Indiana schools.

The only subgroup for which the state reported assessment data was free/reduced lunch. This subgroup scored 90% pass rate in English and 87% in mathematics. Though slightly lower than our overall pass rate, it does not represent a significant disparity.

Verification was given through the Indiana Department of Education that St. Jude had attained placement in the top ten percent of schools in Indiana because of eighth grade ISTEP+ scores. Data tables in the appendix break down information and show St. Jude scores in comparison to state averages. Information regarding the state assessment system may be found at <http://www.doe.state.in.us/>.

2. Using Assessment Results:

During the school year of 2001-2002, as part of the accreditation process for the state of Indiana, St. Jude Catholic School used the results of ISTEP+ exams to determine weaknesses within the curriculum. Since the tests are itemized by specific English/Language Arts skills, the results showed the greatest needs were in the areas of writing development and writing skills such as capitalization and punctuation. Upon seeing this need, the school decided to initiate a school wide writing program called *Power Writing*. Progress is assessed through yearly ISTEP+ results as well as quarterly writing prompts. These quarterly writing prompts as well as the rubrics used to assess them are kept in a personal portfolio for each student in grades 1-8.

Also, during the school year 2003-2004, as part of a parish/school five-year strategic plan, a committee of teachers, parents, and parishioners looked at results from the ISTEP+ testing and found that mathematical computation and problem solving were two of the weaker areas for students. As a result St. Jude began using a program called *Mastering Math Facts* from Otter Creek Institute to improve students' mastery of basic math facts. The school also adopted a math textbook series that was exceptionally strong in problem solving.

From assessment results, individual teachers formed small groups to remediate students who have not mastered basic skills. The resource teacher also works with teachers and students to plan interventions.

3. Communicating Assessment Results:

Saint Jude Catholic School has a variety of communication tools to inform parents, students, and the community of successes and needs. Foremost, teachers from grades K through six send home weekly communications. Because grades are sent home at midterm and at the end of each quarter, the parents and students are kept abreast of academic achievement regularly. Formal parent and student/teacher conferences, which have a nearly 100% rate of attendance, are held in the fall of each year to discuss student performance. Informal conferences are held as needed.

Saint Jude hosts an awards assembly in the spring to which parents and community members are invited. School and community awards are given at this time. Twenty-five percent of the 8th grade students generally receive the Presidential Fitness Award for academic and attendance success.

The school staff prepares a bi-monthly newsletter for all parents highlighting events, awards, assessment results, and needs of the school. The parish also includes school news in a newsletter to all parishioners. An additional letter is sent to all Saint Jude alumni.

When state testing results are received, the individual information is communicated directly to parents. The general results are published in school and parish newsletters and in the local newspaper. The honor roll for grades six through eight is listed in the school newsletter, sent to the local newspaper, and announced at a school Mass for the parish community.

Recently, the parish refined the parish website which includes information about most facets of the school. All teachers have a link for e-mail at this site, giving easy access for parent/teacher communication.

4. Sharing Success:

The Fort Wayne/South Bend diocese has established a curriculum cabinet to collect excellent teaching practices and curriculum ideas for sharing within the community of Catholic schools. Saint Jude has had a representative serve on this cabinet to share successes and to gain helpful innovations from other schools. Saint Jude also sends teachers to grade level diocesan meetings to share curriculum and teaching methods that have been successful. Saint Jude is participating in the diocesan-wide curriculum mapping program so that other schools may access individual teacher's maps. This allows any member to view the curriculum in the areas of content, skill, and assessment.

Saint Jude is a feeder school to Bishop Dwenger High School, a 2004 Blue Ribbon School. Meetings are held with Dwenger's faculty to align curriculum, share innovations, and successful teaching methods. Since Saint Jude students have demonstrated strong success both academically and spiritually, they are considered an asset to the high school campus.

The principal, counselor, and resource teacher meet regularly with colleagues from other diocesan schools to plan, brainstorm, and share ideas. The principal of Saint Jude is the recent president of the Diocesan Principals Executive Board and shares the vision of success with other schools as plans are made for the future.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

In grades K-6, five academic areas form the core of the curriculum of St. Jude Catholic School.

