

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Juliann DePalma Hesel

Official School Name: St Margaret of Scotland Parish School

School Mailing Address:  
3964 Castleman Ave  
St. Louis, MO 63110-3739

County: city of St. Louis    State School Code Number\*: 115-454

Telephone: (314) 776-7837    Fax: (314) 776-7955

Web site/URL: http://www.smos-school.org    E-mail: jhesed@smos-school.org

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

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

Name of Superintendent\*: Mr. George Henry

District Name: Archdiocese of St. Louis    Tel: (314) 792-7333

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

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

Name of School Board President/Chairperson: Dr. Richard Nemanick

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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)

Does not apply to private schools

**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. 3 Number of years the principal has been in her/his position 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	23	31	54	6	14	13	27
K	15	15	30	7	8	10	18
1	18	11	29	8	10	12	22
2	19	22	41	9			0
3	13	13	26	10			0
4	12	9	21	11			0
5	11	14	25	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							293

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
11 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
71 % White  
11 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is 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.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	280
(5)	Total transferred students in row (3) divided by total students in row (4).	0.050
(6)	Amount in row (5) multiplied by 100.	5.000

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

Approximately 5% of our students were born in countries where English is not the primary language. However, in all cases their use of the English language is proficient.

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 39

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

St. Margaret of Scotland school does not participate in the free/reduced-price meals because we do not have a working kitchen, although we contract with a lunch provider. We calculated our percent of students who would qualify based on the number of students who receive tuition assistance.

10. Students receiving special education services: 7 %

Total Number of Students Served: 20

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>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>14</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>      </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	<u>      </u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>18</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>25</u>	<u>6</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	95%	96%	95%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	17%	1%	1%	1%	2%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

The turnover rate for teachers coming into this school year was unusually high. Five teachers decided not to return. Two teachers decided to pursue post-graduate work full-time, two teachers moved out of state, one teacher decided to pursue another line of work.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u>          </u>	%

## PART III - SUMMARY

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*St. Margaret of Scotland Parish School is a diverse, urban, vibrant and inclusive Catholic community. We are committed to providing an outstanding learning environment for children, pre-kindergarten through eighth grade, in which they are challenged to meet their academic potential and recognize their giftedness in body, mind and spirit. Our students embody the example of our patron saint by becoming responsible leaders and caretakers of our community through works of service and social justice.* Revised 2008

This carefully crafted mission statement balances past, present and future. A strong Catholic Christian identity has been at the core of St. Margaret of Scotland school since its beginning in 1918. Our faith is woven through all the subjects that are taught, through our approach to building character, and through the art displayed throughout our classrooms and our hallways.

We are proud of our diversity and inclusiveness, and are determined to maintain it. In the 1950s when public schools were mandated to desegregate, St. Margaret of Scotland was already integrated. In the 1990s, the Mandeville Multi-Cultural Scholarship Fund was created for non-Catholic children of color at a time when most Catholic elementary schools were reserving tuition assistance for Catholic children only. St. Margaret of Scotland has always welcomed children believing that, with guidance, every child is able to recognize his or her giftedness in body, mind and spirit.

The school and church are tucked in the middle of the Shaw Neighborhood in south St. Louis city. The post-war proliferation of highways tracking through city neighborhoods and “white flight” in the 1960s almost dealt a death blow to the Shaw Neighborhood. The school experienced a steady decline in student enrollment, reaching an all-time low in the 70s. The parish and school remained an anchor in what was thought by many to be a doomed urban area. The parish and school under the leadership of its assistant pastor, principal, and parishioners refused to be beaten down. Measures were taken to market the school, to rebuild homes and housing in the neighborhood and to support families who were committed to remaining in an urban setting. Slowly but surely, the neighborhood came back to life as the school began, once again, to fill its classrooms.

St. Margaret’s has consistently been visionary in its effort to provide an outstanding education. In the late 1980s the school opened its first Montessori preschool classroom. This year we opened our third Montessori classroom for three, four and five year olds. Since the 80s parents whose children had been in the Montessori preschool classroom have been able to choose for their kindergarten-aged children between two approaches to learning: Montessori kindergarten, in which the children use the Montessori materials to learn complex concepts in math and language arts, or traditional kindergarten, in which children learn number sense and reading skills through manipulatives and paper and pencil work in centers and whole class settings.

