

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

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

School Mailing Address 869 Maitland Avenue  
(If address is P.O. Box, also include street address)

Altamonte Springs Florida 32701-6898  
City State Zip Code+4 (9 digits total)

County Seminole State School Code Number\* N/A

Telephone ( 407 ) 830-6245 Fax ( 407 ) 339-9556

Website/URL [www.smmschool.org](http://www.smmschool.org) E-mail [mary.mckiernan@smmschool.org](mailto:mary.mckiernan@smmschool.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\* Dr. Harry Purpur  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. ( 407 ) 246-4900

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. C. Wesley Andersen  
(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)

*\*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

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All data are the most recent year available.

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

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

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

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 14 \_\_\_\_\_ Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	23	28	51
K	22	18	40	8	19	30	49
1	24	31	55	9			
2	19	21	40	10			
3	30	24	54	11			
4	22	28	50	12			
5	30	32	62	Other			
6	27	30	57				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>458</b>

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

6. Racial/ethnic composition of the students in the school: 85% White  
2% Black or African American  
9% Hispanic or Latino  
4% 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: 3.7%

[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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	458
(5)	Total transferred students in row (3) divided by total students in row (4)	.037
(6)	Amount in row (5) multiplied by 100	3.7%

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

Number of languages represented: 7

Specify languages: English, Spanish, Polish, Lebanese, Afrikaant, Arabic, Tagalog (Philippino dialect).

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: 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>26</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u>6</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>32</u>	<u>17</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	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	97 %	97 %	96 %	97 %
Teacher turnover rate	8 %	12 %	12 %	3 %	7 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

### **PART III – SUMMARY**

St. Mary Magdalen Catholic School is a vibrant educational community located in the heart of Central Florida. Founded in 1961, the parish school continues to fulfill the mission of the Catholic Church which is to teach Gospel values, build faith communities, and serve the people of the world. Currently 458 students in grades Kindergarten through eight benefit from the diverse gifts and talents of the faculty. The faculty and staff, representing many nationalities, bring with them a diversity of educational backgrounds as well as richness of culture and Catholic values and heritage. The full and part-time faculty (representing 363 years of teaching experience) is certified with thirty-eight percent holding advanced degrees. Eight instructional assistants support student learning by providing individual and small group skill reinforcement in the classroom. Additionally, classroom instruction is enhanced by the following programs: Student Services, Fine Arts, Spanish, and Physical Education.

The mission of the school is to educate the whole child while recognizing that each child is unique in his/her learning ability and style. Through Student Services the school provides programs and opportunities for all children to succeed. Thirty-seven percent of students with varying ability levels are serviced through the G.S.P. (Gifted Student Program), R.I.S.E. (Revitalized Instruction for Student Effectiveness), Odyssey of the Mind, and Title 1. Morning Meeting and the BEST Program (Building Esteem in Students Today) are activities facilitated by homeroom teachers which help create in students a sense of belonging and worth. Weekly developmental guidance classes teach students empathy, problem solving and anger management. Fine Arts are taught at all levels through music, art, art history, band and drama. The Physical Education Department offers students the opportunity to participate in both competitive and noncompetitive sports along with physical education instruction. Gross motor skill development is enhanced by special classes for kindergarten and grade one. The President's Physical Fitness Program is an integral part of the curriculum. All students have an opportunity to experience comradery while building a foundation of life-long fitness. The diversity of cultures, knowledge of customs, along with speaking, reading and writing of the Spanish language is the work of the Spanish Program.

St. Mary Magdalen Catholic School educates the social and spiritual aspects of students. Students have an opportunity to develop their social skills by participating in Middle School Drama Club, Junior Civitan Club, National Junior Honor Society, Eighth Grade Electives, Kindergarten-Eighth Grade Buddies, and Seventh Grade-PreK-4 Partners. The Intergenerational Program, Love Circle, affords students the opportunity to develop relationships with the elderly members of the parish. For the purpose of developing an awareness of the local and global needs of society, students participate in numerous outreach programs. The Christian Sharing Center, Pathways to Care, and the Orlando Rescue Mission received food, clothing, and other donated items from the students. Migrant workers in Okeechobee and soldiers in Iraq were sent Christmas presents, food, and personal items. Financial assistance totaling \$8,400 was collected for the American Red Cross (Tsunami victims), American Cancer Society, American Heart Association, National Multiple Sclerosis Society, Global Hope Network and Catholic Charities.

