

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____
- } Not Applicable (N/A)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 26 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre-K	22	31	53	7	5	10	15
K	10	10	20	8	16	10	26
1	5	11	16	9			
2	7	10	17	10			
3	9	9	18	11			
4	5	10	15	12			
5	4	6	10	Other			
6	6	7	13				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							203

6. Racial/ethnic composition of the school:
- | | |
|--------------------|--------------------------------|
| <u>87%</u> | White |
| <u>0%</u> | Black or African American |
| <u>5%</u> | Hispanic or Latino |
| <u>8%</u> | Asian/Pacific Islander |
| <u>0%</u> | American Indian/Alaskan Native |
| <u>100%</u> | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	203
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

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

10. Students receiving special education services: $\frac{5}{11}$ % Total Number of Students Served

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

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- 6 Specific Learning Disability
- 5 Speech or Language Impairment
- Traumatic Brain Injury
- 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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>7</u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>15</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %	96 %	95 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate ¹	27 %	0 %	18 %	9 %	0 %
Student dropout rate (middle/high) ²	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

¹ Turnover primarily reflects long-term teacher retirements.
² No students have dropped out from the IHM middle school.

PART III - SUMMARY

Immaculate Heart of Mary School (“IHM”) is a Middle States-accredited, Roman Catholic elementary and middle school located in the Packanack Lake section of Wayne, New Jersey. For over 40 years, IHM’s mission has been to provide its children with a superior education rooted in the Catholic faith. IHM’s educational program focuses on the individuality of each student and provides a challenging curriculum that encourages students to achieve their full potential. The nurturing, respectful environment of the school allows the children to develop into confident, well-rounded individuals who will function cooperatively as productive members of society.

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IHM emphasizes the development of the whole person – incorporating both faith and learning with a broader set of life skills that will allow students to succeed in all of their future endeavors. IHM’s focus on Catholic faith provides the foundation for its children to become kind and caring individuals, and is developed through daily communal prayer and reading from Scripture, as well as through monthly school liturgies and the celebration of the liturgical seasons. Each class plans a special Mass during the year, and students have the opportunity to receive Reconciliation and other Catholic rites.

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Determined to provide academic excellence, IHM’s educational program begins with the New Jersey Core Curriculum Standards and the standards of the Diocese of Paterson Catholic Schools Office. The core curriculum is enhanced with additional programs across all subject areas to provide students with the opportunity to learn beyond these minimum standards. IHM’s curriculum has been refined over many years and its graduates are not only well-prepared for high school, but also have been provided a solid foundation for success in their post-secondary education and beyond.

IHM offers a pre-school program and classes from kindergarten through the eighth grade. The pre-school introduces the benefits of a Catholic education at IHM, and its curriculum is based on the physical and developmental stages of the whole child. Learning in kindergarten through fifth grade takes place in self-contained classrooms, with experienced educators providing multidisciplinary instruction. For sixth grade through eighth grade, the “Middle School,” students move from classroom to classroom, where they are taught by experienced teachers who specialize in their subject areas. In addition to the core curriculum, kindergarten through eighth grade students receive specialized, grade level-appropriate instruction in art, music, gym, computers, foreign language, and library science.

IHM’s instructional methods focus on teaching teamwork and cooperation. This, coupled with a culture of discipline and respect, gives students the tools that will help them interact well with others. Utilizing a unique mentoring program, IHM matches older students with younger students in one-on-one relationships to provide the benefits of more diversified social interaction than would normally occur in a single-grade classroom. These benefits range from higher grades and more positive feedback from teachers, parents, and friends to longer-term benefits such as greater self-confidence, stronger communication skills, and the strength to resist peer pressure.

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A robust program of service to the community provides IHM students with an understanding of important life issues and focuses them on the needs of others. Each class has an annual project that involves it in caring for others. Recent examples include first grade students providing support to a local animal shelter, second grade students sponsoring the basic needs of a young girl in South America and writing letters to home-bound seniors, and eighth graders organizing a food drive for a local community center. In 2006, the Diocese of Paterson honored IHM’s students for raising the most funds for the Holy Childhood Association, an organization dedicated to fostering children’s awareness of the needs of others.