To this day, leadership through service learning has been a hallmark of the school. At every grade level, students participate in service projects that benefit neighbors who live close by and those who live in developing countries. Academically, the children learn to be aware of the world. Indicative of that awareness is our sixth graders’ involvement in Model UN. Just as St. Margaret of Scotland school has a history of leadership in south St. Louis city, our students learn to be leaders in the present and for their futures through service and education.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

St. Margaret of Scotland students begin assessment through the Iowa Test of Basic Skills in second grade and test yearly up through eighth grade in accordance with our school board policy. The even-graded classes are also assessed through the Cognitive Abilities Test. All students enrolled in second through eighth grades are tested. Students with currently diagnosed disabilities are tested according to recommended protocols: quiet space, specified extra time, or untimed. Our students test in the fall as defined by the Archdiocese of St. Louis.

Our students begin their week of testing within four weeks of returning to school after a three month vacation. There is no specific preparation for testing beyond quality thinking and learning habits instilled at every grade level at St. Margaret of Scotland; a few testing hints from teachers about focus, concentration and process of elimination in choosing an answer; and encouragement to parents from the principal that the children have healthy eating habits and get plenty of rest. The standardized test gives a clear indication of quality learning retained and a strong curriculum focused on teaching each student to think.

When we examine our student body (second through eighth grades):

- v 67% of our students score in the 76<sup>th</sup> percentile or above. This number is up from two years ago when 57% scored in the top quartile.

- v 19% of our students score in the 51<sup>st</sup> – 75<sup>th</sup> percentile. That number is actually down from 30%. There seems to have been a slight shift towards the higher quartile.

- v 11% of our students score between the 26<sup>th</sup> and 50<sup>th</sup> percentile. This represents typically three to five students per grade level.

- v 3% of our students score in the bottom quartile; this represents approximately 1 student per grade level. Academic growth is such that rarely does one of our eighth graders score in the bottom quartile.

The students at St. Margaret's, their parents and their teachers, all take learning very seriously. The students are proud of good grades, willing to take on challenging projects, and excited to encounter new concepts and skills. The learning environment is one that promotes thinking and learning. Learning is somewhat contagious; it is simply what we do, new children catch on quickly that St. Margaret of Scotland is a place where students care to be students.

As we study the results of the Iowa Test of Basic Skills, there are clear trends, affirmations to our curriculum, and challenges for improvement. It only takes a cursory look through the St. Margaret of Scotland scores to see that the students are thriving academically, and that math – although strong – is not as strong as reading and language. However, closer study indicates a pattern.

Consistently at all grade levels, math concepts and estimation scores and math problem solving and data analysis scores are higher than math computation scores – until seventh and eighth grades. By seventh and eighth grades two significant changes take place: math computation scores increase to match the other subtest math scores and total math scores increase to being only one or two percentiles below reading and language scores.

Our teachers analyze test scores at each of the testing levels, taking special care to note any clear weaknesses in any of the subtests for whole grade levels as well as for individual students. Remediation is designed and utilized successfully throughout the school year.

Note: The Archdiocesan schools in St. Louis do not participate in state testing. Our students test only once each year; all students test during the same week in September. Principals are urged by the Archdiocese to take care in maintaining the standardization for all testing.

## **2. Using Assessment Results:**

Teachers at every grade level and of every subject area share in an examination of the ITBS and CogAT results yearly. Teachers whose students and subject areas are actually tested delve more deeply into the testing results using a variety of methods.

The strengths and weaknesses of the whole class and individual students are always analyzed first. For each whole class and for each student, each of the subtests is compared to the total composite. Any subtest two percentiles or more below the composite is a red flag. For individual students the teacher then examines the Performance Profile report which goes into detail for each of the subtest's questions. This allows the teacher to determine more closely what the testing weakness for each student is.

