

2002-2003 No Child Left Behind --- Blue Ribbon Schools Program

Name of Principal Mrs. Carol Arritola
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As you wish it in the official records)

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

School Mailing Address 4140 Walnut Hill Lane
(If address is /P.O. Box, also include street address)

Dallas Texas 75229-6260
City State Zip Code+4 (9 digits total)

Tel. (214) 351-5688 Fax (214) 352-2608

Website/URL www.stmonicaschool.org Email carritola@stmonicaschool.org

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

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

Name of Superintendent Dr. C. Charles LeBlanc
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Dallas Tel. (214) 528-2360

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.

(Superintendent's Signature) Date _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

- 1 . The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. 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.

4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.

5. 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.

6. 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; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: NA Elementary schools
 NA Middle schools
 NA Junior high schools
 NA High schools

 NA TOTAL

2. District Per Pupil Expenditure: NA

 Average State Per Pupil Expenditure: NA

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.

 5 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
K	51	36	87	7	42	58	100
1	49	51	100	8	39	64	103
2	48	43	101	9	-	-	-
3	53	47	100	10	-	-	-
4	39	57	96	11	-	-	-
5	45	47	92	12	-	-	-
6	46	58	104	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							883

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|--------------------------------|
| <u>75.5</u> % | White |
| <u>4.6</u> % | Black or African American |
| <u>16.6</u> % | Hispanic or Latino |
| <u>3.3</u> % | Asian/Pacific Islander |
| <u>0</u> % | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.8 %

(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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	887
(5)	Subtotal in row (3) divided by total in row (4)	.018
(6)	Amount in row (5) multiplied by 100	1.8

8. Limited English Proficient students in the school: .0025%
2 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Spanish, Vietnamese, Polish, Dutch, Korean

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

10. Students receiving special education services: $\frac{11.2}{99}$ %
 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>21</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>4</u> Hearing Impairment	<u>19</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>3</u>	<u>0</u>
Classroom teachers	<u>50</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>71</u>	<u>0</u>

12. Student-“classroom teacher” ratio: 18-1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.2%	96.1%	97.3%	97.2%	97.2%
Daily teacher attendance	96.3%	96.3%	96.3%	96.3%	96.3%
Teacher turnover rate *	20.0%	32.0%	12.0%	14.0%	25.0%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0.22%	0%	0.23%	0%	0.24%

*Change of principals, higher pay, moved, pregnant/health issues, retired, personal reasons

PART III - SUMMARY

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 and begin the first sentence with the school's name, city, and state.

St. Monica Catholic School is located in Dallas, Texas. It has a total population of 889 students for the 2002-2003 school year, making it the largest Catholic elementary school in the state of Texas. All classroom teachers are degreed and 30% of the faculty has an advanced degree. St. Monica stands out among other local Catholic schools because of its size and ethnic and socio-economic diversity. We offer a challenging academic program that accommodates all types of learners. The success of our program is evident by the fact that approximately 90% of our students continue on to Catholic or other private high schools. St. Monica seeks early identification of children who are high risk for academic learning differences, with the goal of providing early intervention. Our gifted students are afforded the opportunity of attending enrichment programs, provided by specialized teachers. Over the last two years, 48% of our seventh graders qualified for the Duke University Talent Identification Program. Of these students, 37% were recognized at the state level.

St. Monica is a parish school supported both financially and spiritually by parents and parishioners. The philosophy of St. Monica School is based upon a call to attend to the spiritual, emotional, intellectual, social, and physical needs of our students. We seek to provide an educational program that challenges and nurtures each child's unique abilities. We believe that the success of each child is enhanced by the collaboration of parents, faculty and staff working in a positive and trusting framework.

The mission of St. Monica is the development of the whole child by fostering the love of God, respect for self and others, and a belief in gospel values according to Roman Catholic principles, in an atmosphere of academic excellence. As a parish school, every effort is made to keep education affordable to all members who are willing to make some financial sacrifice. Our school mission encourages pride in self and school in a culturally diverse community, through a caring and disciplined partnership of church, school, and home.

St. Monica School has two full time counselors and a nurse. There are four classrooms of each grade. There is an aide for each grade level K-5, two aides for middle school, and a special education aide. In addition, there are two specialty teachers for each of the elective courses in art, music, computer, and Spanish and four teachers for the physical education program.

