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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

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

School Mailing Address 7813 Shelbyville Rd.  
(If address is P.O. Box, also include street address)

Louisville Kentucky 40222-5413  
City State Zip Code+4 (9 digits total)

Tel. ( 502 ) 426-2635 Fax ( 502 ) 426-1304

Website/URL www.stmm.org E-mail cwittenberg@stmm.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.

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

Name of Superintendent\* Ms. Leisa Speer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. ( 502 ) 448-8581

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 President/Chairperson Mr. William Donahue  
(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.

\_\_\_\_\_  
Date \_\_\_\_\_  
(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 of 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 2003-2004 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)
- \_\_\_\_\_ N/A TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_ N/A  
 Average State Per Pupil Expenditure: \_\_\_\_\_ N/A

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

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 2 Number of years the principal has been in her/his position at this school.  
9 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	40	42	<b>82</b>	<b>7</b>	25	32	<b>57</b>
<b>1</b>	42	38	<b>80</b>	<b>8</b>	27	29	<b>56</b>
<b>2</b>	41	42	<b>83</b>	<b>9</b>			
<b>3</b>	35	41	<b>76</b>	<b>10</b>			
<b>4</b>	44	40	<b>84</b>	<b>11</b>			
<b>5</b>	41	33	<b>74</b>	<b>12</b>			
<b>6</b>	22	34	<b>56</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>648</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>97.7</u> | % White                          |
| <u>0.4</u>  | % Black or African American      |
| <u>0.7</u>  | % Hispanic or Latino             |
| <u>1.2</u>  | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

7. Student turnover, or mobility rate, during the past year: < 2.0 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	12
<b>(4)</b>	Total number of students in the school as of October 1	611
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0196
<b>(6)</b>	Amount in row (5) multiplied by 100	1.96

8. Limited English Proficient students in the school: 0.3 %  
2 Total Number Limited English Proficient

Number of languages represented: 4  
Specify languages: Spanish, Japanese, Polish, Croatian

9. Students eligible for free/reduced-priced meals: 0 %  
0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{6.6}{43}$  % Total Number of Students Served \*

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness

\*Note: Another 16 students receive special accommodations under local School Strategy Plans for individual learning needs other than the IDEA learning disabilities conditions listed above. This brings our actual number of students receiving accommodations to 59 (9.1%).

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>12</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>17</u>	<u>2</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>58</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 11: 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.2	97.9	97.7	98.0	98.2
Daily teacher attendance	73.2*	98.6	98.6	98.7	98.5
Teacher turnover rate	.02	.04	.10	.06	.10
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

\*Anomaly due to maternity leave for four teachers who gave birth within one month of each other during the 2002-2003 school year.

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

## **PART III - SUMMARY**

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.**

St. Margaret Mary Catholic School, a K-8 elementary school located in Louisville, Kentucky, is recognized as a vital part of our parish community. Every school day over 640 students enter our doors to work together, play together and pray together. In partnership with parents, the faculty and staff prepare students to become moral, responsible, and self-motivated members of their church and community.

Created to serve the children of our parish, St. Margaret Mary is a traditional school that is strongly supported by faculty, staff, and parents. Our faculty consists of seasoned and new teachers who share openness to the innovative and cutting-edge. Continuing our parish-wide commitment to our students and their future, over the past several years our school has expanded its facilities and upgraded technology to include classroom workstations with internet access, large screen televisions and a closed circuit broadcast system. This year we purchased thirty state of the art desktop computers to update our lab and thirty wireless laptops giving us portable lab capability.

Our mission challenges us to nurture the uniqueness of each learner, providing assistance to students across the learning spectrum. Teacher assistants in the classroom allow for one-on-one contact with the students. We have challenging and enriching programs for our gifted students, and we offer supplemental and remedial programs for students who struggle to keep pace with their classmates. We serve children with 504 plans and provide individual school strategy plans for others needing classroom accommodations. Recognizing that all students have preferred learning styles, our teachers are experienced in providing instruction through a variety of modalities.