The important emphasis parents place on the education of their children is demonstrated by their participation in the Home and School Association, the School Board, and the Parent Volunteer Program. Parents fundraise \$70,000 annually for the purpose of enhancing facilities, technology, and school programs. Recognizing the need for ongoing marketing and development, the School Board partnered with Catholic School Management, Inc. to insure the financial stability and continued academic excellence of St. Mary Magdalen Catholic School. Dedicated and committed parents volunteer approximately 10,000 hours yearly, enriching student learning, supporting school programs, and enhancing teacher instruction.

Moving into the 21<sup>st</sup> century, St. Mary Magdalen Catholic School renovated and expanded the facilities to include state-of-the-art science and computer labs, a media center, art and music classrooms, a gymnasium, and a Student Services building.

In keeping with the mission statement, the school will continue to graduate students prepared to share time, talent and treasure while integrating Catholic faith and values into everyday life experiences.

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

### **PART IV – ITEM 1**

St. Mary Magdalen students participate in the nationally norm referenced testing program by Riverside Publishing Company. Students in grades three through eight are assessed by taking the ITBS (IOWA Test of Basic Skills) achievement test each fall. Students in grade two are assessed by taking the ITBS (IOWA Test of Basic Skills) achievement test in the Spring of the same school year. In addition, grades three, five and seven take the CogAT (Cognitive Abilities Test). There is no advanced preparation (drill and practice) for taking any of these tests. The school provides for a ratio of 14 students to 1 teacher during testing sessions. On the day before the weeklong testing begins, students do take the practice test to familiarize them with the testing format. St. Mary Magdalen Catholic School is committed to meeting the needs of all students who attend the school; therefore, all students participate in this testing program. While the school administration, faculty and parents are aware that these tests are only one measure of a student's ability and achievement, the information gathered from the test results is used for specific purposes:

- Monitor individual student progress from year to year
- Determine school curriculum goals for the future
- Make decisions about instructional materials
- Identify students who would benefit by participating in the school's gifted, resource and Title I programs.
- Identify students eligible to participate in Duke University Talent Identification Program.

Each year an analysis of the testing results is done by the administration, the school counselor, and the faculty. The results for each student, each individual class, each grade level, and the total building are reviewed. These scores are shared with the faculty, parents, school board and parish community. The most recent achievement levels (2005) submitted with this application show that St. Mary Magdalen Catholic School students, in reading and math, exceeded the score required to be in the top 10 percent of the nation with one exception. In math, grade five scored at the 74<sup>th</sup> percentile, 3 points below the standard. An analysis of the previous three years, using the same criteria, top 10 percent of the nation, shows the following:

**2003** - 7 of 7 grades met the criteria in reading, 6 of 7 grades met the criteria in math;

**2004** - 7 of 7 grades met the criteria in reading, 5 of 7 grades met the criteria in math;

**2005** – 6 of 6 grades met the criteria in reading, 5 of 6 grades met the criteria in math  
(Grade 2 does not test until the Spring of 2006)

In reviewing the scores, it is apparent that St. Mary Magdalen Catholic School not only meets the criteria, but far exceeds the top 10% standard in reading. In the area of math, most grades far exceed the standard. In the past three years, there have been exceptions. In 2003, grade 6 scored five points below the standard. This same cohort, in grade 7, raised their score by four points. In grade 8, this same cohort, exceeded the standard by six points. In 2005, grade 5 scored below the standard by three points. The test scores for this cohort over the last three years show an inconsistency. As a result, teaching practices are being reviewed, additional math manipulatives are being purchased, and a professional development day is planned. Best practices in math will be presented and developmentally appropriate use of manipulative materials will be demonstrated. Additional teacher observations and evaluations, including conferencing, will be conducted. Additional teacher planning time is scheduled for peer coaching, sharing, and question and answer time with regard to teaching math. The faculty enthusiastically embraces this challenge and anticipates that all math scores, along with the reading scores, will continue to exceed the top 10% standard.