The curriculum includes special help for our students with learning differences including Alphabetic Phonics, a multi-sensory approach to reading and spelling. Enrichment courses are offered for gifted students in third through fifth grades. Eligibility for the gifted program mandates that students score at or above the 95%tile on the complete battery of the Stanford Achievement Test. Honors courses in math, English, and literature are offered for grades six, seven, and eight. Eligibility for honors requires achievement test scores at or above the 90%tile and grades above 90% in the three core subjects.

Exploratory elective courses are offered each quarter to seventh and eight grade students. Exploratory courses include 2D and 3D art, drawing, painting, acting, improvisation, mime, hand bells, rock band, musical theatre, computer fix-it, video production, digital photography, robotics, chess, mind games, calculator lab, yearbook, literary magazine, speech/story telling, French, Japanese, babysitting, cooking and juggling. Through these electives, our students are able to "explore" areas of interests they would not have the opportunity to experience through other academic endeavors.

2. *Show in one-half page, how the school uses assessment data to understand and improve student and school performance.*

The Stanford Achievement Test is used extensively at St. Monica School to track student and class performances. Achievement test results give school administrators and teachers an objective picture of how a particular student or class is progressing in school. Test results are reviewed and discussed as a faculty to compare the performance of our students to those across the district and nation.

Teachers compare their class scores to the grade level average as a further basis of study. Once we identify the strengths and weakness in our school programs, we brainstorm and share ideas among our faculty, seek additional supplemental workbooks/materials, or invite consultants to offer specific areas of training. By following this plan, we are able to continually adjust and improve instruction.

The Otis-Lennon Ability Test is given each year and at every grade level. The Achievement/Ability Comparison (AAC) Range, as show on the Stanford Student Report, is helpful to both educators and parents to show whether a student is achieving up to his/her ability level. The content clusters, also shown on the student report, give teachers and parents a way to look at specific skills within a general subject area to identify areas of difficulty or strength. The scaled scores for a student can be used to show how much that student has progressed from one year to the next within a particular subject area. If a student's scaled score in a subject is higher from one year to the next, it validates that growth has occurred for that individual student. If growth has not occurred, teachers, counselors, and parents confer with the student to devise an improvement plan in the problem area.

Testing is a valuable educational tool. Scores help our educators to understand each student better. By checking test scores, from year to year, teachers and administrators can improve the academic and professional development programs while helping students with their progression through the grades.

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

When test results are received, the principal sends a letter to each home congratulating students, parents, and teachers for their role in making St. Monica School such an enriching educational experience. The letter includes a complete and detailed explanation of the information on the Stanford Student Report. Accompanying the letter is a composite school report for all grades K-8, showing national percentile and stanine scores for each subject area. OLSAT totals, with a breakdown of the verbal and nonverbal subgroups, are also included. The school composite report is published in the monthly school newsletter that is mailed to each home. These reports are also given to interested families, who are not yet a part of the St. Monica School community.

Teachers at St. Monica School are in-serviced each year on how to use their class results to individualize learning, based on specific student results. Teachers consider standardized test results when planning for instruction. In general, test results confirm or extend what an observant teacher or parent already knows about a child.

The school counselors provide several parent workshops, during the day and evening, to explain test results. Parents are advised to watch for such things as unexpected patterns of scores, high and low points, differences of greater than two stanines between tests or subtests, and percentile bands that do not overlap. Middle school students are taught how to read the results of their testing in guidance classes and individual conferences.

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

St. Monica School is always eager to share its successes with other schools, particularly those “at-risk”. The school’s facilities are used by teachers and students in the diocesan and public school systems. We are currently involved in The John C. Ford Program that brings low-income youth from a neighboring public school to St. Monica two days a week to work in our computer lab. The mission of the program is to outreach to students in order to help them better understand science and technology and the advantages they bring to education. St. Monica teachers help students to develop business projects and then present them to Microsoft Corporation and the United Nations via teleconferencing. Students use PowerPoint, Excel, Office 2000 and Desktop Publisher to design and report their business plan. The project for this quarter is Water Conservation.

St. Monica holds professional conferences each year to share the latest and best teaching methods with our teachers and educators from other schools. Workshops for parents are offered on topics such as expectations of middle school, how to understand and use standardized test scores, preparation for high school, anger management and violence prevention. Our master teachers have mentored teachers at other diocesan schools. Some of our religion teachers offer religion certification courses to our faculty and others within the diocese. Our counselors share their expertise with diocesan schools in crisis situations, explaining standardized testing, presenting parenting workshops, and training teachers to use, *Second Step, A Violence Prevention Curriculum*.