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In summary, IHM is extremely proud to offer an environment where its children, life’s most precious gift, are given the academic skills, moral foundation, and social values needed to succeed in life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The primary purpose of employing a standardized testing program at IHM is to provide educators with the information necessary to strengthen the school's curriculum and to help the students learn. The third, fifth and sixth grades take the TerraNova CAT Complete Battery assessment test, while the fourth and seventh grades take the TerraNova Multiple Assessments test. The CAT Complete Battery assessment test differs from the Multiple Assessments test because it allows educators to focus on the subcomponents of a subject, for example, comprehension and vocabulary as subcomponents of reading, and provides them with the feedback necessary to gain a better understanding of the strengths and weaknesses of the student in a particular subject. The composite TerraNova scores for reading and math were used to determine whether IHM met the minimum qualifications for this application.

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IHM's seventh grade (the highest grade tested) achieved a mean NCE (normal curve equivalent) score of 73.8 in reading as compared with the 90th Percentile of National School Norms Mean NCE of 65.8. In other words, IHM's seventh graders placed in the top 10% nationally of those schools taking the same test. In mathematics, IHM's seventh graders achieved a score of 74.3 as compared with the 90th Percentile Mean NCE of 64.1. While it is the seventh grade scores that qualify IHM for recognition under the No Child Left Behind - Blue Ribbon Schools Program, all grades tested in 2006 (third through seventh grade) achieved a mean NCE score that placed them in the top 10% nationally in both reading and mathematics. Strong testing results have been achieved in each of the past three years.

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The TerraNova results indicate that IHM's students are performing beyond their current grade level. For example, IHM's seventh grade "Grade Mean Equivalent" score for reading is 12.9, indicating that IHM's seventh grade is performing at a level typical of students who have completed the ninth month of Grade 12. For mathematics, the seventh grade students achieved a Grade Mean Equivalent of 11.6. These results are consistent across all grades.

The TerraNova results are also used by The Center for Talented Youth at Johns Hopkins University to identify America's top academic students. This past testing period, 36 of IHM's students currently in the fifth through the eighth grade had scores above the 95th percentile and qualified as "Johns Hopkins Scholars." This equates to 56% of the students in these grades. Students recognized as Johns Hopkins Scholars are invited to participate in academic programs sponsored by the Center for Talented Youth, an organization focused on further developing the talents of the nation's brightest students.

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The results from these tests demonstrate that the students at IHM are excelling academically and reflect the commitment of the professional faculty to academic excellence. This success is attributable not only to the emphasis placed on having students master the core curriculum, but also to the innovative supplemental programs and practices that IHM employs to help students advance beyond standard levels. For example, an accelerated mathematics program is offered for each grade in the Middle School. Foreign language classes begin in the first grade. All of IHM's classrooms are equipped with computers that are Internet-connected and networked to a state-of-the-art-media center. Further, in the Middle School, particular emphasis has been placed on developing excellent writing skills and the school has been awarded "Star School" status in the Diocese of Paterson for its Improvement in Writing Skills program.

The achievement of such strong academic results is a reflection of the caring professionalism of IHM's faculty and the involvement of parents in all aspects of school life. By focusing attention on the individual student and nurturing the whole person, including their intellectual, spiritual, social, emotional and physical needs, the foundation for successful learning for all students is established.

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1. The Use of Assessment Results

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The TerraNova results serve as one tool for measuring the effectiveness of IHM's curriculum. Assessing the test results begins with a detailed review by the Principal of the performance of the school and each class to identify strengths and weaknesses in academic performance. Year-over-year comparisons are made to determine if trends exist and whether performance is improving or declining. The results of the test and the Principal's analysis are discussed with the teachers to gain a better understanding of the drivers of the results and to identify the root causes of weaknesses. For areas identified as requiring remediation, an evaluation of the curriculum and instructional approach is performed. Additional curriculum materials and other resources are identified and employed to address the issues. For example, a "Word Problem of the Day" program was instituted across the school when results indicated a shortcoming in this skill.

On an individual student level, the results of the TerraNova tests are used to compare actual outcomes with anticipated outcomes. The anticipated outcome for each student is established based on specific testing; thus, this comparison serves to provide an individualized assessment of skill. The results of the comparison allow the Principal and the teachers to assess which students are working at, above or below their potential, in order to tailor the individual student's curriculum to address his or her level of performance.

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For students who score below a specific level of performance, remediation services are available through the State of New Jersey. These services include Compensatory Education, Speech and Supplemental Instruction that focus on building and improving a child's basic skills. IHM currently has 11 students eligible for these services. Four of these students are tested under alternative conditions during the TerraNova exams and, as a result, their test scores are excluded from the overall IHM test scores. For students performing beyond their potential, consideration is given to placing the child into advanced learning programs to nurture their accelerated learning. In addition, the top scoring students are invited to attend learning programs and innovative workshops through the Center for Talented Youth at Johns Hopkins University and the Montclair University Gifted Summer Program.

