2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education   ☐ Public   X Private

Cover Sheet Type of School: (Check all that apply)   [X] Elementary [X] Middle [ ] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet [ ] Choice

Name of Principal   Mr. Gary M. Campione
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 50 North Buffalo Grove Road
(If address is P.O. Box, also include street address.)

Buffalo Grove   IL   60089-1702
City   State   Zip Code+4 (9 digits total)

County   Lake   State School Code Number*34-049-028X-0000STMARY

Telephone (847) 459-6270   Fax (847) 537-2810

Web site/URL   stmarybg.org   E-mail garycampione@hotmail.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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Nicholas Wolsonovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Archdiocese of Chicago   Tel. (312) 751-5200

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.

_____ Date_____
(Superintendent's Signature)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 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. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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
      [X]   Suburban
      [   ]   Small city or town in a rural area
      [   ]   Rural

4.   <u>11</u>   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	13	15	**28**		7	28	28	56
K	18	22	**40**		8	32	35	67
1	17	27	**44**		9			
2	20	15	**35**		10			
3	21	25	**46**		11			
4	26	21	**47**		12			
5	29	27	**56**		Other			
6	24	26	**50**					
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			**469**

6. Racial/ethnic composition of   0% American Indian or Alaska Native
   the school: 4% Asian or Pacific Islander
        1% Black or African American
        7% Hispanic or Latino
        88% White
        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: __13__%

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year	29
(2)	Number of students who transferred *from* the school after October 1 until the end of the year	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1	469
(5)	Total transferred students in row (3) divided by total students in row (4)	13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: __1____%
        __5____Total Number Limited English Proficient

   Number of languages represented: __5__
   Specify languages: Polish, Korean, French, Spanish, Italian

9. Students eligible for free/reduced-priced meals: _____0__%

   Total number students who qualify: _____0__

   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: __6____%
    __29___Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	_8__Other Health Impaired
____Deaf-Blindness	_10_Specific Learning Disability
____Emotional Disturbance	_10_Speech or Language Impairment
__1_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____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)	1	1
Classroom teachers	24	4
Special resource teachers/specialists	3	
Paraprofessionals		
Support staff	2	
Total number	30	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   _16:1__

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	0%	7%	3%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	%	%	%	%

PART III - SUMMARY

St. Mary School was established in 1855 as an educational community to provide quality education for St. Mary Parish. Since that time we have recognized the importance of educating the whole child as a person in the community. We are always aware of our responsibility to treat and respect each child as a unique individual while providing a quality education that develops the child's physical, moral and intellectual talents. Our school has a first rate image in the community and is not confined to geographic limits or district boundaries.

The mission of St. Mary School is to acknowledge the individual as a member of many communities. Faculty, staff, contracted employees, and volunteers of the school are expected to act in accordance with our stated Philosophy of Education. Committees are established by the faculty and have accomplished writing a curriculum plan. This includes assessment, learning strategies, and relevant materials as well as goals and objectives for each grade. Varied learning and teaching experiences are being used consistently in all subjects and grade levels.

High standards are set for academic achievement and student behavior and reflect the values that this community places on the education of its children. Resource learning centers provide technology for self selected and teacher directed reading and language arts curriculum enrichment. Two computer labs provide a hands on learning experience in science, writing, graphic organizing and current technology concepts. These facilities have been networked to each classroom and office. Programs and workshops are implemented and utilized by teachers and their students. Teachers and parents use technology to communicate in addition to personal contact.

Strong accomplishments in Language Arts, Math and Science are evidenced by high Terra Nova Test and High School Placement scores. The continuous growth in technology is evidenced by the evolving curriculum, software acquisitions, computer lab updates and graphing calculators. Strong accelerated programs for 4th through 8th grades include math and language groupings, writing folders, advanced math topics, and standardized assessment.

There is effective school/home communication through publication of the Principal's Newsletters, the Family School Organization newsletter, progress reports, student newspapers, and Parent Meet the Teacher night. Teachers continuously update their websites. The School Board also schedules a parent presentation with regards to the State of the School.

Faculty members at St. Mary School model life long learning through active participation in professional growth programs designed to address best practices for educators. Many of our teachers have earned or are pursuing their masters' degrees in specialized areas of education.

Each student acquires the values and skills necessary to assure their future success through the dedication of the faculty, staff, and parents of St. Mary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Mary students in grades three through seven are assessed yearly. The eighth grade takes the Explore Test at the local public school and the Scholastic Testing Service at the local catholic high school. The Terra Nova standardized test is a bank of test items produced by CTB McGraw Hill. It tests student's ability to apply knowledge and think critically. Requirements dictate that tests administered with modified conditions are scored but not included in class averages. The Terra Nova Reading Test measures objectives in basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. The mathematics test includes objectives covering numbering and numerical relations, computation and estimation, measurement, geometry and spatial sense, data statistics and probability, patterns, algebra functions, and algebra, problem solving, and reasoning and communication.