Administrators attend monthly meetings where ideas and successes are shared with their peers from other schools within the diocese. The administrators also belong to educational associations that provide them an opportunity to participate with and learn from other educators. Students share their school experiences with other students at athletic events, scouting programs, speech tournaments, math competitions, spelling bees, geography bees, fifth grade science camp, and religious retreats.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe, in one page, the school's curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.***

The Education Department of the Diocese of Dallas provides the curriculum used by St. Monica School that satisfies all requirements for accreditation by the Texas Education Agency. The curriculum entwines the basic ideals of our Catholic philosophy in a manner that enriches and extends the basic state requirements. The minimum competency skills, as defined in the curriculum, are developed, piloted and continually updated by diocesan classroom teachers. These skills are geared for instruction to insure proper scope and sequencing of content areas in Math, Literature/Reading, English, Science, Social Studies, Religion, Computer, Spanish, Art, Music, Physical Education and other exploratory courses in middle school. The curriculum serves as a guideline that allows for teacher creativity and the use of many resources in its implementation and enhancement of daily lessons.

Within subject areas, students develop the ability to deal with contemporary issues and problems within the framework of a Christian value system. Students study human rights, multi-cultural similarities and differences, immigration issues, social injustices, and the environment in literature and social studies. Classes in religion, health, and guidance teach self-esteem and conflict resolution while students learn about human sexuality, substance abuse, and hygiene. Various multicultural activities are planned throughout the year.

Teachers are mandated to be sensitive to differences in each child's maturity, intellectual ability, and learning style. They are expected to design learning experiences that will address the variety of differences within their classrooms. The school counselors, parents and teacher meet to develop modifications for students with a diagnosed learning difference. Teachers in grades K-5 are required to provide enrichment and remediation for special groups in reading and math. Some students in grades K-8 also attend pullout classes that are designed to enrich and/or premeditate in the areas of math, reading and art. A certified special education aide conducts these classes. Students can also attend Alphabetic Phonics class, on a fee basis, if they are diagnosed with a reading disability. In the middle school, honors classes are offered in math, literature, and English. Generally, students must score 90% or above in these subject areas on standardized tests, in order to be enrolled in honors classes. Teacher recommendations and report card grades are also considered.

Spanish is required of all students in grades K-8. The diocesan foreign language curriculum provides guidelines, which helps implement Spanish into the school's program. Spanish classes for grades K-5 meet once weekly and classes for grades 6-8 meet twice weekly. The Spanish teachers incorporate all skills of acquiring a second language into their lessons including listening, speaking, reading, writing, viewing, and showing. Student progress is monitored and assessed according to the guidelines and policies set forth in the school handbook for all academic areas. Evaluation methods can be oral, aural, and written. Eighth grade students are given the opportunity to test into advanced Spanish classes when entering high school. The top ten percent usually are accepted into the advanced Spanish.

In a rapidly changing society, students must develop technological literacy for lifelong learning. Technology supports academic instruction, enhances critical thinking skills, expands the individual's learning environment, and empowers students to participate fully in society. Computer/technology classes for grades K-5 meet once weekly, while classes for grades 6-8 meet twice weekly.

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

According to the American Federation of Teacher's (AFT), the most fundamental responsibility of schools is teaching students to read. St. Monica's program begins with a multisensory, integrated approach to reading and writing. Kindergartens are presented with intensive phonics, combining analytic and synthetic phonics. We have found that this integrated model enhances the reading aspects by allowing students to be their own authors and it stimulates their written expression. Written expressions are excellent ways to tap a student's understanding of language, because for the most part, one cannot compose with words what one does not understand. Because reading is a cumulative task, it is important that our students build on what they already know. For less mature readers, this means controlling the vocabulary until they have mastered word recognition skills that allow them to read independently in text, with a few unknown words. For more mature readers, it means checking comprehension to make certain that further information is not needed before they can understand the text.

In the content areas, emphasis is on vocabulary building. Ample opportunities for oral reading enable students to read more fluently with accuracy, speed, and expression. They are taught to use strategies to increase comprehension such as rereading, searching for clues, asking for help, and using prior knowledge to anticipate meaning and sense of texts. Most recent research has shown that prior knowledge of the context included in the text may be the most influential factor in understanding of text. A variety of books and reading materials are available in every classroom and in the school's library. St. Monica strongly supports the Accelerated Reader Program. Students are required to read a minimum number of books per semester and each summer. A summer reading list is sent to each home the end of each school year.