With a school-wide commitment to service learning, all students are actively involved in outreach service projects. From writing letters to parish shut-ins, adopting needy families during the holidays, to hosting a picnic for Sudanese refugees, our students get a firsthand opportunity to make a difference in the lives of others.

In order to support our curriculum and character development component, St. Margaret Mary embraced the PeaceBuilders program in 2002. This character development program provides lessons in conflict resolution and peacemaking strategies. Every school day begins with the students making a personal pledge to protect the dignity of one another and resolve differences in a peaceful manner. The character formation of our students is extremely important to our school and parish.

While we have been successful in attaining high standardized assessment and achievement scores, in maintaining our accreditation, in receiving the 2003 Archdiocesan Advisor Award, and in having our media center used as a model for other schools' expansion, we continue to strive for improvement. As our population continues to grow, the faculty and staff continue their growth in instructional methods and resources. St. Margaret Mary School is rooted in tradition but alive in the spirit as we prepare our students for their roles in the Twenty-first Century.

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

**1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.**

Under the guidance of the Archdiocese of Louisville, St. Margaret Mary School has adopted the Terra Nova standardized testing program. Results from 2002 and 2003 Terra Nova tests and 2000 and 2001 CAT 5 tests demonstrate that our students consistently score well above national averages in all areas. In fact, 100% of our students are scoring at or above their respective grade levels.

At St. Margaret Mary, you will find a solid curriculum and motivated students. Due to our exceptional program, much strength is evident in the test results we receive year after year. In April 2000, CAT 5 tests, our school scored above Archdiocesan averages in all areas except two. However, in those two areas we still scored well above the national norm. Our students’ CAT 5 test results for 2001 were above the Archdiocesan and national norms once again. In 2001, St. Margaret Mary School received a designation of “strength” in every area when compared to national norms.

In March 2002, all St. Margaret Mary School students in grades 2-7 took the Terra Nova test for the first time. Our students’ scores were above national and Archdiocesan averages and have remained so with the 2003 tests. It is evident from the data that our students perform well on these standardized tests. In 2002 and 2003, the school scored above the national average in all areas reported on the Terra Nova test. The second grade class of 2003 scored 20.8 points higher than the national average in reading. That same year the sixth grade class scored 17.7 points higher than the national average in math. In reviewing the scores, we have found a similar pattern of above average scores throughout all grade levels.

The Terra Nova test results serve as a valuable decision-making tool. Administrators and faculty work together to analyze test data in order to address the unique learning needs of each individual student and improve achievement. Our faculty and administrators also examine the scores for trend data that can be used to strengthen overall curriculum and classroom instruction practices. While studying Terra Nova results for the past 2 years, a review of our math scores for grade 5 highlight an increase of 3.5 points from the previous year as fourth graders. Their math scores went from 67.1 to 70.6. We attribute this increase to several factors including a recent move to departmentalization, ability grouping, and our teacher-directed after school math lab.

Some children at St. Margaret Mary School have special learning differences and needs. It is important to our faculty and staff that every child be successful in the classroom. Among our students, 4.3% have 504 plans and an additional 4.8% of our students are accommodated through school strategy plans. These children receive classroom accommodations and participate in supplemental programs. Test data demonstrate that our children with learning differences score well in the areas of reading and math.

While recognizing and being affirmed by the performance of our students on standardized tests, we understand this is only one way to determine student success and effective instruction. We also recognize that this presents us with the challenge of continuing to meet the needs of our students while providing a strong, enriching curriculum.

**2. Show in one half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

An annual review of Terra Nova test results is part of our continuous curriculum improvement process. As a faculty, we meet to identify specific strengths and weaknesses in our curriculum through this examination process using Archdiocesan performance and national norms as reference. At the fall Parent-Teacher-Student conference, we provide each student's test results to parents and work with them to collectively set realistic and appropriate learning goals.