## **PART IV – ITEM 2**

Historically, assessment data is an important tool used by St. Mary Magdalen Catholic School for student and school improvement. Yearly, the Riverside ITBS Achievement Test is administered to grades two through eight and the Riverside CogAT Abilities Test is administered to grades three, five and seven. A computerized reading level test, S.T.A.R. (Standardized Test for Assessment of Reading) is administered three times a year. The administration and faculty meet to review the tests' results to determine areas of strength and weakness and to look for trends. Each student's profile is examined for scores in the low quartile. Individual scores are compared to the previous year's results. Using this information, specific skill groups are formed for the purpose of reteaching and remediation of the specific skill. The CogAT results allow teachers to identify students who are scoring below their predicted achievement level. The identification of these underachieving students enables teachers, working collaboratively at grade levels and within subject areas, to target specific strategies to these students for the purpose of personal academic improvement (No Child Left Behind). In addition, the information gleaned from test scores is used in decision making with regard to instructional methods and best practices, textbooks and teaching materials, use of technology, and student placement in special school programs.

Students who are identified as gifted are placed in the G.S.P. (Gifted Student Program). Students with high math ability/achievement are tracked into pre-algebra and algebra courses. Students with reading deficiencies are assigned to R.I.S.E. (Revitalized Instruction for Student Effectiveness) and Title I services. Appropriate and on-going review of assessment results enables the school to provide specific individual instruction to guarantee that each child will meet his/her potential.

## **PART IV - ITEM 3**

St. Mary Magdalen Catholic School assesses student performance in various ways based on the belief statement that each child is unique in his/her learning. At the "Back to School Night" the foundation for communication is laid with teachers outlining the expectations for student performance and assessment procedures. Depending on the grade level, teachers send home test results and writing samples daily or weekly. Students and parents receive quarterly progress reports and report cards indicating progress over five weeks and nine weeks respectively. Edline, an internet based communication network, allows students and parents to daily receive information regarding grades, assignments, and missing work. Parents are able to contact teachers to schedule a conference or just ask a question at any time using voice mail or email. A school day in January is devoted to individual parent conferences and every parent is highly encouraged to attend. Throughout the school year at each grade level, special learning projects are displayed and presented and parents are invited to the "learning celebration." Some examples of these celebrations include primary grades *Johnny Appleseed Day*, third grade *Native American Day*, fourth grade *Animal Safari*, fifth and seventh grades *Science Fairs*, fifth grade *Spanish Heritage Day*, sixth grade *Greek Festival*, seventh grade *International Festival* and eighth grade *Holocaust Day of Remembrance*. The local media are contacted and invited to share the students' learning through newspaper and television coverage. When standardized test scores are received they are mailed to parents with a letter of explanation. The principal and school counselor are available for individual explanation of results. Grade level results are shared and explained at an evening meeting for parents and parish members. At this meeting, diocesan and national percentiles, as well as the school's percentiles, are shown for comparison. These results are then posted on the school web site. The weekly parish bulletin publishes student accomplishments such as Principal/First Honors, Rotary Student of the Month, and Duke University Talent Identification Program students. During Catholic Schools Week, St. Mary Magdalen hosts a school-wide curriculum fair including music and drama performances. St. Mary Magdalen students are unique in their abilities and their accomplishments. Great and varied effort is made to communicate student and school performance to the students, the parents, and the local community.



#### **PART IV – ITEM 4**

St. Mary Magdalen Catholic School has shared and will continue to share its successes with other schools through active participation at professional conferences and memberships on diocesan level curriculum committees. Examples of sharing our successes are:

- The Principal has had an instrumental role in the revision of the Florida Catholic Conference Standards for school accreditation.
- Primary grade teachers have facilitated grade-level sharing sessions at the Diocesan in-services.
- Middle school teachers hosted presentations on the topics of team teaching and the integration of student clubs, electives, and cross-grade buddy programs within the school's curriculum.
- The school counselor has presided over several Diocesan workshops with topics ranging from communication and guidance to the effective role of teacher assistants.
- The art teacher has presented at Diocesan in-services on the application of art in daily curricula.
- Members of the faculty serve on Staff Development Committees, on various Diocesan Curriculum Committees and the Diocese of Orlando Synod.
- Teachers are participating in the Master Teacher In-Service Program, a partnership between Barry University and the Diocesan Office of Schools.

The exchange of the experiences and spirit among St. Mary Magdalen Catholic School's administrators, faculty members and those of other Diocesan schools continues to be mutually beneficial. Many of the school's methods and accompanying ideas have been successfully implemented at various other schools. St. Mary Magdalen Catholic School welcomes these exchanges and encourages visitation to the school's campus where authentic observation is available.