These areas are language arts, mathematics, social studies, science, and religion. Grades 7 and 8 have one added core subject, Spanish. The curriculum is based on standards from the State of Indiana and the Diocese of Fort Wayne/South Bend. Computer and technology, physical education, and fine arts comprised of visual arts, vocal and instrumental music are also a very important part of St. Jude's curriculum.

Religion: In its mission to proclaim and live out the values of the kingdom of Christ in the world, St. Jude places great emphasis on its religious instruction. Students are involved in daily religious instruction and take part in numerous experiences and liturgies. Service to the community is stressed at all levels.

Language Arts: Language arts programs begin with a very strong foundation in reading. Phonics is taught and reinforced in grades K-4. Teachers work very hard at instilling a love of reading in their students. Evidence of this can be seen by programs such as literacy bags that are sent home in the primary grades and a book club for intermediate grades. Both of these programs aim to involve parents in reading with their students. In the middle school literature is emphasized. Grammar and composition are important parts of the language arts program. Classes stress both expository and creative writing and students are given opportunities to enter speech and poetry contests. By exposing students to so many types of writing, many place into honors English classes at local high schools.

Mathematics: In grades K-5 basic math skills are stressed. Because of this, the 6th-8th grade math programs are accelerated by one year and all eighth graders are taking Algebra 1. A majority of students test directly into Geometry or Honors Geometry in high school.

Science: The science program stresses Indiana's seven state standards with inquiry based instruction using a combination of textbooks and hands on science kits. An annual research night is held to showcase science projects with many students participating in regional competition.

Social Studies: The goal of teaching social studies is to develop informed, responsible citizens. State standards are used and these are organized around history, civics and government, geography, culture, and economics. Teaching methods stress higher levels of cognitive skills and encourage student participation.

Music: The music program includes music theory, appreciation, history, composition, and technology for all grades. The school has a sixth grade choir, a middle school choir, and instrumental band for grades 5-8. These students participate in state level contests. Monthly evening music programs are presented. The middle school students present an annual musical for parents and the community.

Art: Students are given weekly visual arts instruction in grades 1-5. Students in grades 6-8 are given instruction four days a week for one quarter. Students' art work is displayed at various places throughout the community and has often won competitive awards. Each eighth grade class leaves a legacy with a permanent display of a unique class project.

Technology: Technology is used to support the curriculum in basic skills. Students learn to use word processing, presentation, and spreadsheet software as well as internet use through the school's network system. The school has a computer lab and up-to-date computers are available in each classroom.

Physical Education: Physical education at St. Jude includes fitness testing, lifetime sports skills, *Brain Gym*, and nutrition. The program is committed to teaching its students how to attain overall wellness.

Spanish: All St. Jude 7th and 8th graders take Spanish as a core subject. The program allows most students to begin high school taking Spanish 2 which gives them the opportunity to receive five years of Spanish credit in high school.

2. Reading:

St. Jude Catholic School reading curriculum empowers students to develop effective reading and communication skills. In kindergarten and first grade, phonics instruction is developed through a multi-sensory approach. This program of systematic phonics instruction uses a wide range of activities to assure that students integrate phonics skills into reading to make meaningful literacy connections.

A state approved reading series serves as the basal text for grades 2-5. This encourages common core instruction but allows teachers to use trade book options based on students' individual needs and to enhance instruction so students develop reading fluency. Comprehension strategies are taught through explicit instruction. Generalizing abilities and inferential thinking is strengthened. Middle school reading is literature-based; incorporating novels, short stories, and poetry. A wide range of reading materials is available to students through the extensive collection in the school library as well as individual classroom libraries. Reading aloud, sustained silent reading, and the *Accelerated Reading Program* create an enthusiasm for reading.

Extensions of the reading program that involve parents include the take-home literacy bags used by the kindergarten and first grade students and the third and fourth grade book clubs. The literacy bags include books and activities that the youngest students can share with their parents. The third and fourth graders read books with their parent partners and then attend evening discussions and activities facilitated by the classroom teachers.

The combination of strong phonics-based primary reading and challenging literature-based upper level reading has given the students of St. Jude Catholic School real success. This is the reason the administration and faculty have chosen this approach to reading instruction.