2. Communicating Assessment Results:

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The results of the TerraNova tests are shared proudly with IHM's students, their parents, and the local community. The results are summarized in simplified bar charts for each grade, so that others can clearly see the relative performance of IHM's students, compared with other schools in the diocese and with other schools nationally. Locally, the information is posted in the school and in the church vestibule, and is included in IHM's school newspaper, "The Heart of the Matter." At the final Home and School meeting of the academic year, the Principal provides a formal overview of the test results to the families, allowing parents to understand the results and ask questions directly of the Principal.

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IHM also shares the results of the TerraNova tests with the parish and broader Wayne community through a press release to the local newspaper and publication of the results on the school's website. In addition, information about the school's academic achievement as demonstrated by the TerraNova performance is a key highlight of the material shared with the parents of prospective students when they come to visit the school. Parents considering IHM as the place to send their children to be educated are interested in the quality of education their children will receive; thus, the TerraNova results are one of several key means of communicating the academic excellence of the school.

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3. Sharing Success with Others

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IHM is actively involved with the broader Diocese of Paterson school system and enthusiastically shares its successes and strengths with others in this community. The teachers attend grade-level meetings with teachers from other diocesan schools to discuss their educational methods, to share best practices and learn about best practices from others. For example, IHM hosts seminars for other teachers in the Diocese to learn about using the Full Option Science System (FOSS) for hands-on learning in science.

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Officers and parents from IHM's Home and School Association attend Diocese of Paterson-sponsored Home and School Federation meetings, which include symposia on marketing, fundraising and other topics and provide a forum for sharing of best practices. Through these meetings, IHM was recognized for its Cultural Birthday Bash as a Diocesan School Best Practice. This program enables birthday honorees to celebrate their special day with the student body by providing a broad range of assemblies across a spectrum of cultural interests. The format of this program was shared with others at a Home and School Federation meeting and also published in the Diocese of Paterson Book of Best Practices.

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IHM's students share their talents through interaction with students from other schools across the local community. Students participate in a variety of academic competitions including the New Jersey Math League and the DePaul Catholic High School Science Competition. This year, the children will take part in the Forensic League, a recently rejuvenated program for public speaking and debate for fifth through eighth graders. IHM's students also participate in Catholic school athletic programs, including volleyball and basketball.

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PART V – CURRICULUM AND INSTRUCTION

1. The Curriculum:

Religion: IHM's religious education program provides its students with an ongoing opportunity to learn about the Church and the Gospel of the Lord. Liturgy is a primary focus. Eucharistic liturgies are celebrated monthly in Church as well as classroom Masses. Reconciliation, prayer services, and observance of the liturgical seasons provide opportunities for students to learn about their faith. Second grade students are prepared to receive the sacraments of Reconciliation and First Eucharist. In the classroom, through the use of religious textbooks and other activities, the children are instructed in the fundamental doctrine of the Catholic Church. Instruction in Family Life allows students to gain a fuller appreciation of the role of the family and their own personal responsibilities. Community service is taught through active outreach to others through class projects, the Holy Childhood Association program, student government-sponsored activities, and holiday sharing.

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Mathematics: The mathematics program blends the vision of the National Council of Teachers of Math (NCTM) Standards with competency in mastering basic skills. Students discover the value of mathematics in their lives, develop a solid sense of numbers and build competence and confidence to compute, estimate, reason and communicate to solve real-life problems. Accelerated studies in Pre-Algebra and Algebra I are offered to students in seventh and eighth grades.

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Science: The science curriculum integrates the individual with his physical environment. In an inquiry-based science program, including a fully functioning science lab, students develop an understanding of science concepts through their own investigation and analyses, reading assignments, and exploration on

the worldwide web. Utilizing the Full Option Science System (FOSS), students learn to appreciate science through a hands-on approach using field-tested materials in self-contained science kits.

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Language Arts: The language arts curriculum places emphasis on the process of writing, grammar and composition. Spelling, reference and study skills, and oral expression are included in the curriculum. IHM has been awarded “Star School” status in the Diocese of Paterson for its Improvement in Writing Skills program, which places particular emphasis on the ability to communicate through writing. Communication skills, introduced at the primary level, are reinforced at the elementary level through oral presentation and the use of technology. Skills are refined further in Middle School by putting communication and leadership to work through activities like the school newspaper and Student Council.

Social Studies: The social studies curriculum combines history, geography, current events, map and globe skills. The student is led to understand his place in society through the study of relationships beginning with the family and growing into the community, the nation, and the world. The study of humanity’s progress and setbacks leads the student to sensitivity for mankind’s universal concerns.