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.*

The mission of St. Monica Catholic School is the development of the whole child by fostering the love of God, respect for self and others, and belief in gospel values according to Roman Catholic principles, in an atmosphere of academic excellence. It is the mission of our school to graduate students who are knowledgeable in the Catholic faith, academically prepared to continue their education, and ready to be the future of our Catholic community and our country.

St. Monica School follows the religion curriculum approved by the Catholic Diocese of Dallas, which incorporates the vision of Vatican II regarding liturgical practices, the role of the church, ecumenical practices, and missionary activities. The religion curriculum strives to challenge students to live out the two Great Commandments, today and throughout their lives.

St. Monica is clearly a Catholic experience. Through formal instruction and example, students incorporate Christian morals and ethics into their daily lives. The school strives to integrate faith, service, and knowledge in all learning experiences. This is done with the support of parents, through a curriculum governed by religious ideals to meet the needs of students. St. Monica tries to provide a climate in which students can establish strong values, realize their own dignity, and confidently assume responsibility for their own behavior. The school makes every effort to impress a sense of moral values, which will enable students to assume their place in the Church and in society.

Students and faculty participate in weekly masses, paraliturgies and special celebrations. Students are encouraged to help others in the community through collections for the needy and service projects.

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

Teachers ensure learning opportunities and active involvement of all students through an array of techniques. Lessons are planned appropriate to the age and level of all students. Attention is given to the pace of the lesson, emphasizing time on task. Multi-sensory experiences and manipulatives are used, particularly in the areas of math and science. Lab experiences comprise 40% of class time and enable active involvement in the practical application of scientific theory. Cooperative learning, exploratory methods, and technology provide optimum exploration of concepts.

Teachers encourage divergent questions and critical thinking, teaching from the concrete to the abstract. Opportunities are provided to learn problem-solving techniques. A variety of other effective teaching practices are used that include brainstorming, hands-on activities, discovery learning, cooperative groups, role playing, peer teaching, learning centers, and visiting speakers/performers. Students are encouraged to participate in programs outside of school such as Math Counts, academic fairs, bees, tournaments, and summer enrichment programs.

Technology is used in a number of ways. Each classroom has a television and access to the Internet. Teachers use power point presentations to stimulate interests and bring sound and color into their presentations. Middle school students are taught how to operate hand-held video and digital cameras. This enables students to produce school-made videos and to use photography to enhance classroom lessons.

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

The school's professional development program focuses on providing opportunities for teachers to continue to develop more effective instructional strategies. Staff development topics are determined by the constant monitoring of student academic progress and a thorough, in-depth study of yearly student performance on the Stanford Achievement Test. Recent topics have included power writing, learning styles, at-risk children, and identification of potential learning differences. In addition, teachers have been trained in all aspects of technology that are needed to do their jobs. These included electronic grade book, roll taking, email and ParentCONNECTxp, a web-based application that links parents and school via Internet. Other topics offered, but not directly related to academics, included classroom management, power point training, and operating video and digital cameras.

St. Monica sets high standards and ensures a challenging and balanced curriculum between the cognitive and affective needs of its students. As a means of encouraging student achievement, teachers are expected to display enthusiasm for teaching, learning, and the subject matter. Teachers develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking, and assessments into daily lesson plans, keeping in mind the varying abilities, backgrounds, and interests of the students. Teachers are encouraged to model fairness and respect while offering all students opportunities to participate and to succeed.

The administration believes that techniques and instructional strategies have nearly as much influence on student learning as student aptitude. Through August in-service, new teacher mentoring, and special days of training throughout the school term, teachers are presented with ideas and techniques to ensure that the most effective teaching practices are being used. We believe the success of our program is evidenced by the strong performance of students on the Stanford Achievement Test.

Part II - Demographics

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

$\frac{\$3175.00}{\text{K}}$	$\frac{\$3175.00}{1^{\text{st}}}$	$\frac{\$3175.00}{2^{\text{nd}}}$	$\frac{\$3175.00}{3^{\text{rd}}}$	$\frac{\$3175.00}{4^{\text{th}}}$	$\frac{\$3175.00}{5^{\text{th}}}$
$\frac{\$3175.00}{6^{\text{th}}}$	$\frac{\$3175.00}{7^{\text{th}}}$	$\frac{\$3175.00}{8^{\text{th}}}$	$\frac{\$ \text{NA}}{9^{\text{th}}}$	$\frac{\$ \text{NA}}{10^{\text{th}}}$	$\frac{\$ \text{NA}}{11^{\text{th}}}$
$\frac{\$ \text{NA}}{12^{\text{th}}}$	$\frac{\$ \text{NA}}{\text{Other}}$				