We analyze the test data for trends in student achievement. Data are organized and distributed so teachers can examine students' linear progress. This review allows us to adjust instruction where needed to remediate across a grade level or within a more select group. Curriculum decisions are also based on this information. During our last Language Arts adoption, it was decided that the school would return to the use of a spelling text because a weakness was identified through our analysis of the 2000 test results. Teachers are also able to identify students who are performing below their class average. Using all available student achievement information, individualized instructional plans are developed using our reading lab personnel, resource teacher, as well as the classroom teacher to bridge any "achievement gap" these individuals may experience. Likewise we are able to identify gifted students who are provided enrichment programs and offered more challenging classroom activities.

Our administrative team analyzes this data and provides in-service opportunities that enable teachers to identify the diverse learning needs of each student and develop optimal classroom teaching strategies.

**3. Describe in one-half page how the school communicates student performance, including assessment data to parents, students, and the community.**

In support of the school's mission to work in partnership with parents, St. Margaret Mary keeps parents aware of their child's ongoing academic performance through the school's Friday Folders, PTS conferences twice a year, and progress reports provided at the end of each trimester. Parents are encouraged to maintain a close relationship with the school and in particular their child's teacher. If needed, additional conferences or performance updates may be requested by either the parent or the teacher to monitor a child's academic or behavioral progress.

At the time of the Fall PTS conferences, parents receive a copy of their child's performance results on the Terra Nova along with a letter of explanation. Parents have an additional opportunity at a special Principal's Information Night to meet with the school administration for further explanation of the test results with an opportunity to ask questions about the tests and how the results will be used. The principal shares additional information on the test and its implications for school improvement with the local school board and the parish council. The parish's Sunday Bulletin and monthly newsletter publish information regarding the school's academic accomplishments for current students and graduates at the high school level.

**4. Describe in one-half page how the school will share its successes with other schools.**

St. Margaret Mary School's faculty is committed to lifelong learning. Our school also recognizes the importance of sharing effective strategies and academic successes with surrounding schools. Our administration presented a workshop on *Closed Circuit Television* and participates as a member of the Principals' Technology Exchange for the Archdiocese. Our principal is on the NAESP Editorial Advisory Board and had an article entitled "Culture Shaping" for Better Behavior in the fall issue of *Student News Today*. Many of our teachers are actively involved on Archdiocesan committees including: Technology, Curriculum Framework, Portfolio and the committee that worked to develop the PE curriculum guide.

Members of our administrative staff attend system-wide bimonthly meetings. They have the opportunity to discuss current curriculum initiatives and their classroom implementation with other administrators. Our teachers continue to meet with other regional educators in round table discussions to share effective teaching strategies focusing on student success and meeting individual needs as well as the use of technology to impact student learning. Currently one of our teachers is training as a senior teacher as part of the nationally recognized *Intel - Teach to the Future* program. Upon completion of her training she will work with other teachers throughout the archdiocese to enhance instruction through technology.

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

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**1. Describe in One page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions.**

As a school, we adhere to the Archdiocesan Curriculum Framework, which is aligned with both the National Standards and the Kentucky Department of Education’s Learner Goals and Content Standards. Several of our teachers contributed to the development of the Archdiocesan Curriculum Framework.