Curriculum strengths and weakness are always of primary concern. Six years worth of subtest scores are compared and analyzed presenting a picture of curriculum strengths and weaknesses. The comparison is accomplished by using the same data in different ways. First, homeroom grade levels are compared, for example, all the eighth grade homerooms since 2004, all the seventh grade homerooms since 2004, etc. – regardless of students in the homeroom. This gives a clear picture of curriculum highs and lows. Secondly, classes are tracked, for example, the fifth grade in 2009, their scores as fourth graders in 2008, their scores as third graders in 2007, etc. This allows a clear picture of whether or not weaknesses have been successfully overcome from previous years.

Subject area teachers design lessons and strategies to remediate significant weaknesses identified by the ITBS testing. Throughout the year, during monthly levels meetings and/or faculty meetings, teachers have the opportunity to dialogue with each other, our resource consultant and the administration concerning approaches to guiding students to academic success in their learning and thinking.

## **3. Communicating Assessment Results:**

Communication is an ongoing process at St. Margaret of Scotland. Weekly, the Thursday Packet is filled with reminders of upcoming events for students and/or parents, reports of student accomplishments, and glimpses into classroom learning activities. The Thursday Packet goes home to each family and is published on the school website at [smos-school.org](http://smos-school.org). The website also holds a page for each of the teachers on which they publish long term assignments, rubrics, and classroom expectations.

For the first time, parents of St. Margaret's Fourth through Eighth graders can go on-line to monitor their child(ren)'s academic progress. All graded forms of assessments are available for viewing, as well as any missing assignments, projects or tests. Hard copies as requested by parents are sent home at the mid-quarter and the quarter.

Two sets of Parent Teacher Conferences are scheduled each year allowing parents an opportunity to meet personally with their child(ren)'s teachers concerning academic and social progress. Also, teachers respond within 24 hours to a parent's call or email, often with the suggestion to set up a formal meeting.

Each student's ITBS scores are given to his or her parents at Parent Teacher Conferences with the first quarter report card. The homeroom teacher is able to explain the scores, as well as the general explanation that appears in the Thursday Packet just before Parent Teacher Conferences.

Because our school is small, (our largest testing-taking class is 41 students and our smallest is only 18 students) published grade level scores run the risk of infringing on a student's privacy rights. However, in January of 2009 the principal invited parents to an evening meeting in which ITBS and Cognitive Abilities scores of individual classes were presented.

Parental involvement is a highlight at St. Margaret of Scotland – open communication helps maintain a high level of engagement on everyone's part.

#### **4. Sharing Success:**

Catholic elementary schools in the city of St. Louis have generally experienced a decline in student numbers even to the point of closures over the last decade. In 2008 in response to declining enrollments, the South City Collaborative was born. A grass roots effort, the principals and pastors of 14 schools joined together to find ways in which Catholic elementary schools might remain vibrant without undue tension and competition for survival. Even without declining enrollment, St. Margaret of Scotland school has participated in the Collaborative from its very beginning.

One of the Collaborative's strengths is the joint marketing campaign which has resulted in more inquiries into city Catholic schools and growth in enrollments. A St. Margaret's school parent spearheaded the marketing efforts. Another great benefit is the Collaborative's emphasis on professional development. St. Margaret of Scotland has been a role model for the Collaborative's efforts in developing quality professional development. We are pleased to join our neighbors in strategies for professional growth that encourage students thinking and learning.

Sometimes the greatest barriers to be crossed in St. Louis are those that divide public and private schools. In the 90s, the St. Margaret of Scotland school and our closest neighboring public school shared a music program for neighborhood children and their parents. The program was successful at bringing families together to sing, to perform, and, most importantly, to build friendships. The choir no longer exists; many of the friendships will last a lifetime.

The administration at St. Margaret of Scotland school is dedicated to maintaining a quality educational presence in the city. Whether we earn the status of Blue Ribbon or not, we will remain good neighbors with and for the sake of the children living and growing in the city of St. Louis.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at St. Margaret of Scotland is the blended product that results from teachers reflectively weaving together our curriculum guide, the national standards, ITBS scores, and what teachers recognize as the needs of their students. Teachers utilize textbooks, printed resources and Internet sources to inform their instructional choices as they design lessons and assessments that best suit their students.