2. What is the educational cost per student? \$4,306.00
 (School budget divided by enrollment)
3. What is the average financial aid per student? \$1,104.32
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 17 %

St. Monica Catholic School
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carritola@stmonicaschool.org

Grade: Kindergarten

Test:

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	90	93	96	92	
Number of students tested	87	84	82	82	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	11 / 12.6%	10 / 11.9%	13 / 15.9%	15 / 18.3%	
Reading Total Percentile Score	86	79	93	85	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	81	88	94	84	
Number of students tested	87	84	84	82	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	11 / 12.6%	10 / 11.9%	13 / 15.9%	15 / 18.3%	
Math Total Percentile Score	82	74	87	74	

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Grade: 1st

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	89	93	87	87	
Number of students tested	100	99	95	93	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	20 / 20%	17 / 17.2%	17 / 17.9%	14 / 15.1%	
Reading Total Percentile Score	78	85	76	80	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	80	88	87	72	
Number of students tested	100	99	95	93	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	20 / 20%	17 / 17.2%	17 / 17.9%	14 / 15.1%	
Math Total Percentile Score	68	78	66	63	

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Grade: 2nd

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	82	79	81	82	
Number of students tested	101	99	99	98	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	17 / 16.8%	17 / 17.2%	17 / 17.2%	12 / 12.2%	
Reading Total Percentile Score	74	69	76	79	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	89	77	77	84	
Number of students tested	101	99	99	98	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	17 / 16.8%	17 / 17.2%	17 / 17.2%	12 / 12.2%	
Math Total Percentile Score	77	64	69	76	

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Grade: 3rd

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	75	79	81	81	
Number of students tested	100	100	100	102	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	18 / 18%	18 / 18%	12 / 12%	9 / 8.8%	
Reading Total Percentile Score	71	73	75	77	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	80	81	80	89	
Number of students tested	100	100	100	102	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	18 / 18%	18 / 18%	12 / 12%	9 / 8.8%	
Math Total Percentile Score	69	75	72	80	

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Grade: 4th

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	75	81	79	80	
Number of students tested	96	96	105	92	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	20 / 20.8%	14 / 14.6%	11 / 10.5%	10 / 10.9%	
Reading Total Percentile Score	60	75	63	69	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	80	85	85	85	
Number of students tested	96	96	105	92	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	20 / 20.8%	14 / 14.6%	11 / 10.5%	10 / 10.9%	
Math Total Percentile Score	69	85	71	79	

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Grade: 5th

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	78	76	78	83	
Number of students tested	92	101	99	90	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	16 / 17.4%	13 / 12.9%	11 / 11.1%	12 / 13.3%	
Reading Total Percentile Score	71	78	73	74	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	79	85	86	81	
Number of students tested	92	101	99	90	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	16 / 17.4%	13 / 12.9%	11 / 11.1%	12 / 13.3%	
Math Total Percentile Score	78	82	83	70	

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Grade: 6th

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	82	87	89	86	
Number of students tested	104	96	96	103	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	14 / 13.5%	12 / 12.5%	13 / 13.5%	14 / 13.6%	
Reading Total Percentile Score	75	79	76	72	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	88	92	88	87	
Number of students tested	104	96	97	103	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	14 / 13.5%	12 / 12.5%	13 / 13.5%	14 / 13.6%	
Math Total Percentile Score	81	91	73	76	

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Grade: 7th

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	87	88	85	80	
Number of students tested	100	103	106	72	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	13 / 13.0%	13 / 12.6%	17 / 16.0%	9 / 12.5%	
Reading Total Percentile Score	78	74	68	79	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	90	86	86	76	
Number of students tested	100	103	106	72	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	13 / 13.0%	13 / 12.6%	17 / 16.0%	9 / 12.5%	
Math Total Percentile Score	86	74	69	73	

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Grade: 8th

Test:

Star

Reading & Math

Edition/publication year: 1995 Norms

Publisher: Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

All students are tested each year. No students are excluded.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - READING					
Reading Total Percentile Score	86	87	82	80	
Number of students tested	103	99	70	72	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	18 / 17.5%	15 / 15.2%	10 / 14.3%	16 / 22.2%	
Reading Total Percentile Score	75	75	82	72	

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	
SCHOOL SCORES - MATH					
Math Total Percentile Score	86	88	83	78	
Number of students tested	103	100	70	72	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Hispanic - # & % of population	18 / 17.5%	15 / 15.2%	10 / 14.3%	16 / 22.2%	
Math Total Percentile Score	75	76	78	59	