The students' scores are above the school mean of NCE at the 90 percentile of National School Norms as listed in the guidelines of the Council of American Private Education (CAPE). The school wide test scores indicate that student achievement increases as students progress from grade to grade. These scores are the minimum score a school needs to be considered as a top 10 percent school. .

At the third grade level, one half of the students scored above the median of 82% in reading. The Median National Percentile for the nation is 50%. Customarily, the reading and math scores of the students have been excellent. The school percentiles at every grade level are continually within the top ten percent of the country. If a grade level percentile in reading is 50, the score would indicate that half of the students in the school scored at the 50th percentile or above, and half of the students scored below the 50th percentile.

The math program includes a full year Algebra I course for eighth grade students and pre-algebra courses for the seventh grade. Because the In View cognitive abilities tests is given in grades 3 through 7, schools can receive predicted scores based on students' abilities. St. Mary students consistently score above the predicted level, especially in reading and math. The excellent scores in the top grade levels also seem to indicate that the longer students stay at St. Mary, the more competent they become at mastering these subject areas.

2. Using assessment data:

Terra Nova Test results are reviewed by the teachers and the principal to track the performance of students with consistently lower achievement, to identify students who show achievement deficiencies, and to monitor the progress of all students. They evaluate each student's knowledge and application of skills in the core academic subject areas tested. The Cognitive Skills Index assesses individual student ability and the anticipated scores against which actual achievement scores are compared.

At the beginning of the new school year teachers review the testing data for the students entering their respective grade level. Teachers use the grouping reports which identify high mastery, partial mastery, and non-mastery. The reports are used as one of the factors to determine groupings in mathematics and language arts. For instructional planning the reports show which measured objectives need additional review or re-teaching.

Administrators and staff analyze data in terms of multi-year trends that may have appeared. Resource test prep material from the publishers has been purchased to address student test taking anxiety. The reading series is used largely because of its standards-based approach.

3. Communicating student performance:

Three times each school year progress reports and report cards are provided to parents. Two formally scheduled parent-teacher conferences are held each year at the end of the first and second trimester to discuss student progress and achievement. Open communication is encouraged and reinforced between parents and teachers through such means as written notes, emails, comments in student assignment books, and voicemail.
Parents may request a progress report or parent-teacher conference any time of the year.

Accomplishments of St. Mary students are shared with the parish at large via the school website, through articles in the church bulletin and in a week long celebration of Catholic Schools' Week. At every opportunity St. Mary School publishes articles in the local newspapers. Professional brochures, handbooks, and CD roms are available with power point demonstrations of the school's offerings.

Individual Terra Nova score reports are provided to parents in late spring for all third through seventh grade students along with a summary of school and class averages and national benchmarks. While eighth grade students are not included in the Terra Nova testing, Explore testing is administered to them by the local pubic high school district for placement purposes. The Scholastic Testing Service is used for catholic high school placement.

4. Sharing success with other schools in the community:

The faculty networks closely with local public schools to share the strengths of the school in areas of curriculum, character development and technology. As a result of these efforts, students are assured successful transition to high school.

A brochure and CD Rom were created which highlight the strengths of the school as it exists today as well as a vision for the future. These are given to new families as well as organizations and members of the community who have a vested interest in the school. Visitors to the school are given personalized tours by Student Ambassadors who have been trained to share the school's success from a student's point of view.

Students at St. Mary School, through their example, are the best communicators of our school's accomplishments. Activities occur throughout the school year that allow the students to show their support of the community and beyond. Examples include the annual food drive for the poor of the community, fund-raising and a donation of 3000 books to the Bookworm Angels who supply the needy children in the Chicago inner city.

Finally, the St. Mary School website www.stmarybg.org is updated daily by our school webmaster and teachers. It contains comprehensive information regarding each homeroom, pictures, homework, and daily announcements.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum

Religion Curriculum: St. Mary School teaches religion daily to all students and includes daily prayer, instruction in the Old and New Testament Scripture, Church history and sacramental preparation. Weekly and monthly school masses are prepared and presented by the students. The religion curriculum develops values and encourages community service to build individual and social responsibility.

Language Arts: An integral approach of language arts connects reading, grammar, and writing. Comprehension, analysis and critical thinking skills are integrated throughout the reading process. Exposure to rich literature in students' anthologies and leveled support readers provides opportunities for deeper levels of comprehension. A computerized writing lab is used by students and teachers to enrich reading selections and models of formal writing processes and skills.