Foreign Language: Spanish is introduced in the first grade. A more formal approach with text book study begins in the fourth grade. The curriculum offers a balanced approach to the four language skills of listening, speaking, reading, and writing and incorporates a broader perspective of the culture through the learning of traditional songs and participation in common rituals and customs.

Art: Art classes meet weekly. Creativity is fostered and encouraged in the art program through the use of various media and techniques. Art projects are arranged to coordinate with other areas of the curriculum, for example, construction of teepees for study of Native Americans, papier-mâché astronauts for the study of space, patterns and shapes that correlate with the math curriculum, and studying the art of Dutch painter Piet Mondrian while studying the 1920s in social studies.

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2. The Reading Curriculum:

At IHM, reading ultimately links every subject in the curriculum. A variety of reading experiences provide the means by which each student can develop and master reading skills at a personal rate of progress. The skills and strategies taught in kindergarten through the fifth grade follow the basal approach to learning. The curriculum stresses reading of quality literature selections coupled with a balance of sight word and phonics instruction. This approach is intended to provide students with the opportunity for both discovery and systematic learning that will enable them to construct, critically examine, and apply meaning as they develop into readers and writers. Recreational reading, book reports and instruction in literary technique supplement and enrich the reading program. In Middle School, students study literature with the goal of developing their comprehension through the critical analysis of the works they have read.

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Each grade has weekly library time and the teachers use different approaches to develop and encourage a love of reading. The programs emphasize recreational reading by providing time both during and outside of school for students to read books and periodicals of their choice. Formal library skills are taught, including on-line cataloging skills, and the use of the dictionary, thesaurus and other research materials. Students are taught how to properly prepare a formal research paper in order to provide them with the skills they will need in secondary school and beyond.

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3. Additional Curriculum Areas:

Technology: IHM offers state-of-the-art computer technology to allow students to learn life-long skills in acquiring information and communicating effectively. Classrooms are equipped with the appropriate computer hardware and software to support learning at each grade level. The computer lab contains 26 Pentium®-based personal computers that are networked and can access the Internet. IHM's program is designed to provide a foundation in computer literacy, and to provide instruction in word processing, spreadsheets, and presentation software. Computers are also utilized as reinforcement and enrichment tools in other areas of the curriculum. Several classrooms are equipped with new teaching stations that include interactive whiteboards. In addition, all teachers from Pre-K through grade eight are trained in and utilize Discovery Education's *unitedstreaming* online digital video library. These digital video resources contain educationally-supported content that is linked to the NJ Core Curriculum Content Standards. IHM's faculty pays close attention to students with learning disabilities, and the digital media on *unitedstreaming* has provided another avenue through which to differentiate instruction for those students and improve their chances for success.

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Music: Music classes meet weekly. Music instruction includes music theory, history and appreciation. Christmas and spring concert productions showcase student achievement and provide the opportunity for the sharing of special talents. Instrumental music is offered to students in the fourth through the eighth grades during regular school hours, enabling them to appreciate the discipline and dedication required to play an instrument.

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4. Instructional Methods:

IHM's approach to teaching begins with basic instruction in the New Jersey Core Curriculum. Then, using research gathered on current trends in education as well as skills needed in the workplace, the curriculum and teaching methods are enhanced to build the targeted skills. For example, IHM's teachers use a cooperative learning style in all classrooms. This approach teaches students to work as part of a team, a skill necessary to succeed in life. Cooperative learning teaches students to respect the rights of others to learn in their own way as they observe the different talents and approaches each child brings to the team. IHM's emphasis on communication skills and technology programs are other examples of the school's efforts to ensuring that students have the skills needed to be successful.

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Recognizing that children learn differently, IHM's educators utilize differentiated instruction to ensure all students have the opportunity to learn well. Teachers do not employ a strict paper-and-pencil approach to learning, but rather allow students to demonstrate their mastery of a skill in a variety of ways, including using technology, song, art and other creative outlets. The TerraNova results are also used as a tool to modify the curriculum where improvements are needed. Direct classroom observation by the Principal ensures that each teacher is keeping to common standards in terms of content, pace and equality. IHM's faculty utilize rubrics at the classroom and project level to establish the grading systems for the class or project, so that students clearly understand expectations and all work is graded on the same standard.