Religion, grounded in Catholic tradition, is taught at all grade levels. A love for God, service, and respect for all humanity underscore the religion curriculum.

Reading and language arts in the younger grades include a strong emphasis on phonetic and decoding skills. In the upper grades, reading becomes a tool for understanding. The analytical thinking skills introduced in the younger grades are employed at even more complex levels in the upper grades as students delve into novels, short stories, plays, poetry. From the earliest grades, as students learn to read they are also learning to write. Journaling is an important element at each grade level. (For more information see narrative on reading)

The math curriculum in the early grades focuses on number sense; seeing, creating, and understanding patterns; and arithmetic skills. By the middle grades, students are using these concepts and skills to work with division, decimals, fractions, geometry and measurement. By the upper grades, these concepts and skills are second nature. Students begin working with integers, rational numbers, algebraic formulations, and increasingly more complex problem solving. Showing work, proving an approach to solving a problem, accuracy, and thinking mathematically are the underlying attitudes that build student achievement in our math curriculum.

Students at all grade levels study social studies and science. Social studies progresses from the emphasis on community, to our beginnings as a nation, and on to our responsibilities as a nation to the larger world. Students investigate government and economic models and appreciate a wealth of different cultures throughout time and place. In accord with our mission, our social studies curriculum honors inclusion and acceptance of differences – many of which are apparent in our students' immediate classrooms.

The science curriculum includes an investigative learning approach modeled upon Quest (Quality Elementary Science Teaching), spearheaded by a joint effort of the Education and Science departments at University of Missouri, Columbia. The Quest approach engages students in the activity of doing science as they explore patterns, concepts, and theories, in order to determine scientific conjectures and conclusions.

SMART (St. Margaret's Academic Research Training) is a program for all students in fourth through eighth grades in which they choose a topic from any subject area to research at considerable length and depth. SMART emphasizes research and analytical skills necessary for learning in the 21<sup>st</sup> century. Students become knowledgeable about and comfortable with primary and secondary sources, verifying the quality of sources, and interviewing professionals in a variety of fields.

St. Margaret's foreign language curriculum is in compliance with the Blue Ribbon program's requirements. Spanish is taught to all students from preschool through fifth grade two periods weekly. At sixth grade students choose between continuing Spanish or starting Russian as a course of study through eighth grade. Classes meet for 40 minutes twice weekly. We believe that learning a second language creates cultural awareness and increases cognitive abilities.

Art is taught at all grade levels. Often it is the artistic medium that is emphasized; at other times the art enhances a literature, social studies, math or science lesson.

Technology is integrated into all subject areas at all grade levels. Students learn computer skills as a tool for learning, demonstrating, and producing what they have learned.

At all grade levels, our PE program attends to motor skills, cooperative efforts, and respect for the human body.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The Reading curriculum employed at St. Margaret of Scotland school emphasizes skillful reading:

- using phonetic and decoding skills to read the text,
- using inference, critical thinking, and summation to comprehend the text,
- using analysis and imitation to understand writing style and literary form.

We use a traditional approach to teaching children to learn to read in that we emphasize phonics and grammar. From kindergarten through eighth grade, reading and English are taught as separate yet complimentary courses.

- In the younger grades, teachers systematically guide children from recognizing letters to blending sounds and from recognizing high frequency words to reading whole passages. At the same time that children are encouraged to write using inventive spelling, they are taught to use periods and capitals appropriately, and to understand the difference between nouns and verbs.
- In the middle grades, critical thinking and comprehension are emphasized as students dig deeply into the intent and meaning of a passage, a story, a novel. A variety of genres are studied, often using the instructional format of literary circles. Understanding and using vocabulary is emphasized in reading, writing, and spelling. Students use the six traits of writing to perfect their skills at writing an effective paragraph. The concentration on accurate grammar skills increases.
- By the upper grades, as students have become proficient in reading, they rely on their comprehension and critical thinking skills to read for understanding in any subject area and in any literary genre. By this age our students are critiquing their own writing skills, developing complex sentences and paragraphs with the purpose of writing increasingly more interesting and complex pieces, accurately and powerfully.