3. Religion Curriculum

In its mission to proclaim and live out the values of the kingdom of Christ in the world, St. Jude Catholic School places great emphasis on its religious instruction and community service. St. Jude students receive daily religious instruction. Students plan and participate in numerous service projects. All these aspects of their faith are nurtured by participation in Mass and various prayer experiences.

Students in grades 5 and 8 participate in the Assessment of Catechesis and Religious Education (ACRE) test of religious knowledge, attitudes and values from the National Catholic Education Association. 95% of the eighth grade students scored in the proficient and advanced categories, with over 75% of those placing in the advanced category. This data confirms the strong religious instruction at St. Jude.

St. Jude students strengthen their leadership skills through student council organized service projects and prayer services. Among other service projects the school community supports a needy family at Christmas, visits and writes letters to nursing home residents, collects food for a food bank, packs lunches for the needy, and collects eyeglasses for foreign missions. Recently St. Jude adopted a school devastated by southern hurricanes by collecting money to purchase library books for the school.

Students live out their faith by leading school-wide morning prayer and joining the faculty in planning activities for Catholic Schools Week. Writing and art skills are utilized to participate in religious related contests. Problem solving skills are integrated into daily decisions with age-appropriate moral issues. Each month specific goals of respect, reverence, and responsibility are stressed, and students make posters to remind other students of these goals. These activities integrate religion into their daily lives so they live the message of Christ.

3. **Instructional Methods:**

Teachers at St. Jude Catholic School recognize the differences in children and their learning styles. To improve student learning, the staff uses a variety of instructional methods. Activity kits are used by the science teachers for hands-on learning. These allow for many labs and help to develop scientific thinking. The primary grades received a grant for literacy bags, which enables them to get more books into the early readers' hands and develop reading skills. All teachers attended several workshops on multi-intelligence so methods can be implemented to reach more students in their areas of strength. The physical education teacher has instructed all teachers in *Brain Gym* methods to enhance learning and memory by using water, oxygen, hook-ups, and cross-lateral exercises. Writing across the curriculum in all grade levels has been implemented to improve student communication skills. In addition to tests, teachers provide other types of assessments including oral presentations, songs, displays, projects, and demonstrations.

Many teachers offer after school study groups or tutoring to help student achievement. The student council provides peer tutoring after school twice weekly. Parish adults value the school and volunteer to assist teachers with students who need an extra boost. St. Jude Catholic School has a resource room that supports individual students and small groups. Using data from test scores and teacher recommendations, struggling students receive assistance in the areas of study skills, reading, and math proficiencies.

4. **Professional Development:**

St. Jude administration encourages professional development for the entire staff to improve student achievement. Teachers are encouraged to take two professional development days each school year. Teachers then report back to the rest of the faculty at monthly meetings so others can also gain new ideas. The parish provides grants for teachers to participate in further study or to pursue innovative learning programs during the summer months.

Several years ago when it was decided that writing needed to be improved as part of our School Improvement Plan, a local professional writer provided a full day class for all teachers. During that same year the writer came into classrooms several times to model new methods for teaching creative writing. The following year a program was presented to the faculty on expository writing using the *Power Writing* technique. Both of these led to an improvement in student writing as evidenced on writing assessments.

Since improving basic math facts was another school improvement goal, many teachers attended the *Mastering Math Facts* workshop before implementing a new program for elementary grades. Again, upper level teachers see evidence of improvement and can move more quickly into other math concepts.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): **Indiana Non-Public Education Association**
Notre Dame Education Association
National Catholic Education Association

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>2040</u> K	\$ <u>2040</u> 1 st	\$ <u>2040</u> 2 nd	\$ <u>2040</u> 3 rd	\$ <u>2040</u> 4 th	\$ <u>2040</u> 5 th
\$ <u>2040</u> 6 th	\$ <u>2040</u> 7 th	\$ <u>2040</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ <u>1020</u> Other				

4. What is the educational cost per student? \$ 3900
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1660

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? ___ 36 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? ___ 98 %

PART VII - ASSESSMENT RESULTS

ST. JUDE CATHOLIC SCHOOL

ISTEP + State of Indiana Test Data

Language Arts Grade 3			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	11	12	16
% at or above Pass	95	81	82
% did not pass	5	19	16
Number of students tested	62	68	62
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	1
% of students undetermined	0	0	2
Total % passing	95	81	82
State Scores			
<i>% of students passing</i>	76	76	75
Mathematics Grade 3			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	16	9	10
% at or above Pass	92	71	82
% did not pass	8	29	18
Number of students tested	62	68	62
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	0
% of students undetermined	0	0	0
Total % passing	92	71	82
State Scores			
<i>% of students passing</i>	74	74	72

ISTEP + State of Indiana Test Data (cont.)