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

### **PART V – ITEM 1**

St. Mary Magdalen Catholic School curriculum is based on the Florida Sunshine State Standards and the Diocese of Orlando guidelines for curriculum instruction and mastery of skills and knowledge at each grade level. Instructional strategies follow the guidelines for developmentally appropriate practices.

**MATH:** The math curriculum provides students with math skills necessary for successful living in society. The program encourages investigation, problem solving and mastery of basic operations. Concepts taught include numbers, numeration, place value, estimation, measurement, time, graphs, fractions, decimals, money, percents, statistics, probability, algebra and geometry. Emphasis is placed on the real-world application of these concepts. Advanced students in grades seven and eight are placed in pre-algebra or algebra classes.

**LANGUAGE ARTS:** Communication is the key to life-long learning and success. Integral to good communication skills is the effective use of reading, writing, listening, speaking and viewing. To develop these skills the Language Arts Program focuses on critical thinking, vocabulary development and expansion, and correct grammar usage in writing. The Writing Process is taught and students respond using the four forms of writing; expository, narrative, descriptive, and persuasive. Writing portfolios/floppy disks contain samples of student writing and document student progress over time. Speaking, listening and viewing are integrated throughout the curriculum and are applied in oral and PowerPoint presentations and responses to educational video/DVD showings.

**SCIENCE:** Students are taught to wonder about and investigate the world around them. Primary students study topics related to their grade level including living and nonliving things, weather, animals, plants, five senses, and underwater life. Intermediate and middle school curriculum includes earth, life and physical science providing each student with hands-on, minds-on learning presented through the scientific method, laboratory work, and thematic units.

**SOCIAL STUDIES:** The social studies curriculum enables students to be knowledgeable about the past, responsible for the present and contributing citizens for the future. Primary students learn about family structure and celebrations, communities, map-reading, generations and traditions, Native Americans and geography. The intermediate and middle school social studies curriculum progresses through the study of local, state and national communities of the past and present. Content areas are state history, world history, American history and geography.

**RELIGION:** Teachers join with parents, the primary educators of their children, for Faith Development and Religious formation. The curriculum includes the study of Creation, the Mass, Sacraments, Commandments, New Testament, Old Testament and Morality. The program fosters individual and communal prayer and worship leading to a life of service and living Christian values.

**SPANISH:** Spanish is taught at all grade levels. Students study Hispanic cultures, vocabulary and grammar. Reading, writing and dialoguing in Spanish begins in kindergarten and advances through the grade levels. Regular and advanced Spanish is taught in middle school. Advanced level students have the opportunity of taking Spanish II as freshmen in high school.

**PHYSICAL EDUCATION:** The physical education curriculum develops fine and gross motor skills and fosters sportsmanship and team building. Awareness of healthy body image and life-long fitness habits are instilled. Students participate in the President's Physical Fitness Program.

**FINE ARTS:** The Fine Arts department fosters an interest in and appreciation of drama, theatre, and music through instrument-playing, song and movement, art expression in the form of pottery, water color, weaving, pencil sketching and design. Art History explores various periods and world artists. Collaborative learning takes place by students participating in field trips, curriculum fairs, and celebrations.

## **PART V – ITEM 2A**

The reading curriculum at St. Mary Magdalen Catholic School is based on substantial research supporting highly effective program designs, as well as research indicating the most beneficial methods of instruction. Reading and writing are essential components of the reading curriculum. Students are prepared to apply learned reading skills in all subject areas across the curriculum. Students on each grade level participate in the Accelerated Reading Program which motivates them to read and allows them to progress at their own independent reading level.

The primary grades focus on developing a strong foundation in phonics, phonemic awareness, and sight words while simultaneously building comprehension. This program is based on the Four Block Literacy Model which emphasizes guided and silent reading as well as writing and working with words. Teaching methods are multi-sensory to engage all types of learning styles.

The intermediate grades employ a range of methodologies which enhance reading fluency, vocabulary development, word attack and comprehension. Daily instruction exposes the students to excellent literary pieces and builds independent readers who are able to predict, analyze, make inferences and evaluate while reading for information in the content areas. Students enjoy reading and discussing novels during scheduled Reading Club time

The Middle school program exposes students to multiple genres representing modern and classical time periods. Emphasis is placed on expanding vocabulary and developing critical thinking skills. Student responses to literature include visual arts displays, book reports, dramatization, and reflective writing and PowerPoint presentations. Students in middle school are grouped by gender in literature to accommodate the reading interests of the students and best practices in teaching are employed to meet the learning styles of the students.