Students in grades K through 8 receive instruction in the following curriculum areas. Please refer to Part V, Question 2 for a detailed description of our **Reading** curriculum. Our **Language Arts** program incorporates spelling across all grade levels with an additional emphasis in the area of vocabulary in grades 7-8. All students are involved in the study of grammar and the development of writing skills. Students in grades two through four participate in a teacher directed writing lab three days a week. Hands-on materials are used across all grade levels as part of our **Math** program. All 7<sup>th</sup> grade students currently take 8<sup>th</sup> grade math with our 8<sup>th</sup> graders taking either pre-algebra or the Archdiocesan Honors **Algebra I** program. All students participate in our science program with opportunities to use one of our two science labs available for scientific demonstrations and student centered experiments. The **Social Studies** curriculum covers American and world history, geography and map skills, civics and government, as well as current events. All students participate in our **Spanish** program. Music is used as the foundation for vocabulary instruction in Grades K-3. Beginning in 2000, the program incorporated the TPR (total physical response) curriculum with these young learners. Intermediate students focus on writing skills including grammar and proper sentence agreement. In grades 7-8, a textbook is incorporated with its emphasis on verb usage and conversational methods. This level student is also required to develop a power point presentation researching a Spanish-speaking country. Presentations are made to fellow students. Students receive instruction in the area of **technology** including word processing, databases, electronic presentations and effective navigation on the Internet. Students in grades 7-8 have the opportunity to participate in one of two elective courses in Computer Website Development or the production of our locally generated WSMM television news program. Our **physical education** program is aligned with respect to core content, standards, and outcomes established by NASPE. The core content of this K-8 program includes movement education, motor development, fitness, basic sports skills, health and wellness. Our **fine arts** program is extensively described in Part V, Question 3. The heart and soul of our school is our **Media Center**. With a commitment to flexible scheduling it is open to all students and classes throughout the school day. Our media specialist works closely with classroom teachers to enhance daily instruction while embedding research skills within teacher designed instructional units. As a Catholic school, our students receive **religious instruction** daily and participate in liturgical and paraliturgical services on a weekly basis.

At St. Margaret Mary, we are addressing the needs of students with learning differences through a variety of remediation programs. Two reading specialists employ the “Wilson Method” and *Reading Mastery* and assist students with reading and language difficulties in our Reading Lab. We also contract speech and articulation therapy on site for students. Our Math Lab is established to help students with various areas in the math curriculum using *Math Steps* software. In our computer lab, the *SuccessMaker* software program allows students to engage in self-paced remedial or enrichment learning in reading, language arts and math.

**2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Believing that strong readers are grounded in phonemic awareness, our primary level students experience a quality, literature-based curriculum with an emphasis on phonemic and phonological awareness. In kindergarten, our students are exposed to phonics, comprehension, grammar, and creative writing skills. These skills are strengthened and reinforced as the child transitions to subsequent grades. This strong foundation insures success for students in upper grades where our program fosters independent reading comprehension through the use of traditional and contemporary literature.

We chose an integrated approach to reading because we believe it enables all students to learn and succeed. Throughout the school day, students participate in whole class, individual instruction and literature circles. As teachers, we incorporate reading into all subject areas. In math, word problems require proficiency in comprehension. In science and social studies, project-based learning encourages students to develop writing and research skills. Using technology, our students advance and strengthen their reading abilities. *SuccessMaker* and *Accelerated Reader* programs allow students to succeed at their own pace without peer pressure. All students benefit from our multidisciplinary reading approach.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Seeing K-8 Fine Arts education as a critical component in a rich curriculum, we integrate visual and performing arts with classroom instruction for all students. Research demonstrates that creating and analyzing art enhances critical thinking and problem-solving abilities: skills critical to success in every discipline.

Our Music program includes: singing, music productions, playing instruments, and evaluating and analyzing music. Students may participate in various performing choral groups, including All-State Choir. Performance opportunities promote self-expression and stimulate creativity.

Our Art program features developmentally appropriate projects using a wide variety of media including pottery fired in our own kiln. Students explore art from many world cultures and time periods. Additionally, students enter and often win community art contests.

In Drama, students explore classical theater, folk tales, public speaking, vocal production techniques, mask making, puppetry, theatrical make-up, and basic set design. While drama has wide appeal, it is especially suited for kinesthetic learners.

In Related Arts, junior high students sample art, music, drama, computers, web-site design, and television production.

We believe that Fine Arts, embedded in interdisciplinary units, provides priceless tools in addressing multiple intelligences and diverse learning needs. Furthermore, talented artist/teachers, passionate about sharing their love of the arts, inspire our students daily.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

We believe that all students can learn and yet we understand that not all children learn in the same way. In recognizing the uniqueness of each student, teachers implement a variety of teaching strategies that address various learning styles and the latest in brain-based learning methods. Students benefit from individualized instruction as well as opportunities to interact in small group activities. Teacher directed instruction is incorporated where appropriate while allowing for self-directed learning where it is deemed to be effective.