Mathematics: The math program is based on providing concrete experiences and utilizes manipulatives during daily instruction. Problem solving strategies and skills include computation, estimation, and analysis of data using graphs, statistics and probability. Grades seven and eight complete coursework in pre-algebra and algebra I, resulting with placement in advanced algebra II and geometry in high school.

Social Studies: The curriculum includes communities, geography, map skills, U.S. government, and world history. Students' oral and written presentations depicting the Civil War, the Renaissance, cultural diversity, mock presidential elections, research projects, and field trips connect social studies to language arts. Tours of local courthouses encourage understanding of our judicial system.

Science: Physical, earth, and life sciences are explored through hands-on experiments, direct instruction, reading, and written assignments. Experimentation and scientific method are emphasized. Stream studies are done by 7th grade students integrating water flow samples in Buffalo Creek and interpreting information using graphing calculators. Students participate in a science fair where they demonstrate use of scientific methodology in displaying projects for parents, student body and volunteer judges.

Music and Art: Appreciation of music, rhythms, composers and cultures are taught. Songs and liturgical music along with Orff Instruments, rhythm sticks and percussion instruments are introduced. Band is optional for students in grades four through eight.   **Art classes** provide a wide range of activities geared to developing a sense of appreciation for creativity and aesthetic values. Students have the opportunity to work and experiment with a variety of media.

Computer: Skills include keyboarding, word processing, Internet, Spreadsheets and Database. United Streaming, an internet video based program, allows teachers to use their computers to view short videos for visual reinforcement of specific learning objectives.

Physical Education: Physical fitness is stressed and students are challenged in a national fitness test. Students participate in activities that emphasize health, wellness, and team-building. Intramural and interscholastic sports are also offered.

Foreign Language: Students in grades five through eight study Spanish vocabulary, conversation, grammar and writing. Current issues, literature and culture are emphasized in the program. Students place in Spanish II or above at the secondary level. Grades five through eight study foreign language throughout the year. Grades 7 and 8 study Spanish four times per week, each period is 45 minutes which equates to 180 minutes per week. 100% of grades 7 and 8 study Spanish. Grades 5 and 6 receive 50 minutes of instructional time each week. 100% of fifth grade students study Spanish.

Reading Curriculum:

2. Elementary Reading: St. Mary School uses an outstanding literature collection of diverse fiction and non fiction material that motivates the students. It is an integrated whole language Reading and Writing program that uses a variety of texts for different instructional purposes. Each theme related story is complemented by grade appropriate language arts lessons and skill building exercises. The literature selections can be connected to the other disciplines such as Social Studies, Science and Math. We chose this program because it provides an excellent introduction to literature and incorporates an assessment system which prepares the students for standardized testing situations. Leveled books, a critical component of the reading series, are used to help students make text to text connections.

Teachers coordinate guided reading in small-group instruction.   Reading behaviors are noted, and teachers facilitate students' use of reading strategies. Interactive reading aloud is another technique taught by teachers use to expand vocabulary and concepts, as well as encourage sharing of understanding text. Students are invited to respond and engage in thoughtful discussion. Drama, videotaping, writing, and drawing are used to extend analysis of the text. Phonetic awareness is begun in preschool and developed through second grade. Phonetic and structural analysis, word recognition and vocabulary development help students make sense of what they read.

The school library provides a rich selection of books. A yearly book fair heightens student interest in literature and helps supplement the school library with current fiction and non-fiction material. School reading incentive programs are used to promote reading for enjoyment. Third grade students participate in a Read-In where they spend a relaxed day reading. Fourth through sixth grade students participate in a Battle of the Books program which promotes a fun experience where teams gather to read for detailed comprehension.

3. Description of another curriculum area – Mathematics: Mathematics is a collection of concepts and skills and it is a way of challenging students through reasoning, visualizing and problem solving. The goals are accomplished by using the Backward Design Curriculum Model for mathematics. Teachers plan instruction by repeatedly asking and answering three questions:
1st   What is the intended learning?
2nd   What will count as evidence that students can do it?
3rd   What will I do to help them be ready to show me the evidence of their learning?
Teachers develop specific knowledge and skills through the year by planning mathematics instruction around topics and pulling out activities from chapters in a unit.

The basis of the mathematics program is built on solid experiences and use of manipulatives during daily math instruction. Math teachers from all grade levels are accountable and create lesson plans that align objectives with the NCTM standards. Upper grade levels complete a full year of algebra by eighth grade and place in honors level math classes after graduation. Assistance is provided to those students who need additional math support. **Mathcounts**, a program sponsored by the National Society of Professional Engineers, is offered to advanced students. It is designed to produce higher levels of math achievement and is based on applications for engineering and other math related fields.