When students graduate from St. Mary Magdalen Catholic School, they have not only learned to enjoy the written word, they have also learned to reap the benefits derived from the written word.

## **PART V – ITEM 3**

St. Mary Magdalen School provides quality Catholic education within a safe, supportive, and challenging learning environment.

The integral use of technology supports this statement. The school is outfitted with a state-of-the-art computer network with three servers, 120 workstations, a high speed internet connection, six multimedia projectors, twelve digital cameras, and seven laptops available for teacher and student use. The school hosts its own web site to include general information, communication from administration and teachers, and calendars of activities and events. In addition, St. Mary Magdalen Catholic School has implemented Edline, a secure, internet-based communication tool which allows students and parents to log on and view private reports, grades, and other student-specific information from school or home.

The computer lab is equipped with 31 Pentium IV student computers plus one teacher station. The teacher's station video display is projected on a large screen which enables visual instruction to a large group. All grades are scheduled for weekly instruction but also use the lab throughout the day during open time slots. The classroom teacher and lab instructor collaborate on writing assignments, projects, and activities which correlate with and enhance classroom curricula. Proper and appropriate research on the internet, PowerPoint presentations, keyboarding, word processing, and spreadsheets are among the many skills students master over nine years at St. Mary Magdalen Catholic School.

Classroom use of computers is equally important to the integration of technology with curriculum. The teacher work station is connected through a scan converter to the television to display the monitor image for full class viewing. Instructional software, virtual field trips and slide shows enhance classroom instruction. The middle school math and science classrooms use interactive wireless Write Pads which allow the teacher to demonstrate dynamically on the projection screen to further clarify concepts. Two class sets of hand-held interactive remote controls allow teachers to question students and students to answer electronically. Immediate feedback provides everyone with correct answers and allows the teacher to evaluate how well concepts are understood. A technology-rich education equips students with the tools necessary for success in everyday life experiences. A commitment to this is evident in the practices at St. Mary Magdalen Catholic School.

#### **PART V - ITEM 4**

St. Mary Magdalen Catholic School embraces many different instructional methods to meet the varying needs of students thus incorporating the school mission statement to offer the opportunity for success to all children. Active learning reflects the saying of Confucius, “I hear and I forget; I see and I remember; I do and I understand.” To engage students in the practice of active learning, small and cooperative groups are employed. Multi-sensory experiences are used based on brain-based research. Differentiated instruction, demonstrations, guided practice, investigative, discovery and hand-on experiences are utilized. Teachers at all levels employ technology, including a computer lab and classroom computers, interactive wireless Write Pads, class-set remote controls, overhead projection, multimedia (VHS, DVD, and scan converters-to-television) and listening centers for concept instruction as well as remediation of skills. Peer-to-peer teaching and coaching is used to demonstrate student understanding of concepts and to enhance retention. Dramatization is a part of thematic units and cross curricular activities. Art, music, Spanish and physical education are woven into core subject areas as teachers coordinate their instructional planning and projects. St. Mary Magdalen Catholic School students participate in learning experiences which include: art, poetry and writing contests, mental math, spelling and geography bees, and science fairs. These activities all take place in a safe nurturing environment where students are encouraged to take risks to expand their learning. Teachers continually reshape learning experiences based on students’ changing needs and understandings. The result is a school setting promoting individual academic success.

#### **PART V – ITEM 5**

The professional development plan for St. Mary Magdalen Catholic School is multifaceted. The faculty participates in Diocesan in-services, state and national conventions, conferences, and school-based training and sharing. Three times a year teachers attend Diocesan in-services. Input for topics to be presented at these in-services is taken from all teachers in the diocese. These training opportunities support curriculum development and student performance. Funding, made possible through Federal Eisenhower funds and St. Mary Magdalen Home and School Association, is provided for every teacher to attend a minimum of one conference or convention yearly. At the local school level, weekly teacher in-service sessions alternate between full faculty and team or grade level meetings. Teachers share with colleagues the knowledge gained from attendance at conventions and conferences. Three resource teachers regularly instruct the faculty on teaching strategies for multiple intelligences, differentiated instruction and varying learning styles. On a regular basis, teachers read and study professional journals and gather to discuss and share the newest research available.