Peer teaching is found throughout the school. Whether sharing a scientific project, dressing as a historical character, or being a secret reader for first graders, junior high students have the opportunity to take on a leadership role by moving into the primary classrooms sharing their new found knowledge with these eager young learners.

On any given school day, students will have worked in small groups, delivered a classroom presentation, visited the library, used technology to support their learning and no doubt written in their personal journal. Throughout the school year, they will have the opportunity to participate in a drama presentation, use music to enhance their learning, think creatively and solve problems with critical thinking skills. These types of instructional strategies are incorporated into core subjects and special areas. We are committed to all learners and to all ways of learning.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

We close each school year by assessing overall student achievement and examining the development goals of our faculty. Then we create the school-wide professional growth plan that will meet the upcoming year's needs.

We dedicate one professional day to a thorough review all standardized test results as part of our continuous improvement plan. This year, we identified our primary areas for growth as, greater support for students with learning differences, increased use of technology in instruction, and implementation of the new math series.

To accomplish our improvement goals, this year's schedule incorporates monthly faculty professional development, two Archdiocesan professional development days, and 90-minute collaborative planning periods weekly for each grade level and our administrative team.

There is a strong culture at St. Margaret Mary regarding professional development centered on teachers as reflective and lifelong learners. Through our professional development plans, the faculty has implemented new and inventive instructional methods. Primary and intermediate grade teachers have each set a monthly goal to effectively integrate technology in instruction through Power Point, Web Quests and Internet resources. At our monthly professional development sessions, we present new ideas focused on best instructional practices and the latest in educational resources and research.

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

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

Private school association(s): National Catholic Education Association (NCEA)  
(Give primary religious or independent association only)

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

### **Part II - Demographics**

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.) \* See Note

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

2. What is the educational cost per student? \$ 3,700.00  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ N/A
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? N/A %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? N/A %

**\*Note:** St. Margaret Mary parish operates on a full stewardship basis, where member families are committed to a substantial annual tithe to our faith community. Our school's annual operating budget of \$2,398,000 represents 66% of the parish's stewardship-supported total budget of \$3,640,000. Parishioners that fulfill their tithing commitment with our parish may send their children to our school without additional monetary requirement (except for incidental fees). Our stewardship program precludes the necessity for tuition assistance, tuition reduction, or other forms of student financial aid.

### Mean Scale Scores Corresponding to the 90<sup>th</sup> Percentile in National School Norms

Test Name		Score Name
Terra Nova		<b>READING</b>
Grade	School Mean NCE at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K		
1		
2		
3	64.1	75
4	63.8	74
5	64.1	75
6	64.8	76
7	65.8	77
8	65.8	77
9		
10		
11		
12		

Test Name		Score Name
Terra Nova		<b>MATHEMATICS</b>
Grade	School Mean NCE at 90 <sup>th</sup> Percentile of National School Norms	Student Percentile Equivalent for the 90 <sup>th</sup> School Percentile
K		
1		
2		
3	64.5	75
4	64.1	75
5	63.8	74
6	64.5	75
7	64.1	75
8	65.5	77
9		
10		
11		
12		

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   7  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered

2002-2003	2001-2002	2000-2001
58	55	58

Number of students who took the test

58	55	58
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

<b>READING</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	66.1	66	72.7		
Number of students tested	58	55	58		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   7  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	58	55	58

Number of students who took the test	58	55	58
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

<b>MATH</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	70.9	71.9	74.3		
Number of students tested	58	55	58		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   6  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	58	57	56

Number of students who took the test	58	57	56
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>READING</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	68.5	67.1	65		
Number of students tested	58	57	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   6  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003 58	2001-2002 57	2000-2001 56
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Number of students who took the test	58	57	56
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>MATH</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>	1999-2000	1998-1999
	2002-2003	2001-2002	2000-2001		
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	67.7	69.1	75		
Number of students tested	58	57	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   5  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered

2002-2003	2001-2002	2000-2001
56	56	56

Number of students who took the test

56	56	56
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>READING</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	66.1	68.4	67.3		
Number of students tested	56	56	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   5  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	56	56	56

Number of students who took the test	2002-2003	2001-2002	2000-2001
	56	56	56

What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>MATH</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	70.6	68.7	74.9		
Number of students tested	56	56	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4

Test Terra Nova Edition/publication year 2<sup>nd</sup> Edition/2001 Publisher CTB McGraw-Hill

Test CAT-5 Edition/publication year 1992 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

2002-2003	2001-2002	2000-2001
73	54	N/A

Number of students who took the test

73	54	N/A
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What groups were excluded from testing? None Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

READING	TERRA NOVA	TERRA NOVA	CAT-5		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	No Test		
<b>SCHOOL SCORES</b>					
Total Score	65.5	67.2	N/A		
Number of students tested	73	54	N/A		
Percent of total students tested	100	100	N/A		
Number of students excluded	0	0	N/A		
Percent of students excluded	0	0	N/A		
<b>SUBGROUP SCORES</b>	N/A	N/A	N/A		
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   4  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	73	54	N/A

Number of students who took the test	2002-2003	2001-2002	2000-2001
	73	54	N/A

What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>MATH</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	No Test		
<b>SCHOOL SCORES</b>					
Total Score	65.4	67.1	N/A		
Number of students tested	73	54	N/A		
Percent of total students tested	100	100	N/A		
Number of students excluded	0	0	N/A		
Percent of students excluded	0	0	N/A		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   3  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003	2001-2002	2000-2001
	83	78	56

Number of students who took the test	83	78	56
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs   X   Scaled scores        Percentiles       

<b>READING</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>		
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	66.7	63.5	71.3		
Number of students tested	83	78	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   3  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003 83	2001-2002 78	2000-2001 56
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Number of students who took the test	83	78	56
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

<b>MATH</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>	1999-2000	1998-1999
	2002-2003	2001-2002	2000-2001		
Testing month	March	March	April		
<b>SCHOOL SCORES</b>					
Total Score	73.7	67.9	73.8		
Number of students tested	83	78	56		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   2  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003 74	2001-2002 83	2000-2001 N/A
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Number of students who took the test	74	83	N/A
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

<b>READING</b>	<b>TERRA NOVA</b>	<b>TERRA NOVA</b>	<b>CAT-5</b>	1999-2000	1998-1999
	2002-2003	2001-2002	2000-2001		
Testing month	March	March	No Test		
<b>SCHOOL SCORES</b>					
Total Score	70.8	73.4	N/A		
Number of students tested	74	83	N/A		
Percent of total students tested	100	100	N/A		
Number of students excluded	0	0	N/A		
Percent of students excluded	0	0	N/A		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		

**ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade   2  

Test   Terra Nova   Edition/publication year   2<sup>nd</sup> Edition/2001   Publisher   CTB McGraw-Hill  

Test   CAT-5   Edition/publication year   1992   Publisher   CTB McGraw-Hill  

Number of students in the grade in which the test was administered	2002-2003 74	2001-2002 83	2000-2001 N/A
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Number of students who took the test	74	83	N/A
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What groups were excluded from testing?   None   Why, and how were they assessed?   N/A  

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

<b>MATH</b>	TERRA NOVA	TERRA NOVA	CAT-5	1999-2000	1998-1999
	2002-2003	2001-2002	2000-2001		
Testing month	March	March	No Test		
<b>SCHOOL SCORES</b>					
Total Score	70.9	72.1	N/A		
Number of students tested	74	83	N/A		
Percent of total students tested	100	100	N/A		
Number of students excluded	0	0	N/A		
Percent of students excluded	0	0	N/A		
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)	N/A	N/A	N/A		
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	50	50	50		
<b>NATIONAL STANDARD DEVIATION</b>	+/- 21.05	+/- 21.05	+/- 21.05		