Several math teachers from St. Mary's School attend articulation meetings with Stevenson High School to help with the implementation of the curriculum. Students consistently show progress in their mastery of core mathematical concepts.

4. Description of the different instructional methods used:

St. Mary School utilizes a variety of teaching methods to improve student learning. Direct instruction along with cooperative group work is instituted in classrooms. Discussions promoting critical thinking, activities that include creative projects, written reports, art, and computer based presentations all encourage children to become engaged in their own learning.

Teachers differentiate their instruction to address different learning preferences. Teachers are committed to helping students complete all the required assignments and homework. Strategies are used to accomplish this goal including giving each student an assignment book and dedicating a portion of the teacher's website as a homework area.

Special Service teachers work with children with special needs in small groups and individually to address curriculum and learning issues identified in their Individual Education Plans. A teacher with special education background provides resource services to any student who needs individual or small group support. The hierarchy of learning, Bloom's Taxonomy, is utilized in order to encourage students to reach higher educational goals. They are given opportunities to explore topics at a level meeting their needs. No student is left out of this excellent program.

5. Professional development program:

St. Mary faculty members are strongly encouraged to participate in professional development to enhance and further their skills as educators. Each teacher receives an annual allotment of $1200 which enables participation in various courses, institutes, workshops, and conventions as well as maintaining memberships in professional organizations. These include ASCD, NCEA and NCSS which allow teachers to develop areas of their personal interest.

Teachers continue to develop their skills in technology and computer skills. In-services have been provided on how to use electronic grading, Inspiration Kidspiration, Power Point, Excel, Word, and Headmaster Database.

There have been in-services during the last three years in basic moral theology, The Creed, sacraments and scripture. More than half of our faculty are recognized Certified Catechists by the Archdiocese of Chicago. The last two years we have had in-services with faculty to improve classroom writing skills using Six Traits.

These varied staff development activities have enabled the faculty of St. Mary School to continue their focus on updating methods and materials and firmly reflects the school's commitment to excellence in education.

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. Delete if not used.

1. Private school association(s): <u>NCEA</u>
   (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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

   $\frac{\$\_4135\_}{K}$ $\frac{\$\_4135\_}{1^{st}}$ $\frac{\$\_4135\_}{2^{nd}}$ $\frac{\$\_4135\_}{3^{rd}}$ $\frac{\$\_4135}{4^{th}}$ $\frac{\$\_4135\_}{5^{th}}$

   $\frac{\$\_4135\_}{6^{th}}$ $\frac{\$\_4135\_}{7^{th}}$ $\frac{\$\_4135\_}{8^{th}}$ $\frac{\$\_\_\_\_\_}{9^{th}}$ $\frac{\$\_\_\_\_\_}{10^{th}}$ $\frac{\$\_\_\_\_\_}{11^{th}}$

   $\frac{\$\_\_\_\_\_}{12^{th}}$ $\frac{\$\_\_\_\_\_}{Other}$

4. What is the educational cost per student? $__4633_
   (School budget divided by enrollment)

5. What is the average financial aid per student? $__723__

6. What percentage of the annual budget is devoted to   __.05__%
   scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   _100__%

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show comparable state test results in reading (language arts or English) and mathematics for all grades for five years or as many years of data as are available. The school must show results beyond the first grade in the school. For example, ninth grade test results are not sufficient for grades 9-12 high schools.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's Web site. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report these data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that are of sufficient numbers to be a part of the state's assessment reports and the numbers of students are 10 or more. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods. Do not disaggregate for groups that constitute the majority of students in the school or by gender.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

Private Schools

Report the school's assessment results in reading (language arts or English) and mathematics for the last five years for all grades tested on state tests or assessments referenced against national norms. Present data for all grades tested for all standardized state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data. ACT and PLAN results may be reported using one decimal point.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group is 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

ASSESSMENT RESULTS
ST. MARY SCHOOL

Name of Test: Terra Nova
Form, Year: Second Edition, Multiple Assessment, 2001
Publisher: CTB McGraw Hill

Scores are reported as percentiles.

	2007	2006	2005	2004	2003
Testing month	March	March	March	March	March
Grade 7					
Reading	85	85	79	87	79
Mathematics	91	88	85	89	86
Number of students tested	57	51	64	56	81
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 6					
Reading	79	83	79	80	80
Mathematics	86	88	86	83	87
Number of students tested	53	57	52	69	59
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 5					
Reading	88	84	88	81	85
Mathematics	91	79	84	75	74
Number of students tested	51	57	65	54	72
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 4					
Reading	82	86	81	83	80
Mathematics	80	90	82	79	79
Number of students tested	53	50	65	78	57
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
Grade 3					
Reading	82	79	85	73	78
Mathematics	87	84	87	82	77
Number of students tested	51	54	53	70	76
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0