Note: Lexile reading levels were requested from ITBS this year as means of guiding students to continued growth in reading comprehension.

#### **3. Additional Curriculum Area:**

Performance arts are extremely significant at St. Margaret's, richly infused with a strong curriculum, artist-in-residence programs, and experiences of professional performing arts. The overt learning experience is important, but it is the underlying learning experience that serves to guide each student to high achievement. As early as kindergarten our students are instilled with the belief that they are gifted in voice and movement. By eighth grade, they are confident in their abilities to sing, dance, and play an instrument; they do not shy away from public performance, in fact, they are fed by it.

As our students learn to read musical notes, to play several musical instruments, to harmonize with their voices, and to rhythmically use their bodies, they grow in self-confidence and cognitive thinking. The

increased self-confidence and cognitive abilities only add to student achievement – socially and academically. Much of this is due to our music program, but not only to our music curriculum.

At every grade level, students are called upon to present publicly, whether that be in leading prayer for the whole school, in presenting information in their classroom, or in defending a project for adjudications. The poise and self-confidence learned through musical performances is applicable. By sixth, seventh and eighth grades student achievement is most apparent in the number of awards earned locally and nationally. The Archdiocesan Bellarmine Speech League awards gold ribbons and trophies to St. Margaret of Scotland speech students yearly. The St. Louis Science Fair, a competition for students throughout the metropolitan area, awards our students top prizes and the honor of going on to the national level. Frequently, the National History Day competition welcomes our students from the local level to the state level and onto competition at the national level. Our performance arts program is not just music class, but, rather, a dedication to performance in every respect.

#### **4. Instructional Methods:**

Nowhere is St. Margaret's mission to honor diversity more important than in academics. Most of our students score well on the ITBS and perform extremely well in their classrooms. And yet, in every classroom there are diverse levels of ability, learning styles and educational needs. Each classroom teacher is responsible for designing lessons and assessments that address students' varied needs while honoring the intended curriculum.

- In kindergarten and first grade where the greatest variance is found in reading skills, teachers carefully balance teaching the fundamental phonics and pre-reading skills with differentiating the vocabulary and comprehension levels of the reading materials. Utilizing centers for reading, writing and math allows our teachers to challenge students in their thinking and learning.
- In the second through fifth grades, as well as varying reading levels (see narrative on reading), teachers consistently use pre-testing for spelling and math. Likewise, teachers often tier math assignments, so that while everyone is working on the same skill, students are working at various levels of complexity.
- Our sixth, seventh and eighth graders are placed in math and science classes according to their academic performance. Students who learn quickly and excel are placed in math and science classes in which they are expected to work with greater independence and self-reliance. Students who struggle with math and science have the opportunity to work in a more teacher-guided setting. These students express comfort and confidence in asking and answering questions. Parent interviews have consistently validated these practices. In both groupings the essential learning remains the same, the same curriculum drives the lessons, and the teachers are the same. The students in both placements have made significant gains on their ITBS scores. The scores are examined carefully to be sure that all students' assessed learning is increasing.

#### **5. Professional Development:**

The professional development undertaken by the faculty and staff at St. Margaret of Scotland is as varied as the children who are our learners. The principal guides a summer professional reading program, to which every teacher and assistant adheres. Professional development is an integral element of faculty meetings and on-site workshop days. Likewise, teachers participate in optional growth experiences: book study groups, multiple day workshops in the summer, DESE programs, and other opportunities as they arise.

The following examples are typical of some professional development options and the ways in which teachers have incorporated strategies into their teaching.

- On a Saturday in November 2009, ten of us spent the day with author Jane Pollock critiquing ways to improve student learning. The following Monday, our first grade teacher immediately introduced to

her class a simple, but effective, means of calling students to take responsibility for their own learning.