By affording the faculty the time and funds to further professional growth, student learning is enhanced. The curricula for reading and technology are the most recent areas to show improvement due to knowledge gained through the school’s professional development plan. St. Mary Magdalen School teachers become role models to students emphasizing that learning is a life-long goal for everyone.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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

1. Private school association(s): National Catholic Education Association (NCEA), Association for Supervision and Curriculum Development (ASCD), National Council of Teachers in Mathematics (NCTM), National Association of Secondary School Principals (NAASP), International Reading Association (IRA), National Middle School Association (NMSA), National Association for the Education of Young Children (NAEYC), National Staff Development Council (NSDC)

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

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

<u>\$4,320.00</u> K	<u>\$4,320.00</u> 1 <sup>st</sup>	<u>\$4,320.00</u> 2 <sup>nd</sup>	<u>\$4,320.00</u> 3 <sup>rd</sup>	<u>\$4,320.00</u> 4 <sup>th</sup>	<u>\$4,320.00</u> 5 <sup>th</sup>
<u>\$4,320.00</u> 6 <sup>th</sup>	<u>\$4,320.00</u> 7 <sup>th</sup>	<u>\$4,320.00</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$4,920.00  
(School budget divided by enrollment)
5. What is the average financial aid per student? \$857.00
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

# St. Mary Magdalen Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 8

**Grade:** 8

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>84</b>	<b>80</b>	<b>86</b>	<b>81</b>	<b>78</b>
# of students tested	49	41	53	54	56
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 – 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>78</b>	<b>77</b>	<b>82</b>	<b>73</b>	<b>66</b>
# of students tested	49	41	53	54	56
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

# St. Mary Magdalen Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 7

**Grade: 7**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 – 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>80</b>	<b>82</b>	<b>80</b>	<b>85</b>	<b>78</b>
# of students tested	51	53	43	54	57
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 – 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>79</b>	<b>72</b>	<b>75</b>	<b>79</b>	<b>65</b>
# of students tested	51	53	43	54	57
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

# St. Mary Magdalen Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 6

**Grade: 6**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>78</b>	<b>77</b>	<b>77</b>	<b>75</b>	<b>84</b>
# of students tested	57	56	56	48	54
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>73</b>	<b>78</b>	<b>67</b>	<b>76</b>	<b>75</b>
# of students tested	57	56	56	48	54
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0



# St. Mary Magdalen Catholic School

## Assessment Data

REFERENCED AGAINST NATIONAL NORMS

### Grade 5

**Grade: 5**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>81</b>	<b>80</b>	<b>83</b>	<b>86</b>	<b>80</b>
# of students tested	62	57	55	59	56
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 – 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>74</b>	<b>79</b>	<b>81</b>	<b>75</b>	<b>67</b>
# of students tested	62	57	55	59	56
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

# St. Mary Magdalen Catholic School

## Assessment Data

REFERENCED AGAINST NATIONAL NORMS

### Grade 4

**Grade: 4**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>86</b>	<b>83</b>	<b>80</b>	<b>82</b>	<b>82</b>
# of students tested	50	63	55	53	62
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>84</b>	<b>80</b>	<b>82</b>	<b>85</b>	<b>76</b>
# of students tested	50	63	55	53	62
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

# St. Mary Magdalen Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 3

**Grade: 3**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>78</b>	<b>84</b>	<b>82</b>	<b>74</b>	<b>81</b>
# of students tested	54	51	62	56	58
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2005 - 2006	2004 - 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>79</b>	<b>85</b>	<b>72</b>	<b>70</b>	<b>80</b>
# of students tested	54	51	62	56	58
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

# St. Mary Magdalen Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 2

**Grade: 2**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2004 - 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	<b>82</b>	<b>82</b>	<b>67</b>	<b>88</b>	<b>75</b>
# of students tested	57	57	59	59	61
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2004 - 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	<b>80</b>	<b>80</b>	<b>68</b>	<b>94</b>	<b>81</b>
# of students tested	57	57	59	59	61
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

## TESTING ADDENDUM

### IOWA Test of Basic Skills

Four St. Mary Magdalen Catholic School students' test scores were excluded from the total class averages during the 2005 – 2006 testing session. Due to learning disabilities, students were offered extended time and were allowed to mark answers in the testing book. The answers were transferred to the score sheet.

#### Grade 4 - One Student

Reading percentile	44
Math percentile	56

#### Grade 6 – Two Students

Reading percentile	15
Math percentile	8

Reading percentile	33
Math percentile	71

#### Grade 8 - One Student

Reading percentile	4
Math percentile	21