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Through policy and practice, IHM has created a culture of respect and discipline that contributes significantly to student learning. Students and teachers are required to respect the rights of others to learn in their own way. When students behave inappropriately, IHM's staff acts swiftly to help the children understand the shortcomings of their behavior, and provide them with the tools necessary to make better choices in the future. These practices create an environment where children are un-afraid to learn in a manner that is comfortable for them, allowing them to demonstrate their strengths while supporting their weaknesses.

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5. Professional Development:

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IHM's faculty is well-qualified to teach the students entrusted to them. The staff comprises 12 full-time teachers, 7 part-time teachers and three teacher's aides. All of the full-time teachers are New Jersey State certified. One-half of the teachers have advanced degrees and 90% have more than 10 years of teaching experience.

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All teachers are required to complete 100 hours of professional development every five years in order to maintain their state certification and to meet their personal professional development goals. The teachers meet these requirements by attending conferences and workshops on a variety of topics that enable them to bring new ideas and approaches to their classrooms. For example, IHM's math and science teacher attended the Honeywell Space Camp for Educators in Huntsville, Alabama during the summer of 2006. This teacher's experience was turned into a week-long learning opportunity for the students covering the solar system, astronauts' careers, and physics. IHM's "Space Week" culminated in turning the gymnasium into a planetarium. Other workshops recently attended by IHM's teachers include: Early Childhood Symposiums; SMART Board™ interactive whiteboard training; "BODIES: the Exhibition" at the South Street Seaport Exhibition Centre; and William Paterson University's course on Children's Literature.

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Finally, the culture at IHM is collegial. The teachers and Principal support each other by sharing ideas and experiences. Faculty meetings provide an opportunity to exchange information among colleagues and the teachers are active in extra-curricular activities that allow them to strengthen relationships with each other in environments outside the classroom.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): Middle States Association of Elementary Schools, National Catholic Education Association

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

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4,235</u> K	<u>\$3,735</u> 1 st	<u>\$3,735</u> 2 nd	<u>\$3,735</u> 3 rd	<u>\$3,735</u> 4 th	<u>\$3,735</u> 5 th
<u>\$3,735</u> 6 th	<u>\$3,735</u> 7 th	<u>\$3,735</u> 8 th	<u>\$</u> 9 th	<u>\$</u> 10 th	<u>\$</u> 11 th
<u>\$</u> 12 th	<u>\$</u> Other				

4. What is the educational cost per student? \$4,913
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1,111
(Note: IHM's Parish provides a \$225,000 subsidy to the School)

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%
(Note: all of IHM's students are eligible for the Parish subsidy)

PART VII: ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Immaculate Heart of Mary School

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

Subject Math Grade 7 Test TerraNova Multiple Assessments

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	74.3	83.2	61.9
Number of students tested	23	20	14
Percent of total students tested	92%	100%	100%
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	8%	0%	0%

Subject Math Grade 6 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	73.3	70.2	70.4
Number of students tested	15	22	21
Percent of total students tested	100%	92%	100%
Number of students alternatively assessed	0	2	0
Percent of students alternatively assessed	0%	8%	0%

Subject Math Grade 5 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	74.7	67.1	69.4
Number of students tested	14	18	24
Percent of total students tested	97%	100%	92%
Number of students alternatively assessed	1	0	2
Percent of students alternatively assessed	7%	0%	8%

Subject Math Grade 4 Test TerraNova Multiple Assessments

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	85.1	78.8	69.4
Number of students tested	10	16	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%

Subject Math Grade 3 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	78.0	67.1	64.3
Number of students tested	14	11	18
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	7%	0%	0%

Subject Reading Grade 7 Test TerraNova Multiple Assessments

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	73.8	77.1	63.4
Number of students tested	23	20	14
Percent of total students tested	92%	100%	100%
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	8%	0%	0%

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Subject Reading Grade 6 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	71.3	71.0	74.9
Number of students tested	15	22	21
Percent of total students tested	100%	92%	100%
Number of students alternatively assessed	0	2	0
Percent of students alternatively assessed	0%	8%	0%

Subject Reading Grade 5 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	73.1	73.1	74.1
Number of students tested	14	18	24
Percent of total students tested	100%	100%	92%
Number of students alternatively assessed	0	0	2
Percent of students alternatively assessed	0%	0%	8%

Subject Reading Grade 4 Test TerraNova Multiple Assessments

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	73.4	68.9	69.4
Number of students tested	10	16	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%

Subject Reading Grade 3 Test TerraNova CAT Complete Battery

Edition/Publication Year Second Edition Publisher CTB/McGraw Hill

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

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
Total Score	68.2	76.2	67.7
Number of students tested	14	11	18
Percent of total students tested	93%	100%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	7%	0%	0%