- During the summer of 2008, six of our teachers trained in using DIBELS. The process of tracking reading skill levels affirms what teachers already suspect about their students and offers teachers direction in planning teaching and learning experiences for specific students to increase reading achievement.
- 85% of our teachers have attended the Archdiocesan-sponsored week-long workshop on differentiation for the high achieving student. The teachers have utilized ideas and resources to effectively differentiate instruction and assessment. Likewise, they are able to share and develop ideas as a result of shared professional development.
- Our Book/DVD study-groups are self-directed; in some ways these have been the most effective form of professional development. The topics are chosen by the teachers, and the conversations are ongoing. Moreover, the teachers have one another at hand to consult when an approach is not producing exactly what had been expected. This form of collaboration has instilled camaraderie, peer-respect, and professionalism.

## **6. School Leadership:**

At St. Margaret's parish school our pastor, Fr. Wyrsh, oversees the school, especially personnel, finances, and the general welfare of the children, via frequent visits, staff meetings, and school board. The primary administrator of the school – the principal – works in tandem with the pastor, school board, PTA, staff and parents for the educational benefit of the students. School board advises the pastor and the principal in matters of policy. The board has carefully designed a staffing plan that guides the principal in determining the optimum staffing-student ratio. PTA organizes community-building events for parents and students and fund-raising activities that support the school's learning environment. PTA allocates funds each year to enrich academics through field trips and technology.

The principal's vision is that leadership be shared by all who partner to bring the mission of the school to life. The principal's role is to support teachers as educators, to encourage students as learners, and to assist parents as the first teachers of their children. The office manager supports the work of the teachers and principal as she keeps school business running smoothly and efficiently. The resource consultant supports student learning as she works with the principal critiquing ITBS results and with principal and teachers planning strategies for effective learning. She and the Title I teacher work with specific students helping them achieve grade level proficiency. The faculty collaborate in their role as educational leaders, awakening students to their full potential of giftedness in body, mind and spirit.

Appropriate staff involvement is integral to the decision-making process, from hiring new staff to revising the curriculum guide based on standardized test results and national standards. It is the partnership that makes it all work – the relationship of support and care that causes teachers and students to walk into their classrooms morning after morning excited by the opportunity to learn.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4060</u> K	<u>\$4060</u> 1st	<u>\$4060</u> 2nd	<u>\$4060</u> 3rd	<u>\$4060</u> 4th	<u>\$4060</u> 5th
<u>\$4060</u> 6th	<u>\$4060</u> 7th	<u>\$4060</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$</u> Other				

4. What is the educational cost per student? \$ 4300 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 978
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
13 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001

Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	63	68	63	68	61
Number of students tested	41	27	25	21	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

### Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.



Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	70	80	71	77	79
Number of students tested	26	21	21	30	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.



Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	71	62	64	78	72
Number of students tested	21	26	30	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Dec
<b>SCHOOL SCORES</b>					
Average Score	86	83	83	88	80
Number of students tested	21	26	30	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	62	65	78	82	71
Number of students tested	25	31	29	23	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**Notes:**

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A /2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	88	80	86	87	87
Number of students tested	25	31	29	23	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**Notes:**

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	64	79	77	77	76
Number of students tested	27	23	27	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	84	90	82	80	82
Number of students tested	27	23	27	26	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	91	79	80	77	70
Number of students tested	18	25	23	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	95	80	80	87	77
Number of students tested	18	25	23	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Mathematics

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	86	77	76	80	70
Number of students tested	22	21	21	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**Notes:**

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Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.

Subject: Reading

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A / 2001 Publisher: Riverside

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Sep	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
Average Score	85	80	84	80	72
Number of students tested	22	21	21	29	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

**Notes:**

As advised by Joe McTigh's office, the dates for testing for each of the above columns has been changed in order to record scores for the current school year. The first column reflects scores in the 2009-2010 school year, the second column reflect scores for 2008-2009, the third column reflect scores for 2007-2008, the fourth column reflect scores for 2006-2007, the final column reflect scores for 2005-2006.

Subgroup scores have no information because it does not apply to the St. Margaret of Scotland population of students.