Language Arts Grade 6			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	9	12	12
% at or above Pass	97	90	97
% did not pass	3	10	3
Number of students tested	65	51	66
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	0
% of students undetermined	0	0	0
Total % passing	97	90	97
State Scores			
<i>% of students passing</i>	<i>72</i>	<i>71</i>	<i>71</i>
Mathematics Grade 6			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	26	18	23
% at or above Pass	97	90	98
% did not pass	3	10	2
Number of students tested	65	51	66
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	0
% of students undetermined	0	0	0
Total % passing	97	90	98
State Scores			
<i>% of students passing</i>	<i>79</i>	<i>75</i>	<i>73</i>

ISTEP + State of Indiana Test Data (cont.)

Language Arts Grade 8			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	25	25	13
% at or above Pass	97	93	91
% did not pass	3	7	9
Number of students tested	65	60	70
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	0
% of students undetermined	0	0	0
Total % passing	97	93	91
State Scores			
<i>% of students who passed</i>	69	69	66
Mathematics Grade 8			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
St. Jude School Scores			
% at or above Pass+	29	13	16
% at or above Pass	95	88	93
% did not pass	5	12	7
Number of students tested	65	60	70
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Number of students undetermined	0	0	0
% of students undetermined	0	0	0
Total % passing	95	88	93
State Scores			
<i>% of students who passed</i>	73	72	72

ISTEP + State of Indiana Test Data for Free/Reduced Lunch

The following chart shows the disaggregation of data by grade level for low income students who qualified yearly for free/reduced lunches through the federal meals program. This is the only subgroup at St. Jude Catholic School that meets the criteria for disclosure of ISTEP + scores.

Free/Reduced Lunch			
	2005-2006	2004-2005	2003-2004
Testing Month	September	September	September
Test	ISTEP+	ISTEP+	ISTEP+
Grade 3 St. Jude Scores			
Language Arts			
Number of Students Tested	12	*NA	13
Number of Students Who Passed	12	*NA	9
% of Students Who Passed	100	*NA	69
State Scores			
<i>% of Students Who Passed</i>	63	*NA	61
Mathematics			
Number of Students Tested	12	*NA	13
Number of Students Who Passed	9	*NA	9
% of Students Who Passed	75	*NA	69
State Scores			
<i>% of Students Who Passed</i>	62	*NA	60
Grade 6 St. Jude Scores			
Language Arts			
Number of Students Tested	12	*NA	*NA
Number of Students Who Passed	12	*NA	*NA
% of Students Who Passed	100	*NA	*NA
State Scores			
<i>% of Students Who Passed</i>	56	*NA	*NA
Mathematics			
Number of Students Tested	12	*NA	*NA
Number of Students Who Passed	11	*NA	*NA
% of Students Who Passed	92	*NA	*NA
State Scores			
<i>% of Students Who Passed</i>	65	*NA	*NA

*NA- Not applicable because there were less than 10% of students who qualified or less than 10 students in a grade level who qualified.

ISTEP + State of Indiana Test Data for Free/Reduced Lunch (cont.)

Grade 8 St. Jude Scores			
Number of Students Tested	*NA	10	*NA
Number of Students Who Passed	*NA	9	*NA
% of Students Who Passed	*NA	90	*NA
State Scores			
<i>% of Students Who Passed</i>	*NA	50	*NA
Mathematics			
Number of Students Tested	*NA	10	*NA
Number of Students Who Passed	*NA	8	*NA
% of Students Who Passed	*NA	80	*NA
State Scores			
<i>% of Students Who Passed</i>	*NA	55	*NA

*NA- Not applicable because there were less than 10% of students who qualified or less than 10 students in a grade level who qualified.